SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

RANCHO DEL MAR HIGH SCHOOL

38 Crest Road West
Rolling Hills, CA 90274

Palos Verdes Peninsula Unified School District

March 7-9, 2016

Visiting Committee Members
Dr. Gary Davis, Chairperson
Governing Board Member, Oxnard Union High School District

Former Superintendent (retired)
Oxnard Union High School District

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Guidance Counselor
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Murrieta, California

Dr. Paul Martinez, Member
Head Senior High Counselor
View Park Continuation High School
Los Angeles, California

Chapter I: Student/Community Profile

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
- School's analysis of student achievement data.
- Other pertinent data.
- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

The Palos Verdes Peninsula is home to over 75,000 residents distributed among four cities: Palos Verdes Estates, Rancho Palos Verdes, Rolling Hills Estates, Rolling Hills, and two unincorporated areas. The mean average income and property values are above state averages, and the majority of the adult population is college educated, employed in professional and/or management positions and, therefore, possess high educational expectations for their children.

The Palos Verdes Peninsula Unified School District operates 10 elementary schools, three intermediate schools, and three high schools. Two of the high schools are traditional high schools, and Rancho del Mar High School is the District's continuation high school. The community's support of the outstanding instructional programs administered by the Palos Verdes Peninsula Unified School District (PVPUSD) is evidenced by the passing of several measures and bonds. The Peninsula Education Foundation and the traditional high school PTSAs provide financial and educational support to districtwide staff and students, including Rancho del Mar. District office administration is fully supportive and provides staff development, funding, technology, and curriculum enhancement activities.

Comprised of four refurbished buildings situated in the city of Rolling Hills, Rancho del Mar was relocated to its present site in 1986 to provide instructional services to high school students, ages sixteen to eighteen, who were unsuccessful in a traditional high school setting. Rancho del Mar's program promotes individual achievement, encourages self-responsibility, and develops self-esteem The non-competitive, no-fail atmosphere and low student-to-teacher ratio are less threatening to many students than that found in the traditional high school setting.

Students are referred to the school by their counselor for a myriad of reasons: in danger of not graduating and/or becoming a drop-out; poor attendance; credit deficiency; personal crisis; medical, emotional, social and/or behavioral issues; students who are at risk for any reason. Students also enroll because the student believes that a smaller setting and an individualized program would be beneficial for success, or needs flexible scheduling to meet personal and/or employment needs, or has recognized sports, entertainment, religious or authorized travel commitments. A significant number of students also enroll with a plan to accelerate their program and graduate early.

Students are drawn from an ethnically diverse pool. Rancho del Mar serves typical students, students with special needs, and English language learners. Enrollment reports for 2015-2016 depict: 53 White; 13 Hispanic; six African-American; 10 Asian students. Rancho del Mar has four students who are identified as English Language Learners (Limited English Proficient, Fluent English Proficient, or Redesignated English Proficient). Through the Resource Specialist program, Rancho del Mar serves 25 students who have active IEPs. Nine students transferred to Rancho del Mar with 504 Plans.

The Rancho del Mar staff consists of six certificated teachers, a resource specialist, a credentialed principal with classroom and administrative experience, and a full-time counselor. In compliance with the No Child Left Behind legislation, all teachers teach in their credentialed area. The principal also serves as Director of Recreation/Community Programs, including PV Kids' Corner (day care),

Enrichment (after school program) and Adult Education. Support staff includes: office manager; security officer; custodian; para- educator; intervention teacher; a part-time or on-call nurse; psychologist; special education program specialist; speech and language therapist; family therapist; technology support.

Students may enroll at Rancho del Mar at any time during the school year. In keeping with the school's vision that all students want to succeed, and the goal of a 100% graduation rate with no drop-outs, the stakeholders take pride in offering a variety of programs and instructional plans to meet the needs of all students. The principal personally conducts an Intake Conference with each incoming student and his/her parent/guardian. Rancho del Mar's education strategies, programs, and policies are explained along with a review of the Student-Parent Handbook. The student's transcript, graduation progress, and attendance records are analyzed, and an individualized course of study leading to a high school diploma is developed for each student, whether it be in a morning daily class setting or a hybrid of independent learning with teacher appointments in the afternoon. Upon enrollment, the student and parent sign a contract which details the importance of positive attendance, appropriate behavior and the priorities of academic achievement. If the enrollee is a student with special needs, a change of placement IEP is held. A 30-day IEP review is also held.

The counselor also meets with each student to discuss the student's goals and post- secondary plans. The counselor reviews the student's cumulative records, transfer grades and test data, if available, and works with the teaching staff to ascertain proper placement for the student. The counselor and/or principal personally meet with each student whenever the student completes a course, or as the need arises. Academic and attendance reports are mailed home quarterly. Progress Reports are competed upon request, and Staff/Student/Parent Conferences are scheduled as needed.

Enrollment has remained fairly consistent for the past three years and ranges from an average of 70 to 90 students at any one time, serving an average of about 110 total students every year. The "Open Enrollment" policy at Rancho del Mar allows for fluid enrollment throughout the year. Students may enter at any time. Rancho del Mar's program promotes individual achievement, encourages self-responsibility, and develops self- esteem.

Enrollment Data From Aries				
Year	No. of RDM Enrolled Students	RDM Dropouts	No. of District Seniors	District Dropouts
2012-2013	106	0	3,305	10
2013-2014	122	0	3,341	7
2014-2015	113	0	3,223	No Data

The attendance policy at Rancho del Mar is rigorous and consistently enforced. Awards are given for perfect attendance. Students making up absences are assigned to one of their teachers for an after-school attendance recovery period, which enables them to work on course assignments under the supervision of a credentialed teacher. Students making up absences may be reassigned to a Saturday School attendance recovery period at one of the District's two traditional high schools. Students with significant absences and/or tardies are referred to the School Attendance Review

Board (SARB). Attendance for the first month of the 2015-2016 school year averaged 98.36%, the second month averaged 99.29%, and the third month averaged 97.54%. In 2014-2015 there were no dropouts and no expulsions, the same as in 2013-2014.

Graduation requirements at Rancho del Mar are identical to the graduation requirements at the District's two traditional high schools. Each subject area has an Academic Course Syllabus contract that allows each student to work at his/her own pace. Teachers utilize re-teaching to ensure that a student has successfully completed the required assignments in the Academic Course Syllabus contract before issuing a final course completion grade. The "No-Fail" policy at Rancho del Mar allows a student to continually progress through required courses as long as the student successfully completes the required assignments outlined in each course's Academic Course Syllabus. Credits are issued upon completion of a class with a final course completion grade of "C", "B" or "A".

Credits Required for Graduation = 220		
Year	Number of RDM Grads	Average Credits Earned
2012-2013	50	220
2013-2014	47	240
2014-2015	43	222.5

The 2014-2015 CAASPP data reflect slightly more than half of the current senior class is categorized as "standard not met" for English language arts and mathematics. Staff are updating, infusing, and incorporating Common Core Standards in core academic areas to help address this academic deficiency.

CAASPP (SBAC) Test Data
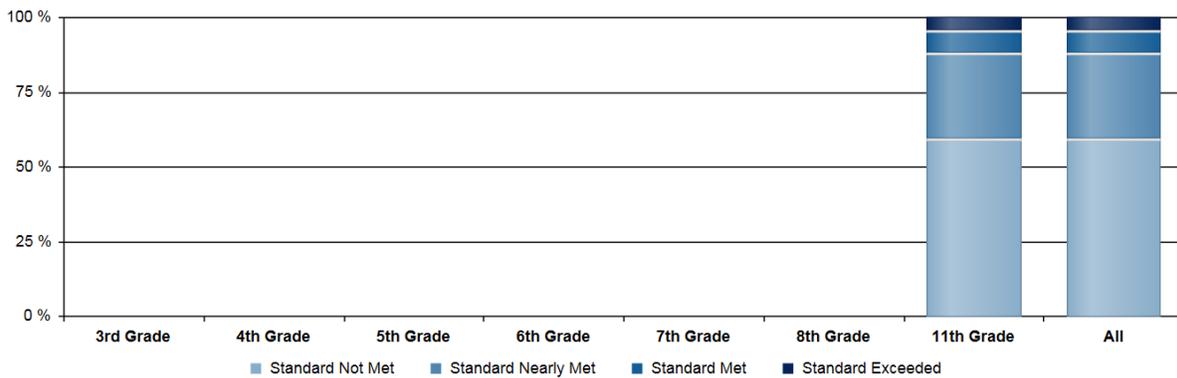2014-15

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution
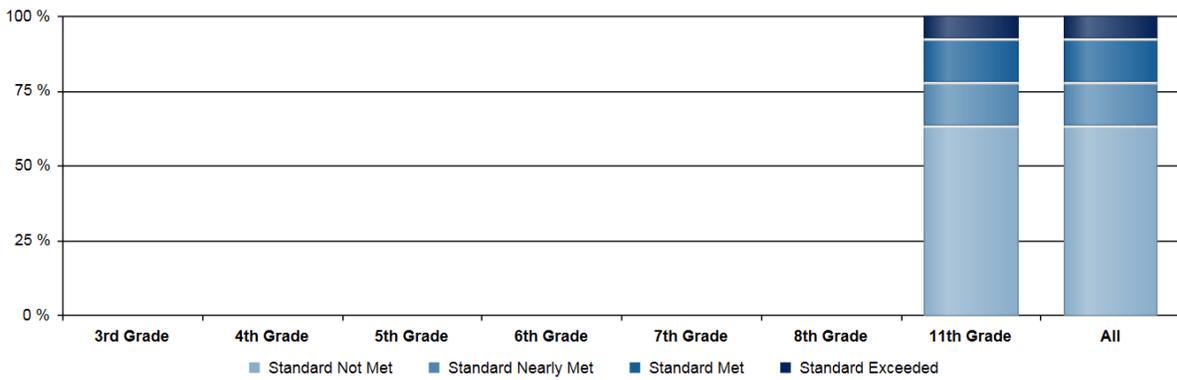
English Language Arts/Literacy Achievement Level Descriptors

