

# Oxnard Union High School District Rancho Campana High School

Grades 9 through 12  
Roger Adams, Principal  
Roger.Adams@ouhsd.k12.ca.us



4235 Mar Vista Drive  
Camarillo, CA 93010  
PH: (805) 394-4720 FAX: (805) 385-2500

## 2015-16 School Accountability Report Card *Published January 2017*

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

### Website Address

[www.ouhsd.k12.ca.us](http://www.ouhsd.k12.ca.us)

### 2016-17 Board of Trustees

Beatriz R. Herrera  
President

Gary Davis, Ed.D.  
Vice President

Karen M. Sher  
Clerk

Wayne Edmonds  
Member

Steve Hall, Ed.D.  
Member

### District Administration

Penelope DeLeon, Ed.D.  
Superintendent

Tom McCoy, Ed.D.  
Assistant Superintendent  
Educational Services

Robert "Rocky" Valles, Ed.D.  
Assistant Superintendent  
Human Resources

Stephen Dickinson  
Assistant Superintendent  
Administrative Services

### Contents

Principal's Message  
School Vision  
School Profile  
Student Achievement  
Local Control Accountability Plan (LCAP)  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
College Preparation & Work Readiness  
Professional Staff  
District Expenditures  
SARC Data

## Principal's Message

Rancho Campana High School (RCHS) is the newest addition to the Oxnard Union High School District. The school opened its doors for the first time in the fall of 2015. Rancho Campana High School is translated to Bell Ranch. The school sits on 28 acres of former farmland near the Camarillo Public Library. The facility includes both indoor and outdoor learning spaces for all areas of coursework as well as a performing arts center that will serve both the school and the community.

Starting with freshmen and sophomores only, RCHS will grow to serve 800 students as a comprehensive, linked learning academy high school for grades 9 - 12 over the next three years. With the addition of planned facilities, RCHS has the potential to expand to serve 1000 students. As a result of only 210 spots available per grade level, a random selection or "lottery" process to gain admission was initiated. To apply for the "lottery," every student must reside in the zip codes designated for the Camarillo and Somis communities (93010, 93012, and 93066).

Rancho Campana High School (RCHS) strives to provide high quality public education for the Camarillo and Somis communities. The school concept is to implement a rigorous, project-based curriculum in the context of three enrichment themes. Each student is offered an academic instructional program that provides the University of California A-G coursework required to meet both the California State University and the University of California entrance requirements.

RCHS is a wall-to-wall academy school with 3 career pathways: Applied Engineering, Health & Medical Sciences, and Arts and Entertainment. In addition, each academy has applied and is now certified by the National Academy Foundation (NAF). RCHS is also an active participant in the statewide Linked Learning Initiative. The school is designed to provide a digital, one-to-one environment where every student is provided a district laptop. Over the summer, the faculty spent many hours collaborating and developing digital curriculum that was uploaded into Desire 2 Learn (D2L), our district Learning Management System. Additionally, a network of support services will be provided to meet each student's individual academic and social needs. The expectation is that all students will challenge themselves with the rigorous curriculum as a wide range of advanced placement and honors courses will be offered along with dance, band, and exercise to meet the needs of our students. Students wishing to participate in sports will be accommodated through agreements with Rio Mesa or Adolfo Camarillo High Schools for all athletic events. The district provides transportation for student athletes.

## School Vision

RCHS students and graduates will be innovative and excel academically and personally in the arts, engineering, and sciences to succeed in a dynamic world.

### MISSION STATEMENT:

Through a digitally enhanced environment, RCHS students will pursue excellence through curiosity, participate in diverse learning opportunities, be creative thinkers, collaborative learners, and develop global perspectives to contribute in their community.

## School Profile

Rancho Campana High School is located in the southern region of Camarillo and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 345 students were enrolled, including 5.5% in special education, 2.6% qualifying for English Language Learner support, and 9.3% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2015-16			
Ethnic Group	%	Grade Level	#
African-Amer.	2.00%	Grade 9	200
Amer. Indian or Alaskan Native	0.00%	Grade 10	145
Asian	6.70%	Grade 11	0
Filipino	4.90%	Grade 12	0
Hisp. or Latino	34.50%	Ungraded	0
Pacific Islander	0.00%		
Caucasian	48.10%		
Multi-Racial	3.80%		
Students with Disabilities	5.50%		
Economically Disadvantaged	9.30%		
English Learners	2.60%		
Foster Youth	0.30%		
Total Enrollment			345

## Student Achievement

### Physical Fitness

In the spring of each year, Rancho Campana 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 2015-16			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	21	19	41

*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.*

### Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, Rancho Campana High School did not participate in the Title I program and is therefore not required to comply with program mandates.

