

Oxnard Union High School District Rancho Campana High School

Grades 9 through 12
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2014-15 School Accountability Report Card *Published February 2016*

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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, 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. Rancho Campana High opened in the 2015-16 school year and, therefore, there is no enrollment to report for the 2014-15 school year.

Student Enrollment by Ethnicity / Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
		Grade 9	0
		Grade 10	0
		Grade 11	0
		Grade 12	0
		Ungraded	0
		Total Enrollment	0

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.

Rancho Campana High School will not have any 2014-15 Physical Performance Test results since they did not open until the 2015-16 school year. Next year's report card will have the first set of Physical Performance Test results reported.

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

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

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent

proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Rancho Campana High School does not have any 2014-15 AYP results since they did not open until the 2015-16 school year.

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

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. Rancho Campana High School did not open until the 2015-16 school year, so there is no 2014-15 Title I information to report.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	RCHS	OUHSD
PI Status	N/A	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		77.7%

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

California Standardized Tests (CST)

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

Rancho Campana High School does not have any 2014-15 CST Science results since they did not open until the 2015-16 school year. Next year's report card will have the first CST Science results available to be reported.

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

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

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

California Assessment of Student Performance and Progress

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

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

Rancho Campana High School does not have any 2014-15 CAASPP results since they did not open until the 2015-16 school year. Next year's report card will have the first CAASPP results available to be reported.

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. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

Rancho Campana High School does not have any 2014-15 CAHSEE results since they did not open until the 2015-16 school year.

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

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

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2014-15						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	46	24	30	46	35	18
All Students (School)	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
African-Amer.	N/A	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Racial	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
Migrant Educ.	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A

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

Local Control Accountability Plan (LCAP)

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

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

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

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

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

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

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

Parent Involvement

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

Parents stay informed on upcoming events and school activities through 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
Booster Clubs

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

Rancho Campana High School is a brand new school site that first opened in the 2015-16 school year. The first school site inspection will be conducted on this school site in the 2016-17 school year and will be reported in next year's School Accountability Report Card.

School Facility Good Repair Status Most Recent Inspection: 1/2016			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✓		
B. Interior	✓		
C. Cleanliness	✓		
D. Electrical	✓		
E. Restrooms / Fountains	✓		
F. Safety	✓		
G. Structural	✓		
H. External	✓		

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

Rating Description

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

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 officer patrol the campus, entrance areas, and designated common areas. Campus supervisors and youth SVC officer 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 officer 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, updated, and discussed with school staff in January 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			
	12-13	13-14	14-15
	RCHS		
# of Students Suspended			
# of Students Expelled			
	OUHSD		
# of Students Suspended	1260	832	923
# of Students Expelled	103	54	73
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

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

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 2013-14 data is the most current information and this school first opened in the 2015-16 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		
	11-12	12-13	13-14
Dropout Rate			
Graduation Rate			
	OUHSD		
	11-12	12-13	13-14
Dropout Rate	10.8%	14.8%	10.9%
Graduation Rate	81.5%	77.5%	78.3%
	California		
	11-12	12-13	13-14
Dropout Rate	13.1%	11.4%	11.5%
Graduation Rate	78.9%	80.4%	81.0%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE and pass the language arts portion of CAHSEE to receive a high school diploma from Rancho Campana High School. Alternative methods of acquiring a diploma are available through the Continuation School, Community day school, Community college, and Adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Rancho Campana High School.

Rancho Campana High School will not have any Graduation data to report in the following chart since they did not open until the 2015-16 school year.

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Rancho Campana High School revolve around the California State Content Standards and Frameworks. Decisions concerning selection of staff development activities are performed by the principal and department level teams using tools such as state assessment results, district benchmark results, data analysis, and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels.

Rancho Campana High School does not have any 2014-15 staff development information to report since they did not open until the 2015-16 school year. Next year's report card will have the information available about the staff development for 2015-16.

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		
2012-13	2013-14	2014-15
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 09, 2015, the Oxnard Union High's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #15-28 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

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

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

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

College Preparation & Work Readiness

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

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

California State University

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

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

Advanced Placement

Advanced placement (AP) programs give students an opportunity to take college-level courses and exams while still in high school. Students who receive a 3, 4, or 5 on their final AP exams qualify for college credit at most of the nation's colleges.

Rancho Campana High School was not open in the 2014-15 school year and there are no numbers to report as a result.

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:

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

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

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 15 1/2 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

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

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

During the 2014-15 school year, 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
- 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) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
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 2014-15 school year, Rancho Campana High School had teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Rancho Campana High School	0.0%	0.0%
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	89.0 %	11.0 %
Low-Poverty	97.0 %	3.0 %

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

Teacher Credentials & Assignments				
	RCHS			OUHSD
	13-14	14-15	15-16	15-16
Total Teachers	N/A	N/A	15	670
Teachers with full credentials	N/A	N/A	15	659
Teachers without full credentials	N/A	N/A	0	11
Teachers teaching outside subject area of competence (with full credential)	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	4
Vacant teacher positions	0	0	0	0

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

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

District Expenditures

Salary & Budget Comparison

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

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

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

Expenditures Per Student

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

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

- Agricultural Vocational Incentive Grants
- California Clean Energy Jobs Act
- California Partnership Academies: Green & Clean Academies
- Common Core State Standards Implementation
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Linked Learning Pilot Program
- Lottery: Instructional Materials

- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	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	\$5,501	0.00	\$5,348	0.00
Avg. Teacher Salary	N/A	\$75,554	0.00	\$74,908	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 AYP, CST & 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. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2016.