

# Application Cover Sheet

## 2016–17 Model Continuation High School Recognition Program

Today's Date: July 15, 2016

County-District-School Code: 19648651933308 California Continuation  
Education Association District #: VII

County: Los Angeles District: Palos Verdes Peninsula Unified School District

School: Rancho del Mar High School

Mailing Address: 38 Crest Road West City: Rolling Hills Zip: 90274

Principal: Rosemary Humphrey E-mail: humphrey@pvpusd.net

Telephone: 310-377-6691 Fax: 310-544-5526

**Certification:** I have read this application and certify that to the best of my knowledge, the information contained in this application is correct and complete.

Printed Name and Position of Person Completing Application

Rosemary Humphrey, Principal

July 15, 2016

Signature of Person Completing Application (**in blue ink**)

Date

▶ \_\_\_\_\_

Printed Name of Principal

Rosemary Humphrey

July 15, 2016

Signature of Person Completing Application (**in blue ink**)

Date

▶ \_\_\_\_\_

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Completed Model Continuation High School (MCHS) Applications must be received by 4 p.m. on September 6, 2016. Mail one original and two copies to:

Vic Whitaker, Model Schools Liaison  
California Continuation Education Association  
4648 Natalie Drive  
San Diego, CA 92115  
Attention: MCHS Recognition Program

## School Information Sheet

Please provide the information requested about your school in Items A–N below. A list of acronyms used within the School Information Sheet is provided below.

A. (Enter Numbers)

Total Certificated Staff 8                      Average Enrollment (Previous Year) 81  
P2 (Previous Year) 76.2                      Percentage 94%

B. Indicate Total Number:

Administrators 1                      Counselors 1                      Staff 12  
Support Staff 4                      Teachers 6

C. Student-teacher staffing ratio (Enter Numbers)

Students 15                      to Teachers 1

D. (✓) Check Basis of Staffing Ratio

ADA       Enrollment

E. Number of Students Who:

Graduated from applicant school in 2015–16 44  
Returned to traditional high school 7  
Transferred to other alternative program 6  
(*e.g., Regional Occupational Center/Program (ROC/P), adult school, community college*)

F. Basis for Credit: (✓) Check All That Apply

Seat time       Productive hours       Competency

G. Enter Numbers

Credits required to graduate from continuation high school 220  
Credits required to graduate from traditional high school 220

H. Percentage of Students Who Were:

Involuntary transfers to the school in 2015–16 0 %  
Percentage of district students enrolled .02 %  
in continuation education schools

I. School Ethnicity: Data Provided to California Basic Educational Data System for 2015–16

African American	<u>4</u>	Hispanic	<u>16</u>
American Indian or Alaska Native	<u>1</u>	Pacific Islander	<u>1</u>
Asian	<u>2</u>	White, not Hispanic	<u>43</u>
Filipino	<u>2</u>	Multiple or no Response	<u>0</u>

J. State Assessments Utilized: (✓) Check All That Apply

CST  CAPA  CELDT

List other assessments used below: (e.g., district proficiency tests, student portfolios)  
CAASPP

K. Other Assessments Utilized: (✓) Check All That Apply

PSAT  SAT  CHSPE  ASVAB

L. WASC Information

Date WASC Granted 4/28/2016 Number of Years Accredited 6

M. Number of 2015–16 students concurrently enrolled or participating in each of the following:

Traditional High School	<u>7</u>	Community Service	<u>15</u>
Adult Education	<u>0</u>	Community College	<u>3</u>
ROP/C	<u>36</u>	Work Experience	<u>11</u>
Independent Study	<u>19</u>	Other (indicate)	<u>Project EGO – 5</u> <u>Peer Mediation - 18</u> <u>Student and the Law - 58</u>

N. The school would be willing to provide each of the following: (✓) Check appropriate boxes

Site Visitations  Training (If requested)   
Sample Materials  Telephone Consultation

**Acronyms:** ADA = Average Daily Attendance; ASVAB = Armed Services Vocational Aptitude Battery; CAPA = California Alternate Performance Assessment; CELDT = California English Language Development Test; CHSPE = California High School Proficiency Examination; CST = California Standards Test; PSAT = Preliminary Scholastic Achievement Test; ROP/C = Regional Occupational Program/Center; SAT = Scholastic Achievement Test; WASC = Western Association of Schools and Colleges

## Certification

The District certifies that the diploma earned at this continuation high school is equivalent to the diploma earned at the traditional high school(s) in the district, and that every graduate, whether from a traditional high school or continuation high school, is equally prepared for productive citizenship.

The District certifies that all information presented in the 2016–17 Model Continuation High School Application is true and accurate.

Rancho del Mar High School

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Name of School (print)

Palos Verdes Peninsula Unified School District

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Name of District (print)

Donald Austin, Ed.D

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Name of District Superintendent/Designee (print)

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Signature of District Superintendent/Designee (**in blue ink**)

6/29/16

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Date

## Glossary of Terms

- ADA – Average Daily Attendance
- Aeries.net – Student/Parent Portal (home/school communication/information/monitoring system)
- API – Academic Performance Index
- ASB – Associated Student Body
- ASCA - American School Counselor Association
- ASVAB -Armed Services Vocational Aptitude Battery
- AUP – Acceptable User Policy (PVPUSD Policy for computer and Wi-Fi access)
- AYP – Adequate Yearly Progress
- BTSA – Beginning Teacher Support and Assessment
- BYOD – Bring Your Own Device
- CAASPP – California Assessment of Student Performance and Progress
- CASL – California Association of Student Leaders
- CCC – College Career Center
- CCEA - California Continuation Education Association
- CCSS -Common Core State Standards
- CELDT – California English Language Development Test
- CIA - Curriculum, Instruction and Assessment
- CIPA – Children’s Internet Protection Act
- CLAD - Cross-Cultural Language Academic Development
- CSEA – California School Employees Association
- CST – California Standards Test
- CTE - Career Technical Education
- DELAC - District English Learner Advisory Committee
- Edline – School Website
- Edmodo – Online communication app
- ELMO – Document camera
- ELL –English Language Learners
- ERMHS - Educationally Related Mental Health Services
- ESEA – Elementary and Secondary Education Act
- ESLRs – Expected Schoolwide Learner Results
- FAPE – Free Appropriate Public Education
- FIDM – Fashion Institute of Design & Merchandizing
- LCAP – Local Control and Accountability Plan
- MPR – Multi-Purpose Room
- NACAC – National Association for College Admission Counseling
- NAEA - National Art Educators Association
- NCAA – National Collegiate Athletic Association
- NGSS – Next Generation Science Standards
- OneNote – An online resource
- PAC – Parent Advisory Committee
- PEF - Peninsula Education Foundation
- Project EGO – Exploring Growth Opportunities
- PVFA – Palos Verdes Faculty Association
- PVPUSD –Palos Verdes Peninsula Unified School District
- RDM – Rancho del Mar High School
- Rtl – Response to Intervention
- RSP – Resource Specialist Program
- SBAC – Smarter Balanced Assessment Consortium
- SDAIE - Specially Designed Academic Instruction in English
- SEMS – Standardized Emergency Management System
- SoCal ROC - Southern California Regional Occupation Center
- SPSA – Single Plan for Student Achievement
- SST – Student Study Team

## **Narrative Statement: School Profile**

Rancho del Mar High School provides an exemplary program for sixteen to eighteen year old students who need an alternative educational setting and an opportunity to earn credits towards graduation. The non-competitive, no-fail, program promotes individual achievement and self-responsibility, and also develops self-esteem. Students are referred for a myriad of reasons, and accepted any time of the year. The most common reasons are poor attendance, credit deficiencies and personal crisis. Students also enroll for personal and/or employment needs, want a smaller setting, an individualized program, Independent Study or wish to graduate early. The school serves typical students, students with special needs and English Language Learners. Students participate in ASB school activities and community service events. Upon enrollment, all students are activated on Naviance (college/career guidance).

