

# Oxnard Union High School District Rio Mesa High School

Grades 9 through 12  
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## 2019-20 School Accountability Report Card *Published January 2021*

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

## 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 offers both the International Baccalaureate (IB) Diploma Programme, as well as the IB Career-related Programme. Both programs offer students the opportunity to graduate with an extra certification or diploma from the IBO (an internationally recognized level of achievement). Additionally, students have the opportunity to take Advanced Placement courses in the 9th and 10th grade, or where an IB course is not offered. Rio Mesa has applied to be an IB Continuum School by seeking authorization for the Middle Years Program (MYP) to offer IB curriculum to all 9th and 10th grade students and anticipates authorization to officially begin in Fall 2021.

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

Rio Mesa High School students, staff, parents, and community work together to embody the core values necessary for success as scholars and citizens of the world.

## Vision

IT TAKES SPARTAN P.R.I.D.E. ...

**Principles:** Our graduates act with integrity and honesty with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

**Reflection:** Our graduates give thoughtful consideration to their own learning and experiences. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**Inquiry:** Our graduates develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Dedication:** Our graduates are committed and hard-working. When they take on a new task or responsibility, they bring their best efforts to bear and exhibit perseverance in the face of obstacles. They take pride in their responsibilities as individuals and as members of the global community.

**Engagement:** Our graduates are attentive, curious, optimistic, and passionate about their educations and futures. They are motivated to take on new challenges and are resilient in the face of adversity.

... TO BE SUCCESSFUL!

## School Description

Rio Mesa High School is located in the northern region of Oxnard and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 2269 students were enrolled, including 9.6% in special education, 15.4% qualifying for English Language Learner support, and 66.2% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group / Grade Level<br>2019-20 |                       |             |               |
|--|-----------------------|-------------|---------------|
| Student Group  | % of Total Enrollment | Grade Level | # of Students |
| Black or African-Amer.                                       | 2.70%                 | Grade 9     | 621           |
| Amer. Indian or Alaska Native                                | 0.00%                 | Grade 10    | 592           |
| Asian  | 1.30%                 | Grade 11    | 503           |
| Filipino   | 4.50%                 | Grade 12    | 553           |
| Hisp. or Latino  | 81.00%                | Ungraded    | 0             |
| Native Hawaiian or Pacific Islander                          | 0.40%                 |             |               |
| White  | 7.90%                 |             |               |
| Two or More Races  | 2.20%                 |             |               |
| Students with Disabilities                                   | 9.60%                 |             |               |
| Socioeconomically Disadvantaged                              | 66.20%                |             |               |
| English Learners   | 15.40%                |             |               |
| Foster Youth   | 0.40%                 |             |               |
| Homeless   | 22.30%                |             |               |
| Total Enrollment   |                       |             | 2,269         |

## Student Achievement

### Physical Fitness

In the spring of each year, Rio Mesa High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported 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<br>Percentage of Students Meeting California Fitness Standards<br>2019-20 |  |                               |                              |
|---|--|-------------------------------|------------------------------|
| Grade Level Tested  | Percentage of Students Meeting Standards |                               |                              |
|   | Four of Six Fitness Standards            | Five of Six Fitness Standards | Six of Six Fitness Standards |
| Ninth   | N/A                                      | N/A                           | N/A                          |

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering

California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

| CAASPP Test Results in ELA and Mathematics - All Students |   |       |          |       |       |       |
|---|---|-------|----------|-------|-------|-------|
|   | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |       |          |       |       |       |
|   | School  |       | District |       | State |       |
|   | 18-19   | 19-20 | 18-19    | 19-20 | 18-19 | 19-20 |
| English-Language Arts/Literacy (grades 3-8 and 11)        | 47.0  | N/A   | 44.0     | N/A   | 50.0  | N/A   |
| Mathematics (grades 3-8 and 11)                           | 24.0  | N/A   | 27.0     | N/A   | 39.0  | N/A   |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in ELA by Student Group (2019-20) |                  |          |          |              |  |
|---|------------------|----------|----------|--------------|--|
| Student Groups  | Total Enrollment | # Tested | % Tested | % Not Tested | % Meeting or Exceeding State Standards |
| All Students  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Male  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Female  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Black or African-Amer.                                | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Amer. Indian or Alaska Native                         | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Asian   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Filipino  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Hisp. or Latino                                       | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Native Hawaiian or Pacific Islander                   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| White   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Two or More Races                                     | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| English Learners                                      | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Socioeconomically Disadvantaged                       | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Students with Disabilities                            | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Students Receiving Migrant Ed. Services               | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Foster Youth  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Homeless  | N/A              | N/A      | N/A      | N/A          | N/A                                    |