MATHEMATICS

Achievement Level Distribution

Mathematics Achievement Level Descriptors

RDMHS has increased course offerings where possible, ensured that appropriate courses are UC A-G approved, integrated CCSS into the Academic Course Syllabi, expanded post-secondary opportunities, provided frequent updates of student progress via Aeries, and included staff participation at the district level on various committees (e.g., CIA, NGSS, on-line learning, and discipline).

Chapter II: Progress Report

The School's Major Changes and Follow-up Process since the last Self-Study

Major Changes since the last Self-Study:

- The school continues to maintain a rather stable enrollment of 70-80 students, with an annual entry/exit of approximately 110 students. The school's leadership does not foresee any change in this enrollment pattern.

- Likewise, the school enjoys a rather stable teaching staff, with only a couple of new teachers joining the teaching ranks during the recent past, including English and Special Education staff members. The school has experienced a turn-over in the Counseling position, but this has resulted in changes in personnel due to career advancement. While the current full-time Counselor serves also as a back-up administrator (and she is studying for her Tier I Administrative Credential), her intentions are to remain in her current position for the foreseeable future.

- Because of retirements and changes in various positions, many individuals in District leadership are new to their positions since the last school Self-Study of 2013.

- The Aeries student information system is new to the school, and additional components are being added annually.

- The Naviance counseling and guidance online support system is new to the school, and staff members, students, and parents are in a learning mode to access its full services. Just this year, the school has been designated as its own Naviance service site, rather than being connected to one of the comprehensive high schools, as was the former situation.

- With the adoption of the Common Core State Standards, the Rancho del Mar teachers are integrating CCSS into the Academic Course Syllabi.

Follow-up Process since the last Self-Study

During the full Self-Study for the March 2010 WASC visitation, the school's stakeholders identified several potential areas of improvement. The findings were reviewed during several staff meetings and presented to the parent community at Back-to-School Night. With the input of staff, parents, and students, areas receiving top priority were targeted to be developed into schoolwide efforts. Some segments of the Action Plan could be, and were, implemented during the preparation of the Self-Study. Others have been implemented, or modified, throughout the years.

Following the WASC mid-cycle visit of March 2013, the Rancho del Mar Action Plan was updated to include and expand upon activities addressing the recommendations from that Visiting Committee. The following is a summary of the schoolwide Critical Areas for Follow-up and Areas of Growth as stated in the WASC Visiting Committee Report of March 2010 and continued through the Mid-cycle visit of March 2013:

1. Expansion of Rancho del Mar Program
2. Additional Staff Development: Data Director, Revolution Test Prep, Naviance, and other areas as, needed
3. Incorporate physical activity into the educational program
4. Publicity and outreach to expand awareness of Rancho del Mar High School

Review of the Action Plan, the Self-Study, and recommendations of the WASC Visiting Team took

place each year during spring and fall staff meetings, and the Action Plan was modified as needed. Rancho del Mar's certificated staff worked together as a committee-of-the-whole to create, implement, monitor, evaluate, and modify the school's Action Plan. A special challenge to the school's leadership is in relating such key documents as the District/School Local Control Accountability Plan (LCAP) and the Single Plan for Student Achievement (SPSA) into one focused and coherent Action Plan, so that staff and parents do not see these documents as separate and distinct efforts, but rather as one plan identifying the greatest needs of the school.

How the School, through its Action Plan, addressed the Critical Areas for Follow-up

Critical Area of Follow-Up #1: *Expansion of Rancho del Mar Program*

Rancho del Mar has expanded its instructional program in several ways since the 2010 WASC visit. In consultation with Visual/Performing Arts (VPA) colleagues from the other high schools, the Rancho del Mar VPA teacher presented Printmaking as an additional course to offer beginning with the 2015-2016 school year. Approval was granted by the District's Curriculum and Instruction Department, and the course was approved by the Board of Education. The counselor then submitted the course to the University of California A – G Management Portal for UC class approval, and UC approval was granted. Physics, a course that was previously Board-approved, was also submitted to and approved by the University of California A-G Management Portal.

With the adoption of the Common Core State Standards, Rancho del Mar teachers have integrated CCSS into the Academic Course Syllabi. All teachers have included new technology and technology-based assignments to address the 21st Century learning needs of students. English teachers added Core Novels requirements to the English/Language Arts curriculum to align with offerings at the traditional high school and to encourage literature-based reading and writing. All teachers updated their Academic Course Syllabi, as appropriate, to incorporate grammar, projects, peer collaboration and a variety of assessments to facilitate further student learning. The staff and counselor have expanded students' awareness of post-secondary opportunities for all students at Rancho del Mar High School. The College and Career Center offers Naviance, assemblies, and additional two-year and four-year college tours. The SoCal ROC liaison presents a student orientation at the beginning of the year and meets with every newly enrolled student. The liaison is on campus a minimum of once a week to meet with students, explaining the program, describing new course offerings and answering questions from students, staff, and parents. These opportunities are available to students who attend the school's morning daily instructional program, as well as the afternoon independent study students.

Visiting Committee Comments:

The Visiting Committee was satisfied that this Critical Area for Follow-up had been adequately addressed. The school's staff intends to continue its increasing learning curve related to Naviance usage. Additionally, new coursework will be considered as student interest is expressed.

Critical Area of Follow-Up # 2: *Additional Staff Development: Data Director, Revolution Test Prep, Naviance, and other areas as needed*

Data Director has been replaced with the Aeries student parent portal. The District's technology staff has provided workshops on Aeries implementation and Gradebook to all Rancho del Mar teachers and staff and are available as a resource to assist individual teachers and staff. The Aeries portal allows parents and students, at home and at school, to view the student's grades, attendance, graduation progress, standardized test scores, and, the ability to monitor continued assignment progress through Gradebook. The portal provides an opportunity to easily communicate with teachers and offers excellent resources for all stakeholders. Teachers use Aeries to analyze student progress in other subjects as well as their own subject, fostering teacher-

to-teacher collaboration to identify the need for intervention for individual student success. The 2015-2016 Action Plan included the goal of 100% parent and student activation in the program with a goal of 90% usage by parents and students.

Revolution Test Prep is no longer used at Rancho del Mar High School. The suspension of the CAHSEE on October 7, 2015, eliminated the need for CAHSEE test-prep materials.

The Rancho del Mar staff has developed a multi-tiered intervention modality based on ongoing data collection acquired through criterion referenced testing based on Common Core standards. Interventions include RtI, which is a multi-level service system from a universal learning design, AIMSweb intervention strategies, and an intervention teacher to encourage further student success. The Resource Specialist teacher has been trained on the RtI techniques and serves on an RtI Committee, meeting regularly with other staff in collaboration on implementation of RtI programs and strategies. RtI's Tier 2 instruction entails more focused, targeted instruction, interventions, and supplemental support that is provided to some students who share common academic and/or behavioral needs. Tier 2 services are provided in addition to core instruction, core instructional materials and supplemental tools. Students are assessed, and their progress is monitored frequently to ensure student success. The RtI teacher shares intervention ideas with other Rancho del Mar teachers to facilitate student success.

Naviance is an online software program which supports students in their college and career transitions. Beginning with the 2015-2016 school year, the District has provided Rancho del Mar with its own site "umbrella" for usage. The Rancho del Mar counselor has access to a Naviance "Help Desk" and has received training from the College Career Counselors at the other two high schools. The 2015-2016 Action Plan included the goal of 100% of students registered on Naviance and 95% of students actively using the program. Students can access this program from home and school.

