

Summer Mailer

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OXNARD
High School

3400 West Gonzales Road
Oxnard, CA 93036



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Principal's Message

Dear Yellow Jacket Students, Families, Parents, and Guardians,

It is with tremendous gratitude, pride, and excitement that I welcome you to the 2026-2027 school year at Oxnard High School. Each new school year gives us the powerful opportunity to renew our commitment to excellence, strengthen our sense of belonging, and continue building upon the remarkable legacy of Yellow Jacket Nation. As I begin another year serving this extraordinary school community, I remain deeply humbled by the privilege of leading Oxnard High School, a place that has shaped my life as an educator, coach, leader, and proud servant of the Oxnard community.

Oxnard High School is much more than a school. It is a historic institution, a source of community pride, and a place where generations of Yellow Jackets have discovered their voice, developed their confidence, and prepared themselves to make a meaningful impact on the world. Since 1902, OHS has stood as a symbol of tradition, loyalty, resilience, and opportunity. We are Rooted in Tradition, United by Loyalty, and Driven by History, and as we enter this new school year, we do so with a clear understanding that our students are not just inheriting a legacy. They are being called to build upon it.

At Oxnard High School, we believe that every student has greatness inside of them. We believe that there is absolutely nothing that a young person from Oxnard, California cannot accomplish. That belief continues to guide our work, our decisions, and our expectations. Our mission is to ensure that every Yellow Jacket feels seen, valued, challenged, supported, and empowered to pursue a future filled with purpose and possibility. Whether our students are preparing for a four-year university, a community college, a trade program, military service, entrepreneurship, or direct entry into the workforce, our goal is for every graduate to leave Oxnard High School with options, confidence, and the skills necessary to thrive.

Our vision remains anchored in the three powerful pillars that define who we are and who we strive to become:

#BeImpactful reminds us that every Yellow Jacket has the ability to make a meaningful difference. Impact is created in the classroom when students work hard, ask questions, and support one another. It is created on the field, on the court, on the stage, in clubs, in academies, in CTE pathways, and in acts of kindness that strengthen our school community. We want our students to understand that leadership is not defined by a title. Leadership is defined by the courage to serve, the willingness to uplift others, and the determination to leave every space better than they found it.

#BuildResilience reminds us that success is not always easy, but Yellow Jackets are built to rise. Our students will face challenges, setbacks, and moments of uncertainty, but resilience gives them the strength to keep moving forward. At OHS, we are committed to surrounding students with caring adults, strong academic supports, restorative practices, wellness resources, and a culture that teaches them how to overcome obstacles with courage, discipline, and hope.

#BeLegendary is more than just a slogan. It is our call to greatness. It reminds every student that ordinary beginnings can lead to extraordinary futures. Being legendary does not mean being perfect. It means showing up with purpose, refusing to settle for average, taking pride in who you are, and understanding that your story matters. When Yellow Jackets commit themselves to academic excellence, athletic distinction, artistic expression, leadership, service, and personal growth, they honor our past while creating a bold and inspiring future.

As we begin the 2026–2027 school year, we are proud of the tremendous momentum taking place across our campus. Oxnard High School continues to strengthen its academic programs, expand college and career pathways, elevate student voice, and deepen our commitment to equity, inquiry, and wellness. Our continued focus on grading for mastery, meaningful feedback, transparent communication, and student support reflects our belief that all students can learn at high levels when they are given clear expectations, strong instruction, and timely opportunities to improve.

We also remain deeply committed to the continued growth of our RIC (Restorative Intervention Campus) work, which is much more than a traditional intervention or discipline model. At Oxnard High School, RIC represents a schoolwide system of research, innovation, response, intervention, and connection that helps us identify students earlier, understand their needs more clearly, and respond with greater purpose. Through tools such as the Teacher Dashboard, RIC Dashboard, intervention check-ins, conference summaries, contact logs, target lists, and the Intervention Response Team, we are working to ensure that no student becomes invisible. This work brings together counselors, teachers, administrators, wellness staff, student support providers, data leads, students, and families to examine changing metrics, elevate teacher voice, and determine the right supports at the right time. Whether a student needs academic intervention, attendance support, counseling, wellness resources, restorative practices, family outreach, or a deeper team conversation, RIC helps us move from reacting to problems after they grow to responding strategically before students fall further behind. Most importantly, RIC reflects our belief that accountability, care, equity, and connection must work together so every Yellow Jacket is known, supported, challenged, and guided toward a successful future.

Student voice will continue to be one of the most important forces shaping the future of Oxnard High School. Through our Principal's Student Advisory Committee, student leadership groups, classroom conversations, surveys, and campus-wide feedback opportunities, we will continue listening to our students and turning their voices into action. When students are given the opportunity to speak honestly about their experiences, they help us build a stronger, safer, more inclusive, and more responsive school community. Our students are not only the reason we do this work. They are essential partners in leading it.

We are also proud to continue expanding our college and career readiness efforts. Oxnard High School offers a wide range of academic, career technical education, and leadership opportunities that prepare students for success beyond graduation. Our California Partnership Academies, Career Technical Education pathways, AVID program, visual and performing arts programs, athletic programs, student organizations, and college and career supports all provide students with meaningful opportunities to explore their interests and develop their talents. From robotics and mechatronics to law and public service, green technologies, business, culinary arts, commercial photography, sports medicine, emotional wellness, building trades, mariachi, leadership, and more, OHS continues to provide students with pathways that connect learning to life.

