

# Oxnard Union High School District Rio Mesa High School

Grades 9 through 12  
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## 2013-14 School Accountability Report Card *Published January 2015*

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### Contents

Principal's Message  
Mission Statement  
School Profile  
Student Achievement  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
College Preparation & Work Readiness  
Professional Staff  
District Expenditures  
SARC Data

## 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 2013-14 school year, 2127 students were enrolled, including 12% in special education, 20% qualifying for English Language Learner support, and 58% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	3.80%	Grade 9	581
Amer. Indian or Alaskan Native	0.50%	Grade 10	551
Asian	2.20%	Grade 11	464
Filipino	2.70%	Grade 12	531
Hisp. or Latino	71.40%		
Pacific Islander	0.30%		
Caucasian	18.00%		
Multi-Racial	1.10%		
Total Enrollment			2,127

# Student Achievement

## Standardized State Assessments

Students at Rio Mesa High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Rio Mesa High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Rio Mesa High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	45	46	50	45	48	49	54	56	55
Mathematics	25	27	24	26	29	27	49	50	50
Social Science	44	47	46	43	46	44	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	61	57	56	55	54	53	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	53
All Students (School)	56
Male	56
Female	56
African-Amer.	50
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	49
Pacific Islander	
Caucasian	86
Multi-Racial	
English Learners	20
Economically Disadvantaged	44
Migrant Educ.	29
Students with Disabilities	25

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.

## 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; 82% of Rio Mesa High School's tenth grade students who took the test passed the math portion of the exam and 80% 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.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Rio Mesa High School			OUHSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English Language Arts	50	52	54	50	51	44	56	57	56
Mathematics	53	53	56	53	54	50	58	60	62

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	50	24	26	43	38	19
All Students (School)	46	26	28	44	38	18
Male	52	24	23	45	33	21
Female	39	27	34	43	42	15
African-Amer.	24	48	29	48	43	10
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hisp. or Latino	54	24	22	50	36	14
Pacific Islander	*	*	*	*	*	*
Caucasian	18	28	54	21	44	35
Multi-Racial	*	*	*	*	*	*
English Learners	90	8	3	82	17	1
Economically Disadvantaged	58	26	17	54	33	13
Migrant Educ.	79	14	7	57	43	*
Students with Disabilities	89	11	*	95	5	*

\* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

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.

### 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 2013-14			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	16.4	25.9	38.7

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.

### Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	5	5	5
Similar Schools Rank	4	3	3

Results generated from 2011, 2012, and 2013 Base API Reports

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	14	11	1
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	17	18	15
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	14	9	-28
Students with Disabilities	-4	17	-2
Economically Disadvantaged	22	25	27
English Learners	34	12	35

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### 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 assessment by the year 2014. Meeting Adequate Yearly Progress (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.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will

receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 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/](http://www.cde.ca.gov/nclb/) and the U.S. Dept. of Ed. website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	RMHS	OUHSD
Overall Results	No	No
<i>Participation Rate</i>		
English Language Arts	Yes	Yes
Mathematics	Yes	Yes
<i>Percent Proficient</i>		
English Language Arts	No	No
Mathematics	No	No
Met API Criteria		
Graduation Rate	Yes	Yes

A "\*\*\*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

### 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 2013-14, 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 California Dept. of Ed. website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status 2014-15		
	RMHS	OUHSD
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		87.5%

Note: Cells with N/A values do not require data.  
\*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

## 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 *Standardized State Assessments*, including the STAR 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 associate principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1965
Acreage	47.19
Square Footage	202944
	<b>Quantity</b>
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

### Deferred Maintenance

Rio Mesa High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance

projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Rio Mesa High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

### 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 2/1/2014 - 5/31/2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: 5/2014			
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 Room 50 - Ceiling tiles missing. Unit I Auto Shop Office - Area is in need of painting, ceiling tiles broken. Shop Area - Damage ceiling tiles. Unit N Room 6 - Area in need of recarpeting.
(C)	Unit E Room 51 - Evidence of termites on window ledges. Shop Area, Unit R Main Room 78/79 - Evidence of termites.
(D)	Unit B Room 20, 21, 22, 35-40, Unit C Room 54, 55, 56, , 58, 59, 60, Unit D Room 4, Boy's Restroom, Unit E Room 42-51, Unit I Room 68, Unit J ASB Room 69, Unit M Room 25, 26, 30-34, Unit N Room 6, Science Lab 9 and 10, Unit O P-4, Unit U Room 101, 102, - Over head lights not working. Unit B Room 20, 35,36, 37, Unit C Room 52, 55, 59, 60, Unit E Room 46 - Over head light covers broken. Unit B Room 21, 22, 38, 39, 40, Unit C Room 54, 60, 54-A, 58-A, Unit E Room 43-45, 47-50 - Over head light covers missing. Unit B Room 23, 24, Unit C Room 56, 57 - Light covers missing. Unit C Room 54 - Over head lights are broken. Unit C Room 56 - Ceiling tiles are missing.
(G)	Unit X Boy's Shower Area - Water leaking through the wall.
(H)	Unit C Room 54, 59, Unit D Room 2, 3, 17, 18, Unit E Room 42 - Window latches are broken. Unit E Room 51 - Window latches missing. Unit Auto Shop Office - Office door window is missing glass.

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 principals, 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 March 2014.

