

Rancho Campana High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for 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) 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Rancho Campana High School
Street	4235 Mar Vista Drive
City, State, Zip	Camarillo, CA 93010
Phone Number	805-394-4750
Principal	Bryan Martin
Email Address	Bryan.Martin@oxnardunion.org
School Website	www.ranhocampanahigh.us
County-District-School (CDS) Code	56 72546 0131698

2021-22 District Contact Information

District Name	Oxnard Union High School District
Phone Number	(805) 385-2500
Superintendent	Dr. Tom McCoy
Email Address	Thomas.McCoy@oxnardunion.org
District Website Address	www.oxnardunion.org

2021-22 School Overview

Principal's Message

Rancho Campana High School (RCHS) is a recent addition to the Oxnard Union High School District. RCHS strives to provide high quality public education for the Camarillo and Somis communities. RCHS students and graduates are innovative and excel academically and personally in the arts, engineering, and sciences to succeed in a dynamic world. Through a digitally enhanced environment, RCHS students pursue excellence through curiosity, participate in diverse learning opportunities, are creative thinkers, collaborative learners, and develop global perspectives to contribute in their community. RCHS has an approximate enrollment of 820 students and is further expanding in the years to come. RCHS was founded in 2015 and accredited through the Western Association of Schools and Colleges in 2019. RCHS serves grades 9 through 12. RCHS provides all core college preparatory classes for each grade. Students participate in a wide range of programs including Regional Occupational Program (ROP), Advanced Placement (AP), and Honors (H). RCHS offers the following career academy programs on campus built into the school day: Engineering Academy, Health & Medical Science Academy, and Arts and Entertainment Academy.

Mission

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.

Vision

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

School Description

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 School is located in the southern region of Camarillo and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2020-2021 school year, 825 students were enrolled, including 9% in special education, 1.1% qualifying for English Language Learner support, and 16% qualifying for free or reduced price lunch.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	255
Grade 10	203
Grade 11	197
Grade 12	174
Total Enrollment	829

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Asian	6
Black or African American	1.3
Filipino	5.7
Hispanic or Latino	35.3
Two or More Races	8.7
White	42.6
English Learners	1.1
Socioeconomically Disadvantaged	17.2
Students with Disabilities	7.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.0	90.6	579.8	77.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.5	0.1	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	12.4	1.7	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	6.3	60.0	8.0	12115.8	4.4
Unknown	0.9	3.0	96.3	12.9	18854.3	6.9
Total Teaching Positions	30.9	100.0	749.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.2
Local Assignment Options	1.7
Total Out-of-Field Teachers	1.9

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials:

All textbooks used in the core curriculum at Adolfo Camarillo 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 29, 2021, 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. 21-34 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 2021-22 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.

Year and month in which the data were collected September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2020 Bookhead Ed Learning LLC, Studysync 2007 Bedford/St. Martin, The Language of Composition 2016 Pearson/Longman, The Longman Reader 2016 McDougal Littell, English A: Language and Literature Course Companion 2016 iLit 45	Yes	0
Mathematics	2016 Holt McDougal, Big Ideas Integrated Math 1 2016 HOUGHTON MIFFLIN HARCOURT, Big Ideas Integrated Math 2 2016 HOUGHTON MIFFLIN HARCOURT, Big Ideas Integrated Math 3 2016 McDougal Littell, Calculus of a Single Variable 2016 D.C. Heath and Company, Pre-Calculus with Limits: A Graphing Approach 4th Edition 2003 Southwestern Educational Publishing, Business Math 2018 Bedford, Freeman &Worth, The Practice of Statistics (Yates, Moore, and Starnes) 2020 Bootstrap; https://bootstrapworld.org/materials/data-science/ 2019 Oxford Press, IB Mathematics: Applications and Interpretations, Standard 2019 Oxford Press, IB Mathematics: Applications and Interpretations, Higher Level 2020 Oxford Press, IB MYP Math Year 3/Year 4/Year 5	Yes	0
Science	2019 OUHSD Biology of the Living Earth Sem1/Sem 2- CK12 2019 OUHSD Chemistry in the Earth System Sem1/Sem2-CK12	Yes	0