Our commitment to academic excellence remains equally strong. We will continue to emphasize high-quality instruction, collaboration among teachers, student engagement, timely interventions, and meaningful use of data to guide improvement. We are proud of the hard work of our teachers, counselors, classified professionals, coaches, advisors, and administrators who give so much of themselves to help students succeed. The strength of Oxnard High School has always been found in the people who believe in our students, and I am grateful to serve alongside a staff that brings heart, professionalism, and purpose to this work every day.

Families remain essential partners in the success of our school. I encourage all parents and guardians to stay actively connected by attending school events, participating in ELAC, Migrant Education, School Site Council, Athletics Boosters, academy events, parent meetings, and other opportunities for involvement. When families and schools work together, students benefit in powerful ways. Your presence, encouragement, feedback, and partnership help create the conditions for our students to succeed academically, socially, emotionally, and personally.

As we prepare for the year ahead, I ask every Yellow Jacket student to begin with purpose. Attend school every day. Arrive on time. Work hard in every class. Ask for help when you need it. Get involved. Treat others with respect. Protect the culture of our campus. Take pride in being part of Yellow Jacket Nation. Most importantly, never underestimate what you are capable of becoming. Your story is still being written, and this school year is another opportunity to write it with courage, excellence, and heart.

It is an honor to serve as Principal of Oxnard High School. I am excited to welcome our returning students, our incoming freshmen, our transfer students, and all of our families to what promises to be another outstanding year. Together, we will continue to honor our history, strengthen our present, and build a future worthy of the Yellow Jacket legacy.

Let's make the 2026–2027 school year impactful, resilient, unforgettable, and legendary.

Go Jackets!

#BeImpactful | #BuildResilience | #BeLegendary

With gratitude and pride,

Dr. Ted P. Lawrence, Principal
Oxnard High School

DIRECTORY

3400 West Gonzales Road, Oxnard, CA 93036

Administration Office: 805-278-2907 // Fax: 805-278-2918

ADMINISTRATION

Dr. Ted Lawrence	Principal	805-278-3000
Adriana Ipatzi	Principal Secretary	805-278-2904 (Spanish)
Dr. Wendell "Trey" Greer III	Asst. Principal-Students: A- Garcia	805-278-2916
Susan Robles	Admin. Secretary	805-278-2908
Ashley Maeshiro	Asst. Principal- Students: Garibay- Ornelas	805-278-1284
Waleska Canales	Admin. Secretary	805-394-4722
Elisabeth Hanrieder	Asst. Principal- Students: Oropeza- Z	805-385-5812
Paula Escamilla-Almanza	Admin. Secretary	805-278-2915

COUNSELORS

Natalie Magana	A-Coq	805-389-6957
Mig Cordova	Cor-G	805-278-2920 (Spanish)
Jaclyn Casper	H-Mir	805-278-2924
Graciela Valdivia	Mis-Roj	805-278-5534 (Spanish)
Stephanie Juarez	Rol- Z	805-278-2925
Diego Lopez	Restorative Intervention Counselor	805-278-2920 (Spanish)
Saul Anchondo	Special Programs Counselor	805-834-1495 (Spanish)
Liliana Hernandez	Guidance Technician	805-278-2931
Stephanie Almstrom	Student Wellness Specialist K130	805-278-1233
Elizabeth Ayala	Wellness Center Guidance Technician	805-394-4785
Judith Isaac	Student Wellness Specialist K130	805-834-1494
Maribel Naranjo	Migrant Guidance Technician P10	805-394-4784 (Spanish)

ATTENDANCE

Evelyn Navarro	Attendance Account Technician	805-278-3148 (Spanish)
Francisco Alvarez	Attendance Advisor	805-278-2926
Martha Hernandez	Registrar Students: A-L	805-278-2910 (Spanish)
Lupe Cordova	Records Clerk Students: M-Z	805-834-1423 (Spanish)

FACULTY & STAFF

Amaris Torres	Repectionist	805-278-2907
Dawn Anderson	School Nurse	805-278-1853
Claudia Avila	School Psychologist - Office: C23	805-278-1144 (Spanish)
Armando Banuelos	Textbook Room and Library Technician	805-389-6892
Jennifer Brickey	School Librarian	805-278-1273
Marsha Cordes	ASB Activities Director	805-394-4731 (Spanish)
Maria De La Cruz	ASB Bookkeeper	805-378-1186 (Spanish)
Antonio Medina	Site IT Technician - Office: D114	805-385-5216
Viridiana Duran	College and Career Center Technician	805-834-1490 (Spanish)
Jessica Fortner	Athletic Trainer	805-389-6423
Patrick Casey	Athletic Director	805-278-1057
Mackenzie Hardy	Speech and language Pathologist- Office: E107	805-834-1499
Darlene Hooks	Cafeteria Manager	805-278-3205
Anabel Cervantes	Health Office Clerk	805-394-4700 (Spanish)
Marcy Loya	SPED Clerical Assistant II - E113	805-278-1040 (Spanish)
Andrea Payne	School Psychologist- Office: F110	805-385-5967
Diana Prado	Speech and Language Pathologist- Office: C109	805-834-1417
Officer Shawnte Davis	School Resource Officer (OPD)	805-834-1500
Andre Spence	Band Director	805-278-1391
Cindy Valdivia	IEP Clerk - E105	805-278-1627