The Principal conducts a comprehensive Intake Conference (IEP, if applicable) with each new enrollee, to review cumulative records, transcripts and review school expectations. The Counselor meets with each enrollee to review assessment data, discuss his/her goals and post-secondary plans and facilitate proper placement. The Counselor personally meets with each student whenever she/he completes a course, or as the need arises. A full special education program is in place (Resource Specialist Program (RSP)/Psychologist/ Speech & Language).

Students and parents monitor academic progress and attendance via Aeries. The attendance policy is consistently enforced. Quarterly reports are mailed home. Staff/Student/Parent Conferences and SSTs are scheduled as needed. IEPs are held in accordance with the law. An Academic Course Syllabus, aligned with CCSS and LCAP, outlines course requirements. Credits are earned with a grade of "C" or higher. Textbooks and graduation requirements are the same as the traditional high schools. Students participate in CASSPP, CST and other assessments. To help close the Achievement Gap, teachers use Aeries.net to analyze assessments and implement RtI along with other intervention strategies. The staff works together regularly to review student progress and monitor the SPSA Action Plan. A tutorial clinic is provided for students that need to make up absences, demonstrate insufficient progress or wish to accelerate. Students are encouraged to participate in after-school programs (i.e. SoCal ROC, work experience or taking courses at a traditional high school or community college).

The Palos Verdes Peninsula is home to over 75,000 residents in four cities and two unincorporated areas. Mean average incomes and property values are above state averages. The majority of the adult population has high educational expectations. Rancho del Mar is a fully modernized, ADA accessible site, and aligns to the District calendar. The SPSA and other information is presented at Back-to School Night. The school website is available to all viewers. Additional communiques include newsletters, eblasts and twitter.

Rancho del Mar is greatly valued by the community. The Peninsula Education Foundation, other community organizations and the traditional high schools provide financial and educational support to the staff and students at Rancho del Mar. All students are welcome to attend sporting events, dances and proms at the traditional high schools. District office administration/staff provide financial and curricular support, as well as staff development. The School Board, city council and community members celebrate graduation with us, and many community organizations award scholarships/awards. Graduates often call/visit, to let us know how Rancho del Mar supports their future success. In summary, we, the stakeholders, believe that Rancho del Mar High School is a valuable asset to high school students in the District and to the Palos Verdes Peninsula.

## **Narrative Statement: School Management**

As a school principal, with classroom and administrative experience, I believe that involvement of all stakeholders results in the best program for students. An “open door” policy is maintained for students, staff and parents. The 6 teachers, 1 counselor and I form the basic leadership team. Staff meetings include discussion of student achievement and progress, curriculum updates, school activities, budget issues and a sharing of curricular ideas/strategies to improve instruction for all students. SSTs, IEPs and the RtI program monitor student needs and progress. Our goal is to have each student earn a high school diploma and to be prepared for life after high school.

Students are accepted at Rancho del Mar throughout the school year. Most students are referred by the traditional high school staff, but parents may initiate referral. Each incoming student, with a parent, meets with the principal in an Intake Conference to discuss Rancho del Mar’s education strategies, program, rules and policies, as well as student expectations. Goals are set so that the student can work effectively to make progress in completing course requirements. The student’s records (transcript, grades, graduation progress, attendance, discipline, etc.) are reviewed and a course of study, which will lead to a high school diploma, is planned. The student meets with the Counselor to discuss courses, requirements, post-secondary plans, implementation of Aeries.net and Naviance and to take a campus tour. Students that meet transfer guidelines have the option to transfer back to their home school.

At Back-To-School Night the Counselor and I present an overview of Rancho del Mar’s goals, programs, budget and policies. Teachers open their classrooms and present their curricular area, course materials and expectations. Every parent is encouraged to participate via a Parent Involvement insert in the registration packet and a personal phone call. Parents are elected to the Parent Advisory Committee (PAC). Meetings include discussions related to school/district policies, finances, test data analysis, school goals and parent/student surveys. The PAC also helps plan graduation and other activities.

ASB officers are an important part of establishing a positive school climate. They, with student and staff input, plan activities throughout the year and discuss important issues with administration. The Rancho del Mar student school board representative attends PVPUSD Board of Education meetings and presents a report about student accomplishments, programs and activities at Rancho del Mar. Rancho del Mar students are welcome to attend sport events, dances, proms and activities at the traditional high schools.

All full-time staff members belong to the California Continuation Education Association, District VII. Staff members attend CCEA Meetings and other workshops and/or conferences, as time/budget allow. Input from parents, guardians, students, and other continuation school and traditional programs is sought in an effort to continually improve instruction for students.

The Rancho del Mar staff is involved in updating/implementing course offerings/programs to meet student needs. Staff members serve with traditional high school colleagues, District staff and Board members on a variety of curriculum development and other committees. District-based staff development includes joint staff participation from all schools. Effective communication with the other principals and district administration is maintained through principal and management meetings. The Principal and/or Counselor attend Board of Education meetings, as appropriate, and send Weekly Updates and other Rancho del Mar communiqués to the Superintendent and the Board. Highlights are regularly tweeted to the community. Ongoing collaboration gives alternative school staff a “voice” in decision making. and generates respect for the programs, students and staff at Rancho del Mar.

## Narrative Statement: The Way Credits Are Earned

Maximum number of credits a student can earn:

Per quarter: 30-45 Per semester: 60-90 Per year: 120-180

Is the number of credits to graduate less than that required for the traditional high school in the district? Yes  No

The number of credits required to graduate from Rancho del Mar is the same requirement as the District's two traditional high schools. Each course is worth five credits and is transferable to both high schools. Most of the courses are A-G approved by the University of California. Partial credit may be earned to complete a course if a student is transferring from a school or program that does not utilize our credit system. Rancho del Mar accommodates these unique situations to give students the opportunity to earn the 220 credits required for graduation. Students may also enroll in courses at the traditional high school, online, community college, SoCal ROC, Peer Mediation, Work Experience and Project EGO to earn credits. Rancho del Mar does not accept credit from non-accredited schools.

Each course offered at Rancho del Mar has an Academic Course Syllabus, developed by the teacher, which serves as the academic contract for that course. The Syllabi are the academic guidelines and expectations for the students, and delineate the assignments a student must complete to earn the desired grade. Credits are earned through successful completion of the requirements designated in each syllabus. Only grades of "A", "B" or "C" are earned. Rancho del Mar has a "No Fail" policy which gives the students an opportunity to practice the skills necessary for mastery. Instruction, textbooks and related materials are aligned with CCSS and the guidelines set forth by the District. All textbooks are district adopted, and are the same as those used at the traditional high schools.

Rancho del Mar High School offers common core knowledge to all students to prepare them for life-long learning. Students are required to prove competency in each subject by completing school and home assignments, and projects. In addition to assignments, in most courses assessments are used to reinforce standards and curriculum mastery. Teachers use a variety of tools and methods to facilitate student learning. The instructional delivery system at Rancho del Mar offers a broad selection of educational experiences to meet each student's need. Each student has the opportunity to work at his/her own pace. Students are issued individual contracts, related support materials and textbooks for home use. Classroom teachers offer one-on-one support as well as group instruction. Intervention staff works with students, as needed, to facilitate learning. Technology is incorporated, as appropriate. SSTs take place when a student is not making adequate progress. Students and parent monitor progress through Aeries. Quarterly reports are mailed home. Progress Reports may be requested at any time.

