



FRONTIER
H I G H S C H O O L

Information



2026-2027



Visit Our Website
www.frontierhigh.us

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Camarillo, CA 93010
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Welcome Message

Dear Frontier High School Students and Families,

As the principal of Frontier High School, it is with excitement that I welcome you to the 2026-2027 school year! I am honored to serve a school with amazing students, an extremely dedicated staff, and a supportive school community. I feel fortunate to be starting my 30th year in education in the amazing Oxnard Union High School District.

All of us at FHS are eager and thrilled to begin what promises to be another fantastic year. We will continue to offer unique academic experiences for our students that are rigorous and relevant as we help students build social-emotional skills while making real-world connections. It is important that everyone who steps through our doors feels welcomed and is treated with respect. These goals will enable us to meet our academic challenges in a positive, fun, and caring environment.

The incredible team at Frontier High School is committed to our mission statement and will

“provide a positive alternative educational environment designed to foster a sense of community, personal responsibility, and academic success.”

By working with our students’ families and the entire school community, we will give the support needed for all students to be successful. We are all looking forward to starting the new school year on Wednesday, August 12th 2026.

I look forward to serving you all!

Sincerely,
Mark Contreras, Principal
Frontier High School
mark.contreras@oxnardunion.org
Follow us on Instagram: [fhs_rockets](#)



Vision & Mission Statements

VISION STATEMENT:

“An exceptional alternative school preparing ALL students for powerful futures.”

MISSION STATEMENT:

“Our mission is to provide a positive alternative educational environment designed to foster a sense of community, personal responsibility and academic success.”

SCHOOLWIDE LEARNER OUTCOMES:

Prepare students with a strong academic foundation while encouraging physical/mental/social wellness

Reach for college and career aspirations

Empower students to think critically and apply real world skills

Promote personal and civic responsibility



Staff Directory

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Staff Directory

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Bell Schedules

FHS Daily Bell Schedule

Period	Start Time	End Time	Minutes
1	9:38 AM	10:43 AM	65 Min
2	10:46 AM	11:46 AM	60 Min
Lunch	11:46 AM	12:15 PM	29 Min
3	12:18 PM	1:18 PM	60 Min
4	1:21 PM	2:21 PM	60 Min

Minimum Day Bell Schedule

Period	Start Time	End Time	Minutes
1	9:38 AM	10:28 AM	50 Min
2	10:31 AM	11:16 AM	45 Min
Lunch	11:19 AM	11:46 AM	27 Min
3	11:49 AM	12:34 PM	45 Min
4	12:37 PM	1:22 PM	45 Min

Finals Bell Schedule

Period Day 1 / Day 2	Start Time	End Time	Minutes
Per 1 / Per 3	9:38 AM	11:23 AM	115 Min
Lunch / Lunch	11:23 AM	11:58 AM	35 Min
Per 2 / Per 4	12:01 PM	1:46 PM	115 Min

Bus Schedule

NOTE: New students should always call the **Transportation Office 805-385-2543** to make sure they will be picked up at their stop. Students should be at bus stops 5 minutes before arrival time.

Route/F-1 | Bus #29 | Driver: Eddie Magana | El Rio, North Oxnard, Nyland Acres Run

3402 E. Vineyard Ave (76 Station)	8:25 AM	3:13 PM
Stroube St. / Jourdan Ave.	8:30 AM	3:08 PM
Vineyard Ave. / Edelweiss (Timbers Apts)	8:35 AM	NO PM
"H" St. / Vineyard Ave.	NO AM	2:58 PM
North Gonzales Rd. / "H" St.	8:40 AM	2:55 PM
Snow Ave. / Sabrina St.	8:45 AM	2:50 PM
Nyeland Ave. / Ventura Blvd.	8:55 AM	2:46 PM
3750 West Ventura Blvd	9:05 AM	2:36 PM

Route/F-2 | Bus #14 | Driver: Gerardo Vasquez | Beaches

Victoria Ave/Gumm Tree Rd (City Bus Stop)	8:25 AM	3:20 PM
South Harbor Blvd. / Wooley Rd.	8:35 AM	3:10 PM
South Harbor Blvd. / Costa De Oro	8:40 AM	3:07 PM
West Channel Islands Boulevard/ Península Road	8:43 AM	3:04 PM
West Hemlock Boulevard/ South Victoria Avenue	8:47 AM	3:00 PM
Hemlock Rd. / Patterson Rd.	8:50 AM	2:56 PM
E. Channel Islands Blvd. / Ventura Rd.	8:55 AM	2:50 PM
E. Channel Islands Blvd. / Samuel Ave. (Behind Bank)	8:59 AM	NO PM
E. Channel Islands Blvd. / Gisler Ave.	NO AM	2:46 PM
E. Channel Islands Blvd. / Dupont St.	9:05 AM	2:38 PM

Bus Schedule

NOTE: New students should always call the **Transportation Office 805-385-2543** to make sure they will be picked up at their stop. Students should be at bus stops 5 minutes before arrival time.