BELL SCHEDULE

REGULAR DAY BELL SCHEDULE

WARNING BELL 8:24 AM

Period 1 08:30-10:00 AM

Nutrition 10:00- 10:12 AM

Period 2 10:18- 11:48 AM

Lunch 11:48- 12:23 PM

Period 3 12:29- 1:59 PM

Period 4 2:05- 3:35 PM

Total day: 378 minutes

FINALS MINIMUM DAY SCHEDULE

WARNING BELL 8:24 AM

FINALS DAY 1

Period 1 8:30- 10:30 AM

Nutrition 10:30-10:50 AM

Period 2 10:56- 12:56 PM

FINALS DAY 2

Period 3 8:30- 10:30 AM

Nutrition 10:30- 10:50 AM

Period 4 10:56- 12:56 AM

Total day: 246 minutes

MINIMUM DAY SCHEDULE

WARNING BELL 8:24 AM

PERIOD 1 8:30- 9:27 AM

PERIOD 2 9:33- 10:30 AM

Nutrition 10:30- 10:50 AM

Period 3 10:56- 11:53 AM

Period 4 11:59- 12:56 PM

Total day: 246 minutes

COLLABORATION DAY SCHEDULE

Wednesday- Late Start

WARNING BELL 8:24 AM

Collaboration Time 8:30- 9:28 AM

Period 0 7:30- 8:15 AM

Period 1 9:34- 10:48 AM

Nutrition 10:48- 11:00 AM

Period 2 11:06- 12:20 PM

Lunch 12:20- 12:55 PM

Period 3 1:01- 2:15 PM

Period 4 2:21- 3:35 PM

Total day: 320 minutes

RALLY SCHEDULE

WARNING BELL 8:24 AM

Period 1 8:30- 9:39 AM

Nutrition 9:39- 9:51 AM

Period 2 9:57- 11:06 AM

Period 3A 11:47- 12:56 PM

Period 3B 1:11- 2:20 PM

Period 4 2:26- 3:35 PM

Total day: 345 minutes

July 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	

August 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					

September 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			

October 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

November 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					

December 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		

July	
3	Independence Day Holiday

August	
10	Professional Development
11	Teacher Prep Day
12	First Day of School Fall Semester/1st Quarter
14	

September	
7	Labor Day Holiday
21	

October	
9	End 1st Quarter
12	Professional Development
13	Begin 2nd Quarter
21	1st Quarter 42 days

November	
11	Veterans Day Holiday
23-27	Thanksgiving Break
28&27	Thanksgiving Holidays
15	

December	
18	End Fall Semester/2nd Quarter
21-31	Winter Break
24 25 31	Winter Holidays
	2nd Quarter 43 days: 85 days Fall Semester
14	

January 2027						
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 2027						
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 2027						
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 2027						
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 2027						
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 2027						
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	
1-3	Winter Holiday/Winter Break
4	Teacher Prep Day
5	Begin Spring Semester/3rd Quarter
18	Martin Luther King Jr. Day Holiday

February	
15-19	February Break Week
15&19	President's Day Holidays

March	
19	End 3rd Quarter
22	Start 4th Quarter
29-31	Spring Break
	3rd Quarter 48 days

April	
1 & 2	Spring Break
2	Spring Holiday

May	
31	Memorial Day Holiday

June	
2	End Spring Semester/4th Quarter
18	Juneteenth Holiday
	4th Quarter 47 days 95 days Spring Semester

ACTIVITY CALENDAR

***CLASSES START AT 8:30 am, EXCEPT FOR THE "9:34 WEDNESDAY LATE START" AS INDICATED**

AUGUST

- 3 Mon** Link Crew Training (Big Gym)
- 4 Tues** Link Crew Training (Big Gym)
- 5 Wed** Jacket Return 10th, 11th & 12th grade 8am-12pm
- 6 Thu** Freshmen Orientation (A-L) 8:30 am-3:30 pm
- 7 Fri** Freshmen Orientation (M-Z) 8:30 am-3:30 pm
- 10 Mon** Professional Development Day- No School
- 11 Tues** Teacher Prep Day - No School
- 12 Wed** First Day of School
- 26 Wed** ELAC Meeting (6 pm)
- 27 Thu** BTS Rally (Rally Schedule)
- 27 Thu** **BACK TO SCHOOL NIGHT**
- 28 Fri** Minimum Day Schedule
- 28 Fri** Make-up Picture Day 8 am-2 pm (Small Gym)

September

- 2 Wed** 9:34 am **Late Start**
- 7 Mon** Labor Day- No School
- 16 Wed** 9:34 am **Late Start**
- 23 Wed** 9:34 am **Late Start**
- 30 Wed** ELAC Meeting (6 pm)