Rancho del Mar teachers have collaborated with the traditional high school staff through Curriculum, Instruction and Assessment (CIA) meetings and professional development days for additional staff development in multiple topics including, but not limited to, Common Core, Technology, Aeries.net, and multiple curricular areas. The staff continues to collaborate with colleagues, serving on District Committees and participating in District-based and site-based professional development.

Visiting Committee Comments:

While staff professional development will remain an ongoing need for the school, the Visiting Committee was satisfied that this Critical Growth Need had been adequately addressed. Especially related to Aeries and Naviance usage, as more components of these online resources are acquired by the District, staff will need to be provided appropriate professional development.

Critical Area of Follow-Up # 3: *Incorporate physical activity into the educational program*

The WASC Visiting Committee, in consultation with the Rancho del Mar staff, recommended incorporating "physical activity into the educational program." According to the California Department of Education (CDE), "physical activit**y** is any bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms. Physical activity may include recreational, fitness, and sport activities such as jumping rope, playing soccer, lifting weights, or participating in organized sports."

In collaboration with the school's Associated Student Body officers, the Rancho del Mar staff has implemented Field Days, including basketball, jump rope, hula hoops, tag football, and soccer on a quarterly basis into the activities and events provided by the school. Additional equipment has been

purchased to increase sports participation on a daily basis at break times. The Halloween Student/Faculty BBQ and Field Day includes additional themed games such as t h e pumpkin relay race, mummy wrap and a water balloon toss.

Students are encouraged to join club teams, participate in comprehensive non-CIF sports teams, or sports clubs, and to participate in extracurricular activities, such as the Skechers Walk.

The school has employed a credentialed teacher to develop an Independent Study Physical Education program that consists of knowledge of a sport's history, rules and regulations. A credentialed physical education teacher is currently reviewing the program components to enhance and update the requirements.

It was noted that, for those students whose credit deficiencies include the Physical Education graduation requirement, instructional packets have been developed whereby student engage in appropriate physical education experiences off-site. Their completion of the learning packets is overseen by the school's Counselor. The learning packets are also included in the school's Academic Course Syllabi.

Visiting Committee Comments:

The Visiting Committee was satisfied that this Critical Growth Need had been adequately addressed.

Critical Area of Follow-Up # 4: *Publicity and outreach to expand awareness of Rancho del Mar High School*

Rancho del Mar has done extensive publicity and outreach to expand the awareness of Rancho del Mar High School to stakeholders, to the staffs of the two traditional high schools in the District, and to the general public. Along with teachers from the traditional high schools, Rancho del Mar teachers participated in the collaborative professional development Curriculum, Instruction Assessment (CIA) team meetings, during both the 2013-2014 and the 2014- 2015 school years. Rancho del Mar teachers and staff continue to serve on district-wide committees such as Textbook Adoption, Online Learning, and Discipline Committee.

The principal attends a Principals' Leadership Meeting every month, a District Administration Management meeting every other month, and she also attends the Superintendent's Weekly Cabinet Meeting on a rotating basis with all secondary principals. The principal submits a weekly report of Rancho del Mar activities to the Superintendent and Board of Education as well as regularly tweeting activities and recognitions via Twitter to reach out to all stakeholders and the general public. The Principal was also featured in the *Peninsula People Magazine*, which is disseminated to every household on the Palos Verdes Peninsula.

To ensure collaboration with counselors and staff at the traditional high schools and to provide knowledge about the programs offered at Rancho del Mar High School, the Rancho del Mar counselor attends monthly Curriculum and Guidance meetings, along with counselors from all other secondary schools in the District. The Counselor a l s o serves on the 504 Committee, meeting several times a year with staff from other District schools. In addition, the Principal and Counselor have regular informal meetings with counselors from the other schools and the Principal has regular informal meetings with administration from the feeder traditional high schools.

The school website, which is open for public viewing, features information about Rancho del Mar, including the Student/Parent Handbook, Newsletters, and a Frequently Asked Questions (FAQ) sheet. The FAQ sheet is also disseminated to community groups throughout the year. The office manager continually sends out e-blasts.

The Rancho del Mar student member of the Board of Education reports to the school board at televised meetings about the activities and recognitions at Rancho del Mar High School. The

graduation is televised on the city cable channel, and graduates are named in the local newspaper with a brief biography and picture recognizing the Valedictorians.

<u>Visiting Committee Comments</u>

The Visiting Committee was satisfied that this Critical Growth Need had been adequately addressed

Chapter III: Self-Study Process

- Include a copy of the school's schoolwide learner outcomes.

- Comment on the school's self-study process with respect to the expected outcomes of the self-study. The involvement and collaboration of all staff and other stakeholders to support student achievement

Involvement of stakeholder's in the Self-Study process was one of the strengths evident in the manner in which data were compiled and documented. The process was begun during the 2014-2015 academic year, during which all teachers and selected support staff were involved in meetings to discuss which criteria and indicators had been met per recommendations by the last WASC Visiting Committee of 2013. A Parent Advisory Group, along with the Student Leadership, also met to discuss the progress made on a regular basis in the initial, mid, and final periods of planning, preparing the final draft submitted to the 2016 Visiting Committee. The community was also involved in the process by attending planning meetings, and a strong parent and community stakeholder group was present during the present visit.

The faculty and staff indicated that assessments are conducted on an "Ongoing" basis. Initial transcripts and cumulative records are reviewed and assessed for proper placement of students, but other factors such as Individual Student Academic and personal data are assessed and considered in regards to which academic program to place of student in at RDMHS. This Individualized Design of Instructional Programming has shown statistically to be effective with the student population served, as all seniors have graduated over the last three years. Many students have gone on to 2-year and some prestigious 4-year colleges and live productive lives after graduating. Also, parents gave verbal reports that their children who have graduated from RDMHS have gone on to live productive lives as young adults. This was also reported in annual the survey responses and data information provided in the Self-Study report. The "No Fail Policy" adopted at the school re-emphasizes the school's focus on successful Schoolwide Learner Outcomes and expectations of all stakeholders within the school community; student's, parents and school staff.

The Data indicate that students' individual needs are being addressed from the Initial Enrollment Procedure to appropriate placement of students in an Instructional program to meet the student's present needs. This Individual Design towards meeting students' needs along with small classes, a smaller campus, and a caring, dedicated staff and extensive support system have shown to be very effective in gathering data indicating favorable outcomes for the school community served. Attendance is also an important aspect of all students, and students are held accountable for making up absences and tardies as part of overall school expectations understood by stakeholders.

The entire school program's impact on Student Learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE Criteria indicates a positive improvement over the last three years. Students are successfully meeting the expectations of the teachers "Syllabi" provided to all students when enrolled in their respective classes, Students are given an individualized, instructional designed program as needed, which may include Independent study, extended day at Adult Education programs, college concurrent enrollment, to name few options. An initial 1½ hour Interview is conducted by the Principal to develop an Individualized Instructional Program for the incoming student. During this initial contact, a clear and compact driven contract is signed by students, parent and administration for students to begin their instructional program at the school. There are many supports available to students to assist them to continue their education at the school in a successful direction. Interventions such as Counseling; the Outlook Program, Psychologist Services, College and Career Enrichment;

Naviance, Academic and Pathway Consults, College Visits, and numerous other services are available to assist the student to achieve academic and personal success leading to successfully completing all requirements to graduate. Again, the ongoing assessments that follow all students actively enrolled at RDMHS has ensured a 100% graduation rate over the last three years.

The alignment of a long-range Action Plan to meet the needs of the school and having an Accountability System for monitoring the accomplishment(s) of the plan appear to be adequate with the present practices already in place and the successes indicated in the Self-Study data. The administration did report a plan to further expand the Instructional Program by piloting a Summer Online Program, and plans to offer this options are an integral part of the future schoolwide plan at RDMHS, in alignment with the 21st. Century approach to educating all students.

The school's schoolwide learner outcomes are stated for the reader in Chapter IV, Section A1, following.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Based on the school's self-study and visiting committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Development/Refinement of Vision, Mission, and Schoolwide Learner Outcomes: The processes to ensure involvement of representatives from the entire community in the development/refinement of the vision, mission, and schoolwide learner outcomes are effective.

Understanding of Vision, Mission, and Schoolwide Learner Outcomes: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the schoolwide learner outcomes.

Regular Review and Revision: The school is implementing an effective process for regular review/revision of the school vision, mission, and the schoolwide learner outcomes based on student needs, the district LCAP, global, national and local needs, and community conditions.

Rancho del Mar expects a high level of personal academic achievement from all students. With this commitment in mind, the staff annually reviews school and Palos Verdes Peninsula Unified School District vision statements to develop an updated vision statement that clearly delineates Rancho del Mar's goals and objectives. The Single School Plan for Student Achievement (SPSA), vision statement, and goals are reviewed and updated in the fall and spring with the entire staff.