Route/F-3 | AM Bus #31 | Driver: Kevin Workman / PM | Camarillo

1765 Pancho Rd.	8:45 AM	3:10 PM
Adolfo Rd. / Mission Oaks Blvd.	8:55 AM	2:58 PM
Adolfo Rd./ Gracia St	8:59 AM	2:54 PM
Adolfo Rd. / Ponderosa Dr.	9:01 AM	2:52 PM
Ponderosa Dr. / Easton Way	9:03 AM	2:50 PM
E. Ponderosa Dr. / Temple Ave.	9:04 AM	2:48 PM
Ponderosa Dr. / Arniell Rd.	9:05 AM	2:45 PM
Ponderosa Dr. / Carmen Dr.	9:07 AM	2:42 PM
Ponderosa Dr. / Rosewood Ave.	9:08 AM	2:39 PM
Ponderosa Dr. / Calle La Roda	9:10 AM	2:36 PM

Route/F-4 | Bus #26 | Driver Arturo Licea | South Oxnard

Ventura Rd. / Sunkist St. (CBC Base)	8:54 AM	3:00 PM
Ventura Rd. / Bard Rd. (CBC Base)	NO AM	2:58 PM
Pleasant Valley Rd. / N. Ventura Rd.	8:57 AM	2:56 PM
Pleasant Valley Rd. / "J" Street	9:00 AM	2:53 PM
W. Pleasant Valley Rd. / "C" Street	9:02 AM	2:51 PM
Pleasant Valley Rd. / Squires Dr.	9:07 AM	2:46 PM
Pleasant Valley Rd / Bard Rd. 3976	9:10 AM	2:42 PM
Laguna Rd.	9:15 AM	2:37 PM

Bus Schedule

NOTE: New students should always call the **Transportation Office 805-385-2543** to make sure they will be picked up at their stop. Students should be at bus stops 5 minutes before arrival time.

Route/F-5 | Bus #15 | Driver: Fabian Bravo | Colonia, Central Oxnard, Community Center

Hill St. / "G" Street (at the Durley Park parking lot entrance)	8:53 AM	2:58 PM
Hobson Way (Comm. Center) (at the SCAT but stop between 7th St: & 9th St.)	8:58 AM	2:53 PM
Third St. /S. "H" Street (In front of corner house on 3rd St. side of church)	9:00 AM	2:50 PM
Camino Del Sol / Sara Dr. (Library Parking Lot)	9:10 AM	2:40 PM

2026-2027 Oxnard Union HSD Quarter/Semester Calendar

July							January 2027							January										
3 Independence Day Holiday							Su	M	Tu	W	Th	F	Sa	1-3 Winter Holiday/Winter Break 4 Teacher Prep Day 5 Begin Spring Semester/3rd Quarter 18 Martin Luther King Jr. Day Holiday										
							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																	
														18										
August							February 2027							February										
10 Professional Development 11 Teacher Prep Day 12 First Day of School Fall Semester/1st Quarter							Su	M	Tu	W	Th	F	Sa	15-19 February Break Week 15&19 President's Day Holidays										
							7	8	9	10	11	12	13											
							14	15	16	17	18	19	20											
							21	22	23	24	25	26	27											
							28																	
														15										
September							March 2027							March										
7 Labor Day Holiday							Su	M	Tu	W	Th	F	Sa	19 End 3rd Quarter 22 Start 4th Quarter 29-31 Spring Break 3rd Quarter 48 days										
							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														
														20										
October							April 2027							April										
9 End 1st Quarter 12 Professional Development 13 Begin 2nd Quarter 1st Quarter 42 days							Su	M	Tu	W	Th	F	Sa	1 & 2 Spring Break 2 Spring Holiday										
							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												
														20										
November							May 2027							May										
11 Veterans Day Holiday 23-27 Thanksgiving Break 26&27 Thanksgiving Holidays							Su	M	Tu	W	Th	F	Sa	31 Memorial Day Holiday										
							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							20									
December							June 2027							June										
18 End Fall Semester/2nd Quarter 21-31 Winter Break 24 25 31 Winter Holidays 2nd Quarter 43 days; 85 days Fall Semester							Su	M	Tu	W	Th	F	Sa	2 End Spring Semester/4th Quarter 18 Juneteenth Holiday 4th Quarter 47 days 95 days Spring Semester										
							6	7	8	9	10	11	12	2										
							13	14	15	16	17	18	19	18										
							20	21	22	23	24	25	26											
							27	28	29	30	31							2						



Attendance

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

Please call the FHS Attendance Advisor at (805) 389-6462 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 leave a note with the same information in the box on the counter in the front office. By State Law and Board Policy, you must verify each absence within 72 hours of 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. Excessive Excused Absence Letters are generated to alert the parent/guardian of the student's accrued excused absences. Letter is sent at 8 and 12 excused absences. At 14 ill/medical appointment absences, any additional absences for illness/medical appointment must be verified by a physician to be considered excused (Board Policy 5113).