October

- 2 Fri** Homecoming Rally (Rally Schedule)
- 7 Wed** 9:34 am **Late Start**
- 8 Thu** Quarter 1 (1&2) Finals MiniDay Schedule
- 9 Fri** Quarter 1 (3&4) Finals Mini Day Schedule
- 9 Fri** Homecoming Halftime
- 10 Sat** Homecoming Dance
- 12 Mon** District -Wide PD - No School
- 13 Tues** START OF 2ND QUARTER
- 14 Wed** School Site Council Meeting (6 pm)
- 21 Wed** 9:34 am **Late Start**
- 28 Wed** ELAC Meeting (6 pm)
- 28 Wed** 9:34 am **Late Start**

November

- 4 Wed** 9:34 am **Late Start**
- 11 Wed** Veterans Day - No School
- 18 Wed** School Site Council Meeting (6 pm)
- 18 Wed** 9:34 am **Late Start**
- 23-27** **Thanksgiving Holiday Week- No School**

December

- 2 Wed** 9:34 am **Late Start**
- 9 Wed** School Site Council Meeting (6 pm)
- 11 Fri** Winter Rally (Rally Schedule)
- 16 Wed** 9:34 am **Late Start**
- 17 Thu** Quarter 2 Finals (1&2) Finals Mini Day Schedule
- 18 Fri** Quarter 2 Finals (3&4) Finals Mini Day Schedule
- 21-31** Winter Break - No School

January

- 1-3** **Winter Break- No School**
- 4 Mon** Teacher Prep Day-No School
- 5 Tues** School Resumes
- 5 Tues** START OF 3RD QUARTER
- 6 Wed** 9:34 am **Late Start**
- 13 Wed** 9:34 am **Late Start**
- 18 Mon** Martin Luther King Jr. Day - School Holiday
- 27 Wed** 9:34 am **Late Start**

February

- TBA ELPAC Testing Starts
- 4 Thurs** OPEN HOUSE NIGHT
- 4 Thurs** Renaissance Rally/(Rally Schedule)
- 5 Fri** Minimum Day Schedule
- 10 Wed** 9:34 am **Late Start**
- 15-19** President's & Lincoln's Holiday/February Break Week
- 24 Wed** 9:34 am **Late Start**
- 24 Wed** 6:00pm School Site Council Meeting

March

- 1-5** CAASPP Testing Schedule
- 2 Wed** ELAC Meeting (6 pm)
- 8-12** CAASPP Testing Make-Ups
- 10 Wed** 9:34 am **Late Start**
- 17 Wed** 9:34 am **Late Start**
- 17 Wed** ELAC Meeting (6 pm)
- 18 Thu** Quarter 3 Finals (1&2) Finals Mini Day Schedule
- 19 Fri** Quarter 3 Finals (3&4) Finals Mini Day Schedule
- 22 Mon** START OF 4TH QUARTER
- 24 Wed** 9:34 am **Late Start**
- 29-31** **Spring Break - No School**

April

- 1-2** *Spring Break - No School*
- 7 Wed** 9:34 am **Late Start**
- 14 Wed** *School Site Council Meeting (6 pm)*
- 16 Fri** *Spring Rally (Rally Schedule)*
- 21 Wed** 9:34 am **Late Start**
- 21 Wed** ELAC Meeting (6 pm)
- 28 Wed** 9:34 am **Late Start**

May

- 3-14** AP Exam Testing week
- 5 Wed** 9:34 am **Late Start**
- 11 Tues** Nex Gen Awards Night
- 13 Thu** Senior Night Awards
- 19 Wed** 9:34 am **Late Start**
- 25 Tues** Senior Finals Regular Schedule (ALL PERIODS)
- 26 Wed** Senior Check-Outs
- 28 Fri** Mandatory Graduation Practice #1
- 31 Mon** Memorial Day - No School
- TBA SPRING PICTURE DAYS
- TBA Senior Prom
- TBA Grand Nite-Disneyland
- TBA Senior Goodbye Rally

June

- 1 Tues** Mandatory Graduation Practice #2
- 1 Tues** *Quarter 4 Finals (1st & 2nd) Minimum Day Schedule*
- 2 Wed** *Quarter 4 Finals (3rd & 4th) Minimum Day Schedule*
- 2 Wed** **GRADUATION 1:30 pm**

Frequently Asked Questions

Attendance

What is the best way to contact the Attendance Office?

The best way to contact the attendance office is through email or ParentSquare. If you do call and leave a message, please make sure to include your student's full name, date of birth, and ID number. Parents may also write a note to submit to the attendance office.

What should you do if your student is absent?

The best practice is to return your child to school with a written note within 72 hours of the absence. **The note should state the following: your child's name and ID number, date and reason for the absence, a contact number, and your name as the parent/legal guardian.** You may also report an absence in ParentSquare, or email.

What do I do when my Student returns to school after being absent?

Please make sure to excuse the absence if you have not already done so. Board Policy states that absences must be excused within 3 day of the absence. Please submit a note via email or ParentSquare, call attendance, or submit a written note.

My student needs to leave school in the middle of the day. What do I need to provide to the attendance office?

Students should bring a note directly to the attendance office in the morning before classes begin, then return at nutrition or lunch to pick up their pass. This will expedite the process so that families do not have to wait in the front office for their student to be called up. All Doctor and/or Dentist appointments require a note upon their return so that the absence can be excused.