	<p>2021 Lumen Learning Earth Science OER Commons Website/Url:http://www.oercommons.org/courses/earth-science-4/view</p> <p>2020 McGraw Hill, Exploration: An Introduction to Astronomy 9th E 2020</p> <p>2021 Savvas, Environmental Science: Your World, Your Turn</p> <p>2019 Bedford Freeman Worth, Environmental Science for the AP/3 Edition</p> <p>2021 McGraw Hill/ Marine Science</p> <p>2020 Savvas, Essentials of Oceanography SASTA Edition/ 13th Edition</p> <p>2019 Heinle/ITP, Chemistry AP Edition</p>		
History-Social Science	<p>2021 Houghton Mifflin Harcourt Economics</p> <p>2021 Houghton Mifflin Harcourt United States Government</p> <p>2021 Houghton Mifflin Harcourt American History Reconstruction to the Present</p> <p>2021 Houghton Mifflin Harcourt Modern World History</p> <p>2011 The Cultural Landscape:An Introduction to Human Geography AP Edition</p> <p>2019 AMSCO, World History</p> <p>2010 Advanced Placement European History</p>	Yes	0
Foreign Language	<p>2007 EMC Paradigm, Que Chevere! 1</p> <p>2007 EMC Paradigm, Que Chevere! 2</p> <p>2007 EMC Paradigm, Que Chevere! 3</p> <p>2003 McDougal Littlell, Abriendo Puertas: Language</p> <p>2013 McDougal Littlell, Abriendo Puertas: Language; Abriendo Paso Lectura y Gramatica (2 books)</p> <p>2003 McDougal Littlell,Abriendo Puertas: Antologia de literatura en espanol Tomo 1 y Tomo 2</p> <p>2001 Heinle/ITP, Sendas Level 1</p> <p>2001 Heinle/ITP, Sendas Level 2</p> <p>2013 Momentos Cumbres de Literaturas Hispanicas;Manual de Gramatica y Ortografia para hispanos</p> <p>2015 VISTA HIGHER LEARNING, D'Accord Niveau 1</p> <p>2015 VISTA HIGHER LEARNING, D'Accord Niveau 2</p> <p>2015 VISTA HIGHER LEARNING, D'Accord Niveau 3</p> <p>2013 Imaginez: le francais san frontiers; AP French: Preparing for the Language Exam</p> <p>2013 Imaginez: le francais sans frontier</p> <p>2000 Holt, Rinehart & Winston, Komm mit! Level 1</p> <p>2003 Holt, Rinehart & Winston, Komm mit! Level 2</p> <p>2013 Kaleidoskop: Kultur, Literatur und Grammatik</p> <p>2013 Kaleidoskop: Kultur, Literatur und Grammatik & Stationen: Ein Kursbuch fur die Mittelstufe</p> <p>2013 Manana Spanish B for the IB Diploma; Momentos cumbres de las literaturas hispánicas</p>	Yes	0
Health	<p>2007 Pearson, Prentice Hall: Health</p>	Yes	0
Visual and Performing Arts	<p>2018 Davis Publications, Exploring Visual Design: The Elements and Principles, 4th Edition</p> <p>2009 Lark Books, The Joy of Digital Photography</p> <p>2003 Exploring Painting</p> <p>2008 Art History</p> <p>2020 Sound Innovations, Book 1-3</p> <p>2020 Solo Guitar Playing</p> <p>2002 Successful Sight Singing</p> <p>2016 Creative Sequencing Techniques for Music Production; Introduction to Music Technology</p> <p>2020 The Enjoyment of Music</p>	Yes	0

2020 Worlds of Music			
2020 Alfred's Adult All-In-One Level 1: Lesson Theory Technic			
2020 Alfred's Adult All-In-One Level 2: Lesson Theory Technic			

School Facility Conditions and Planned Improvements

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. Campus repairs or improvements planned for 2019-20 utilizing Measure A funds include:

Final Phase of new HVAC and classroom modernizations, which includes new classroom power, gas and fire alarm site utility upgrades were completed on 12-3-2021.

Site safety and security projects include additional LED exterior lighting, more video surveillance cameras, improved door hardware and fencing and bullet-proof glazing at the main office entry.

Every morning before school begins, the custodians inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three day custodians and one evening custodian 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.

Facilities Inspection

The district's maintenance department inspects Rancho Campana High School on an annual basis in accordance with Education Code §17592.72(c)(1). Rancho Campana High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place October 1-October 29, 2021. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

Year and month of the most recent FIT report	October 2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			B 1 123: Exhaust Fan not working
Interior: Interior Surfaces	X			B 1 119: Inspect and repair if needed - ceiling may have a leak
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			C 2 117 A: Ceiling light cover missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	184	158	85.87	14.13	87.26
Female	91	78	85.71	14.29	88.46
Male	93	80	86.02	13.98	86.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	59	89.39	10.61	86.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	20	83.33	16.67	85
White	72	58	80.56	19.44	89.47
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	29	72.5	27.5	72.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	16	76.19	23.81	68.75