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. Unexcused absences include but are not limited to: Skipping class, Vacations, Family Events, Going out of town, FMC appointments, Car trouble, Traffic, Missed bus/ride, Caring for a family member, Non-school sports or other activities, improperly leaving campus early, Late and/or incomplete attendance notes, and any other reason not included in [E.C. 48205].

Attendance

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 minute 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 805.389.6462 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 Team meeting, where a team of educators and members of the community, including the District Attorney, 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 one week 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.



Dates to Remember

No School the following dates:

Monday, September 7, 2026	Labor Day
Wednesday, November 11, 2026	Veteran's Day (Observed)
November 23-27, 2026	Thanksgiving Break
December 21, 2026 - January 3, 2027	Winter Break
Monday, January 18, 2027	MLK Holiday (Observed)
February 15-19, 2027	District Recess
March 29-April 2, 2027	Spring Break
Monday, May 31, 2027	Memorial Day Holiday

ELAC

English Learner Advisory Committee (ELAC); School Site Council (SSC)

Friday, September 25th	6:30 pm - 8:30 pm
Friday, November 13th	6:30 pm - 8:30 pm
Friday, December 11th	6:30 pm - 8:30 pm
Friday, February 5th	6:30 pm - 8:30 pm
Friday, April 16th	6:30 pm - 8:30 pm

Back to School Night

Thursday, September 10th	5:30 pm – 7:00 pm
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Open House

Thursday, January 28th	5:30 pm – 7:00 pm
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Graduation

TBD	2:00 pm
(at Oxnard College Stadium)	

Graduation Requirements



OXNARD UNION HIGH SCHOOL DISTRICT

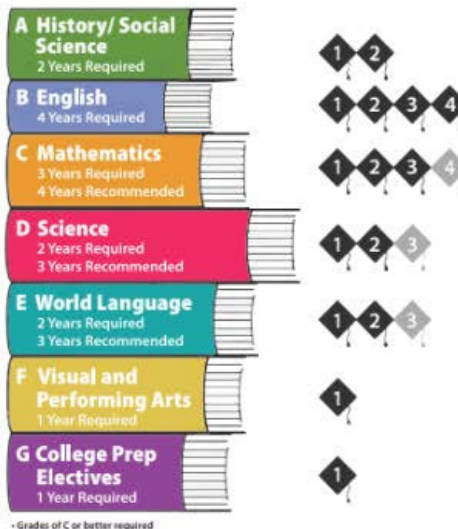
Ensuring Prosperity through Equity,
Inquiry, and Wellness

District Graduation Requirements:

History / Social Science	35
10 World History	
10 US History	
5 Government	
5 Economics	
5 Ethnic Studies	
English	40
Mathematics	30
Math 1 (second term)	
or Math 1B (second term)	
or Higher Level Math	
Science	30
10 Life	
10 Physical	
10 Other	
World Language	20
or CTE Pathway Completion	
VAPA	10
Electives	40
Health	5
P.E.	20
	230

UC/CSU A-G Requirements

To qualify for UC/ CSU admissions, students must take courses that have been approved by the Regents of the UC as meeting their requirements and must be passed with a grade of C or better. For an official list of the UC approved courses for your high school, please visit the UC Doorways website.



Home School Compact

The goal of Frontier 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. Ensure my child is prepared for class and that their Chromebook is fully charged the night before school.
- Send my child to school dressed according to the FHS dress code policy.
- Hold my child accountable, set high expectations and achievable goals for their work and behavior verbally and with appropriate rewards and punishments. Set high educational expectations and achievable goals with my child and discuss them regularly.
- Communicate regularly with FHS teachers and staff and attend teacher conferences with my child.
- Negotiate healthy life choices with my child (for example: less TV and video games, healthy food choices, staying physically active, and maintaining a reasonable bedtime).
- **Be invested, positive and praise my child for their success and encourage them to do better when they fail.**

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 fully charged Chromebook ready to learn.
- Set high expectations for myself (good grades, graduate from high school, set post-secondary goals).
- Follow the Frontier High School campus rules and model FHS PRIDE.
- Complete all my assignments on time.
- Work to improve basic math and reading skills.
- Make good choices (for example: less TV & video games, more exercise, healthy foods, and a responsible bedtime).
- I will ask for help when needed in person or via email.