Students may enroll at Rancho del Mar at any time during the school year. Students are enrolled in five 40 minute class periods. The school day consists of 200 instructional minutes plus a 40 minute "tutorial clinic" period for students who need additional support. Students are required to earn a grade of "C" or better, in order to receive course completion credits. Teachers use Aeries.net and student portfolios to track each student's progress. Scoring rubrics are used for projects, essays and individual assignments. Upon completion of a course, the student meets with the counselor to choose their next appropriate pathway course. A final Research Project is required in Senior English courses. Minimum course enrollment is three weeks, however the rigor of most courses requires that a student be enrolled for a longer period of time to achieve mastery.

## Narrative Statement - Kathleen M. Sullivan, Ph.D., Teacher

From the moment you walk on the campus, Rancho Del Mar offers an inviting, beautifully manicured, warm and open place to be. The entire faculty and staff see the purpose of their role as one of nurturing and support. The feeling on the campus is one of friendly, supportive kindness. This climate is contagious! The students may come in initially fearful and afraid, but within a week, the way things are done here, are welcomed. Students who came with a “Can’t Do” attitude demonstrate a “Can Do” approach to their academic career. Students’ attendance is one of the most impressive aspects of our program. They want to be here.

The positive energy that abounds is truly a reflection of the collaboration and caring that our faculty shares. Students are interviewed initially by our principal, and then our counselor, and a plan is crafted to best meet their needs. All faculty is informed of the students’ plans through our counselor, who individually introduces our students to each faculty member, reviews the student’s schedule and offers positive insight. This process initiates a positive relationship between teacher and student. We meet together almost daily to share strategies that work and successes that “catch the good”. We utilize Aeries.net, an instant communication system with families to also inform them of student progress. Through a systematic program, which parallels our comprehensive high schools, our students increase their credits and are able to pursue vocational training to enhance their marketability and their college preparation. This is done while completing academically rigorous coursework. Leadership is both encouraged and expected. Students excel in community service as well as participating in school activities.

A unique aspect of our campus has been the integration of technology into our instruction. We are in the process of incorporating our Chrome Books and we are collectively increasing our online social media presence and on-line assignments, while incorporating digital apps into our daily instruction. While we are working out some of the kinks, the vital responsible use of technology is one we are committed to develop.

As this was to be a personal narrative, I did not want to restate all of our data, but this application, as well as our successful WASC Six Year Accreditation, awarded in April 2016, bespeak our efforts. The words above, my Staff Statement, captures the extraordinary efforts of all stakeholders in the Rancho del Mar family. Everyone, without exception, extends themselves to help our students to become all that they can be. Students leave our school believing in themselves, with a portfolio to demonstrate their success. As a result of these efforts, we all are better for what we have done. We learn as much from them, as they from us. It is a pleasure to be a part of such an extraordinary group.

## Student Statement - Gabby Grant

Hi my name is Gabby Grant. I'm 18 years old and a student at Rancho del Mar. I will graduate in June 2016. Throughout this letter I will be discussing how Rancho del Mar has helped me achieve a great education and overcome personal obstacles

My years attending Rancho del Mar have been exciting, hard, but supportive. When I first came to Rancho I was scared, anxious and really didn't know anybody. I was anxious because I was a former victim of bullying and through that I had very bad anxiety. Many things were hard because of my fight with anxiety attacks. As I got comfortable at Rancho and settled in I began to calm down. This was due to the amount of support given by the teachers and staff. The support gave me the push I needed to not just finish well, but confidently. The confidence I gained here allowed me to obtain many achievements such as becoming ASB vice president, a grant recipient for both the Palos Verdes Women's Club and Project EGO, and a member of Leadership Day.

All of this would not be possible if it wasn't for Mrs. Humphrey, the teachers and the educational curriculum at Rancho. The curriculum is designed to empower and help the students understand their course of study so that they can successfully graduate and move on to their post-secondary education. If it wasn't for Rancho del Mar I probably wouldn't have pushed myself as hard as the teachers and counselor pushed me. The teachers get the students to succeed through awarding and praising them with kudos and prizes, propelling them want to work harder and do more. That formula is what motivated me as well as many of my classmates to get work done and result in success.

I will soon graduate from Rancho and be attending Harbor Community College, and then transferring next fall to FIDM where I will major in visual communications. Throughout my 12 years of being in school I've realized that in order do great in life you will need 3 things....a goal, a will to work, and a league of supportive genuine people who are dedicated to the well-being of your future. That was exactly what I got attending Rancho del Mar. And that's something money will never be able to buy.

Parent/Guardian/Caregiver Statement - Dr. Christine Dumas  
<http://www.washingtonspeakers.com/speakers/speaker.cfm?SpeakerID=4769>

I am a network television correspondent, author and speaker for Washington Speakers Bureau. As a professional journalist, I express my thoughts through the written word, but I don't think that I can adequately express how highly I recommend Rancho del Mar High School. From the visionary principal, Rosemary Humphrey, to every single teacher and staff member, this award winning school is unparalleled and should be a model for every school in the nation.

I come to this conclusion and to my high praise with a very broad base of experience in education. Although now retired, I was an Assistant Clinical Professor at the University of Southern California and in the past two decades, I have lectured at almost every top university in the country from Harvard to The University of Washington and just about every university in between. I have met with almost every dean and have interviewed some of the top professors in the world. I know visionary academic excellence when I see it, and the curriculum and one-of-a-kind program that Rosemary Humphrey has created at Rancho del Mar should be a model for every high school across the nation. If I could, I would have Rosemary head the Department of Education. Her heart and vision guides every decision from the top down for every student.

In the seventh grade, my nephew, Anthony, sustained a traumatic brain injury after being hit in the head with a giant metal lighting fixture. Most people who sustain a blow to the head like that do not survive it, but miraculously Anthony did survive. Even though Anthony is in the care of the top neurologist in the United States, he could not tell us what the final outcome could be – no one can, because only time will tell. Before his traumatic brain injury, Anthony was a straight-A student and a popular and loved school leader at the top Catholic prep school in the state but now his future was entirely uncertain and we had no idea what the future would bring.

It was a long road but I nursed Anthony back to health day by day not knowing what to expect in terms of his academic capabilities long term. It didn't really matter to me because I was just grateful he was alive but it mattered more than anything to Anthony. Anthony's academic excellence was one of the main things that defined him – much like a DNA marker. After his injury, Anthony transferred to PVIS where with the assistance of the Home Teaching program, Anthony finished at PVIS with over a 4.0 GPA and then went on to complete his freshman year at Palos Verdes High School in the same outstanding program with a 4.0 GPA.

In the 10<sup>th</sup> grade, the school district referred me to Rancho del Mar and asked me to speak to Rosemary about the logistics of having Anthony finish high school at Rancho del Mar. Even the car ride up the hill, with Anthony's severe vertigo and head pain was going to be a major medical challenge but Rosemary was confident that Anthony could do it -and she was right!

Each teacher and every single staff member has been a heaven-sent blessing to Anthony. In his sophomore year this year, Anthony not only received a 4.0 GPA, but he has moved on to junior year courses, a year ahead of schedule. The teachers here have hearts of gold and have expressed more loving compassion than Anthony ever experienced at his Catholic prep school.