| CAASPP Test Results in Mathematics by Student Group (2019-20) |                  |          |          |              |  |
|---|------------------|----------|----------|--------------|--|
| Student Groups  | Total Enrollment | # Tested | % Tested | % Not Tested | % Meeting or Exceeding State Standards |
| All Students  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Male  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Female  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Black or African-Amer.  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Amer. Indian or Alaska Native                                 | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Asian   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Filipino  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Hisp. or Latino   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Native Hawaiian or Pacific Islander                           | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| White   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Two or More Races   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| English Learners  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Socioeconomically Disadvantaged                               | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Students with Disabilities                                    | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Students Receiving Migrant Ed. Services                       | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Foster Youth  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Homeless  | N/A              | N/A      | N/A      | N/A          | N/A                                    |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
|   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 18-19  | 19-20 | 18-19    | 19-20 | 18-19 | 19-20 |
| Science (grades 5, 8, and 10)                   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

| CAASPP Test Results in Science by Student Group (2019-20) |                  |          |          |              |  |
|---|------------------|----------|----------|--------------|--|
| Student Groups  | Total Enrollment | # Tested | % Tested | % Not Tested | % Meeting or Exceeding State Standards |
| All Students  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Male  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Female  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Black or African-Amer.                                    | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Amer. Indian or Alaska Native                             | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Asian   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Filipino  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Hisp. or Latino   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Native Hawaiian or Pacific Islander                       | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| White   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Two or More Races   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| English Learners  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Socioeconomically Disadvantaged                           | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Students with Disabilities                                | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Students Receiving Migrant Ed. Services                   | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Foster Youth  | N/A              | N/A      | N/A      | N/A          | N/A                                    |
| Homeless  | N/A              | N/A      | N/A      | N/A          | N/A                                    |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 (Basic Services) – State Priority 1:** Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

**Conditions of Learning (Implementation of State Standards) – State Priority 2:** Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

**Parental Involvement – State Priority 3:** Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

**Pupil Achievement – State Priority 4:** Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

**Engagement (Pupil Engagement) – State Priority 5:** School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

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

## Parent Involvement

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

Parents stay informed on upcoming events and school activities through email, the school marquee, the school website, Spartan Spotlight on YouTube, ParentVUE & StudentVUE (online student information system), Parent Square, PFO newsletters, and Twitter (@rmhs\_spartans). Parents can also take advantage of school-directed resources such as Parent Project classes.

**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  
EAOP Workshops  
Parent Project Classes

## 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. Measure A projects are expected to continue for the next couple of school years to complete specific projects designated by the district to the school site.

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
- Campus beautification

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

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

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

| Campus Description          |                 |
|-----------------------------|-----------------|
| Year Built                  | 1965            |
| Acreage                     | 47.19           |
| Square Footage              | 202944          |
|                             | <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               |

## 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 Monday, February 03, 2020 to Wednesday, April 1, 2020. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

| School Facility Good Repair Status                |               |      |      |
|---|---------------|------|------|
| Most Recent Inspection: Monday, February 03, 2020 |               |      |      |
| 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)                                       | Room #44; Living Center 31; Restroom 32 - Ceiling tile missing |
|   | P-5 - Carpet frayed/ripped                                     |
| (D)                                       | Boys Restroom #1 - Light cover missing                         |
|   | Room #62 - Two banks of overhead lights not working            |
| (H)                                       | Library - Windows are missing secure latches                   |
|   | Room #53, #54, #55 - Window latches missing                    |
|   | Room #50 - Window latch, broken window (cracked glass)         |

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

**Rating Description**

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

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. The principal, assistant principal, campus supervisors, and the 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 Fall 2020.