For the WASC accreditation cycle, a segment of each staff meeting beginning in the spring of 2015 was dedicated to finding phrases that would clearly illustrate not only what the staff expected for the students, but what the students should want for themselves. To arrive at this vision, the staff asked itself, "As a parent, what would I want for my child as a graduate of

Rancho del Mar?" From these meetings, a basic outline began to emerge that expanded via formal and informal discussions amongst staff members.

After the final version of the Vision Statement was agreed upon by all stakeholders, the team then began formulating the Schoolwide Learner Outcomes, using the Vision Statement, Common Core State Standards, and the District's goals and philosophy as guidelines. The final version of the Rancho del Mar Vision Statement and Schoolwide Learner Outcomes were then approved by the PVPUSD Board of Education.

Parents and the community are in alignment and support the vision, mission and Schoolwide Learner Outcomes. The philosophy, rigor, communication, student: teacher ratio, individualized attention to student success, collaboration of all stakeholders, and strong core subjects have provided Rancho del Mar to be known as a "hidden gem" where families are proud to send their students.

Palos Verdes Peninsula Unified School District Vision Statement and Goals

Vision Statement

The Palos Verdes Peninsula Unified School District will continue to develop the whole child to thrive in a globally competitive age and enhance student achievement by providing a dynamic learning community in a rigorous academic environment.

Goal #1:
Create a culture of improvement through purposeful innovation and adherence to best practices. Implement efficient and consistent professional development for all employees utilizing traditional and creative methods.

Goal #2:
Maximize the potential of all students by recognizing their individual strengths and talents. Create an academic program for students to best prepare for post-secondary education and careers.

Goal #3:
Systematically assess the strength of our programs using internal and external measurements.

Goal #4:
Promote safe, healthy and affective environments for students, emphasizing social and emotional well- being, kindness, digital citizenship, and honesty.

Goal #5:
Utilize multi-year financial plans to guide and influence decisions.

Goal #6:
Enhance communication and collaboration between and among District staff, students, parents, Board of Education and community.

Goal #7:
Produce fiscally responsible long term strategic plans to enhance facilities, technology, and support services.

Goal #8:
Attract and retain students and families to the District.

SCHOOLWIDE LEARNER OUTCOMES

CARE at Rancho del Mar High School means graduates who will be…

COMPLEX THINKERS WHO:
- Are analytical, creative and able to transfer learned skills to new situations.
- Use logical and effective decision-making processes to develop solutions to problems.
- Show personal growth as measured by counselor notes and student work portfolios maintained by each teacher.
- Apply complex problem-solving processes and critical thinking to real-life scenarios by analyzing, interpreting and evaluating significant concepts within various contexts.

ACADEMIC ACHIEVERS WHO:
- Demonstrate progress and ability in academic subjects as measured by credit achievement and assessment data, and the current California State Standards (CCSS).
- Use knowledge of cultural, historic and geographic factors to understand the present and anticipate the future.
- Understand contributions to our society, and to humanity, by other cultures.
- Understand the structures, operations and relationships of local, state and federal government.

RESPONSIBLE CITIZENS WHO:
- Are career-focused and demonstrate knowledge of work and career exploration, basic work skills and are aware of post-secondary education and training opportunities, including colleges and specialized schools.
- Contribute time, energies and talents to improve the quality of life in their environments.
- Are positive and productive citizens, tolerant of individual differences.
- Practice inter- and intra-personal living skills as productive members of society.

EFFECTIVE COMMUNICATORS WHO:
- Communicate in an organized and effective manner through both written and oral expressions and/or through artistic expression.
- Understand and use available information sources and technology to receive and interpret information necessary to carry out tasks.
- Synthesize information from multiple sources, identify complexities and discrepancies in the information, and appreciate the different perspectives found in each medium.

A2.   Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Control and Accountability Plan?

INDICATOR: Governing Board: Adopted policies and procedures are clear regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings.

Adopted Board policies are in place regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings. Such policies are reviewed on a regular and ongoing basis.

INDICATOR: Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes: The governing board's policies and district-wide improvement plans are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Through the school's Principal, the school staff was involved in the development of the 2015-16 Local Control Accountability Plan (LCAP). The LCAP is posted on the District website, and stakeholders can review and suggest modifications, as needed. Rancho del Mar is connected to the LCAP through its Vision Statement and Schoolwide Learner Outcomes. The ongoing challenge to the school's leadership staff will be to ensure that the critical growth needs of the school are addressed in a focused and coherent Action Plan, and that the Action Plan is directly related to the LCAP as well as to the Single Plan for Student Achievement (SPSA).

INDICATOR: Governing Board's Involvement in the Review and Refinement: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

The school annually reviews and updates, as needed, the Vision Statement and Schoolwide Learner Outcomes which are included in the SPSA Action Plan. These documents are then presented to the District's Educational Services Department, the Superintendent, and the Board of Education.

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

The PVPUSD Acceptable Use Policy (AUP) is posted online on the District website as well as printed in the Student/Parent Handbook. The Bring Your Own Device (BYOD) contract is posted on the school website and included in the Student/Parent Handbook. Agreement signature pages are required for both the PVPUSD Acceptable Use Policy and for the BYOD policy

The internet is regulated through the use of firewalls at the District level, which transplants onto BYOD devices, in alignment with CIPA (Children's Internet Protection Act) practices. The school is exploring Active Classroom as an online education resource. In addition to personal contact, students participating in independent study may communicate with teachers via email to ask questions in between their scheduled appointments. Two Rancho del Mar teachers participate on the District's Online Committee.

INDICATOR: Understanding the Role of Governing Board: The school and business community understands the governing board's role, including how parents can participate in the school's governance.

Parents learn about how they can participate in the school's governance, first, during the intake/admissions meeting with the school Principal. This information is then reinforced during the fall Back to School night event. The Student/Parent Handbook also provides this information. Parents serving on the Principal's Advisory Committee, which meets at least three times a year, participate in the school's governance by providing input to the school's leadership. Parents are also invited to share in school governance through their participation on the Special Education Committee, the LCAP review committee, and at the county level on the Special Education SELPA.

INDICATOR: Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

The Rancho del Mar staff is aware of their responsibilities and their relationship with the governing board.

INDICATOR: Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board in relation to the LCAP metrics, including the review of student performance, toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

The LCAP goals, District's goals, and the Rancho del Mar Single Plan for Student Achievement are aligned with the State goals.

INDICATOR: Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Board policies and accompanying administrative regulations are posted online.

A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

INDICATOR: Broad-Based and Collaborative: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Pupil outcomes are provided through an instructional program which enhances achievement for all students across the content areas. The school environment fosters physical and emotional security, engages and encourages community involvement, and focuses on a nurturing and positive school climate.

The staff have regular meetings to discuss student achievement. Weekly bulletins are distributed, in both paper and electronic format, to each staff member, discussing any relevant and pertinent information regarding school programs, activities, and the calendar.

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Certificated staff attended the District's CIA committees (Curriculum Instruction and Assessment) related to their respective curricular areas. These collaborative committees include staff in related subject departments across the District. The CIA committees are tasked to update high school curriculum and facilitate the transition to Common Core State Standards. Rancho Del Mar representatives update other Rancho del Mar staff at faculty meetings. At this time, the math departments appear to be 2-3 years from full implementation of the CCSS; science is just beginning to study the Next Generation Standards within a district-wide collaborative process; English/language arts is far along in implementing the CCSS. The District continues to provide Teachers on Special Assignments (TOSAs) to support other teachers in this effort.

Back to School Night allows for communication and collaboration between staff and parents/ community. Monthly and annual newsletters are mailed to parents, along with email blasts with new information and updates.

Regular communication with parents keeps them updated on student outcomes. Every student and parent has an Aeries account on which they may view attendance, grades, course assignment progress, and advancement towards graduation. Meetings with parent representatives confirmed the value and use of the Aeries system to them. Credit achievement postcards, with grades, are sent home to inform parents every time a student completes a course. Progress reports are sent home quarterly and when needed to document student achievement.

Businesses in the community provide opportunities for students to participate in work experience. Many community organizations and business entities have scholarship programs available to Rancho del Mar students.

INDICATOR: School Plan Correlated to Student Learning: The school's Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; schoolwide learner outcomes; and academic, college, and career standards.

Teachers participate in district-wide meetings with other teachers from the same curriculum department to discuss, modify and update curriculum to reflect the LCAP goals and align with CCSS. Staff members participate on textbook pilot and adoption committees related to their curricular area. Collaborative staff development days provide Rancho del Mar teachers the opportunity to interact with the staff of the traditional high schools. Teachers update information as new assessment data continue to become available throughout the year.