The team at Rancho del Mar has helped Anthony get his confidence back. He believes, even from his wheelchair for now until his symptoms subside over time, that there isn't anything that he can't achieve and that he will be able to attend just about any university in the nation. We are forever in the debt of this talented and compassionate team for the priceless gift they've given Anthony. Anthony will forever be an ambassador for the 'magic' of Rancho del Mar.

Community Member Statement - Deputy Reece Souza



County of Los Angeles  
SHERIFF'S DEPARTMENT

As a Deputy in the Los Angeles County Sheriff Department, I, Reece Souza, work closely with Rancho del Mar High School. I serve as a resource officer for the school and teach a class called Student and the Law. It is my pleasure to write a letter in support of Rancho del Mar High School's exemplary continuation high school program.

The residents of the Palos Verdes Peninsula are very volunteer oriented and the Rancho del Mar High School staff and students eagerly participate. Community service supports development of the students' leadership skills, encourages responsible citizenry, and enhances a feeling of pride, giving back to the community and doing something positive for others.

Every December the Rancho del Mar ASB organizes a toy, sundries and clothing drive to benefit Rainbow Services, Inc. Rainbow Services, Inc. provides shelter and services for battered individuals and their children. The Rancho del Mar collection particularly supports their Santa Shop where donations are packaged to make a special holiday for those who would otherwise do without.

Community Helpline is a confidential listening and referral telephone service that has provided support and community resources to people in crisis or need since 1971. Every spring, Rancho del Mar staff and students participate in Community Helpline's annual community phonebook delivery, raising funds for the Helpline programs.

The Chamber of Commerce annually sponsors a Teen Night at their annual Street Fair. Rancho del Mar supports the Chamber's efforts by advertising the event and selling admission tickets. Many students are also members of youth service clubs and/or volunteer in support of activities for local organizations. The Palos Verdes Peninsula Coordinating Council annually recognizes a Rancho del Mar student with a Teen Service Award.

School members spread their message of "treating the whole student", empowering students to live positive lifestyles. With this good leadership, students are eager to follow. Students who have encountered issues in the past, carry their positive messages to community 12-step meetings, parent education workshops, and other schools, increasing awareness and providing further education on addiction and recovery.

The principal sets an example of philanthropic service, being involved, or having been involved, with numerous philanthropic organizations. In addition, she served as a local city council member for 25 years. She was named "Citizen of the Year" in recognition of her outstanding volunteerism.

Rancho del Mar High School demonstrates that the education and support the administration and staff provide for their students nurtures development of a well-rounded student, with a positive impact on the community. Rancho del Mar High School is a model continuation school.

A handwritten signature in black ink, appearing to read "Reece Souza". The signature is written in a cursive, flowing style.

## Program Effectiveness Statement: School Evaluation of Effectiveness

The education program at Rancho del Mar is evaluated by staff, students and parents in a variety of ways and modified as appropriate. The SPSA Action Plan is our guide. Staff and students engage in valued activities such as one-on-one discussions, counseling, meetings and conferences to evaluate, interpret and analyze program impact. Students and parents are surveyed to ensure that Rancho del Mar is meeting stakeholder needs. Students are assessed through an individualized review of their academic plan and transcripts.

Through Aeries.net, parents and students monitor their transcript, attendance record and graduation progress. Transcripts are an important form of accountability at Rancho del Mar. Each student's transcript includes his/her credit summary which lists courses required to graduate, courses completed and courses he/she still needs to complete. Rancho del Mar's student recognition program highlights student achievement. Each time a student completes a course, he/she reviews an updated transcript and places a star next to his/her name on the Star Chart (visual evidence of how well students are progressing through the required curriculum). This procedure enables each student to assess his/her own progress and set goals for course completion. A post card is mailed home to the parents. Quarterly transcripts are mailed home to provide additional accountability to students/parents. The school website provides parents/students access to the Academic Course Syllabi and individual teacher sites.

The staff also stays informed about student achievement through updates of the "Master Grid", an accounting of total student progress and courses completed. The Grid enables teachers to quickly see how students are progressing, where there are deficiencies, and where students may need additional individual direction and attention. Teachers use this information to adjust instruction, curriculum and schedules. Student progress is further monitored in staff meetings. An SST is convened to assist those students who need more support in maintaining goals and progress towards graduation. An Academic Contract with deadlines is agreed upon, and signed by, the student, parent and teachers.

Standardized test results assist the staff and administration in monitoring student achievement. A workshop is held at the beginning of the school year at which CAASPP & CST results are analyzed by staff to look for trends and deficits in student achievement. The staff meets regularly to discuss student progress, collaborate with colleagues and review the growth of each student's achievement. Teachers access CAASPP and other assessment data via Aeries.net analytics. Students are assessed continually using multiple measures including formative and summative assessments. Students who need additional support are recommended for Intervention and/or Rtl.

Student attendance progress, graduation rates and post-secondary placement are measurements of the effectiveness of the program at Rancho del Mar. In the past four years, average daily attendance has not dropped below 95%. Students attend classes daily and take full advantage of the after school "tutorial clinic". The graduation rate at Rancho del Mar boasts rates at 97% and above. The 2015-2016 class graduation rate was 100%.

A majority of graduates from Rancho del Mar enroll in either a local community college or vocational school. Prior to graduation, seniors are asked to complete a Graduate Survey to indicate which post-secondary opportunities they plan to pursue. The 2015-2016 class reported that: 58.6% are enrolled in a two year college program; 17.2% are enrolled in a four year program; 10.3% are a part of the work force or pursuing career education; 10.5% are

taking a Gap Year; 3.4% are joining a branch of the Armed Services.

### **Program Effectiveness Statement: Student Assessment Results**

Student assessment results are a cornerstone for the staff at Rancho del Mar High School in tailoring curriculum to each student. At the beginning of each school year, the staff analyzes student assessment results from CAASPP, CST and CELDT (if available).

The staff at Rancho del Mar utilizes a variety of resources to tailor its standards-based curriculum to meet the individual needs of each student. Aeries.net, state mandated assessments and standards-based classroom assessments assist staff in monitoring and promoting student success. If a student is struggling in a particular area, as indicated by the assessment results, the teacher(s) works with the student in the identified area.

Examples of intervention and support include: RSP (special education support; individual and small group instruction; sixth period tutorial clinic; Rtl (AIMS Web); Intervention Staff.

Rancho del Mar accepts students throughout the school year. Enrollment fluctuates, increasing and decreasing, during the school year. Due to the open enrollment policy and the small number of test takers, disaggregation of testing information is often difficult to interpret.

The Rancho del Mar participation rate for the 2014-2015 CAASPP was 93.3%.

In the 2014-2015, 11<sup>th</sup> grade CAASPP English/Language Arts, 78% of the students scored at Standard Nearly Met or Standard Not Met levels; 21% scored at the Standard Met or Standard Exceeded levels.

In the 2014-2015, 11<sup>th</sup> grade CAASPP Math, 90% of the students scored at Standard Nearly Met or Standard Not Met levels; 10% scored at the Standard Met or Standard Exceeded levels.

In the 2014-2015 CST Science, 50% of the 10<sup>th</sup> grade students scored Basic, Below Basic or Far Below Basic. An average of 50 % of students scored in the Proficient or Advanced range.

The CELDT scores are generally not received until late in the school year. However, when the results become available, the staff analyzes the results to better meet the needs of English Language Learner students by tailoring curriculum to individual needs.

Other data that is closely monitored by staff are discipline referrals, attendance data and graduation data. Rancho del Mar regularly lays claim to attendance and graduation rates over 95%.