**Classroom Environment**

**Discipline & Climate for Learning**

Rio Mesa High School's discipline policies are based upon Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports approach to social, emotional and behavioral support. This school-wide positive behavior management plan is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

| Suspensions & Expulsions |                 |       |       |
|--------------------------|-----------------|-------|-------|
|                          | 17-18           | 18-19 | 19-20 |
|                          | <b>School</b>   |       |       |
| % Students Suspended     | 5.4             | 7.2   | 4.4   |
| % Students Expelled      | 0.1             | 0.4   | 0.3   |
|                          | <b>District</b> |       |       |
| % Students Suspended     | 5.2             | 6.2   | 4.0   |
| % Students Expelled      | 0.1             | 0.3   | 0.3   |
|                          | <b>State</b>    |       |       |
| % Students Suspended     | 3.5             | 3.5   | 2.5   |
| % Students Expelled      | 0.1             | 0.1   | 0.1   |

*Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.*

**Class Size**

The Class Size 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 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

| Average Class Size and Class Size Distribution |                 |                   |       |     |
|--|-----------------|-------------------|-------|-----|
| Subject  | 2017-18         |                   |       |     |
|  | Avg. Class Size | Number of Classes |       |     |
|  |                 | 1-22              | 23-32 | 33+ |
| English  | 28.0            | 19                | 29    | 34  |
| Mathematics                                    | 29.0            | 14                | 22    | 36  |
| Science  | 27.0            | 14                | 21    | 33  |
| Social Science                                 | 29.0            | 12                | 19    | 34  |
|  | <b>2018-19</b>  |                   |       |     |
| Subject  | Avg. Class Size | Number of Classes |       |     |
|  |                 | 1-22              | 23-32 | 33+ |
| English  | 29.0            | 17                | 20    | 43  |
| Mathematics                                    | 29.0            | 14                | 17    | 40  |
| Science  | 25.0            | 22                | 17    | 35  |
| Social Science                                 | 31.0            | 11                | 15    | 38  |
|  | <b>2019-20</b>  |                   |       |     |
| Subject  | Avg. Class Size | Number of Classes |       |     |
|  |                 | 1-22              | 23-32 | 33+ |
| English  | 27.0            | 30                | 23    | 40  |
| Mathematics                                    | 27.0            | 23                | 29    | 32  |
| Science  | 31.0            | 9                 | 24    | 30  |
| Social Science                                 | 31.0            | 15                | 16    | 38  |

*\*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.*

**Dropout & Graduation Rates**

Rio Mesa High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring test results and performance, parent conferences, counseling, the Spartan Saturday Academy, intervention assistance by teachers during the school day, after school tutoring, Condor (satellite program), and Cyber High online credit recovery courses. 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.

Students must accumulate 230 course credits to receive a high school diploma from Rio Mesa High School. Alternative methods of acquiring a diploma are available through the continuation school, community day school, adult school or Condor High School (independent study) for those students who have been unsuccessful in a standard high school environment or have exhausted their opportunities to remain at Rio Mesa High School.

In the following Dropout & Graduation Rates table, 2018-19 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 Web page at <http://dq.cde.ca.gov/dataquest/>.

| Dropout & Graduation Rates (Four-Year Cohort Rate) |          |       |       |
|--|----------|-------|-------|
|  | School   |       |       |
|  | 16-17    | 17-18 | 18-19 |
| Dropout Rate                                       | 4.9%     | 4.7%  | 7.6%  |
| Graduation Rate                                    | 90.8%    | 89.9% | 88.2% |
|  | District |       |       |
|  | 16-17    | 17-18 | 18-19 |
| Dropout Rate                                       | 7.1%     | 7.1%  | 6.8%  |
| Graduation Rate                                    | 85.6%    | 84.9% | 85.5% |
|  | State    |       |       |
|  | 16-17    | 17-18 | 18-19 |
| Dropout Rate                                       | 9.1%     | 9.6%  | 9.0%  |
| Graduation Rate                                    | 82.7%    | 83.0% | 84.5% |

For the formula to calculate the 2018-19 and 2019-20 adjusted cohort graduation rate, see the 2019-20 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Rio Mesa High School revolve around the California State Content Standards and Frameworks. During the 2019-20 school year, Rio Mesa High School held staff development trainings centered around becoming an International Baccalaureate Continuum School. After March 2020, our professional development efforts turned to prepare teachers to deliver rigorous instruction in a distance-learning model and to provide social-emotional support to struggling students.