The Rancho del Mar counselor continually updates the College and Career center with new information regarding colleges, universities, scholarships and career opportunities. All students are assigned a Naviance account to research post-secondary options such as colleges and careers. To encourage post-secondary options, the school counselor takes students on tours of local community colleges and four year universities Students are also given the opportunity to attend the Southern California Regional Occupation Center (SoCal ROC) to receive vocation instruction and become "job ready." The Armed Services Vocational Aptitude Battery (ASVAB) is offered for students interested in learning additional information related to career options.

At both formal and informal staff meetings, there is faculty collaboration related to instruction, curriculum, assessment, and student success. Adjustments to schedules, issues and/or programs are made as needed. Academic accommodations to help students achieve Schoolwide Learner Outcomes, meet Common Core State Standards, and enjoy academic success are explored and implemented. The principal and the staff analyze assessment data with their collective experiences and expertise to refine and/or modify programs and curriculum to meet the needs of every student.

INDICATOR: Correlation between All Resources, Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP: There is correlation between allocation of time/fiscal/personnel/material resources to the implementation, monitoring, and accomplishing of the Schoolwide Learner Outcomes, the Single Plan for Student Achievement, and the LCAP.

District and private funding supports RtI (Response to Intervention), technology materials, website support, student incentives, and a full-time counselor. Confidence Foundation funds provided assemblies on character development, including bullying and substance abuse, as well as the purchase of technology software.

Support staff facilitates student achievement for those who need interventions. An annual Peninsula Education Foundation (PEF) grant supports a multitude of school activities and programs, including a student incentive program.

INDICATOR: Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Teachers participate in district-wide meetings with other teachers from the same curriculum department to discuss, modify and update curriculum to reflect the LCAP goals and align with CCSS. Staff members participate on textbook pilot and adoption committees related to their curricular area. Collaborative staff development days provide Rancho del Mar teachers the opportunity to interact with the staff of the traditional high schools.

Teachers attend CCEA District 7 Meetings and the CCEA State Conference, which provides the opportunity to collaborate with continuation high school staff from other districts.

The weekly bulletin is emailed and hard-copied to every staff member, ensuring that all are informed as to upcoming activities and school issues.

Staff has the opportunity for continual training and development. Teachers are invited to participate in additional staff development courses, which facilitate instruction and curriculum updates. Teachers may also take college courses to further their education. New teachers are enrolled in the BTSA program to receive extra support, mentoring, and assistance while clearing their credential. Staff meetings involve the entire faculty and administration, and all present contribute to student learning discussions which focus on individual student progress, as well as course/department structure.

Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning*

Teachers attend District professional development days for staff development workshops focused on Aeries, OneNote and Active Classroom. Every teacher has been furnished with an Ipad for classroom and professional development use. Two teachers serve on the District Online Committee.

INDICATOR: Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

The Principal and Counselor, who is the administrative designee, have an open door policy. Both interact regularly with students and faculty. Staff meetings involve the entire faulty and administration, and all present contribute to student learning discussions which focus on

individual student progress, as well as course/departmental structure. The Principal and faculty attend the state CCEA conference to learn new strategies for student success.

The Principal personally conducts an Intake Meeting with each potential enrollee and his/her parent. The analysis and resulting decisions are then communicated to the faculty, with an opportunity for discussion as to student placement needs. During second semester, the Principal generates a regular analysis of Senior Graduation Progress, which is communicated to students, parents and faculty. The Principal conducts informal observations, as well as formal observations and evaluations in accordance with District policy. All are conducted in a collaborative manner.

INDICATOR: Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

The school utilizes internal communication in many different ways. Weekly bulletins are distributed to teachers and staff via email and hard copy to ensure that staff is informed about calendar schedules, activities, and issues. Teachers and staff collaborate about school activities and student and/or staff needs.

Staff meetings are open forums during which teachers discuss student support, issues, teacher needs, and other related topics. Staff meetings are also used to help plan for upcoming activities and events. Teachers may meet in the summer for collaboration on academics and planning.

The school psychologist is available to provide mental health aid and referrals for struggling students, as well as parents. The Outlook Counselor is also available to work with referred students on substance abuse and mental/emotional health issues. Teachers refer students who need counseling and communicate with parents, psychologist, counselor and Outlook Counselor regarding any student, in need of services.

A4.   Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitates achievement of the academic, college, and career readiness standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Qualifications and Preparation of Staff: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Staff Assignment and Preparation: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The faculty is comprised of experienced educators, all teaching in their credentialed subject areas. All have Specially Designed Academic Instruction in English (SDAIE) training and/or a Cross-Cultural Language Academic Development (CLAD) certificate. The principal is a credentialed teacher with classroom, counseling and administrative experience. The Counselor holds a PPS counseling credential and is working on an administrative credential for the purposes of serving as the administrative designee at RDMHS. In addition, the counselor is trained as an ERMHS (Educationally Related Mental Health Services) Counselor.

PVPUSD has traditionally offered multiple professional development days and opportunities throughout the calendar year. Rancho del Mar teachers attended all of these in-service days, interacting with their department colleagues from the traditional high schools. Professional Development opportunities and/or committees include: Curriculum Instruction and Assessment (CIA), coaching support, math common core textbook adoption, implementation of the Common Core State Standards (CCSS) and update of the Academic Course Syllabi to include Common Core State Standards (CCSS). Each teacher annually conducts a peer review of instructional practices at Rancho del Mar. Other professional development has been available on site, such as: Suicide Prevention training, First Aid, CPR, and more. The Palos Verdes Library District presented information to staff related to utilization of library resources.

A5.　　Resources Criterion

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching and mentoring on student performance.

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes, the district's LCAP, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Facilities: The school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes, the educational program, and are safe, functional, and well maintained.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Long-Range Planning: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

The District provides Rancho del Mar with a Site Discretionary Grant and additional budgeted monies based on Average Daily Attendance (ADA), in accordance with the same formula allocated to the other District schools. In addition, the Peninsula Education Foundation annually provides Rancho del Mar with $8,500 in discretionary funds.

Several community organizations and many parents support Rancho del Mar through cash donations, service or scholarship awards. The Confidence Foundation awarded a grant of $5,000 to Rancho del Mar to support the expansion of the Character Development Program. South Bay Children's Health Center provides an Outlook Counselor to assist students dealing with substance abuse.

The staff reviews the annual budget, which is also presented to parents at Back-to-School Night. The Weekly Bulletins delineates where resources are allocated. The District technology staff enhanced Aeries to support the individual needs of a continuation high school grading platform.

Rancho del Mar follows District practices for developing a site annual budget. A district preliminary budget is disseminated to schools and a monthly accounting budget is emailed to schools. The office manager maintains a record of income resources and expenditures.

The District performs an annual audit and conducts the business and accounting practices in accordance with Los Angeles County mandates. A check and balance system and protections against mishandling of funds are in place.

There are six classrooms utilized on a daily basis by the teachers at Rancho del Mar, with the support of a principal, office manager, counselor, security staff, counselor and a custodian/grounds-keeper. The RDMHS Campus windows are tinted and all doors are equipped with a "Lock Blok" system in the event of an intruder. The disaster plan is updated annually and reviewed by staff. Regular safety drills are held. Each classroom has Wi-Fi, a small set of student computers (4) and a teacher computer (1). A safe schools policy is in place, each student signs a school agreement contract upon enrollment.

Teachers plan their Academic Course Syllabi utilizing District approved textbooks, printed materials such as supplemental worksheets and primary source documents and online resources. In addition, Syllabi may include audio- visual and technology based assignments or labs.

In the spring, the administrative team distributes the textbook request form. The site weekly bulletin encourages teachers to list materials needed. Each teacher requests and maintains supplies related to their subject matter. Throughout the year, ongoing requests for supplies or materials are submitted to the Office Manager who handles all requests. School supplies are maintained as an "Open Cabinet", to ensure that each teacher has whatever they need to offer an appropriate program.

Staff is hired by Human Resources, following an application and review process. All teachers hired must be highly qualified and teach in their credentialed area. All staff are required to complete district mandated trainings and sign an agreement to District policies. The PVPUSD will be piloting an online instruction program during the summer of 2016 with plans of implementation at the high schools in the fall of 2016. Naviance, a college and career software program is utilized by some of the students at RDMHS.

The LCAP is the active document to assist in long range planning and coordination of appropriate resources, student achievement, academic standards, college and career readiness, and schoolwide learner outcomes for RDMHS.