## **Program Effectiveness Statement: Use of Additional Data**

Rancho Del Mar staff utilize a variety of additional data to serve the needs of all students. A top priority is to provide a Common Core State Standards (CCSS) based curriculum accessible to each student. Textbooks and materials are aligned with CCSS. The Academic Course Syllabus (contract) given to each student, along with a textbook for home use, includes standards, course requirements, benchmarks assignments and assessments. Teachers supplement curriculum through the use of technology, including chromebooks, reports, projects, PowerPoint presentations and virtual labs in science courses.

Rancho Del Mar High School staff continually monitor student progress. Data collected from student work, assessments and other resources drives instruction. The data also provides screening and diagnosis to assist teachers and students with needed program accommodations to ensure student success. Teachers incorporate formative and summative assessments within their instruction. When a student struggles with particular concepts, teachers will work with that student until the student has mastered the standard.

Aeries.net has been implemented to help teachers create standards-based assessments and monitor student progress. Through Aeries.net, parents and students are also able to access the curriculum, monitor progress and plan next steps. Monitoring their own progress allows students to be involved in their learning, and teaches them self-reliance and accountability. Student, parent and graduate surveys provide additional data for program improvement.

Rancho del Mar subscribes to AIMS Web to provide a multilevel intervention system to maximize student achievement in Response to Intervention (RtI). RtI assessments, three times a year, assess student progress. Assessments identify students who need additional intervention, and are immediately placed in RtI and other ELA, or Math, intervention to practice the skills and standards necessary for mastery.

Rancho del Mar also utilizes data outside the realm of academic assessment. Upon enrollment, each student is activated on Naviance, an online college and career database. The data derived from the Naviance interest survey provides teachers, students and parents the information necessary for appropriate post-secondary life, and a more complete picture of what kind of learner and person the student is. Naviance identifies careers and occupations, and links the student with educational institutions that offer courses and training in those fields. Naviance also allows students to research more than 3,000 colleges around the world, providing students with more information as they explore post-secondary options.

Students are offered a variety of Career Tech Ed (CTE) pathway courses. During the school year, all students have the option to take the Armed Services Vocational Aptitude Battery. The ASVAB interest inventory is a good indicator of how well the student has developed his/her academic abilities at school, home and in the community. Aptitudes are related to a variety of occupations. The data from the ASVAB helps students and staff decide which courses best facilitate career decisions. In addition, the results provide the counselor with information on student readiness for advanced academic education and career exploration. A representative from the Army reviews each student's results and provides post-secondary options.

## **Program Effectiveness Statement: How Use of Data is Noteworthy**

The use of data at Rancho del Mar demonstrates exemplary practices. Rancho del Mar is a “no fail” individualized program. Data collection begins at the Student Intake meeting with the student and parent. The principal spends 1 to 2 hours with each student and parent to discuss Rancho del Mar’s education strategies, program, rules and policies, as well as student goals. The student and parent receive a copy of the Rancho del Mar Student/Parent Handbook. The student’s records (transcript/grades/graduation progress/attendance/discipline/etc.) are reviewed and a course of study, which will lead to a high school diploma, is planned. The student meets with the counselor to discuss courses, post-secondary options, take a campus tour and be activated on Aeries.net and Naviance.

High attendance and graduation rates are indicators of the successful exemplary program at Rancho del Mar. Teachers meet the challenges in the classroom utilizing technology, innovative instructional practices and data to drive and monitor student achievement. Ongoing collaboration takes place between teachers and administration, informally during the school day and at staff meetings. Teachers review each student’s strengths and weaknesses, as indicated by standardized testing results, Rtl results and academic progress. Each student is provided a program designed for success. The advantage of having a small school setting is that teachers and administrators truly know each student and can help students in achieving success. Data is also the basis of the on-going Rancho del Mar Student Recognition Program. Valued by students, parents and staff, awards are given and congratulatory letters mailed home.

Academic Course Syllabi detail the assignments required to complete each course. The quality of the work determines the final grade of “A”, “B”, or “C”. Students are given the opportunity to develop self-reliance and control over their pace, expectations and academic success. Each teacher employs evaluation methods unique to his/her curricular area. If a student is unsuccessful, the teacher re-directs the student’s learning, using methods best suited to that student’s mode of learning. Students are permitted to correct and resubmit their work. Students who are not course/credit deficient, and have good behavior and attendance, may transfer back to a traditional high school.

Teachers utilize Aeries.net to review student data and monitor student progress. The Parent Portal provides each student and parent access to graduation progress, attendance and assessment data. This enhanced communication creates a school/student/parent collaborative support partnership. Assessments provide staff with valuable data used to adjust instruction and help place students in appropriate intervention programs to ensure success. Rtl and Intervention pave the way for continued student achievement. Students who are targeted for Rtl are enrolled 5 times per week, giving teachers the opportunity to gather more data and make instructional adjustments in core courses. An after-school Tutorial Clinic, offered by teachers, is another exemplary program. Academic progress data determines who would benefit from Tutorial Clinic. Students work individually, or in small groups, with teachers. This non-threatening setting encourages students to ask questions, catch up in coursework and get extra support. Clinic generates attendance recovery, which allows absent students to recover lost instructional time.

Use of data goes beyond academics. College Career Centers and Naviance provide students with post-secondary options via workshops, interest inventories and college/career searches. The community values the exemplary program at Rancho del Mar as evidenced by the scholarships and awards graduates receive from community organizations, and the accolades the school receives from students, parents and the community.

## QUALITY INDICATORS (SELF-EVALUATION)

**Instructions:** Mark the box that describes the level of implementation of each indicator at the applicant school. Briefly describe the evidence that validates the implementation of each indicator that is marked “In Place.”

<p><b>A. School Management:</b> Leadership is an important element of a quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership in continuation education is needed to effect high expectations of students within a caring community.</p>		
<p>A1. The philosophy, goals, and mission of the school are regularly reviewed by school and district staff, students, parents/guardians/caregivers, and the community.</p> <p><b>Evidence:</b> School-Wide Goals &amp; School-Wide Vision Statement (developed collaboratively, posted and distributed); Single Plan for Student Achievement &amp; WASC Self Study &amp; Progress Reports (developed collaboratively, aligned with LCAP, submitted to District Admin &amp; Board presented at Back To School Night, posted on school website, reviewed regularly &amp; updated annually); Academic Course Syllabi (contracts) aligned with CCSS &amp; annually updated); Staff Meeting Agendas; Staff Weekly Bulletins; Parent Committee Meetings; Student Intake Meetings; Parent/Student Surveys/Interviews; Student Leadership Meetings; Master Calendar.</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>A2. The principal provides strong positive leadership as indicated by:</p> <ul style="list-style-type: none"> <li>• Shared decision making</li> <li>• Creating a positive climate</li> <li>• Supporting policies that are responsive to student needs</li> <li>• Supporting staff efforts for change and innovations</li> </ul> <p><b>Evidence:</b> Open Door Policy; Staff Meetings/Agendas; Weekly Bulletins; Faculty Advisory Committee; Parent/Student Surveys; Birthday Recognition; Student Recognitions (Student of the Month &amp; Perfect Attendance); Field Days; Halloween Student/Faculty BBQ; Providing Opportunities for Staff Attendance at Conferences/Trainings.</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