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	184	153	83.15	16.85	63.16
Female	91	75	82.42	17.58	58.67
Male	93	78	83.87	16.13	67.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	58	87.88	12.12	55.17
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	24	20	83.33	16.67	70.00
White	72	55	76.39	23.61	62.96
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	29	72.50	27.50	51.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	15	71.43	28.57	20.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American 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
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic 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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American 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
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic 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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	53.28	N/A	24.05	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	171	139	81.29	18.71	53.28
Female	99	81	81.82		
Male	72	58	80.56		
American Indian or Alaska Native	0	0	0	0	0
Asian	16	15	93.75	6.25	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	31	79.49	20.51	36.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	97	78	80.41	19.59	58.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	21	84.00	16.00	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	11	64.71	35.29	0.00

2020-21 Career Technical Education Programs

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. 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:

- Career Education Center (CEC) Programs
- Workability
- Career Pathways
- 9th Grade Career Day
- 10th Grade Interview
- 11th Grade Internship Hours

Individual student assessment of work readiness skills takes place through 1) End of course exams; 2) Completion of course-required projects; 3) On-the-job observation; and 4) Classroom observation.

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 2020-21 school year, Rancho Campana High School offered the following three career pathways:

- Academy of Engineering: Traditional Engineering, Computer Science
- Academy of Medical Sciences: Patient Care, Mental Health
- Academy of Arts & Entertainment: Video Production, Commercial Photography, Theater Arts

Rancho Campana High School has created an identity called RCMakes (www.rcmakes.com) that includes a maker space, which employs students and allows job training opportunities. Rancho Campana High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Rancho Campana 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/>.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	719
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	26.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	23.3

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	65.22

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental 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 Parent Square, email, parent conferences, the school marquee, school newsletters, the Rancho Campana website, and Parent Square. Contact any school office member at (805) 394-4750 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

2021-22 Opportunities for Parental Involvement

Academic Advisory Boards

School Activities:

Back to School Night

Open House

Parent Education Workshops

Student Orientation

Student Performances

Parent Nights

College Admissions Bootcamp

Parent Engagement Evenings

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.6	7.2	5.5	6.8	7.6	8.8	9.0	8.9	9.4
Graduation Rate	98.8	92.8	93.9	85.5	84.8	82.5	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	181	170	93.9
Female	102	99	97.1
Male	79	71	89.9
American Indian or Alaska Native	0	0	0.00
Asian	17	16	94.1
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	39	39	100.0
Native Hawaiian or Pacific Islander	0	0	0.00

Two or More Races	--	--	--
White	104	96	92.3
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	42	40	95.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	20	20	100.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	835	827	7	0.8
Female	447	443	5	1.1
Male	388	384	2	0.5
American Indian or Alaska Native	3	3	0	0.0
Asian	50	50	0	0.0
Black or African American	11	11	0	0.0
Filipino	47	47	1	2.1
Hispanic or Latino	298	294	1	0.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	72	71	0	0.0
White	354	351	5	1.4
English Learners	12	12	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	161	155	3	1.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	73	2	2.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.31	0.00	6.23	0.06	3.47	0.20
Expulsions	0.13	0.00	0.33	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.18	3.88	2.45
Expulsions	0.00	0.32	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School 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 February 2021.

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, administration and campus supervisors patrol the campus, entrance areas, and designated common areas. Campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administration and campus supervisors 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 with the Raptor system at the school's office and wear identification badges while on school grounds.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	3	5	10
Mathematics	26	6	8	9
Science	24	7	3	9
Social Science	26	6	3	9

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	1	6	7
Mathematics	30	2	6	6
Science	32	2	2	8
Social Science	31		10	4

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	4	4	11
Mathematics	28	3	6	8
Science	35		4	9
Social Science	31	1	7	6

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	460.6

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9548.80	572.09	8886.70	89231.90
District	N/A	N/A	9361.56	\$93,087
Percent Difference - School Site and District	N/A	N/A	-5.2	-4.2
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	5.1	-3.3

2020-21 Types of Services Funded

In addition to general fund state funding, Oxnard Union High School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