Where should I submit notes for attendance?

Notes can be submitted directly to the attendance office, the front office or the back office.

I received a truancy letter, what does that mean?

A truancy letter means your student has unexcused period absences or day that are not excused. If your student gets 3-period absences or 3 unexcused tardies they will receive First Notification of Truancy Letter 1. For all questions about truancy contact the Attendance Advisor at 805-278-2926

What can I do if my child has a chronic illness that prevents them from being at school regularly?

OUSD offers alternative education options for a student with special circumstances that have been verified by a physician. Please contact your student's counselor if you are in this situation.

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

If your child must be absent for 5 days or more days, you may request that your child be signed up for Independent Study Agreement with their Counselor. Please note that teachers will need at least one week in advance to prepare materials.

How can check my student's attendance daily?

You can create a ParentVue account to check your student's daily attendance. If you need assistance setting up a ParentVue Account, please contact the front office at 805-278-2907.

My student is 18 years old. Can they sign excuse their own absences or leave for appointments?

18 year old students cannot excuse their own absences unless there is a waiver form on file. For more information regarding the waiver, please contact the Attendance Advisor at 805-278-2926.

Attendance is vital to a student's success in school. If you have any questions regarding Oxnard High School attendance policies, please contact our attendance office at 805-278-2913.

Attendance Eligibility Policy

All Oxnard High School students must maintain an overall average of 90% attendance at any given time. Students not meeting this requirement will be ineligible to participate in athletics and other school events: dances, events, games, etc. Excused absences do not affect eligibility, **only unexcused/unverified period absences will count against the 90% attendance requirement.**

OHS upper-classmen (juniors and seniors) must have an overall minimum of 90% attendance during both their junior and senior years in order to participate in graduation ceremonies. Seniors, please see the Senior Contract.

In addition, students may have no more than 5 tardies per grading period in order to be eligible for athletics and participation in school events and activities. Students who receive 10 or more tardies in a single class may receive a failing grade for that class for non-participation.

Parents of students who are below the 90% requirement will receive notification via phone and mail. Notifications will be sent at each grading period.

Students may recover full day absences and tardies by attending Saturday School. Saturday school dates will be made available via Parent Square.

Absences must be cleared within three days via phone call, email, or note. After a total of 14 days of absences for any reason, parent excusals are no longer valid, and a doctor's note will be required to clear any further absences.

If you have any questions regarding this policy, please contact the Administration Office at 805-278-2907.

DRESS FOR SUCCESS

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 OHS Dress Code and its enforcement are key ingredients to achieving our goal. Specifically, our goal is to:

- 1). Support Student Safety
- 2). Promote Health & Hygiene
- 3). Prepare Students for their Future
- 4). Establish a Learning Environment Focused on Education

Oxnard 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-related 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. Items with paraphernalia, professional sport team logos/emblems are not permitted. This includes Professional Sports Teams hats/caps, which may NOT be worn at any time.

4. Clothes must be worn as intended and be sufficient to conceal undergarments.

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.

OXNARD HIGH SCHOOL

2026–2027 SENIOR CONTRACT



Participation in Senior activities at Oxnard High School is a privilege, not a right. Seniors are expected to demonstrate responsible behavior, maintain appropriate academic progress, and uphold the standards of Oxnard High School both on and off campus. Failure to comply with the expectations outlined in this contract may result in the loss of participation in Prom, Grad Nite, Senior activities, Senior privileges, and the Graduation Ceremony.

All Oxnard High School seniors are expected to adhere to the following conditions during the 2026–2027 school year.

1. **Attendance Requirements**

Senior students must maintain a minimum of 90% attendance throughout the school year. Students may not accumulate more than 20 combined tardies and/or period absences during the school year to remain eligible for Prom, Grad Nite, Senior activities, and Graduation participation. Excessive tardies, unexcused absences, truancy, skipping class, or leaving campus without permission may result in immediate restriction from Senior privileges and activities.

2. **Academic Requirements**

Senior students must maintain a minimum cumulative high school GPA of 2.0 and may not have any failing grades at the time of eligibility checks for Prom, Grad Nite, Senior activities, and Graduation participation. Students who fail to meet academic expectations may be placed on restriction or removed from participation in Senior activities until deficiencies are corrected.

3. **Behavior Expectations**

Students are expected to demonstrate respectful, responsible, and appropriate behavior at all times. Any conduct that disrupts the educational environment, threatens the safety of others, or reflects negatively on Oxnard High School may result in disciplinary action and the loss of senior privileges.

4. **Fighting, Threats, Harassment, and Violence**

Any student involved in fighting, physical altercations, threats, intimidation, harassment, bullying, hazing, retaliation, or acts of violence may lose eligibility for Prom, Grad Nite, Senior activities, and the Graduation ceremony. This includes incidents occurring on campus, at school-sponsored events, during transportation, or through social media and electronic communication.

5. **Drugs, Alcohol, Tobacco, and Controlled Substances**

Possession, use, distribution, sale, or being under the influence of drugs, alcohol, tobacco, nicotine products, vaping devices, or controlled substances will result in disciplinary consequences and may result in immediate removal from all Senior activities and Graduation participation.