<p>A3. Student referrals are made through a district-level process within the parameters of the California <i>Education Code</i>, other appropriate legal codes, Title IX (gender equity), and Governing Board policies.</p> <p>Sufficient district funding follows each student to provide appropriate resources.</p> <p><b>Evidence:</b> Voluntary Transfer Process (counselor/student/parent initiated); Intake Conferences; IEPs; Transfer Guidelines; Student/Parent Handbook and FAQ (disseminated to school families/traditional high school staff/community); School programs supported by District Budget &amp; Staff, PEF &amp; Community Donations; Outlook Counseling; Curriculum, CTE &amp; other Committees; Technology Support; Textbook Support; LCAP Alignment</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>A4. Special education students are referred through Individualized Education Program Teams with input from the continuation school as to the appropriateness of placement, and provided with prescribed special education services.</p> <p><b>Evidence:</b> Class Schedules (Gen Ed &amp; Support); IEP and 504 Plans &amp; Notes; RSP Staff (collaborates with staff to implement services/accommodations); Intake Conferences; Transfer Guidelines; District &amp; County Special Education Support; SSTs; Rtl (AIMS Web)</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>A5. The district administration and Governing Board support the school/program with:</p> <ul style="list-style-type: none"> <li>• Equitable resource allocations</li> <li>• Positive public support</li> <li>• Student recognition activities</li> <li>• Staff recognition activities</li> <li>• Written procedures with flexibility in school policies, practices, and class schedules to meet the individual needs of students</li> </ul> <p><b>Evidence:</b> Budgets/Requisitions/Purchase Orders; LCAP Alignment; Textbook Allocation; Flexible Scheduling; Support Personnel (i.e. Speech &amp; Language; Psychologist; Technology); CCEA Student Awards (annual); CCEA 2012 “Support Person of the Year”, Principal</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

<p>named 2012 “Citizen of the Year” &amp; CCEA, District VII, Administrator of the Year; Involvement with Traditional High School Staff/District Committees; Scholarships; Site visits by District Administration/Board; Student Board Member (announces student recognitions and RDM programs); Board/District Administration Attendance at Graduation and other School Activities; Intake Conferences; Scheduling; Students attend events (i.e. Prom; Grad Night; etc.) at Traditional High Schools; Coverage in newspapers/magazines; District &amp; School Communiques (Twitter/Have You Heard Updates/School News/Year End Report); Class Schedules (i.e. Modified and Independent Study Schedule).</p>		
<p>A6. Teachers are selected on the basis of education, experience, and commitment to provide a superior education to all students.</p> <p><b>Evidence:</b> Principal selects staff within District and union guidelines and support from Human Resources - All Teachers Highly Qualified &amp; Credentialed; Personnel Records; Credentialed Intervention Teacher (additional student academic support).</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>A7. Qualified and capable students are encouraged and permitted to concurrently enroll in other learning opportunities (e.g., traditional high school, ROC/P, community college, community-based education).</p> <p><b>Evidence:</b> Class Schedules; Counseling Notes; Intake Conferences; SoCal ROC Schedules &amp; Offerings; Harbor &amp; El Camino Community College Course Offerings; Class Roster for Traditional High School Courses; Tours of Local Community Colleges &amp; Four-Year Colleges; National College Fair; College Career Center, Naviance Program, Student/Parent Handbook; Flyers/Brochures.</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>A8. A process is in place that allows staff to determine the credit value of work accomplished by students and how credits are earned.</p> <p><b>Evidence:</b> Academic Course Syllabus (developed by each teacher); Student Academic Plans; Staff Agendas/Minutes; No-fail Policy; Student/Parent Handbook; WASC Self-Study.</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

**B. Curriculum:** A high school education should offer students a standards-based curriculum that provides them with the knowledge and skills that they will need to successfully transition to college, career training, or the workforce. Continuation high schools should ensure that multiple pathways are available to achieve success in this endeavor. Diversity in instructional strategies is encouraged so that the curriculum becomes relevant and meaningful to each student. Support services are provided to ensure that students' personal, social, and academic needs are met.

<p>B1. The school's curriculum is aligned with the standards adopted by the State Board of Education, the Curriculum Frameworks, and the school's Expected Schoolwide Learning Results.</p> <p>The core curriculum is accessible to all students and supports student achievement of the:</p> <ul style="list-style-type: none"> <li>• California Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• History-Social Science Content Standards for California Public Schools</li> <li>• CCSS for Mathematics</li> <li>• Next Generation Science Standards for California Public Schools</li> <li>• Physical Education Model Content Standards for California Public Schools</li> </ul> <p><b>Evidence:</b> Academic Course Syllabus (all courses available to all students and is aligned with CCSS/district standards &amp; goals &amp; Schoolwide Learner Outcomes); District Adopted Textbooks/Graduation Requirements (identical to traditional high schools); Student/Parent Handbook; PVPUSD High School Course Description Handbook; Cross-Curricular Meetings, Professional Development Meetings and District Committees (on site &amp; between RDM staff &amp; traditional high school staff) such as: ELA; Social Science; Math; NGSS; CTE; Counselor attends regular PVPUSD Curriculum &amp; Guidance Meetings.</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p>B2. All students have access to courses, programs, or training that are culturally sensitive and reflect the ethnic, racial, and diverse nature of the community. These include:</p> <ul style="list-style-type: none"> <li>• College preparation</li> <li>• The “a-g” entrance requirements</li> <li>• Vocational/career technical education</li> <li>• Work experience education</li> </ul> <p><b>Evidence:</b> UC/CSU Approved Course List for RDM; PVPUSD High School Course Handbook (including MCR “Meets College Requirements” courses); RDM Student/Parent Handbook; Harbor and El Camino Community College Course Offerings; Class Roster for Traditional High School Courses; District Approved Online Institutions; Naviance; NCAA requirements; Academic Course Syllabi; Career Tech Education (CTE) courses; SoCal ROC (liaison at RDM weekly); ASVAB; School Website; College Career Center; Aeries.net; Work Experience Roster; Counselor Notes; Motivational Assemblies</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p>B3. Co-curricular and extra-curricular programs and activities exist to assist students in developing self-esteem, social and emotional maturity, and in becoming productive members of their community.</p> <p><b>Evidence:</b> Project EGO; Peer Mediation Course; RDM students welcome to attend clubs/games/dances at traditional high schools; ASB Activities/Community Service Projects; Student and the Law Course; Outlook Counselor, SoCal ROC Roster; Work Experience Roster; Career Tech Ed Pathway; ASB &amp; Staff Organized Events and Physical Activity (i.e. Spirit Days; Field Days); School Yearbook</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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**C. Instructional Strategies:** Alternative instructional strategies are an important aspect of continuation education. Strategies should reflect sensitivity to each student’s strengths and needs, the individual learning style of each student, and the climate in the classroom. Wherever possible, curriculum and instruction should include meaningful and relevant real-world experiences as well as frequent opportunities to develop problem solving, collaboration, communication, and critical thinking skills. Meeting the challenge of excellence in education requires a variety of instructional approaches that can be adapted to meet the needs of students and teachers.