Title I, Part A
 Migrant and Migrant Summer School
 ESSA School Improvement (CSI)
 ESSA ESSER I
 ESSA ESSER II
 ESSA GEER
 ESSA Coronavirus Relief Funds
 SPED IDEA Basic Local Assistance Entitlement
 SPED Transition Partnership
 Carl Perkins
 Title II, Supporting Effective Education
 Title IV, Student Support and Academic Enrichment
 Title III, Immigrant
 Title III, English Language Acquisition
 MediCal
 SPED AB602
 Lottery Prop 20
 California Partnership Academies Program Grant
 Clean Technology and Renewable Energy
 Career Technical Education Incentive Grant
 K-12 Strong Workforce Program
 SPED Project Workability
 Tobacco Use Prevention Education (TUPE)
 Tobacco Use Prevention Education Local Assistance
 Agricultural Career Technical Education Incentive Grant
 Classified School Employee Summer Assistance Program
 State Learning Loss Mitigation Funds
 In Person Instruction Grant
 Expanded Learning Opportunities Grant

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,409	\$54,687
Mid-Range Teacher Salary	\$99,462	\$92,222
Highest Teacher Salary	\$107,713	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$154,805	\$162,322
Superintendent Salary	\$227,077	\$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	4%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	14.9
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered	4

Professional Development

Staff Development All training and curriculum development activities at Rancho Campana High School revolve around the California State Content Standards and Frameworks. During the 2020-21 school year, Rancho Campana High School held staff development training devoted to:

- Project Based Learning
- Educational Technology Integration
- Work Based Learning
- Positive Behavioral Interventions and Supports (PBIS)

Professional Development

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Rancho Campana High School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions 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 2019-20, 2020-21 and 2021-2022 school years, Rancho Campana High School's teachers had the opportunity to attend the following events hosted by the Oxnard Union High School District:

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

2021-22 Training:

- rOxnard -multi day/multi session teacher driven professional development.
- iELD strategies and tools
- Canvas Office Hours
- PD during taking care of business week-multi day/multi session teacher driven professional development
- New Teacher Orientation
- Google Drive
- Padlet
- EdPuzzle
- WordWall
- CommonLit

Professional Development

- NewsEla
- Visible Thinking Routines
- New textbooks learning platform
- iXL
- Gizmos Introduction
- Gizmos Engaging in Argumentation
- Cornelius Minor - Kid Culture
- Lesson Study
- Economics Collaboration
- Ethnic Studies Alludo Mission and Roundtable
- Government Collaboration
- CAASPP training
- Textbook Pilots
- Out of District Conferences - including CATE, CUE, and CCSS
- NGSS
- Kami Trainings
- Collaboration at each site
- ELPAC training and implementation
- Trauma Informed Teaching- Ricky Robertson
- Math Summer Professional Learning & Collaborative Planning
- Math Teacher Support Series
- Improving Graphing in Math and Science
- Avid K-12 Professional Learning Series
- Science Job Alikes
- Science Safety Training

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Oxnard Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Oxnard Union High School District
Phone Number	(805) 385-2500
Superintendent	Dr. Tom McCoy
Email Address	Thomas.McCoy@oxnardunion.org
District Website Address	www.oxnardunion.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4169	2777	66.61	33.39	50.87
Female	2070	1442	69.66	30.34	57.29
Male	2097	1333	63.57	36.43	43.89
American Indian or Alaska Native	--	--	--	--	--
Asian	67	50	74.63	25.37	82.00
Black or African American	43	24	55.81	44.19	65.22
Filipino	132	105	79.55	20.45	63.81
Hispanic or Latino	3425	2249	65.66	34.34	46.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	93	66	70.97	29.03	83.33
White	394	271	68.78	31.22	67.42
English Learners	579	321	55.44	44.56	7.62
Foster Youth	21	7	33.33	66.67	--
Homeless	726	408	56.20	43.80	39.50
Military	25	16	64.00	36.00	50.00
Socioeconomically Disadvantaged	2951	1930	65.40	34.60	45.69
Students Receiving Migrant Education Services	101	69	68.32	31.68	25.00
Students with Disabilities	494	231	46.76	53.24	15.25

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4169	2619	62.82	37.18	27.86
Female	2070	1377	66.52	33.48	27.60
Male	2097	1241	59.18	40.82	28.09
American Indian or Alaska Native	--	--	--	--	--
Asian	67	49	73.13	26.87	73.47
Black or African American	43	20	46.51	53.49	25.00
Filipino	132	100	75.76	24.24	45.45
Hispanic or Latino	3425	2098	61.26	38.74	22.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	93	70	75.27	24.73	54.29
White	394	272	69.04		44.81
English Learners	579	288	49.74	50.26	5.67
Foster Youth	21	8	38.10	61.90	--
Homeless	726	392	53.99	46.01	22.28
Military	25	14	56.00	44.00	42.86
Socioeconomically Disadvantaged	2951	1802	61.06	38.94	21.54
Students Receiving Migrant Education Services	101	60	59.41	40.59	18.64
Students with Disabilities	494	214	43.32	56.68	4.25

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.