Teacher Agreement:

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

- Demonstrate a belief in all students' ability to learn and succeed by setting high expectations and encouraging student achievement.
- Promote an environment that recognizes student achievement and character development.
- Analyze data to drive my instruction and share results with students and parents.
- Provide necessary assistance to parents so they can help their children with schoolwork.
- Communicate regularly with the family regarding the student's progress, successes and concerns.
- Maintain a positive school environment for parents/families, students and staff.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.

Principal Agreement:

I want to see all students succeed therefore, I will strive to do the following:

- Work to create a safe school so that ALL students feel supported and can learn in a positive learning environment.
- Create opportunities for ALL students to be successful and to graduate from high school with a post secondary plan.
- Provide college and career experiences for ALL students.
- Promote an environment that recognizes student achievement and provides social emotional support for ALL students.
- Work to build home-school partnerships that improve student achievement.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.



Student Expectations

It is the parent's (guardian's) responsibility to monitor their son's/daughter's behavior, dress and their academic progress in school. In order to remain enrolled at Frontier High School, a student must adhere to the following expectations:

- I will attend school regularly. I will arrive at each class on time, prepared and ready to work
- I will respect staff and students as well as school property
- I will follow the electronics policy
- I will honor the dress code
- I understand that possession of any type of weapon at school, on the school bus, at the bus stop, or any school related activity may result in a student expulsion recommendation
- I understand that students are subject to both random metal detector screenings and K-9 classroom safety checks
- I understand that if I am found to be under the influence of any controlled substance, that I will be suspended and referred to the Student Wellness Specialist
- I understand that if I am found to be in possession of alcohol or a controlled substance on campus, the school bus, at the bus stop, or any school related activity, that I will be suspended and may be recommended for expulsion



Dress Code

Our Dress for Success goal is to create a healthy and safe learning environment where ALL students can be their best in mind, body, and spirit. The FHS dress code and its enforcement is a key ingredient to achieving our goal. Specifically, our goal is to:

1. Support Student Safety
2. Prepare Students for their Future, and
3. Establish a Learning Environment Focused on Education

Frontier High School believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program. (OUHSD Board Policy 5132)

Apparel Expectations

1. Articles of clothing which display gang symbols, profanity or products or slogans which promote tobacco, alcohol, drugs or sex; materially interfere with schoolwork; or create disorder or disrupt the educational process **are not allowed**.
2. Any clothing or apparel that a student or group of students wear to identify themselves for the purpose of harassing, threatening, or intimidating others will **not be allowed**.
3. Dallas Cowboys (including anything with a "C" or a STAR), Las Vegas Raiders, San Diego Padres, and Chicago White Sox emblems and gear **are not permitted**.
4. Clothing with "R.I.P." or "In memory of..." references **are not permitted**.
5. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive; shall not bear drug, alcohol, or tobacco company advertising, promotions, or likenesses; illegal activity, or relate to gang affiliation or activity; and shall not advocate discrimination or harassment of race, religion, or sexual orientation.

The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size. When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students. Repeated violations or refusal to comply with the dress code may result in disciplinary action.



Electronics Policy

- Ear phones may not be used or worn during class or in the office unless instructed by the teacher/staff.
- NO music played aloud on campus at any time of the day.
- Portable/wireless speakers are prohibited from campus.

Students are not allowed to text (receive/send) or make/receive phone calls during class time. Students are not allowed to use their personal electronic devices for any reason during class time, unless instructed by their teacher.

Closed Campus Policy

To ensure student safety and academic focus, Frontier High School operates a strict closed campus.

- Once a student arrives on school grounds in the morning, they are required to remain on campus until their scheduled dismissal time, unless signed out via the front office by a parent/guardian.
- Students are not permitted to leave school grounds during lunch or passing periods.
- Food Deliveries: Outside food delivery services (e.g., DoorDash, UberEats, Grubhub) or deliveries from local restaurants are strictly prohibited during the school day. Deliveries will be confiscated.

FRONTIER HIGH SCHOOL 2026-2027 SENIOR CONTRACT

"Our mission is to provide a positive alternative educational environment designed to foster a sense of community, personal responsibility, and academic success."

It is the responsibility of each senior at Frontier High School to become familiar with and adhere to all school policies and procedures. These policies and procedures have been developed to ensure a safe and secure learning environment for all students and staff. As a senior, you have many activities to look forward to over the year, including graduation. To ensure this year is a great one, it is important that you and your families understand the school rules and expectations as well as the consequences of not following those rules. Your signature at the bottom of this letter will confirm that you have read the school expectations and are aware of the consequences. Please note that failure to sign this contract does not exclude you from our school-wide behavior expectations for Seniors and possible disciplinary consequences.