<p>C1. Teachers promote high expectations, strong commitment to student success, the belief that every student can succeed, and a “no-failure” instructional system. Rewards are used to enhance student motivation and acknowledge student accomplishments.</p> <p>A variety of instructional practices are used to present the curriculum in a way that is relevant to student needs.</p> <p>Cooperative learning strategies and project-based assignments are used to increase basic skills and promote positive student interactions.</p> <p><b>Evidence:</b> School Vision Statement; Schoolwide Learner Outcomes; Academic Course Syllabi (contracts) aligned with CCSS and LCAP; Formative and Summative Assessments; Tutorial Clinic; Credentialed Teacher Intervention Support; No Fail Policy (i.e. teachers continuously work with students until student demonstrates mastery); Individual and Small Group Instruction; Student Group Projects; Variety of Materials; Teacher-to-Teacher Communication; IEP Support (RSP full time teacher); Recognition &amp; Award Program (i.e. Course Completion Post Cards; Credit Completion Raffles; Student of the Month; Perfect Attendance; Birthday; Movie Ticket; Awards at Graduation); Student School Board Member Reports; Student Portfolios and Projects; School Yearbook</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p>C2. Learning is self-paced and the student sets his or her own time frame for completion of a course with help from instructional staff.</p> <p>Student progress is monitored frequently to ensure success in achieving objectives. Skill building and tutoring are available to all students.</p> <p><b>Evidence:</b> Academic Course Syllabi (with requirements and completion data; posted on website for home access); Aeries.net &amp; School/Home Communication System including Gradebook; Student Classroom Portfolios; Progress Reports; Quarterly “Progress Towards Graduation” Reports (mailed home); Credit Slips; Course Completion Post Cards (parent notification sent home); Class Time plus Competency; Parent/Student/Staff Conferences; Tutorial Clinic</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p>C3. The student-teacher ratio is consistent with the CDE recommendation of 20:1 enrolled, with the expectation that this will produce at least 75 percent ADA (15:1) for each class.</p> <p><b>Note:</b> If the student-teacher ratio exceeds 20:1, but the applicant feels the school should be recognized as a model school, submit a one-page narrative that addresses this issue and request a waiver of this indicator.</p> <p><b>Evidence:</b> Class Rosters; Enrollment Data; Student to Teacher ratio is 15:1, or less (enrollment and staffing records); ADA was 98% for most months in 2015-2016</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p>C4. Teachers are highly qualified and credentialed to teach in their assignments. Teachers participate in districtwide curriculum and staff development activities and are provided staff development opportunities to improve effectiveness and update teaching practices through the use of current technologies.</p> <p><b>Evidence:</b> Human Resources Records document that all RDM teachers are credentialed/highly qualified. Professional Development Evidence includes: Staff Meeting/Professional Development Records (both personal advancement and district/school sponsored); Aeries.net; Gradebook; Naviance; Positive Behavior; Suicide Prevention; Crisis Intervention; School Safety; Substance Abuse; All Secondary Collaboration Additional evidence includes: Weekly Bulletins; CCEA Membership and Conference Attendance Records (all permanent teachers are members of CCEA); District Committee Records including CCSS, ELA, Math Pilot, NGSS, CTE, Curriculum &amp; Guidance, Rtl</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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**D. Educational Climate:** Students, staff, and the community set the educational climate of a school. Quality learning and high standards are attainable within a positive climate in which each person is respected and individual worth is honored. Successful experiences, encouragement, opportunities for professional growth, high expectations, trust, and caring are signs of a positive climate where teaching and learning can thrive. The continuation high school offers an environment where students and teachers experience mutual respect and a strong sense of self-worth.

<p>D1. The school buildings and facilities are safe, clean, adequate, and well maintained to provide a high-quality program.</p> <p><b>Evidence:</b> One full-time custodian/grounds-man on campus; classroom furniture in good condition &amp; replaced by District as needed; Upgraded technology in each classroom &amp; office; Well-kept grounds – clean and free of graffiti; School Safety Plan; School Site Disaster Plan; Posted Evacuation Routes; Regular Emergency Drills; School Site is ADA accessible; Plumbing has been upgraded; Repainting Annually; Support by District Technology &amp; Maintenance.</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
<p>D2. There is open communication among the staff, students, and parents/guardians/caregivers that promotes mutual respect, trust, and support.</p> <p>The staff demonstrates its commitment to the students, parents/guardians/caregivers, and community by working as a team to provide a high-quality educational experience.</p> <p>Teachers have access to the instructional materials necessary to provide high-quality instruction.</p> <p><b>Evidence:</b> Email Blasts; School Website; Twitter; Aeries.net (100% activation); Auto-caller; Student/Parent Handbook; FAQ; School Newsletter; Back-To-School Night (personal phone invitation to parents); SPSA: WASC Self-Study; Principal/Counselor/Staff Accessibility; Counseling Notes; Weekly Bulletins; Staff and Parent Meeting Agendas; Staff/Student/Parent Conferences; Teacher Phone Calls/Emails Home; Textbook Assurance Form; PEF Funds; Community Donations, Open Supply; Technology Availability &amp; Support (all rooms have internet access); Parent/Student Intake Conference; SSTs; IEPs; District adopted textbooks/workbooks; Compliance with Williams Act.</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

<p>D3. The school provides a nurturing environment and a supportive, caring atmosphere that ensures positive approaches to discipline.</p> <p>The conduct code is implemented in a fair and consistent manner.</p> <p><b>Evidence:</b> Student/Parent Surveys; Student Recognition Programs; Student/Parent Handbook, reviewed with each enrollee, distributed to each family and posted on the school website includes the School/Student/Parent Contract, PVPUSD Safe Schools Guidelines and PVPUSD Electronic Users Policy. Other evidence includes: Principal/Counselor/Staff Accessibility; Student Intake Conference, Principal/Counselor “Open Door”; Full Time Security; Attendance Logs; Discipline Referral Form &amp; Records; SARB Records; Counseling Notes</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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**E. Guidance and Counseling:** Continuation high schools strive to provide an intensive support system to students that will promote a successful experience in school, in the community, and in the transition from school to career. Guidance and counseling are an integral part of continuation education. The multiple needs that students bring to school often require individual counseling, information and referral, coordination of services, and ready access to a broad range of resources.

<p>E1. Students have access to counseling services that meet their social, academic, career, and emotional needs. Each student meets regularly with staff to ensure that his or her individual learning plan clarifies goals, embodies a long-range perspective, and is comprehensive and balanced.</p> <p>Students have access to career preparation, employability skills training, and job opportunity information at the school. Provisions are made to ensure a successful transition from school to career, and the school has a CDE-approved Work Experience Education Program, if required.</p> <p><b>Evidence:</b> Full time Guidance Counselor provides ongoing Social, Emotional, Academic &amp; Behavioral Counseling; Intake Meeting with Principal &amp; meeting with Counselor to develop plan for graduation and discuss post-secondary options; School Psychologist on site-one day a week and additional time as needed; Outlook Counselor, provided by South Bay Children’s Health Center, on site one day a week and additional time as needed; Thelma McMillan Center (Substance Abuse Individual and Family Program Resource); Student and the Law Program offered by Deputy Sheriff two days a week, on</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>
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<p>campus; SoCal ROC Liaison on site weekly and available as needed; College Career Center (CCC) on site and available at traditional high school sites; All students activated on Naviance (on line college/career program); Student and Parent Workshops (i.e. FAFSA; College Information; Career Information; SAT/ACT Prep); College Fairs; College Tours; Work Experience Roster, Resource Specialist; IEP/504 Plan Case Managers.</p>		
<p>E2. Referral services for support and/or rehabilitative programs are available for students with problems stemming from:</p> <ul style="list-style-type: none"> <li>• Substance abuse</li> <li>• Physical or sexual abuse</li> <li>• Gang affiliation</li> <li>• Emotional or mental stress</li> <li>• Other factors</li> </ul> <p><b>Evidence:</b> School Psychologist on site-one day a week and additional time as needed; Outlook Counselor, provided by South Bay Children’s Health Center, on site one day a week and additional time as needed; Full Time RSP Teacher and para-educator; Fulltime Counselor oversees 504 Plans and SSTs; Thelma McMillan Center (Substance Abuse Individual and Family Program Resource); Student and the Law Program offered by Deputy Sheriff two days a week, on campus; Peer Mediation Program - weekly; Project EGO-twice monthly; Parent University Workshops- trimesterly; Off -Site Referrals &amp; MFT Availability (i.e. South Bay Children’s’ Health Center; Thelma McMillan Center; Del Amo Hospital; Free Clinic); Survival of Singles (life skills course); Assemblies (i.e., Greg Allen, Substance Abuse Counselor; “Go The Distance Assembly”)</p>	<p><b>In Place</b></p> <p>X</p>	<p><b>Not In Place</b></p> <p><input type="checkbox"/></p>

## Exemplary Components Checklist

The following list of exemplary components is intended to provide the review team with an overview of the applicant school.