The District holds CIA and additional committee meetings to allow for department-wide and various sites opportunities for collaboration. Additional professional development for teachers to explore and incorporate new resources into their classrooms is available to all classroom teachers.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
- With the input of key stakeholders, the school has adopted Schoolwide Learner Outcomes (SLOs), which are clearly stated and widely publicized.
- The faculty and school leadership hold students to an expectation of high achievement.
- Schoolwide Learner Outcomes have been developed in a collaborative and inclusive process.
- The school has institutionalized procedures to review annually the Action Plan, Vision, and SROs.
- RDMHS staff members are included on District committees and special task assignments.
- There are appropriate opportunities for parents and community stakeholders to become involved in school governance.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
- A challenge for the school's staff will be to relate the objectives in the Action to the (Local Control and Accountability Plan (LCAP), to the Single Plan for Student Achievement (SPSA), and to the
- The staff will need to review the SLOs to ensure that they are stated in measurable terms and that they are, in fact, measured with the student outcomes reported regularly to the school's key stakeholders.
- IT is used in a manner of early stages and should be enhanced throughout the instructional areas.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- the school's Self-Study
- meeting with Focus Group A
- review of the school's LCAP
- review of the Principal's budget for the school
- inspection of the Academic Course Syllabi
- review of the school's Student/Parent Handbook
- meeting with representatives of the Board and District Administration
- meeting with teachers
- meeting with parent and community representatives
- meeting with representative students – the ASB student leadership group
- observation of teachers during classroom visitations
- observation of computers in classrooms and in the distribution carts

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Academic and College- and Career Readiness Standards for Each Area: The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "a-g" requirements.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Student Work — Engagement in Learning: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Integration among Disciplines: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Curricular Development, Evaluation, and Revisions: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

RDMHS uses Academic Course Syllabi (contracts) to include: CCSS and 21st Century Learning. The District disaggregates data and disseminates its findings to the teachers, who regularly revise course contracts to ensure CCSS is incorporated and students are provided curriculum that develops complex thinkers, helps students to achieve academically, follow through with completion of their contracts and are effective communicators. The Academic Course Syllabi provides a rigorous and meaningful academic program for students. Students regularly access online resources for current events, research and career exploration.

The District Math teachers are integrating CCSS curriculum into all courses in scheduled phases, and the RDMHS Math teacher is piloting a new math textbook. The RDMHS Science teacher is participating on the NGSS Committee and incorporates virtual labs, and the English and Social Sciences teachers are members of the Online Curriculum Committee.

Career Pathway courses provide students with exposure and training. Students may access and attend SoCal ROC, co-enroll with the comprehensive high schools or attend Los Angeles Harbor College or El Camino Community College.

RDMHS offers all courses required for graduation, uses the same textbooks and has the same graduation requirements as the comprehensive high schools. Most courses are UC approved. All course offerings are listed in the Student/Parent Handbook which is reviewed annually by the Curriculum and Guidance Committee.

During the intake meeting with the RDMHS Principal, an individualized educational program is developed. All students must earn an A, B or C on each assessment prior to moving on to the next level of course completion. Students who are struggling or not progressing to complete credits are assigned to daily tutorial clinics. Some teachers use varied techniques and differentiated instruction to accommodate various learning styles.

B2.   Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

RDMHS has a partnership with the Southern California Regional Occupation Center (SoCalROC) which provides technical and career training and transportation for students at no cost. Students have the opportunity to attend any of the comprehensive high school college/career presentations or events and attend tours of the local community colleges and some universities. RDMHS students have the opportunity to take the Armed Services Vocational Aptitude Battery exam for entrance to the military. Students may coordinate to complete a course off campus for elective or core credit.

The RDMHS principal conducts a pre-admission intake meeting to discuss Rancho del Mar's education strategies, program, rules and policies as well as student goals. The counselor collaborates with teachers to continually monitor student progress. Parents, students and staff also collaborate in IEP, SST and 504 meetings. Teachers contact parents on a regular basis to communicate student progress. Informal and formal parent/student conferences are held as

needed. Grade reports are disseminated each quarter. Students and parents have access to AERIES for current grades and transcripts.

B3.   Preparation for Career and College Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for success in college, career, and life?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Real World Applications — Curriculum: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Meeting Graduation Requirements: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Many assignments are technology based and encourage 21st Century learning including real world applications. RDMHS seniors must complete a Senior Project Research essay in English, which allows students to do a comprehensive research essay on a topic of their choice. This research project prepares students for future college level essays. Students enrolled in Social Science and Science courses complete current event assignments and essays based on current issues and topics.

Some students utilize Naviance to prepare letters of introduction, resumes, college entrance essays, complete career interest inventories, etc. Students and parents are informed on college systems, requirements and post-secondary workshops which are listed in the Weekly Bulletin, calendared on the school website, posted in the classroom and emailed to families.

SoCal ROC offers students the opportunity to complete courses in career technical subjects.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

Adjustments to any curriculum are based on data.

Informative and summative assessments are done with the individual student.

Administration and staff are flexible and responsive to parental and student concerns.

The instructional format offers flexibility to enable teachers to tailor a contract that addresses different learning modalities and identified accommodations.

The curriculum has been expanded, revised and updated to meet Common Core State Standards and district standards. Courses match the course descriptions of both traditional high schools.

Key issues for Standards-Based Student Learning: Curriculum:

As additional courses are added, or existing courses modified, ensure that the Academic Course Syllabi continue to be aligned with CCSS and 21st Century Learning.

School-wide use of Naviance to assist in the development of students' College and Career Readiness.

Continued the expansion of technology, when appropriate within the curriculum.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Academic Course Syllabi
District Research and Professional Development Committees
Rancho Del Mar Course Offerings
Math Pilot Program
SoCAL ROC Course Catalog
Student/Parent Handbook
Worksheet of Course Offerings with A-G Designation
Career Pathway Courses
Schoolwide Learner Outcomes
Student Intake Meeting Worksheets
No Fail Policy
IEP's
SST's
504's
RtI
Student Portfolios and Projects
Naviance
High School Course Offerings
Textbooks and Supplemental Materials
Community College Course Offerings
Aeries
PVPUSD Graduation Requirements – Board Policy
Supplemental Resources
College Career Center
Weekly Bulletin; School Website, Eblasts
College Tours
PSAT/SAT/ACT Tests
ASVAB
Project Ego
Williams Act Compliance Statement

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Results of Student Observations and Examining Work: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Student Understanding of Learning Expectations: The students know the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Academic Course Syllabi have been updated to reflect CCSS and include relevance and rigor. Staff reviews student work samples, essays, reports, projects, tests, journals and portfolios to ascertain observable student documentation. Grading of assignments is both qualitative and quantitative. AERIES Gradebook has been implemented allowing students a technologically based method of monitoring their own assignment progress and completion.

The RDMHS principal conducts a pre-admission Intake Meeting to discuss Rancho del Mar's education strategies, program, rules and policies, as well as student goals. The guidance counselor schedules students and monitors progress of credits and graduation status. The teachers use one-on-one instruction to ensure student understanding and progress. RtI is incorporated for identified students to increase reading level fluency.

C2.   Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Knowledge: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers as Coaches: Teachers work as coaches to facilitate learning for all students.

Examination of Student Work: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions, and debates and inquiries related to investigation.

Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as use and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Real World Experiences*: All students have access to career awareness, exploration, and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects, and other real world experiences and applications.

Teachers attend professional development workshops (district-based, site-based) several times a year to collaborate and develop with peers from the traditional high schools and to familiarize themselves with new content and research methodology. Teachers use various strategies for students to become engaged in their own learning. Teachers have begun to incorporate 21st Century Learning. Work experience is a vehicle for students to receive career opportunities and elective credit/s. Students have the opportunity to take additional courses online or at the comprehensive high school sites.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

Student opportunities for learning are extensive and differentiated.

Initiatives, supports and decisions are data driven, up-to-date, accurate and inclusive of collaboration between the major stakeholders.

Key issues for Standards-Based Student Learning: Instruction (if any):

None noted

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
Naviance
Work Experience
Project EGO
SoCal ROC
College/Career Center
Primary and Secondary Documents
Outline Based Research Essays, Projects, Journals and Current Events
Project Based Lesson Plans
Collaborative and Research Assignments
Technology Based Lesson Plans
CAASPP
AERIES
CIA Meetings
PD Workshops
IEP's and 504's
Academic Course Syllabi
Intake Meetings Worksheets

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

INDICATOR: Professionally Acceptable Assessment Process: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

The CST was last administered in 2012-2013. In 2013- 2014, Rancho del Mar participated in the PVPUSD CAASPP (California Assessment of Student Performance and Progress) pilot, although there were no reportable results. The CAASPP was administered in 2014-2015. Results were disseminated.

Most of the students that enroll at Rancho del Mar are credit and/or course deficient and have not demonstrated academic success. Teachers and staff analyze student transcripts and grades to determine proper placement and design a course of study for each individual student. CAASPP results are disaggregated and shared with faculty for additional assessment of student academic strengths and weaknesses. CAASPP reports are sent home for each student, along with an explanation of results. Teachers also use teacher generated and publisher generated assessments to ascertain student mastery.