6. **Weapons and Dangerous Objects**

Possession of weapons, replicas, ammunition, knives, fireworks, pepper spray, or any dangerous object on campus or at a school-sponsored event is strictly prohibited and may result in recommendation for expulsion and removal from all Senior activities and Graduation participation.

7. **School Discipline**

Any student assigned suspension, excessive lunch reflections, Saturday School, behavior contracts, or other disciplinary consequences may lose participation in Senior activities as determined by administration. Multiple disciplinary incidents during the school year may result in permanent restriction from Senior activities and the Graduation ceremony.

8. **Closed Campus Expectations**

Oxnard High School is a closed campus. Students must remain on campus during the school day unless officially released through approved procedures. Students leaving campus without authorization, entering unauthorized areas, or violating dismissal procedures may lose Senior privileges and participation in school activities.

OXNARD HIGH SCHOOL

2026–2027 SENIOR CONTRACT



9. School Identification and Event Expectations

Students must carry a current and valid Oxnard High School (ID Cards, StudentVue, MiNGA) at all times while on campus and at school-sponsored events. Students may be denied entry to dances, athletic events, Prom, Grad Nite, or graduation-related activities if they fail to present valid identification or violate event expectations.

10. Social Media and Electronic Conduct

Students are expected to use social media and electronic communication responsibly. Inappropriate posts, threats, bullying, harassment, fake accounts, recordings, or content that disrupts the school environment or targets students or staff may result in school discipline and loss of senior privileges.

11. Student Obligations

Students must be on track to return all school-issued property, including Chromebook devices, chargers, textbooks, athletic equipment, uniforms, and any other school materials. Students must also be in good standing with the ASB Bookkeeper prior to participation in Prom, Grad Nite, senior activities, and graduation ceremonies.

12. Refunds for Senior Activities

Oxnard High School Administration reserves the right to revoke participation in any Senior activity, including but not limited to Prom, Grad Nite, Senior events, and the Graduation ceremony, due to violations of this contract or school policies. Administration also reserves the right to issue full or partial refunds for any Senior activity purchased if a student becomes ineligible to participate as a result of disciplinary, attendance, academic, behavioral, or safety concerns.

13. Administrative Authority

The administration reserves the right to determine eligibility for participation in Senior activities based on student conduct, attendance, academic standing, and overall compliance with school expectations. Consequences for misconduct not specifically outlined in this contract will be determined at the discretion of Oxnard High School Administration.

Failure to sign and return this contract does not exempt a student from these expectations or consequences. Students who do not have a signed contract on file may be prohibited from participating in Senior activities and events.

Student Name (Please Print)

ID Number

Student Signature

Parent/Guardian (Please Print)

Parent/Guardian Signature

Date

Title 1 School-Level PARENTAL ENGAGEMENT POLICY

Oxnard High School has developed a written parent involvement policy with input from parents. Our School Site Council has worked collaboratively with parents, faculty and students to create the parental involvement policy this school year. This policy will then be distributed to the parents of all students via ParentSquare. Oxnard High School's policy describes the means for carrying out the following Title 1 parental involvement requirements. {Title 1 Parental Involvement, 20 USC 6318(a)-(f)}

Involvement of Parents in the Title 1 Program

Oxnard High School, a school wide Title 1 program school, does the following:

1. Convenes an annual meeting to inform parents that OHS is a Title 1 School and that all students are involved in the Title 1 program. This annual meeting takes place in September.
2. OHS offers a number of meetings. These meetings are generally scheduled with parents' understanding of the dates a year in advance. This applies to School Site Council Meetings, ELAC meetings, Migrant meetings, and all booster meetings.
3. OHS involves parents of students through School Site Council in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs. As OHS is a Title 1 School, this information is disseminated at all School Site Council meetings, all Migrant meetings, and all ELAC meetings - thereby providing information to numerous parent involvement groups.
4. OHS provides parents with timely information about school programs at all School Site Council, and ELAC meetings, as well as through summer mailers and occasional other mailings.
5. OHS provides parents with an explanation of the curriculum, assessments and proficiency levels students are expected to meet at various times throughout the year at School Site Council, Migrant and ELAC meetings, as well as Back to School Night and Open House.
6. OHS provides parents with opportunities for regular meetings to participate in decision making relating to the education of their children through various opportunities such as School Site Council, ELAC meetings, Migrant meetings, athletic booster meetings and band booster meetings. Additionally, OHS advises all parents of its open door - open email policy providing instant communication to address concerns, ideas, and suggestions. Parents are invited to the annual review of the Single School Plan for Student Achievement in the Spring of each year. Further, LCAP meetings are scheduled for increased parental involvement in the decision making process with regards to the local control funding formula and our local control accountability program.

School-Parent Compact

The SSC jointly developed a School-Parent-Student Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school, parents and students will develop a partnership to help children reach academic proficiency. The school-parent-student compact describes the following items in addition to items added by parents

1. The school's responsibility is to provide high-quality curriculum and instruction.
2. The parents' responsibility to support their children's learning.
3. The student's responsibility to embrace their learning.
4. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
5. Emphasize the importance of good attendance for academic proficiency and life readiness skills.