## 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			
	11-12	12-13	13-14
	<b>RMHS</b>		
# of Students Suspended	303	128	115
# of Students Expelled	13	18	5
	<b>OUHSD</b>		
# of Students Suspended	1996	1260	832
# of Students Expelled	89	103	54
	<b>California</b>		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

*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				
2011-12				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	27.0	21	26	33
Mathematics	29.8	6	20	27
Science	30.9	10	10	31
Social Science	31.6	6	13	37
2012-13				
Subject	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

*\*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 CAHSEE 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, 2012-13 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 about dropout rates and graduation rates can be found on the DataQuest website at <http://dq.cde.ca.gov/dataquest/>.

Dropout & Graduation Rates			
RMHS			
	10-11	11-12	12-13
Dropout Rate	13.6%	12.9%	18.0%
Graduation Rate	80.2%	82.5%	79.0%
OUHSD			
	10-11	11-12	12-13
Dropout Rate	13.3%	10.8%	14.8%
Graduation Rate	78.8%	81.5%	77.5%
California			
	10-11	11-12	12-13
Dropout Rate	14.7%	13.1%	11.4%
Graduation Rate	77.1%	78.9%	80.4%

## Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, 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 both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2012-13**		
Rio Mesa High School	OUHSD	California
79.0 %	77.5 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

\* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

\*\* Most current information available

Completion of High School Graduation Requirements for the Graduating Class of: 2013			
	RMHS	OUHSD	State
All Students	76%	76%	84%
African-Amer.	72%	81%	75%
Amer. Indian or Alaskan Native	-	100%	77%
Asian	76%	89%	92%
Filipino	82%	93%	92%
Hisp. or Latino	72%	72%	80%
Pacific Islander	33%	78%	84%
Caucasian	89%	87%	90%
Multi-Racial	100%	79%	89%
English Learners	38%	45%	53%
Economically Disadvantaged	71%	72%	82%
Students with Disabilities	35%	48%	60%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Rio Mesa High School revolve around the Common Core State Standards. During the 2013-14 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 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 2013-14 school year, Rio Mesa High School's teachers attended the following events hosted by the Oxnard Union High School District:

- Accountability & Assessment/Strategic Schooling/EL/Students with Disabilities
- APEX Training
- CELDT Training
- Common Core State Standards (ELA, Math, Science)
- D2L Training
- iPad Training
- NCPI Training
- OASIS Training
- Outlook Training
- PLC Training
- SIRAS Training
- Strategic Schooling Training
- SOAR Training
- WASC Training

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		
2011-12	2012-13	2013-14
0	0	0

### Instructional Materials

All textbooks used in the core curriculum at Rio Mesa High School are currently being aligned to the Common Core State Standards. 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 10, 2014, 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 #14-45 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 2014-15 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 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

## 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](http://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 [www.calstate.edu/admission/](http://www.calstate.edu/admission/).

Courses for UC/CSU Admission	
	%
2013-14 Students enrolled in courses required for UC/CSU admission	41.0
2012-13 Graduates who completed all courses required for UC/CSU admission	30.1

### Advanced Placement

In 2013-14, Rio Mesa 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 2013-14		
	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	2	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	3	N/A
All Courses	9	0.5

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 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 2013-14 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/>.

Career Technical Education (CTE) Program Participation 2013-14	
Total number of students participating in CTE programs	306
Percentage of students completing CTE program and earning a high school diploma	78.2 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20.0 %

## 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) 2013-14		
	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: 1:425

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 2013-14 school year, Rio Mesa High School had 90 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 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Rio Mesa High School	97.0 %	3.0 %
<b>District Totals</b>		
All Schools	95.0 %	5.0 %
High-Poverty	94.0 %	6.0 %
Low-Poverty	96.0 %	4.0 %

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
	12-13	13-14	14-15	14-15
Total Teachers	88	90	92	661
Teachers with full credentials	88	90	92	659
Teachers without full credentials	0	0	0	2
Teachers teaching outside subject area	14	16	0	0
Total teacher misassignments	3	1	0	0
Teacher misassignments for English learners	0	1	0	0
Teacher vacancies	0	0	0	1

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: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	OUHSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$43,120	\$42,957
Mid-Range Teacher Salary	\$77,403	\$69,613
Highest Teacher Salary	\$83,726	\$89,407
Superintendent Salary	\$196,000	\$207,044
<b>Average Principal Salaries:</b>		
High School	\$124,259	\$129,506
<b>Percentage of Budget:</b>		
Teacher Salaries	39%	37%
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 2012-13 school year, Oxnard Union High School District spent an average of \$8,181 of total general funds to educate each student (based on 2012-13 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 2012-13 school year, the district received categorical, special education, and support programs funds for:

- Agricultural Vocational Incentive Grants
- Department of Rehabilitation
- Economic Impact Aid (EIA)
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- Title I, Title III and Title IV
- Tobacco-Use Prevention Education
- Transportation
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	RMHS	OUHSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	1767	N/A	N/A	N/A	N/A
Total**	\$8,456	N/A	N/A	N/A	N/A
Restr.†	\$2,411	N/A	N/A	N/A	N/A
Unrestr.††	\$6,045	\$5,343	113.14	\$4,690	128.90
Avg. Teacher Salary	\$74,528	\$73,770	101.03	\$72,276	103.12

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

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

## 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 API, AYP, STAR 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 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 August 2014. Data to prepare the school facilities section were acquired in October 2014.