On an ongoing basis, the staff at Rancho del Mar High School collaborate in discussions related to student progress and grades. Teachers review student work portfolios to access their ongoing progress. When a student completes a course, the transcript is immediately updated and credit achievement grade postcards are issued and sent home to parents. The transcript guides the student's course choices and allows students to track their progress through high school. Quarterly reports are sent home, or more often, as needed.

Students and parents track ongoing course assignment completion, grades and progress towards graduation through Aeries.

Curriculum planning for each student is based on each student's specific assessment and progress. All of these methods together are based on the Common Core State Standards and 21st Century learning.

INDICATOR: Monitoring and Reporting Student Progress: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Stakeholders are kept informed about student achievement, academic standards, the college and career- readiness standards, and the schoolwide learner outcomes in a variety of ways. Back-to-School Night is held annually to inform parents of student progress and expectations. Parents receive a personal phone call from a teacher inviting them to Back-to-School Night. The Vision Statement and Schoolwide Learner Outcomes are reviewed, along with school programs, policies, the Action Plan and the budget.

The Academic Course Syllabi are given to every student and posted on the school website for parent and student access.

CAASPP reports are sent home for each student, along with an explanation of results, and this information is available on the CAASPP website. When a student completes a course, the transcript is immediately updated and credit achievement grade postcards are issued and sent home to parents. Quarterly reports are sent home or more often as needed. Students and parents track ongoing course assignment completion, grades, and progress towards graduation through Aeries.

Teachers regularly communicate with parents as to their child's progress. News blasts, newsletters and other communications are sent home to inform stakeholders of important information. The Rancho del Mar student representative to the Board of Education keeps District staff and Board members updated on school progress and efforts. The principal sends a weekly report to the superintendent which is then transmitted to the Board of Education.

INDICATOR: Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

The Rancho del Mar principal conducts a pre-admission Intake Meeting to discuss Rancho del Mar's education strategies, program, rules and policies, as well as student goals. 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 and parent receive a copy of the Rancho del Mar Handbook. The Handbook also contains contact information for the staff to facilitate communication.

Back-to-School Night is held annually in order to inform parents of student progress and expectations. Parents receive a personal phone call from a teacher inviting them to Back-to-School Night. The Vision Statement and Schoolwide Learner Outcomes are reviewed, along with school programs, policies, the Action Plan and the budget.

The Academic Course Syllabi are given to every student and posted on the school website for parent and student access.

CAASPP reports are sent home for each student, along with an explanation of results, and available on the CAASPP website.

Rancho del Mar has a Parent/Community Involvement Support Policy which states what the school's primary responsibilities are and what involvement should come from the parents and community. Parents receive this information in the Student/Parent Handbook. Parents are welcome to participate as a member of the Principal's Advisory Committee and are encouraged to be engaged as stakeholders in developing, reviewing, and supporting implementation of the LCAP.

Aeries is a collaborative system that can be accessed by parents, teachers and students. The parent portal enables parents to view their child's progress and attendance. Students *can also access* Aeries for this information. Teachers utilize Aeries to check a student's progress in all courses. Aeries also provides educators with student data at the classroom level to guide instruction and intervention needed for student success. The District technology department and the software company have worked individually with Rancho del Mar to customize Aeries to accommodate the school's unique curriculum needs.

Teachers use 21st Century learning while planning to aid with student success. Teachers encourage:
- effective use of technology,
- thoughtful engagement,
- life and career skills,
- Learner attitude to motivate learning, through creativity, critical thinking, communication, and collaboration using reading, writing, and mathematics in each subject content area.

Through rigorous assessment, each student is regularly evaluated, and the results are utilized in additional planning. The school uses multiple tiers of intervention as needed for each child.

INDICATOR: Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

The Rancho del Mar principal conducts a pre-admission Intake Meeting to discuss Rancho del Mar's education strategies, program, rules and policies, as well as student goals. 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 and parent receive a copy of the Rancho del Mar Handbook.

An Academic Course Syllabi, with the complete course curriculum, is distributed to each student upon enrollment in said course. All Academic Course Syllabi are posted on the school website.

Teachers regularly monitor student progress, and email or telephone parents with updates on their child's progress. Aerie is an online communication system that can be accessed by parents, students and students. The Aeries parent portal provides parents the ability to review their child's progress and attendance. Students can also access Aeries for this information.

Aeries provides educators with student data at the classroom level to guide student instruction and intervention, as needed. Teachers regularly collaborate to discuss student progress and intervention. Quarterly progress checks take place, and are additionally sent home upon need or parent request. Credit achievement grade postcards are sent home each time a student completes a course.

Teachers and counselor use Naviance for college and career readiness. Career Tech Ed and SoCal ROC courses are available for student career readiness. Students can monitor their progress through Aeries and viewing the Credit Completion Star Chart posted in the office. An incentive program is in place in which students earn tickets for the Course Completion Credit Raffle. Students are recognized as Student of the Month for academic achievement and effort and for Perfect Attendance.

INDICATOR: Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

All teachers collaborate on the CCSS and the Academic Course Syllabi. Teachers use both qualitative and quantitative grading, as outlined on the Academic Course Syllabi along with formative and summative assessments to assure that student's succeed in accordance to the student's learning style.

Teachers use data to document continuous improvement at all levels for program evaluation, to ensure the success of all students. This model establishes collaboration between general education and special education throughout all curricular areas. Teachers use differentiated instruction to vary instruction dependent on student levels and abilities.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of formative and summative strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATOR: Appropriate Assessment Strategies: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Teachers use both qualitative and quantitative grading, as outlined on the Academic Course Syllabi, in addition to formative and summative assessments to assure that a student succeeds according to the student's learning style. Parents can obtain the formative and summative information via Aeries.

Teachers use data to document continuous improvement at all levels for program evaluation via the stakeholders. This model assures collaboration between general education and special education throughout all curricular areas. Differentiated instruction implementation ensures varied instruction dependent on student levels and abilities. Teachers regularly facilitate classroom discussions on subject based topics, encouraging student participation using problem solving, reason, and their own thoughts.

Students work collaboratively on multiple assignments on a regular basis. Students use databases and online journals to assess new content and aid in their investigations of subjects, and complete portfolios of work that access their summative and formative learning. Students complete projects where they demonstrate creative problem solving, communication, critical thinking as well as collaboration.

Students are guided in the effective use of technology to assist them in achieving academic standards. The history department is exploring Active Classroom (an online database of primary documents, geography, multimedia, and other sources) to supplement knowledge. Students receive one-on-one instruction to help their learning success.

INDICATOR: Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Teachers use data to assure continuous improvement at all levels for program evaluation via the stakeholders. This model assures collaboration between general education and special education throughout all curricular areas.

The special education department provides information to all teachers about accommodations in IEPs and the counselor provides information on 504s. Teachers use differentiated instruction to vary instruction dependent on levels and abilities.

Students complete portfolios of work that access their summative and formative learning. All contracts are Common Core State Standard based. Teachers use 21st Century learning while planning to aid with student success. Teachers encourage:
- effective use of technology
- thoughtful engagement,

- life and career skills,
- Learner attitudes to motivate learning, through creativity, critical thinking, communication, and collaboration using reading, writing, and mathematics in each subject content area.

Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Students utilize online research based systems to access information for projects, assessments, and primary sources.

INDICATOR: Curriculum-Embedded Assessments: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

In the PVPUSD, students who are identified as English Language Learners enroll in an ELD class at one of the two traditional high schools, if needed. All students, whose enrolment indicates a language other than English, are assessed via the CELDT.

Rancho del Mar employs a multi – tiered system that has flexible approaches that can be customized and adjusted for individual needs, so that all students become engaged and successful learners. Regular collaboration takes place between general education and special education throughout all curricular areas.

Teachers use differentiated instruction to vary instruction dependent on levels and abilities. Identified students receive additional support, to increase reading level fluency, through the RtI program. An intervention staff works with students who need additional support, including those who speak a language other than English. Tutorial Clinic is also provided for struggling students.

Aeries is used to report student progress and ascertain student need for additional support or tutorial via clinic. Academic Course Syllabi have been updated to reflect Common Core State Standards and relevant and rigorous curriculum.

INDICATOR: Student Feedback: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Each student has an Aeries account and is able to access Academic Course Syllabi assignments as well as monitor assignment and credit achievement progress. Grade expectations are posted on the Academic Course Syllabi, in addition to benchmark expectations for each course. Students who need help with planning make a calendar for their expectation of completed work to help them remain on task.

Transcripts are updated and credit achievement grade postcards sent home upon the completion of each course. Students who are behind expectations are assigned tutorial clinic or work with intervention staff for one-on-one instruction. Parent/Student/Teacher Conferences and SSTs are held as needed. Progress Reports are sent home quarterly and upon request.

The counselor meets with each individual student upon completion of a course to discuss next courses in relation to post-secondary goals.

INDICATOR: Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Teachers use data to assure continuous improvement at all levels for program evaluation via the stakeholders. This model assures collaboration between general education and special education throughout all curricular areas.