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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status 2016-17		
	RCHS	OUHSD
PI Status	Not Title I	In PI
First Year of PI	N/A	2008-2009
Year in PI	N/A	Year 3
No. of Schools Currently in PI		7
% of Schools Currently in PI		77.8%

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

### California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and 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. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

Rancho Campana High does not have any results in the following tables as there were no 11th grade students in the 2015-16 school year.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	Rancho Campana High School		District		California	
	14-15	15-16	14-15	15-16	14-15	15-16
English-Language Arts/Literacy (grades 3-8 and 11)	N/A		39	54	44	48
Mathematics (grades 3-8 and 11)	N/A		18	28	33	36

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.

2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards

2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 11				
Student Groups	Total Enrollment	# Tested	% Tested	% Meeting or Exceeding State Standards

CAASPP Test Results in Science for All Students									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Rancho Campana High School			District			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (grades 5, 8, and 10)	N/A	N/A	77	53	47	46	60	56	54

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)				
Student Groups	Total Enrollment	# Students with Valid Scores	% Students with Valid Scores	% Meeting or Exceeding State Standards
All Students	142	137	96.48	77.37
Male	56	55	98.21	87.27
Female	86	82	95.35	70.73
African-Amer.	--	--	--	--
Amer. Indian or Alaskan Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hisp. or Latino	48	46	95.83	67.39
Pacific Islander				
Caucasian	70	68	97.14	79.41
Multi-Racial	--	--	--	--
English Learners	--	--	--	--
Economically Disadvantaged	14	12	85.71	75.00
Students with Disabilities	--	--	--	--
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

## 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.

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

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CAASPP charts, and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

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.

Other Pupil Outcomes – State Priority 8: Covered in Physical Fitness, including the Physical Fitness Test chart.

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through automated telephone messages, email, parent conferences, the school marquee, school newsletters, and the school website. Contact any school office member at (805) 394-4720 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

Chaperone  
Campus Volunteer  
Schoolwide Activities

## Committees

Parent Teacher Student Association  
 School Site Council  
 Academic Advisory Boards

## School Activities

Back to School Night  
 Open House  
 Parent Education Workshops  
 Student Orientation  
 Student Performances  
 Parent Nights

## 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. Rancho Campana High School's original facilities were built in 2014; 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. Every morning before school begins, custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and two evening custodians are assigned to Rancho Campana High School. The day custodians are responsible for:

- General maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal

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

- Classroom cleaning
- 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	2015
Acreage	28
Square Footage	0
	Quantity
Permanent Classrooms	20
Portable Classrooms	0
Restrooms (sets)	4
Computer Lab(s)	2
Media Center(s)	3
Staff Lounge/Work Room(s)	1
Theater	1
Library	1
Dance Room	1

## Facilities Inspection

The district's maintenance department inspects Rancho Campana High School on an annual basis in accordance with Education Code §17592.72(c)(1). Rancho Campana 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 Wednesday, June 01, 2016 - Tuesday, August 02, 2016. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, August 02, 2016			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	B1-123 & B1-122 - Exhaust fan not working
(B)	C2-104B - There is a hole alongside of the data access port in the floor; 1 Dimmer Room 206 - Exposed beams with sharp edges could cause injury upon slip & fall
(C)	Exercise Room E-100K, Locker Room E-108B, C2-101AB, B1-306, B1-117, B2-102A, B2-103A, C3-107, C3-101, C1-108A, C1-108B & C2-122 - Needs housekeeping
(D)	C2-101D - Flickering light fixture; B1-123 & B1-122 - Entrance light not working
(F)	C2-108 - Fire sprinkler is not flush with ceiling tile
(H)	A-110A - Reception window needs some sort of weather stripping to close space

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

**Rating Description**

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

### Campus Supervision

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

Rancho Campana 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 Rancho Campana 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 by school staff in October 2016 and will be updated in October 2017. Staff responsibilities and safety plan updates were discussed with staff in October 2016.

## Classroom Environment

### Discipline & Climate for Learning

Rancho Campana 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 consistently manner based upon the nature of each situation.

Suspensions & Expulsions			
	13-14	14-15	15-16
	RCHS		
# of Students Suspended	0	0	22
# of Students Expelled	0	0	0
	OUHSD		
# of Students Suspended	832	923	1613
# of Students Expelled	54	73	89
	California		
# of Students Suspended	279383	243603	
# of Students Expelled	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.*

### Dropouts

Rancho Campana 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 parent conferences, counseling, independent study, referral to an alternative high school setting, and tutoring. 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.

There is no data in the following Dropout & Graduation Rates table as 2014-15 data is the most current information and this school first opened in the 2016-17 school year. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
	RCHS		
	12-13	13-14	14-15
Dropout Rate			0.0%
Graduation Rate			0.0%
	OUHSD		
	12-13	13-14	14-15
Dropout Rate	14.8%	10.9%	9.4%
Graduation Rate	77.5%	78.3%	82.1%
	California		
	12-13	13-14	14-15
Dropout Rate	11.4%	11.5%	10.7%
Graduation Rate	80.4%	81.0%	82.3%

### Graduation Requirements

Students must accumulate 230 course credits to receive a high school diploma from Hueneme High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community Day 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 Rancho Campana High School. There are no results in the following table to illustrate the

percentage of students graduating from Rancho Campana High School who have met district graduation requirements in 2014-15 as the school opened in August 2015.