Building Capacity for Involvement

Oxnard High School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children through resources such as Parent Vue, Student Vue, regular meetings with counselors (as well as through appointments), annual Open House, annual Back to School night, regular automated phone calls, email access between staff, students and parents, Parent Education/Workshop opportunities, Migrant meetings, and ELAC meetings.
2. Provides materials and training to help parents work with their children to improve their children's achievement through Back to School Night, the Summer Mailer, Career Center materials, Open House, parent meetings, and through various parental education courses such as Parent Project.
3. Educates staff with the assistance of parents in the value of parent contributions and how to work with parents as equal partners. This is done through Hive Happenings, as well as through emails and any staff meetings, ASB Live and collaboration Wednesdays.
4. Coordinates and integrates parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourages and supports parents in more fully participating in the education of their children. Our SSC, Migrant, and ELAC meetings, combined with parenting classes, coordinate and increase parental involvement, as does our Booster Clubs in band and athletics.
5. Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. All materials are provided in Spanish and in English as the two dominant languages. Translators are provided at most meetings when necessary.
6. Provides support for parental involvement activities as requested by parents. Parents who show a desire to be involved are welcomed emphatically.

Accessibility

Oxnard High School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. This is encouraged and done through our parenting classes, Migrant and ELAC meetings, as well as SSC. When warranted, translations are made available.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www.nationalpirc.org/directory/CA-7.html>

Adoption:

This Oxnard High School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in School Wide Title I programs during the School Site Council meetings of the 2026-27 school year.

This policy has been forwarded for adoption by the Oxnard Union High School District in May of 2026. Once approved, it will be in effect for the 2026-2027 school year, as well as for the first semester of the 2027-2028 school year.



OXNARD HIGH SCHOOL

ENGLISH LEARNER ADVISORY COMMITTEE

You can make a difference in the governance of your school by participating on the School Site Council (SSC) and or 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 (SPSA).
- 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 ELAC may use system of proportional or regional representation.

Date	Location	Date	Location	Date	Location
August 26, 2026 6:00 PM	College and Career Center	September 30, 2026 6:00 PM	College and Career Center	October 28, 2026 6:00 PM	College and Career Center
March 3, 2027 6:00 PM	College and Career Center	March 17, 2027 6:00 PM	College and Career Center	April 21, 2027 6:00 PM	College and Career Center

For more information about ELAC please contact
 Ashley Maeshiro at 805-278-1284 or email
ashley.maeshiro@oxnardunion.org

SCHOOL SITE COUNCIL

The School Site Council is comprised of a group of parents, students, teachers and staff who make decisions on what services and programs the Council wishes to provide for our students. The meetings are open to the public however only elected members can vote on agenda items.

Date	Location	Date	Location	Date	Location
October 14, 2026 6:00 PM	College and Career Center	December 9, 2026 6:00 PM	College and Career Center	April 14, 2027	College and Career Center
November 18, 2026 6:00 PM	College and Career Center	February 24, 2027 6:00 PM	College and Career Center		

Please consider attending a meeting and becoming a part of the School Site Council where your participation can make a meaningful difference in shaping school programs, policies, and student success.

If you would like more information regarding the School Site Council, please contact Ms. Elisabeth Hanrieder at 805-385-5812 or email at elisabeth.hanrider@oxnardunion.org

HOME–SCHOOL COMPACT

The goal of Oxnard 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 student(s) succeed; therefore, I will do the following: Make sure that my student is at school and on time every day. Set high expectations for my student and discuss with them regularly (high school graduation, college, A-G, pathway completion, post-secondary plans). Send my student to school dressed in a manner that complies with Board Policy. Hold my student accountable for his/her work and behavior. Provide time, a place and materials for homework and daily academic review, including daily reading. Ensure that my student reads every day and practices his/her basic math facts until memorized. Provide school supplies for my student to use at school and at home. Help my student make healthy choices (For example: Less TV, video games, & social media / More exercise, healthy foods, and an early bed time—10:30 P.M.) If I am unable to help my student, I will seek resources to support their learning and communicate with the school staff to find answers to all student inquiries.

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, pursue powerful post-secondary learning opportunities – Community College, Trade School, US Military, 4-Year University, 21st Century Workplaces). Live in a manner that reflects our PBIS commitments. (H.E.A.R.T.) Complete and return my homework assignments on time and complete. Read every night for 20+ minutes and practice basic math facts until memorized. Be responsible with school property and learning materials. Make healthy choices (for example: less TV & video games, more exercise, healthy foods, and an early bed time—10:30 P.M.) I will ask for help when needed.

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. Pursue all educational endeavors from an asset-based perspective. Send home regular progress reports. 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. Provide regular opportunities for communication with the family. Maintain a positive school environment for parent/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 meet or exceed grade-level standards and live successful lives; therefore, I will strive to do the following: Work to bring my Vision to life (#BeImpactful #BuildResilience #BeLegendary) . Encourage all students to work hard, do their best, graduate from high school, and attend college, a trade school, the military, or the world of work. 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/district personnel, and community members) to be involved in the planning and implementation of the School Plan for Student Achievement. Collaborate with the necessary personnel to secure services for students with attendance, behavior, and/or academic concerns. Communicate regularly with parents/guardians through ParentSquare and Parent Meetings. Participate in Professional Development opportunities to improve my practice and stay current with new research.



