

Oxnard Union High School District Rio Mesa High School

Grades 9 through 12
William Dabbs, Principal
william.dabbs@ouhsd.k12.ca.us



545 Central Avenue
Oxnard, CA 93030
PH: (805) 278-5500 FAX: (805) 278-5525
www.riomesahigh.us

2014-15 School Accountability Report Card *Published February 2016*

Oxnard Union High School District
309 South K Street
Oxnard, CA 93030-5212
(805) 385-2500

Website Address
www.ouhsd.k12.ca.us

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Principal's Message

I invite you to explore Rio Mesa High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Rio Mesa High School is focused on providing all students with the opportunity to achieve. Rio Mesa High School has both an International Baccalaureate (IB) Diploma Program and National Academy Foundation Manufacturing Academy. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Rio Mesa High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

Mission Statement

A place to learn, teach, and interact with mutual respect. Rio Mesa High School is committed to the development of students who will become responsible and productive citizens, effective decision makers and lifelong learners.

School Profile

Rio Mesa High School is located in the central region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2014-15 school year, 2197 students were enrolled, including 11.9% in special education, 20.5% qualifying for English Language Learner support, and 58.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African-Amer.	3.60%	Grade 9	642
Amer. Indian or Alaskan Native	0.40%	Grade 10	566
Asian	2.20%	Grade 11	507
Filipino	3.30%	Grade 12	414
Hisp. or Latino	72.40%	Ungraded	68
Pacific Islander	0.50%		
Caucasian	16.10%		
Multi-Racial	1.60%		
Students with Disabilities	11.90%		
Economically Disadvantaged	58.80%		
English Learners	20.50%		
Foster Youth	0.40%		
Total Enrollment			2,197

Student Achievement

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	14.8%	25.6%	36.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and

90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
<i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i>			
AYP Criteria	RMHS	OUSD	California
Overall Results	Yes	No	Yes
<i>Participation Rate</i>			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
<i>Percent Proficient</i>			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	*	*	Yes
Met Graduation Rate	Yes	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Rio Mesa High School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	RMHS	OUSD
PI Status	In PI	In PI
First Year of PI	2009-2010	2008-2009
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		7
% of Schools Currently in PI		77.7%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information can be found on CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Rio Mesa High School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	57	56	45	54	53	47	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	47
All Students (School)	45
Male	47
Female	42
African-Amer.	41
Amer. Indian or Alaskan Native	
Asian	
Filipino	75
Hisp. or Latino	36
Pacific Islander	
Caucasian	72
Multi-Racial	15
English Learners	3
Economically Disadvantaged	6
Migrant Educ.	15
Students with Disabilities	30
Foster Youth	

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup.

Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Rio Mesa High School	District	California
English-Language Arts/Literacy	48	39	44
Mathematics	24	18	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	492	473	96.1	24	26	28	21
Male		245	49.8	28	29	25	18
Female		228	46.3	21	23	31	24
African-Amer.		22	4.5	32	23	32	14
Amer. Indian or Alaskan Native		3	0.6	--	--	--	--
Asian		14	2.8	14	7	43	36
Filipino		7	1.4	--	--	--	--
Hisp. or Latino		343	69.7	29	29	26	15
Pacific Islander		3	0.6	--	--	--	--
Caucasian		76	15.4	3	22	33	39
Multi-Racial		5	1.0	--	--	--	--
English Learners		53	10.8	74	21	4	2
Economically Disadvantaged		258	52.4	34	31	24	11
Migrant Educ.		24	4.9	29	50	17	4
Students with Disabilities		42	8.5	71	21	5	2
Foster Youth		--	--	--	--	--	--

2014-15 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	492	467	94.9	52	23	16	8
Male		242	49.2	56	16	17	11
Female		225	45.7	48	30	15	5
African-Amer.		22	4.5	59	36	0	5
Amer. Indian or Alaskan Native		3	0.6	--	--	--	--
Asian		15	3.0	13	27	27	27
Filipino		7	1.4	--	--	--	--
Hisp. or Latino		339	68.9	61	19	14	5
Pacific Islander		2	0.4	--	--	--	--
Caucasian		74	15.0	22	31	24	22
Multi-Racial		5	1.0	--	--	--	--
English Learners		53	10.8	91	6	4	0
Economically Disadvantaged		257	52.2	64	21	12	4
Migrant Educ.		24	4.9	75	13	13	0
Students with Disabilities		42	8.5	90	10	0	0
Foster Youth		--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 81% of Rio Mesa High School's tenth grade students who took the test passed the math portion of the exam and 84% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Note: The CAHSEE, formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Rio Mesa High School			OUHSD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English Language Arts	52	54	51	51	44	48	57	56	58
Mathematics	53	56	48	54	50	48	60	62	59