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 2018-19, 2019-20, and 2020-21 school years, Rio Mesa High School's teachers had the opportunity to attend the following events hosted by the Oxnard Union High School District:

#### 2018-19 Training:

- Next Generation Science Standards (NGSS)
- English Language Arts (ELA)
- Mathematics
- Social Science
- iLit Training

#### 2019-20 Training:

- Multi-Tiered System of Supports (MTSS)
- iLit Reading Intervention
- SkillsUSA Training for Career Pathways
- Edge Training for ESL Students
- Curriculum Design for Dual Language Immersion
- Textbook Pilot Training for Science and ELA
- Math Leadership Network
- Digital Broadcast
- Ethnic Studies Curriculum Development
- Dual Immersion Textbook Pilot Training
- VC Innovates
- AP Spanish Committee Test Development
- Next Generation Science Standards (NGSS)
- Library Learning Day
- AVID Elective Focused Note-Taking
- Data Chats for Common Assessments, Corrective Teaching, and Engagement
- Google Platform Training
- PLC Summer Curriculum Planning, Common Syllabi, Technology Use, Student Engagement
- Positive Behavioral Interventions & Supports (PBIS)
- Distance Learning Platforms (Google Meet, Technology)

#### 2020-21 Training:

- Interactive Google Meet
- Grading for Equity 1 - Key Concepts
- Grading for Equity 2 - Scoring Rubrics
- Grading for Equity 3 - Mastery Tracking
- Supporting English Learners in Distance Learning
- Supporting SPED in Distance Learning
- Social Emotional Learning (SEL) Check-in
- Google Classroom & Canvas
- ParentSquare
- Digital Tools
- Lesson Design Strategy for Distance Learning

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.

| Number of School Days Dedicated to Staff Development and Continuous Improvement |         |         |
|---|---------|---------|
| 2018-19   | 2019-20 | 2020-21 |
| 1   | 2       | 2       |