OHS WELLNESS TEAM

Room: K130

Phone: 805-394-4785



Center Hours: 8 am-4pm

Before school, nutrition, lunch, and after school.

During class, you must have a pass.

To make an appointment, use the QR code.



Mrs. Isaac

Student Wellness Specialist



Mrs. Almstrom

Student Wellness Specialist



THE NEST

Mrs. Isaac

Mrs. Almstrom



(Students A-L)

(Students M-Z)



Miss. Ayala

Student Wellness Technician



Follow us on Instagram. @thenest.ohswellness

RETURN TO THE HIVE

Class of 2030 Freshmen Orientation

**Thursday, August 6th, 2026
8:30 am- 3:00 pm
(Last Names: A-L)**

**Friday, August 7th, 2026
8:30- 3:00 pm
(Last Names: M- Z)**

SENIORS, JUNIORS & SOPHMORES YELLOWJACKET RETURN

**Wednesday, August 5th
8:00 a.m. to 12:00 p.m.**

**TECHNOLOGY:
NEW STUDENTS, PICK UP
YOUR CHROMEBOOK!**

**COUNSELORS
WILL BE AVAILABLE TO DISCUSS SCHEDULES**

PE CLOTHES

T-Shirts	\$12
Shorts	\$12
Sweatpants	\$20

Can be purchased at the ASB Window

STING PASS INFORMATION

Student Sting Pass- \$55

Includes:

- Free Entry to all home athletic games (Not Including CIF)
- Discount on dances
- One free spirit t-shirt of your choice or \$10 off student store

****MUST SHOW GoFan ACCOUNT**

****LIMIT ONE ENTRY PER PASS.**

Student Sting Pass link to purchase:



Supporter Sting Pass- \$80

(NEW for parents, guardians, grandparents, OHS supporters)

Includes:

- Free Entry to all home athletic games (Not Including CIF)
- Jump to the front of the line for all athletic events
- One free spirit t-shirt of your choice or \$10 off student store

****MUST SHOW GoFan ACCOUNT**

****LIMIT ONE ENTRY PER PASS.**

Supporter Sting Pass link to purchase:



We are a proud Green Ribbon School and have gone paperless for the Sting Passes

OXNARD

HIGH SCHOOL

SUMMER YEARBOOK SALE

Begins July 15

ORDER YOUR YEARBOOK ONLINE

VISIT YEARBOOKORDERCENTER.COM

#BeLegendary





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.

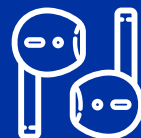
NO-SCROLL ZONE



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:

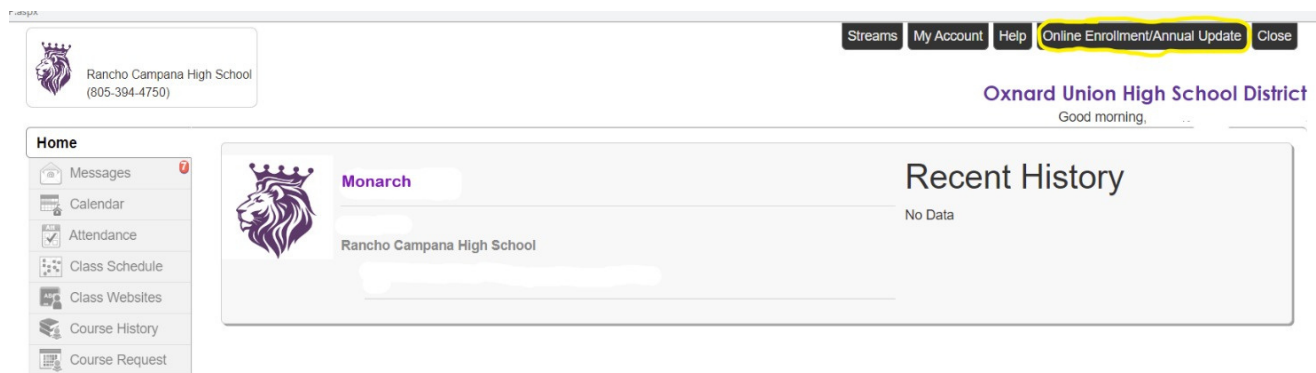
- You think attendance is important.
- You are interested in their school activities.
- You want them to do well in school.
- Arriving at school on time and reporting to class when dropped off is expected.
- Ask to see your student's school work and have them explain to you what the assignment was about.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

July

2026

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.

It is the policy and commitment of the Oxnard Union High School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. Oxnard Union High School District is an equal opportunity employer.

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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**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 enrollmentschedule)

Citizenship

Contact us for class enrollment and schedule.

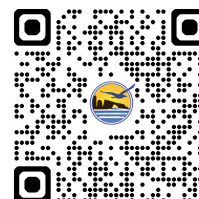
HSD and HSE in English & Spanish

An appointment with the counselor and a placement test are required to enroll in any of these programs.

CTE Classes

- Medical Assistant
- Caregiver
- CNA
- Pharmacy Technician
- Sewing
- Upholstery
- Computer Basics
- IT Technician Essentials
- Accounting Assistant
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Enroll NOW!



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