Completion of High School Graduation Requirements for the Graduating Class of 2015			
Group	RCHS	OUHSD	State

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Rancho Campana High School revolve around the California State Content Standards and Frameworks. During the 2015-16 school year, Rancho Campana High School held staff development training devoted to:

- Project Based Learning
- Educational Technology Integration
- Work Based Learning
- Positive Behavior Intervention and Support

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. Rancho Campana High School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2015-16 school year, Rancho Campana High School's teachers attended the following events hosted by the Oxnard Union High School District:

- SHMOOP
- Jobs Alike Professional Learning Communities
- ELA/ELD Frameworks
- Next Generation Science Standards
- Blackboard Connect
- SOAR Review with APEX
- CPM Integrated Math 2/2H Training

Rancho Campana 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		
2013-14	2014-15	2015-16
0	0	0

### Instructional Materials

All textbooks used in the core curriculum at Rancho Campana 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 07, 2016, 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 #16-30 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 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
<b>English Language Arts</b>		
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 %
<b>Foreign Languages</b>		
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 &amp; II</i>	0 %
2005	McDougal Littell, <i>En Espanol</i>	0 %
<b>History-Social Science</b>		
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 %
<b>Mathematics</b>		
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 %
<b>Science</b>		
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 &amp; 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 [universityofcalifornia.edu/admissions/general.html](http://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	
	%
2015-16 Students enrolled in courses required for UC/CSU admission	92.4
2014-15 Graduates who completed all courses required for UC/CSU admission	0.0

### Advanced Placement

In 2015-16, Rancho Campana High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2015-16		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

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

## 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 Rancho Campana 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. Rancho Campana High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Naviance
- Career Education Center
- Workability
- Career Pathways
- Work Based Learning Opportunities

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation

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

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

During the 2015-16 school year, Rancho Campana High School offered the following three career pathways as elective courses which have all been certified by the National Academy Foundation (NAF):

- Applied Engineering
- Health & Medical Sciences
- Arts and Entertainment

Rancho Campana High School is also an active participant in the statewide Linked Learning Initiative which is designed to provide a digital, one-to-one environment where every student is provided a district laptop.

## Professional Staff

### Counseling & Support Staff

Rancho Campana 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 Rancho Campana 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) 2015-16		
	No. of Staff	FTE
Academic Counselor	0	0
College and Career Technician	1	0.5
Counselor	1	1.0
Health Clerk	1	0.5
Psychologist	1	0.5
Speech Therapist	1	0.5

*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 2015-16 school year, Rancho Campana High School had 15 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 2015-16		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Rancho Campana High School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	96.0 %	4.0 %
High-Poverty	95.0 %	5.0 %
Low-Poverty	99.0 %	1.0 %

*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				
	RCHS			OUHSD
	14-15	15-16	16-17	16-17
Total Teachers	N/A	16	25	690
Teachers with full credentials	N/A	16	25	679
Teachers without full credentials	N/A	0	0	11
Teachers teaching outside subject area of competence (with full credential)	0	3	4	84
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	5
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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2014-15		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$46,978	\$46,184
Mid-Range Teacher Salary	\$84,327	\$75,179
Highest Teacher Salary	\$91,322	\$96,169
Superintendent Salary	\$203,392	\$217,637
<b>Average Principal Salaries:</b>		
High School	\$135,387	\$137,939
<b>Percentage of Budget:</b>		
Teacher Salaries	36%	35%
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 2014-15 school year, Oxnard Union High School District spent an average of \$9,662 of total general funds to educate each student (based on 2014-15 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

(The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- CA Partnership Academies: Green & Clean Academies
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Linked Learning Pilot Program
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- Other Federal Funds
- Partnership Academies Program
- Safe & Supportive Schools Programmatic Intervention
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III
- Vocational Programs

Expense of Education Per Pupil 2014-15					
	Dollars Spent per Student				
	RCHS	OUHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	
				% Diff. School & State	
ADA*	N/A	N/A	N/A	N/A	N/A
Total**	N/A	N/A	N/A	N/A	N/A
Restr.†	N/A	N/A	N/A	N/A	N/A
Unrestr.††	N/A	\$5,882	0.00	\$5,677	0.00
Avg. Teacher Salary	N/A	\$78,948	0.00	\$77,824	0.00

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 Rancho Campana High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to CAASPP results, enrollment, and staffing.

#### Public Internet Access Location

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

Address: 251 South A St., Oxnard

Phone Number: (805) 385-7527

WebSite: <http://www.oxnard.org>

Number of Computers Available: 30

#### Disclosure

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