### Instructional Materials

All textbooks used in the core curriculum at Rio Mesa High School are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, September 23, 2020, 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 No. 20-47 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 2020-21 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>  |   |                          |
| 2008                          | Bedford/St. Martin's, <i>The Language of Composition</i>                              | 0 %                      |
| 2005                          | McDougal Littell, <i>Language Network</i>   | 0 %                      |
| 2005                          | McDougal Littell, <i>The Language of Literature</i>                                   | 0 %                      |
| 2016                          | Pearson, <i>The Longman Reader</i>  | 0 %                      |
| 2007                          | Prentice Hall, <i>Timeless Voices, Timeless Themes The British Tradition</i>          | 0 %                      |
| <b>Foreign Languages</b>      |   |                          |
| 2011                          | Better Chinese Limited, <i>Discovering Chinese</i>                                    | 0 %                      |
| 2007                          | EMC Paradigm, <i>Que Chevere 1, 2, 3</i>  | 0 %                      |
| 2003                          | Holt, <i>Ven Conmigo</i>  | 0 %                      |
| 2007                          | McDougal Littell, <i>Abriendo Puertas: Lenguaje</i>                                   | 0 %                      |
| 2007                          | McDougal Littell, <i>Discovering French Nouveau</i>                                   | 0 %                      |
| 2007                          | McDougal Littell, <i>En Espanol</i>   | 0 %                      |
| 2007                          | Prentice Hall, <i>Abriendo paso: Gramatica</i>  | 0 %                      |
| 2007                          | Prentice Hall, <i>Abriendo paso: Lectura</i>  | 0 %                      |
| 2004                          | Prentice Hall, <i>Momentos de los literaturas hispanicas</i>                          | 0 %                      |
| 2003                          | Prentice Hall, <i>Sendas Literarias 1 &amp; 2</i>                                     | 0 %                      |
| 2015                          | Vista Higher Learning, <i>D'accord (French)</i>                                       | 0 %                      |
| 2008                          | Vista Higher Learning, <i>Imaginez: le francais sans frontieres (IB)</i>              | 0 %                      |
| <b>Health</b>                 |   |                          |
| 2007                          | Pearson Prentice Hall, <i>Health</i>  | 0 %                      |
| <b>History-Social Science</b> |   |                          |
| 2007                          | Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>                              | 0 %                      |
| 2008                          | Houghton Mifflin Harcourt, <i>Psychology - Principles in Practice</i>                 | 0 %                      |
| 2010                          | Houghton Mifflin Harcourt, <i>Sociology: The Study of Relationships</i>               | 0 %                      |
| 2007                          | Kennedy, <i>American Pagaent</i>  | 0 %                      |
| 2007                          | McDougal Littell, <i>The Americans Reconstruction to the 21st Century</i>             | 0 %                      |
| 2006                          | McGraw Hill, <i>Economics: Principles, Problems &amp; Policies</i>                    | 0 %                      |
| 2006                          | Pearson Prentice Hall, <i>Economics: Principles in Action</i>                         | 0 %                      |
| 2007                          | Pearson Prentice Hall, <i>The Western Heritage Since 1300 (AP European History)</i>   | 0 %                      |
| 2007                          | Pearson Prentice Hall, <i>World History: The Modern World</i>                         | 0 %                      |
| 2007                          | Prentice Hall-Longman, <i>American Government Continuity &amp; Change (AP Course)</i> | 0 %                      |
| 1999                          | Steck-Vaughn, <i>Fearon's American Government</i>                                     | 0 %                      |
| 2007                          | Wadsworth, <i>AP Psychology</i>   | 0 %                      |
| 2010                          | Worth Publishers, <i>Myers Psychology Second Edition for AP</i>                       | 0 %                      |
| <b>Mathematics</b>            |   |                          |
| 2004                          | Brooks/Cole, <i>Physics: Calculus</i>   | 0 %                      |
| 2013                          | CPM Educational Program, <i>Core Connections, Integrated 1</i>                        | 0 %                      |

|                |  |     |
|----------------|--|-----|
| 2015           | CPM Educational Program, <i>Core Connections, Integrated 2</i>             | 0 % |
| 2016           | CPM Educational Program, <i>Core Connections, Integrated 3</i>             | 0 % |
| 2004           | Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>            | 0 % |
| 2006           | Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>         | 0 % |
| 2002           | Holt McDougal, <i>Economics</i>  | 0 % |
| 2005           | Houghton Mifflin, <i>Calculus of a Single Variable</i>                     | 0 % |
| 2006           | Houghton Mifflin Company, <i>PreCalculus with Limits</i>                   | 0 % |
| 2017           | Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 1</i>                 | 0 % |
| 2017           | Houghton Mifflin Harcourt, <i>Big Ideas Math, Course 2</i>                 | 0 % |
| 2017           | Houghton Mifflin Harcourt, <i>Big Ideas, Integrated Math 1, 2 &amp; 3</i>  | 0 % |
| 2007           | W. H. Freeman, <i>The Practice of Statistics</i>                           | 0 % |
| <b>Science</b> |  |     |
| 2007           | Addison Wesley, <i>Biology: Concepts &amp; Connections</i>                 | 0 % |
| 2007           | Addison Wesley, <i>Conceptual Physics</i>                                  | 0 % |
| 2012           | Cengage Learning, <i>Living in the Environment</i>                         | 0 % |
| 2007           | College Board, <i>Biology: Principles of Life, AP Edition</i>              | 0 % |
| 2007           | Current Publishing, <i>Life on an Ocean Planet</i>                         | 0 % |
| 2007           | Delmar Cengage Learning, <i>Agriscience, Fundamentals and Applications</i> | 0 % |
| 2007           | Freeman & Company, <i>AP Biology: Principles of Life</i>                   | 0 % |
| 2006           | Globe Fearon, <i>Concepts and Challenges in Physical Science</i>           | 0 % |
| 2008           | Houghton Mifflin Harcourt, <i>Environmental Science</i>                    | 0 % |
| 2006           | J. Wiley & Son, <i>Fundamentals of Physics</i>                             | 0 % |
| 2008           | McDougal Littell, <i>Introductory Chemistry: A Foundation</i>              | 0 % |
| 2007           | Pearson Prentice Hall, <i>Conceptual Physics</i>                           | 0 % |
| 2007           | Pearson Prentice Hall, <i>Earth Science</i>                                | 0 % |
| 2007           | Pearson Prentice Hall, <i>Essentials of Human Anatomy &amp; Physiology</i> | 0 % |
| 2007           | Prentice Hall, <i>Biology</i>  | 0 % |
| 2007           | Prentice Hall, <i>Chemistry</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 University of California Website at <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 the California State University Website at <http://www.calstate.edu/admission/>.