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2014-15						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	46	24	30	46	35	18
All Students (School)	49	21	29	52	34	14
Male	56	20	23	52	34	14
Female	43	22	35	51	34	14
African-Amer.	62	8	31	69	23	8
Filipino	44	19	38	38	19	44
Hisp. or Latino	56	22	23	58	32	9
Caucasian	22	26	52	26	48	26
English Learners	92	8		90	9	1
Economically Disadvantaged	65	19	15	66	29	5
Migrant Educ.	79	14	7	79	7	14
Students with Disabilities	93	7		96	4	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *California Assessment of Student Performance and Progress*, including the CST - Science Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, newsletters, the school website, the school marquee, Parent View & Student View (online student information system), PFO newsletters, and Twitter account at RMHS spartans. Contact the school office at (805) 278-5500 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Fundraising Activities
Assisting with school events
Setup for special events

Committees

Athletic Booster Clubs
English Learner Advisory Council
School Site Council
Band Boosters
Scholarship Committee
Parent Faculty Organization (PFO)

School Activities

Back to School Night
Open House
Sports Events
Student Orientation
Student Performances
Student Recognition Assemblies
Senior Awards Night

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Rio Mesa High School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Addition of solar fields in student parking lot (Bond)
- Painting exterior of school
- Updating/remodeling of one classroom for the Manufacturing Academy
- Addition of new lockers in the boys athletic locker rooms (2014-15)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and seven evening custodians are assigned to Rio Mesa High School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Restroom cleaning

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

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

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

Campus Description	
Year Built	1965
Acreage	47.19
Square Footage	202944
	Quantity
Permanent Classrooms	79
Portable Classrooms	14
Restrooms (sets)	4
Cafeteria	1
Swimming Pool	1
Library	1
Administration Building	1
Boys Locker Room	1
Girls Locker Room	1
Gymnasium	1
Learning Centers	3
Physical Education Building	1

Facilities Inspection

The district's maintenance department inspects Rio Mesa High School on an annual basis in accordance with Education Code §17592.72(c)(1). Rio Mesa High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on February 1, 2015 - May 29, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: 5/2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Unit E Rm 49 & Unit E Rm 50 - Inspection / replace missing ceiling tile using methods / materials equivalent to original construction.
(C)	Auto Shop Rm 65 - Visible signs of termite; Unit R Kitchen - Visible signs of termite above the sink area.
(D)	Unit B Rm 21 & Unit B Rm 36 - Check overhead light fixtures (possible ballast problems) half of the lights are out.
(H)	Unit D Rm 3, Unit D Rm 17, Unit D Rm 19 - Replace / repair broken window latch; Autoshop Rm 65 - Adjust door alignment (door will not close properly, frame is damaged).

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

Rating Description

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. The principal, assistant principal, campus supervisors, and deputy sheriff patrol the campus before school, during lunch, and during dismissal to monitor student activities and behavior.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Rio Mesa High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2015.

Classroom Environment

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	12-13	13-14	14-15
	RMHS		
# of Students Suspended	128	115	137
# of Students Expelled	18	5	23
	OUHSD		
# of Students Suspended	1260	832	923
# of Students Expelled	103	54	73
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2012-13			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	22	24	35
Mathematics	26.0	19	20	35
Science	29.0	13	12	33
Social Science	26.0	18	14	39
	2013-14			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	21	19	38
Mathematics	29.0	13	10	43
Science	31.0	7	14	32
Social Science	29.0	13	15	37
	2014-15			
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	30.0	15	11	47
Mathematics	30.0	11	16	40
Science	31.0	7	11	41
Social Science	30.0	11	14	39

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

Dropouts

Rio Mesa High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring test results and performance, parent conferences, counseling, ZAP (Zero's Aren't Permitted) program, tutoring, reteaching of materials, and APEX recovery program. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program. In the following Dropout & Graduation Rates table, 2013-14 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information can be found on the DataQuest Web page at dq.cde.ca.gov/dataquest/.