SENIOR EXPECTATIONS & RESPONSIBILITIES

As a senior at Frontier High School, you must follow the following policies:

1. Attendance & Tardy Policy:

- Seniors must follow Frontier High School's attendance policy. Senior students with excessive unexcused absences or tardies may lose senior privileges.
- Graduating Seniors are expected to attend their assigned graduation practice session. Failure to attend or arrive on time will result in exclusion from the graduation ceremony.

2. Citizenship Policy:

- Any suspension for fighting
- Any second suspension for any reason; including being under the influence or possession of alcohol, drugs, or any controlled substance
- Engaging in vandalism, disruptive campus behavior, or social media misconduct

Frontier High School reserves the right to revoke a student's participation in senior activities, including the graduation ceremony, if the student breaches this contract, commits a suspendable offense, or violates school, district, local, or state policies or laws. Please remember that you are responsible for following school rules on the way to and from school, at school, and at any school activity, including district sporting events and dances. You've made it this far! Let's finish strong with a great senior year!

SENIOR PRIVILEGES & CONSEQUENCES

Failure to meet the above expectations may result in loss of participation in one or more of the following activities:

Graduation Ceremony
Prom/dances at other campuses

Senior Activities
Grad Night

If you have any questions during the course of the school year, please contact the FHS administration. **This form MUST be signed by both the parent/guardian and the student and returned to the office by 08/21/2026. Students will not be allowed to attend senior events or activities until a signed contract is on file with the Assistant Principal's office.**

Student Name (Print Name)

ID Number

Student Signature

Parent/Guardian (Print Name)