| Courses for UC/CSU Admission  |      |
|---|------|
|   | %    |
| 2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission          | 95.3 |
| 2018-19 Graduates who Completed all Courses Required for UC/CSU Admission | 39.2 |

### Advanced Placement/International Baccalaureate

In 2019-20, 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.

In 2019-20 Rio Mesa High School offered International Baccalaureate courses for those students seeking to qualify for college credit. Students seeking to qualify for college credit can do so by achieving a score of 4, 5, 6 or 7 on an IB exam.

Rio Mesa is currently in the process of becoming an International Baccalaureate Continuum School which means they will offer three of the four IB programmes - the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Programme (CP).

The Diploma Programme (DP) focuses on rigorous academic studies, with a broad and balanced curriculum, which can prepare students well for college and employment. Students in the DP also have the opportunity to apply their knowledge and skills to community service, gaining valuable experience outside the academic world.

The Career-related Programme (CP) provides a comprehensive educational framework that combines highly regarded and internationally recognized courses from the IB Diploma Programme with a unique CP core and an approved career-related study. The CP develops students to be 1) Academically strong; 2) Skilled in a practice field; 3) Critical and ethical thinkers; 4) Self-directed; 5) Collaborative; 6) Resilient and determined; 7) Confident and assured; 8) Caring and reflective; and 9) Inquirers.

The Middle Years Programme (MYP) is a challenging framework that encourages students to make practical connections between their studies and the real world, and will be offered to 9th and 10th grade students. Students who complete the MYP are well prepared to undertake the IB Diploma Programme (DP) or Career-related Programme. For more information on these programs, please visit the International Baccalaureate Organization's website at [www.ibo.org](http://www.ibo.org).

| Number of Advanced Placement Courses Offered<br>2019-20 |                         |                             |
|---|-------------------------|-----------------------------|
|   | 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  | 5                       | N/A                         |
| Mathematics   | 1                       | N/A                         |
| Science   | 1                       | N/A                         |
| Social Science  | 6                       | N/A                         |
| All Courses   | 13                      | 14.9                        |

Note: Cells with N/A values do not require data.  
\* Where there are student course enrollments of at least one student.

| International Baccalaureate Courses Offered & Student Participation<br>2019-20 |                         |                             |
|--|-------------------------|-----------------------------|
|  | No. of Courses Offered* | % of Students in IB Courses |
| Computer Education   | 0                       | N/A                         |
| English  | 12                      | N/A                         |
| Fine and Performing Arts   | 2                       | N/A                         |
| Foreign Language   | 1                       | N/A                         |
| Humanities   | 0                       | N/A                         |
| Mathematics  | 1                       | N/A                         |
| Science  | 1                       | N/A                         |
| Social Science   | 1                       | N/A                         |
| All Courses  | 18                      | 53.4                        |

### 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
- Career Education Center (CEC) Programs
- Workability
- Career Pathways
- Career Center
- IB Career-related Programme

Individual student assessment of work readiness skills takes place through 1) End of course exams; 2) Completion of course-required projects; 3) Benchmark assessments; and 4) Course grades (work experience).

Work experience students are partnered with 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 their counselor.