Dropout & Graduation Rates			
		RMHS	
		11-12	12-13
Dropout Rate		12.9%	18.0%
Graduation Rate		82.5%	79.0%
		OUHSD	
		11-12	12-13
Dropout Rate		10.8%	14.8%
Graduation Rate		81.5%	77.5%
		California	
		11-12	12-13
Dropout Rate		13.1%	11.4%
Graduation Rate		78.9%	80.4%

Graduation Requirements

Students must accumulate 230 course credits, earn a passing grade in Algebra 1, and earn a passing grade in Computer Literacy to receive a high school diploma from Rio Mesa High School. Alternative methods of acquiring a diploma are available through the Continuation School, Adult school, and Condor High School (Independent Study) for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Rio Mesa High School. The following table illustrates the percentage of students graduating from Rio Mesa High School who have met district graduation requirements.

Completion of High School Graduation Requirements for the Graduating Class of: 2014			
	RMHS	OUHSD	State
All Students	72%	78%	50%
African-Amer.	71%	76%	76%
Amer. Indian or Alaskan Native	0%	55%	78%
Asian	75%	91%	93%
Filipino	79%	94%	96%
Hisp. or Latino	68%	76%	81%
Pacific Islander	50%	83%	84%
Caucasian	83%	85%	90%
Multi-Racial	67%	88%	83%
English Learners	73%	64%	51%
Economically Disadvantaged	81%	77%	81%
Students with Disabilities	54%	57%	61%
Foster Youth	-	-	-

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Rio Mesa High School revolve around the California State Content Standards and Frameworks. During the 2014-15 school year, Rio Mesa High School held staff development training devoted to:

- Implementation of Common Core State Standards (Math and English)
- Student Achievement

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Rio Mesa High School supports ongoing professional growth throughout the year on late start days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

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

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
0	0	0

Instructional Materials

All textbooks used in the core curriculum at Rio Mesa High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials

are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 09, 2015, the Oxnard Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #15-28 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Oxnard Union High School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2005	McDougal Littell, <i>Language Network</i>	0 %
2005	McDougal Littell, <i>The Language of Literature</i>	0 %
2007	National Geographic / Hampton Brown, <i>EDGE</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	SRA/McGraw-Hill, <i>Reach</i>	0 %
Foreign Languages		
1995	D.C. Heath, <i>Discovering French</i>	0 %
2006	D.C. Heath, <i>Spanish for Mastery</i>	0 %
2004	Holt, <i>Ven Conmigo</i>	0 %
2000	Holt, Rinehart and Winston, <i>Komm mit!</i>	0 %
2007	McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>	0 %
2003	McDougal Littell, <i>Abriendo Puertas: Tomo I & II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %
History-Social Science		
1993	D.C. Heath, <i>The American Pageant: A History of the Republic</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %

2006	Houghton Mifflin, <i>Economics 6th Edition</i>	0 %
2001	McDougal Littell, <i>The Americans</i>	0 %
2006	Pearson Prentice Hall, <i>Economics Principles in Action</i>	0 %
2006	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
1999	Pearson Prentice Hall, <i>US History - America - Pathways to the Present</i>	0 %
2006	Pearson Prentice Hall, <i>World History</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
Mathematics		
2001	CPM Educational Program, <i>Basic Algebra, Algebra, Algebra 1</i>	0 %
2001	CPM Educational Program, <i>Foundations for Algebra</i>	0 %
2001	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2002	Glencoe/McGraw-Hill, <i>Algebra 2 - Integration, Applications, Connections</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
1996	Glencoe/McGraw-Hill, <i>Mathematics: Applications and Connections</i>	0 %
2001	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
1996	Holt, Rinehart and Winston, <i>Algebra II</i>	0 %
1995	Houghton Mifflin, <i>Pre-Calculus</i>	0 %
2004	Key Curriculum Press, <i>Calculus</i>	0 %
1998	Key Curriculum Press, <i>Discovering Geometry</i>	0 %
1995	McDougal Littell, <i>Algebra 2</i>	0 %
2001	Prentice Hall, <i>Precalculus</i>	0 %
2005	South Western-Thomson, <i>Business Math</i>	0 %
Science		
2007	Addison Wesley, <i>Conceptual Physics</i>	0 %
2007	AGS, <i>Biology - Cycles of Life</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Earth Science</i>	0 %
2007	Globe Fearon, <i>Concepts and Challenges in Physical Science</i>	0 %
2007	Holt, Rinehart and Winston, <i>Environmental Science</i>	0 %
2007	McDougal Littell, <i>World of Chemistry</i>	0 %
2007	Pearson, <i>Anatomy and Physiology</i>	0 %
2007	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2007	Pearson Prentice Hall, <i>Earth Science</i>	0 %
2006	Pearson Prentice Hall, <i>Miller & Levine Biology</i>	0 %
2007	Pearson Prentice Hall, <i>Physical Science Concepts in Action</i>	0 %
	Science Laboratory Equipment	0 %