Parent/Guardian Signature

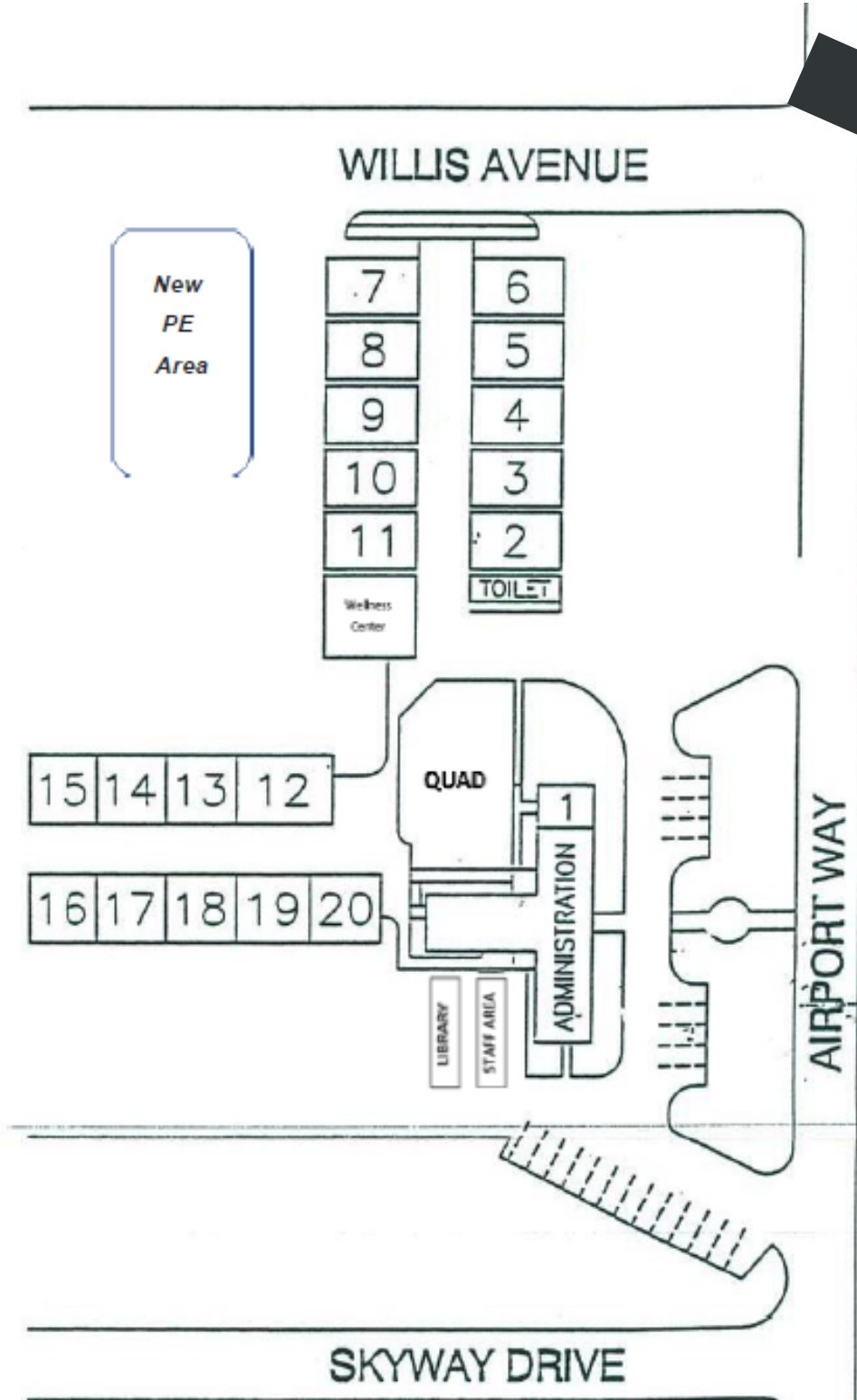
Date



FRONTIER

H I G H S C H O O L

STEARMAN STREET





Dear Students, Parents, Families, and Caregivers:

Welcome to Oxnard Union High School District 2026-2027 school year.

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.

Oxnard Union students deserve every opportunity to have a prosperous future by gaining the skills they need to thrive. They deserve to be challenged through rigorous, engaging courses and programs; supported and seen as individuals; and inspired to achieve their dreams. This year, we will continue to focus on creating prosperity through equity, inquiry, and wellness by deepening communication about programs and individual student progress. Staff will also continue to work to increase students' access to college and careers.

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 yours,

Dr. Virginia E. Kelsen
Superintendent
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

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.

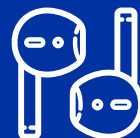
NO-SCROLL ZONE



Cell Phone



Apple Watch



Headphones

ARTIFICIAL INTELLIGENCE

The Oxnard Union High School District has officially adopted **Board Policy 0441** to guide the responsible and innovative use of Artificial Intelligence (AI) throughout our schools. This policy is the culmination of a year-long collaborative effort where we gathered extensive input from students, parents, and staff through committees, community feedback sessions, and presentations. By listening to these diverse voices, we have established a framework that addresses essential concerns regarding ethical use and critical thinking while embracing the potential of AI to personalize and enhance the learning experience for every student.

The resulting policy and guidelines emphasize a human-centered approach, ensuring that AI tools support, not replace, the vital instructional relationship between teachers and students. To protect our community, the policy requires that all AI platforms be strictly vetted for data privacy and safety compliance. It also prohibits the use of AI for high-stakes decisions like final grading without direct human review. Students are encouraged to use approved AI as a supplemental tool for learning, provided they follow teacher instructions, cite their sources properly, and maintain the high standards of academic honesty required by the District.

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:

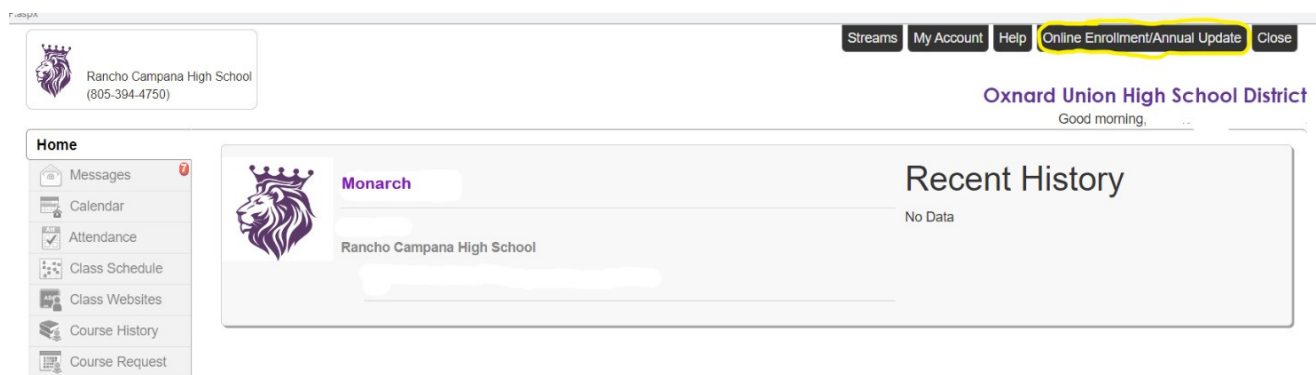
- You think attendance is important.
- You are interested in their school activities.
- You want them to do well in school.
- Arriving at school on time and reporting to class when dropped off is expected.
- Ask to see your student's school work and have them explain to you what the assignment was about.
- 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.

COMPLETE YOUR ANNUAL UPDATE TODAY!

- Log into your ParentVue account
- By visiting this url address: Medical information — So our nurses can provide the best care.
- Emergency contacts — So we can reach the right people quickly.
- Addresses, phone numbers, and emails — So you never miss important messages in ParentSquare.
- Meal program information — Which determines eligibility for Free and Reduced Lunch and provides vital school funding.
- Acknowledgements and permissions — Like our technology and internet use policies.
- 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



WHY THIS MATTERS?