Career Education Center (CEC) Programs 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 2019-20 school year, Rio Mesa High School offered the following career pathways:

- Robotics & Mechatronics
- Automotive
- Advanced Manufacturing & Engineering
- Social Media Business
- Athletic Training
- Emotional Wellness
- Baking & Pastry
- Mariachi
- Video & Broadcasting



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<br>2019-20   |        |
|---|--------|
| Total number of students participating in CTE programs  | 851    |
| Percentage of students completing CTE program and earning a high school diploma                                   | 41.3 % |
| Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 14.0 % |

## 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.

| Academic Counselors & Other Support Staff<br>(Nonteaching Professional Staff)<br>2019-20 |              |     |
|--|--------------|-----|
|  | No. of Staff | FTE |
| Academic Counselor   | 6            | 5.5 |
| Campus Supervisors   | 7            | 4.8 |
| Psychologists  | 2            | 1.5 |
| Speech/Language/Hearing Specialists  | 2            | 1.4 |
| UCSB Representative  | 2            | 2.0 |
| Adaptive PE  | 1            | 0.3 |
| Athletic Director  | 1            | 1.0 |
| Career Center Technician   | 1            | 1.0 |
| Guidance Technician  | 1            | 1.0 |
| Health Assistant   | 1            | 0.6 |
| Librarian  | 1            | 1.0 |
| Migrant Guidance Technician  | 1            | 0.5 |
| Nurse  | 1            | 1.0 |
| School Resource Officer (SRO)  | 1            | 1.0 |
| Student Intervention Specialist  | 1            | 1.0 |
| Technician   | 1            | 1.0 |
| Counselor-to-Student Ratio: 1:378  |              |     |

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 2019-20 school year, Rio Mesa High School had 98 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term

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

| Teacher Credentials & Assignments   |        |       |       |          |
|---|--------|-------|-------|----------|
|   | School |       |       | District |
|   | 18-19  | 19-20 | 20-21 | 20-21    |
| Total Teachers  | 96     | 99    | 98    | 688      |
| Teachers With Full Credentials  | 95     | 98    | 97    | 681      |
| Teachers Without Full Credentials   | 1      | 1     | 1     | 7        |
| Teachers Teaching Outside Subject Area of Competence (With Full Credential) | 15     | 11    | 13    | 82       |
| Misassignments of Teachers of English Learners                              | 0      | 0     | 0     | 0        |
| Total Teacher Misassignments*   | 0      | 0     | 0     | 0        |
| Vacant Teacher Positions  | 0      | 0     | 0     | 5        |

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

| Teacher and Administrative Salaries<br>2018-19 |                          |   |
|--|--------------------------|---|
|  | District                 | State Average of Districts in Same Category |
|  | Beginning Teacher Salary | \$54,323                                    |
| Mid-Range Teacher Salary                       | \$97,512                 | \$89,660                                    |
| Highest Teacher Salary                         | \$105,601                | \$112,761                                   |
| Superintendent Salary                          | \$222,624                | \$250,285                                   |
| <b>Average Principal Salaries:</b>             |                          |   |
| Elementary School                              | N/A                      | N/A   |
| Middle School                                  | N/A                      | \$142,638                                   |
| High School                                    | \$150,246                | \$158,074                                   |
| <b>Percentage of Budget:</b>                   |                          |   |
| Teacher Salaries                               | 33%                      | 32%   |
| 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 2018-19 school year, Oxnard Union High School District spent an average of \$12,541 of total general funds to educate each student (based on 2018-19 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 2018-19 school year, the district received categorical, special education, and support programs funds for:

- CA Partnership Academies: Green & Clean Academies
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Professional Development Block Grant
- Department of Rehabilitation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III

| Expenditures Per Pupil and School Site Teacher Salaries<br>2018-19 |                           |          |                              |          |                              |
|--|---------------------------|----------|------------------------------|----------|------------------------------|
|  | Dollars Spent per Student |          |                              |          |                              |
|  | School                    | District | % Diff.<br>School &<br>Dist. | State    | % Diff.<br>School &<br>State |
| Total**  | \$11,873                  | N/A      | N/A                          | N/A      | N/A                          |
| Restricted   | \$2,199                   | N/A      | N/A                          | N/A      | N/A                          |
| Unrestricted   | \$9,673                   | \$9,154  | 105.67                       | \$13,080 | 73.95                        |
| Average<br>Teacher Salary  | \$91,718                  | \$91,581 | 100.15                       | \$90,287 | 101.58                       |

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

## SARC Data

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Rio Mesa High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### 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 December 2020. Data to prepare the school facilities section were acquired in November 2020.