College Preparation & Work Readiness

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible

for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the UC website at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Courses for UC/CSU Admission	
	%
2014-15 Students enrolled in courses required for UC/CSU admission	94.6
2013-14 Graduates who completed all courses required for UC/CSU admission	32.6

Advanced Placement/International Baccalaureate

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges. Rio Mesa High School did not offer any advanced placement courses during the 2014-15 school year; however, they did offer International Baccalaureate courses as shown in the chart below.

International Baccalaureate Courses Offered & Student Participation 2014-15		
	No. of Courses Offered	% of Students in IB Courses
Computer Education	0	N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Humanities	0	N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	4	N/A
All Courses	15	27.2

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Rio Mesa High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career

objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Rio Mesa High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Regional Occupational Programs
- Workability
- Career Pathways
- Career Center

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- Course grades (work experience)

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

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

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

During the 2014-15 school year, Rio Mesa High School offered the following career technical education programs as elective courses:

- Automotive
- Automotive Mechanics
- Computer Operations/Science
- Construction Technology (Wood Shop)
- Other Transportation
- Photo Production & Technology
- Arts, Media & Entertainment Pathways
- Building Trades & Construction Pathways
- Engineering & Design Pathways
- Finance & Business Pathways
- Hospitality, Tourism, & Recreation Pathways
- Information Technology Pathways
- Transportation Pathways
- ROP Computer B/Sft, Dental/Radiology, Graphic Design, Nursing 1, Screenprint and Welding

Rio Mesa High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Rio Mesa High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Professional Staff

Counseling & Support Staff

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

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	5	5.0
Campus Supervisors	8	6.8
Speech/Language/Hearing Specialist	3	2.4
Guidance Technician	2	1.5
Adaptive PE	1	0.3
Athletic Director	1	1.0
Career Center Technician	1	1.0
Librarian	1	1.0
Nurse	1	1.0
Psychologist	1	1.0
School Resource Officer	1	1.0
Speech & Language Specialist	1	1.0

Counselor-to-Student Ratio: 1:439

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

Teacher Assignment

During the 2014-15 school year, Rio Mesa High School had 92 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In

the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Rio Mesa High School	99.0 %	1.0 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	89.0 %	11.0 %
Low-Poverty	97.0 %	3.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	RMHS			OUHSD
	13-14	14-15	15-16	15-16
Total Teachers	90	92	93	670
Teachers with full credentials	90	92	91	659
Teachers without full credentials	0	0	2	11
Teachers teaching outside subject area of competence (with full credential)	16	0	0	0
Teacher misassignments for English learners	1	0	0	0
Total teacher misassignments	1	0	2	4
Vacant teacher positions	0	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$44,587	\$44,363
Mid-Range Teacher Salary	\$80,035	\$71,768
Highest Teacher Salary	\$86,574	\$92,368
Superintendent Salary	\$196,461	\$210,998
Average Principal Salaries:		
High School	\$124,718	\$133,673
Percentage of Budget:		
Teacher Salaries	38%	36%
Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Student

For the 2013-14 school year, Oxnard Union High spent an average of \$8,546 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- California Clean Energy Jobs Act
- California Partnership Academies: Green & Clean Academies
- Common Core State Standards Implementation
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Linked Learning Pilot Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	RMHS	OUHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1945	N/A	N/A	N/A	N/A
Total**	\$8,182	N/A	N/A	N/A	N/A
Restr.†	\$2,455	N/A	N/A	N/A	N/A
Unrestr.††	\$5,728	\$5,501	104.13	\$5,348	107.10
Avg. Teacher Salary	\$75,313	\$75,554	99.68	\$74,908	100.54

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

* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Rio Mesa High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

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

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Oxnard Union High. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2016.