Completing your annual update in ParentVue ensures the school has your current medical information and contact details to keep your child safe, reach you in emergencies, and determine eligibility for lunch programs and additional resources. It only takes a few minutes but makes a real difference for your child and our schools.

SCAN ME



- Medical information — So our nurses can provide the best care.
- Emergency contacts — So we can reach the right people quickly.
- Addresses, phone numbers, and emails — So you never miss important messages in ParentSquare.
- Meal program information — Which determines eligibility for Free and Reduced Lunch and provides vital school funding.
- Acknowledgements and permissions — Like our technology and internet use policies.





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





In Partnership with



One accident away from a \$141 repair bill.

One repair costs more than multiple years of coverage. Protect your student's device with plans starting at **less than \$34 a year.**



Unlimited Claims

Break it once or ten times, you're still covered.



\$0 Deductibles

No surprise costs for repairs or replacements.



Coverage Specifics

Accidental Damage, cracked screens, liquid damage, spills, theft



Scan the robot to protect your device or visit the link below

akko.link/oxnard

2026-2027 School Year Plans

Device Type	1 Year Rate	2 Year Rate	3 Year Rate	4 Year Rate
HP Fortis G1m	\$33.99	\$66.63 <i>Save 2%</i>	\$98.92 <i>Save 3%</i>	\$129.17 <i>Save 5%</i>
Acer Chromebook	\$39.99	\$78.39 <i>Save 2%</i>	\$116.38 <i>Save 3%</i>	\$151.97 <i>Save 5%</i>
Dell 3300	\$63.99	\$125.43 <i>Save 2%</i>	\$186.22 <i>Save 3%</i>	\$243.17 <i>Save 5%</i>

* All plan pricing is per device.

** 15-day waiting period from date of purchase on accidental damage claims.



Dear OUHSD families, welcome to the 2026-2027 School Year!
2026

July

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 12.**

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.

Through ParentSquare you will receive invitations to parent trainings and conferences plus other important and time sensitive information.

- 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 12.** 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



Oxnard Union High School District

Parents' Right to Know Regarding Teacher Qualifications

Dear Parents/Guardians,

July 2026

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 promptly regarding the professional qualifications of your student's classroom teachers. OUHSD Title 1 schools are Channel Islands, Del Sol, 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



Oxnard Union High School District

Know Your Educational Rights Regarding a Free Public Education

Dear Parents/Guardians,

July 2026

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



**COMMITTEE MEMBERS NEEDED FOR SCHOOL SITE COUNCIL
(SCC)**

You can make a difference in the governance of your school by participating on the School Site Council. The School Site Council (SSC) is a decision-making body that represents all stakeholders of the school community. The school principal, teachers, other school personnel, parents and students make up this group. Their primary responsibility is to identify common goals and assist the leadership team in establishing a plan to achieve the goals. The key to a successful SSC depends upon a good working relationship among all members of the Council. Each member of the Council shares their unique perspective and knowledge of the school's needs, as they affect all stakeholders.

I am interested in being a School Site Council (SSC) representative.

I would like to be a member of the School Site Council at (Circle your school site): Adolfo Camarillo, Channel Islands, Condor, Del Sol, Frontier, Hueneme, Oxnard High, Oxnard Middle College, Pacifica, Rancho Campana or Rio Mesa

I am a: __parent/guardian __student _____OUHSD faculty

Please list your student attending this school: (if you are a student, list yourself below)

Student's Name	Grade
1. _____	_____
2. _____	_____

I give permission to be contacted by a site representative.

Name _____ **Signature** _____

Print name _____

Phone (best number to contact you at): _____

Email address: _____

What is the best way to contact you?: _____

Please return this form to the school office, in care of the Principal's Secretary.

Thank you for supporting your school and community as a volunteer.



RECRUITING MEMBERS FOR the **English Language Advisory Committee (ELAC).**

You can make a difference in the governance of your school by serving on the parent advisory committee for English learners (ELAC). This is a committee for parents and community members to promote opportunities for students identified as English learners. ELAC members provide recommendations to school administration and the School Site Council (SSC) on services and programs for English learners. Each ELAC committee has the opportunity to elect at least one representative member to the District English Learner Parent Advisory Committee (DELAC).

I am interested in serving English Language Advisory Committee (ELAC).

I would like to be a member of the English Language Advisory Committee (ELAC) at (identify your school, circle your school):

Adolfo Camarillo, Channel Islands, Condor, Del Sol, Frontier, Hueneme, Oxnard High, Oxnard Middle College, Pacifica, Rancho Campana or Rio Mesa

Please indicate if you are a: ____parent/guardian ____community member ____OUHSD faculty

Please list your students attending this school:

Student Name	Grade
1. _____	_____
2. _____	_____

I give permission for my school representative to contact me.