Each component is described in general terms. Use your best judgment in determining whether or not the school offers each component. There will be an opportunity to clarify the details of each checked component if a site visit is scheduled.

Please add any components that support the applicant school in providing exemplary practices. Check all appropriate boxes if the applicant school offers the indicated component(s).

<b>Yes</b>	<b>No</b>	
X	<input type="checkbox"/>	Curriculum aligned to state and district standards
X	<input type="checkbox"/>	Individual student data system that informs students, staff, and families
X	<input type="checkbox"/>	District referral process
X	<input type="checkbox"/>	Data-driven continuous improvement model
X	<input type="checkbox"/>	Comprehensive range of educational options offered in the district
X	<input type="checkbox"/>	Shared decision making at district and school levels
X	<input type="checkbox"/>	Student Success Team model or a variation thereof
X	<input type="checkbox"/>	Individual Learning Plan for each student
X	<input type="checkbox"/>	California High School Exit Examination intervention programs
X	<input type="checkbox"/>	Instructional strategies differentiated to meet the needs of students
X	<input type="checkbox"/>	Senior project/portfolio or similar project
X	<input type="checkbox"/>	High rate of parent/guardian/caregiver and stakeholder involvement
X	<input type="checkbox"/>	Yearbook or other student publication(s)
X	<input type="checkbox"/>	Art and/or music program(s)
X	<input type="checkbox"/>	Student government
X	<input type="checkbox"/>	Reading and/or writing across curriculum
X	<input type="checkbox"/>	Physical education/sports programs
X	<input type="checkbox"/>	Co-curricular and extra-curricular activities
X	<input type="checkbox"/>	Additional component(s) that support exemplary practice (See Attached)

## **Additional Exemplary Components**

- Academic Course Syllabus & Curriculum (aligned with CCSS, district standards and goals and LCAP, with high school graduation in mind and matriculation into college)
- School/Student/Parent Communication (Eblasts; Aeries.net; Gradebook; School Website; Newsletters; Twitter; School News Publication; Year End Report Publication Yearbook)
- Special Education Services - Resource Specialist; Psychologist; Speech and Language Therapist; other specialists, as needed (Students are made aware of their academic standing and progress towards graduation through the IEP process)
- Implementation of Common Core State Standards
- Career Technical Education (CTE) Pathways & Work Experience
- Exemplary Visual/Performing Arts Program (Art Portfolios; CCEA Art Show)
- Teacher Collaboration/Communication (formal and informal-daily/weekly/monthly to discuss students and optimize their learning ability)
- Weekly Bulletins
- Collaboration with PVPUSD traditional high schools
- Collaboration with staff of alternative high schools (through California Continuation Education Association, District VII and CCEA State Conference)
- Intervention (RtI; SSTs; AIMS Web; Individual and Small Group Instruction)
- Community Support (Back to School Night; SoCal ROC; Student and the Law; Project EGO - Exploring Growth Opportunities; Peninsula Education Foundation Grant; Community Scholarships, South Bay Children's Health Center - Outlook Counselor and Peer Mediation; Thelma McMillan Center)
- Naviance College/Career Online Guidance Program
- Tutorial Clinic
- Community Service (Rainbow Services, Inc.; Community Helpline)
- Rancho del Mar Student Traditional High School Involvement



## **Rancho del Mar High School Master Bell Schedule 2015-2016**

**Students are expected to be at school no later than 8:25 am.**

Attendance is an important key in ensuring that students complete the credits required to graduate. The first bell rings at 8:25am and the tardy bell rings at 8:30am. Teachers offer all subjects each period, 1-5.

Rancho del Mar goes by the school clock. Some cell phones may be 2-3 minutes different than the Rancho del Mar school clock. Students should adjust their arrival time accordingly to be in their First Period class at 8:25am. A good target time is to arrive at school no later than 8:15am. The office complex is open at 7:00am for students who need to be dropped off early. If you have specific drop off/pick up concerns, please contact the school office.

The single asterisk (\*) denotes the times the school bell rings. The double asterisk (\*\*) denotes the Tutorial Clinic/Attendance Recovery/Independent Study Appointment time, scheduled Monday through Friday, from 12:20 - 1:00 P.M. Teachers refer students who are not progressing to stay after school for additional support. Attendance Recovery takes place during Tutorial Clinic and Independent Study Appointments are scheduled during this time.

Warning Bell	8:25 A.M.*
Period One	8:30* – 9:15 A.M.
Period Two	9:15* – 9:55 A.M.
Nutrition Break	9:55* – 10:10 A.M.
Period Three	10:10* – 10:50 A.M.
Period Four	10:50* – 11:30 A.M.
Period Five	11:30* – 12:10 P.M.
Regular Dismissal	12:10* P.M.
Restroom Break	12:10 - 12:20 P.M.
Tutorial Clinic	12:20* – 1:00 P.M. (Tutorial Clinic/Attendance Recovery/ Independent Study Appointments)**
Final Dismissal	1:00* P.M



# Accrediting Commission for Schools Western Association of Schools and Colleges

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Association of California School Administrators

April 28, 2016

Mrs. Rosemary Humphrey  
Principal  
Rancho Del Mar High School  
38 Crest Road West  
Rolling Hills, CA 90274

Dear Mrs. Humphrey:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2016 Commission Meeting. The ACS WASC Commissioners have determined Rancho Del Mar High School meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the self-study report, and the satisfactory completion of the on-site accreditation visit.

It is the decision of the Commission to grant Six-Year Accreditation Status with a Mid-cycle One-day Visit through June 30, 2022.

Rancho Del Mar High School is required to prepare a Mid-cycle Progress Report for the Mid-cycle Visit. The report and visit should demonstrate that the school has:

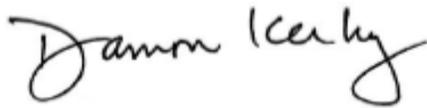
- Addressed the critical areas for follow-up throughout the schoolwide action plan
- Made appropriate progress on the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Rancho Del Mar High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members from the school staff or district to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

April 28, 2016  
Rancho Del Mar High School  
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The Commission looks forward to Rancho Del Mar High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary secondary, and adult education.

Sincerely,

A handwritten signature in black ink that reads "Damon Kerby". The signature is written in a cursive style with a large, looped "D" and a long, sweeping tail on the "y".

Damon Kerby  
Commission Chairperson

cc: Visiting Committee Chairperson  
Superintendent

## Application Checklist

The application packet for the Model Continuation High School Recognition Program for 2016–17 shall consist of all required items listed below. Please place a check by each item after completion and compile the application packet in the order provided below.

**Note:** Required information omitted from the application will disqualify an applicant.

- X Application Cover Sheet
- X School Information Sheet
- X Certification
- X Glossary
- X Narrative Statements (7 pages)
- X Program Effectiveness Statements (4 pages)
- X Quality Indicators (Self-Evaluation)
- X Exemplary Components Checklist
- X Master Schedule
- X Western Association of Schools and Colleges Award Letter
- X Application Checklist