Name _____ **Signature** _____

Print your name _____

Telephone (best number to contact you): _____

Best time to call: _____

Please return this form to your school office, to the Principal's Secretary.

Thank you for supporting our school and community as a volunteer.



Ways Chronic Absenteeism Impacts Student Achievement

Chronic absenteeism means missing too much school—for any reason—excused or unexcused. Experts define chronic absenteeism as missing 10% (or around 18 days) during a school year. This is missing 2 days of instruction each month. Studies show students who miss more than 18 days of school are less capable in reading, writing and math compared to their peers.

Consistent attendance is one of the best indicators for student success. Students who attend school regularly have been shown to achieve at higher levels than students who do not attend regularly. Students who attend school daily build knowledge, develop relationships with peers and others, they usually participate in extracurricular activities and have opportunities for personal growth. These are skills that will serve the students for a lifetime.

Chronic absenteeism or missing too much school not only means missed lessons, it means lower grades, overall lower achievement, and lower graduation rates. Another consequence is lower college going rates and completion. Not coming to school regularly may leave the student feeling disconnected and isolated. Falling behind and having poor grades may lower a student's self-esteem, affect their motivation and confidence. These emotional challenges can impact their well-being and their ability to participate fully in their education. Extensive absences lead not only to poor academic performance; they often lead to students dropping out of school. Some of the top reasons kids don't attend school include failing too many classes, feeling hopeless, bored, becoming a caregiver, feeling school was irrelevant, entering the workforce early to support family, taking care of siblings or family members and "no one cared."

The chart below shows how many months and years can be lost from missing too many days from school. A student could graduate from high school 4 or more grade levels behind in reading comprehension, writing and math skills.

Absence Rate	Days missed each year	Learning lost over k-12
5%	9	6 months
9%	16	1.2 school years
10%	18	1.3 school years
20%	36	2.6 school years
30%	54	3.9 school years

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.



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)	The California Code of Regulations section 11309 requires that any language acquisition program provided by a school, district, or county shall: • 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: ◦ 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)	• 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



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.

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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.

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. The 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

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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.

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 designed 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

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brochures, and online resources. Partnerships with community organizations and connecting the families to the resources provide additional support for families.

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.

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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.

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.

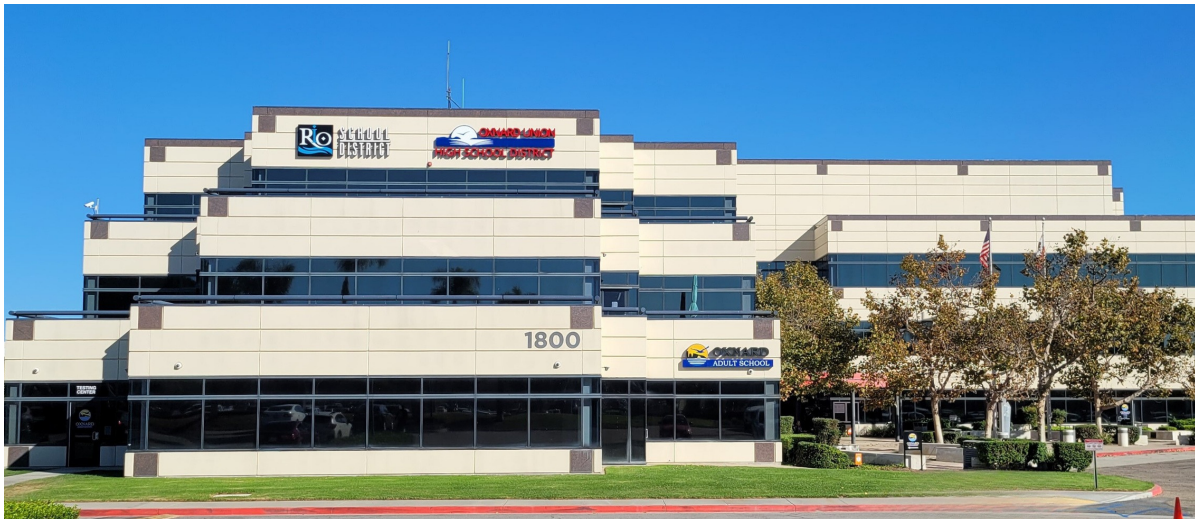
Based on evaluation findings, OUHSD makes necessary adjustments to its engagement strategies and policies. This ensures that parent involvement activities are continuously improving and meeting the needs of the community. By involving parents using various strategies, OUHSD ensures that parent and family 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 collaboratively works to review and update the policy yearly and update as needed with board approval. 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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