A multi – tiered system, which has flexible approaches that can be customized and adjusted for individual needs, is in place to ensure that all students can become engaged and successful learners.

Teachers use both qualitative and quantitative grading, as well as formative and summative assessments to ensure that a student succeeds according to the student's individual learning style.

A Credit Completion "Star" Chart is posted in the office for students to view their credit progress. The counselor does credit checks with individual students upon completion of each course and, as needed. Credit achievement grade postcards are mailed home upon completion of each course. The Academic Course Syllabi state benchmark expectations for each course, as well as grade expectations.

The counselor meets with each individual student upon completion of a course to discuss next courses in relation to post-secondary goals. Students who need additional support are assigned to a Tutorial Clinic and/or to work with intervention staff.

Parent/Student/Teacher Conferences and SSTs are held as needed, and agreed upon modifications implemented.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

INDICATOR: Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

The Rancho del Mar principal conducts a pre-admission Intake Meeting to discuss Rancho del Mar's education strategies, program, rules and policies, as well as student goals. 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 and parent receive a copy of the Rancho del Mar Handbook.

An Academic Course Syllabi, with the complete course curriculum, is distributed to each student upon enrollment in said course. All Academic Course Syllabi are posted on the school website.
Teachers monitor student progress, and email or telephone parents with updates on their child's progress. Aeries is an online communication system that can be accessed by parents, students and faculty. The Aeries parent portal provides parents the ability to review their child's progress and attendance. Students can also access Aeries for this information. Teachers are able to track a student's progress across curricular areas.

Rancho Del Mar has extensive communication with stakeholders. Newsletters are issued three times a year, online and hard copy, and e-blasts are disseminated on a regular basis. Back-to-School night is a forum which provides information for the parents so that they have knowledge of programs and resources that may be beneficial for both parents and students.

Staff meet to discuss any issues with student progress and plan interventions, as needed, for advancement and additional support. Aeries is accessed by parents, students, teachers and administration to review student progress and assess need for additional intervention.   Progress reports are sent home each quarter and may be requested any time.

Rancho Del Mar staff regularly checks credit completion. A Credit Completion "Star" Chart is posted in the office for the students to see their progress. Office staff compiles a monthly academic progress chart of all students that is distributed to the teachers for overall progress check. To further inform parents, a course completion grade postcard is mailed home each time a student completes a course.

Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

The CAASPP is an annual state mandated online assessment. Reports are disseminated to staff and mailed home to parents, along with an analysis of results. Scores are also posted on the CAASPP website.

INDICATOR: Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

CAASP and interim assessments are analyzed by teachers and staff to determine changes to instruction and the classroom program, as needed for individual students. Progress monitoring provides data that can be assessed to determine student needs and program modification to meet individual student needs. In addition to RtI, an intervention teacher is funded to provide small group and/or one-on-one support for struggling students.

Staff frequently meet to discuss student progress and determine that each student is completing courses at an adequate rate. The Academic Course Syllabi detail benchmark expectations for each course, with grade expectations posted. All Academic Course Syllabi are based on CCSS. When planning, teachers use 21st Century learning techniques to support student success. Teachers encourage:

- effective use of technology,
- thoughtful engagement,
- life and career skills,
- learner attitude to motivate learning,
- Creativity, critical thinking, communication, and collaboration using reading, writing, and mathematics in each subject content area.

All teachers participate in District-based, site-based and secondary level-based professional development. Every Rancho del Mar teacher serves on a District curriculum or program committee. Instructional coaches are available for teacher support. To assist in the transition to CCSS, for the past two years, teachers participated in District-wide Curriculum, Instruction and Assessment (CIA) Committees to collaborate and disseminate information for improving student success throughout the District.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:
- The school is taking appropriate measures to prepare students to perform at their best on the SBAC assessments.
- The teaching and leadership staff collaborate in monitoring the well-being of each student and how best to meet their unique personal and instructional needs.
- The intake/admissions process conducted by the Principal and Counselor is very thorough and of benefit to the student and their parent/guardian.
- The school-to-home communication related to students' academic progress or needs is excellent.
- The Aeries system is regarding by parents, students, and staff as both effective and functional in monitoring students' progress through their coursework.
- The school's Vision statement and SLOs are reviewed with parents no less than annually during the fall Back to School Night event and more often with the faculty.
- Parents find staff members and the school's leadership easily accessible in order to discuss students' school progress or special needs.
- The school's staff has implemented numerous ways to recognize student achievement.
- The Counselor meets with each student upon course completion to discuss the next courses in relation to graduation requirements and post-secondary goals.

Key issues for Standards-Based Student Learning: Assessment and Accountability:
- With the discontinuation of the CAHSEE and the STAR Content Standards Assessments, the school needs to revise and update its assessment model to evaluate students' achievement over time using multiple assessment measures.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- meeting with Focus Group D
- input from staff and parents regarding the Aeries system
- inspection of the Academic Course Syllabi
- meeting with teachers
- meeting with representative students
- discussions related to the RtI program

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1.   Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of family, business, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs, and online parents.
Use of Community Resources: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

The School Leadership has a variety of ways to engage stakeholders in the governance of the RDMHS school community. The school has established a Parent Advisory Committee which meets about once a month to provide feedback on the instructional program and the overall school program being provided to the community it serves. Information is shared and considered in the final implementation of both present services provided according to parents and other community stakeholders, as well as new programs and services being considered for implementation. This group was involved in the review of the information and data documented in the school's Self-Study and has had input on the future plans for the school such, including the consideration of Online Instruction. This new approach is being explored to provide Instruction to the students served at the school and is in the preliminary stages with a Pilot Project planned for summer of 2016. Stakeholders are generally supportive of this new project and direction, including the Superintendent. During the visit, parent turnout was well attended for the Visiting Committee's consultation with parents. The meeting was also attended by City officials, City elected Council representatives, the Parent Association President from a neighboring District high school as well as the local Peninsula Education Foundation which supports all three district high schools, including RDMHS. As this school serves a diverse student population, the school makes sure to involve non- English speaking parents with translation in their native language, and all parents are invited to participate and made to feel welcome. This includes parents of special needs students and parents unable to physically be present through online participation via Aeries and other similar social media.

The school's leadership has established a very collaborative approach to local community stakeholders. The Non-Profit Industry as well as the Business Community and local political, government officials are involved in this school's support services. Scholarships are provided to students yearly. Educational opportunities are provided to students, such as free summer classes, law classes during the regular school program, and numerous other opportunities of sponsorships and donations to the students and school are received on a regular basis by these vested community stakeholders.

E2.   School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

High Expectations/Concern for Students: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect, and professionalism.

The campus is located in a remote location and is fully staffed with a Campus Security Aide and supported by the local Sheriff's Department where a law enforcement officer is on campus one day a week and on-call as needed. The aesthetic beauty of where the school is located and a Plant Manager who maintains the grounds immaculately provide for a healthy, positive, learning environment for all students as well as the staff working at the school. The faculty and staff were very visible throughout the school day, and no students were seen roaming the campus during and throughout the regular school day hours. This again provided for an orderly, safe, clean, and healthy learning environment.

All staff espoused keeping students in class, engaging students in their classes, allowing for a focused, progressive, and successful learning environment for all students. The school's expectation of no students earning less than a "C" grade in all classes and mastery of the A-G classes needed to graduate is evidence of the school learning and expected outcomes. At the school, the data presented in the Self-Study and verbal reports by numerous staff indicated that the outcomes have shown to produce a 100% graduation rate of seniors, a 90% plus attendance rate for all students, as well as a high percentage of students pursuing higher education. Surveys conducted of past and recent graduates reportedly have indicated that the majority of graduates have continued their adult lives as fully functioning, productive, and contributing members in society and in the communities in which they reside.

The total school community spoke of their commitment to the well-being of students, of all educators contributing to this well-being of all students served at the school and their families. Also, there was a theme of respect for all stakeholders contributing to the daily, successful school operation and learning environment throughout the academic year. This same theme of a trusting, concerned, respectful, and professional school environment was confirmed by verbal reports provided to the Visiting Committee and observations made in classrooms, amongst interactions with students, staff and community stakeholders who visited during the WASC Visiting Committee review which was evident in hallways and throughout the school's grounds.

E3.   Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school?

To what extent are these enhanced by business, industry, and the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance, including an individualized learning plan.

Direct Connections: The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support and Intervention Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Equitable Support to Enable All Students Access to a Rigorous Curriculum: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the availability of additional support such as extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services along with an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

The individualized instructional program designed for all students has shown to be successful in meeting the needs of a very diverse, at-risk population of students served at Rancho del Mar High School. The students come to the school because of credit deficiency principally, but, other individual circumstances and needs are present amongst the students served at the school. Because of the School Consultation Model of Community Based focus, the school administration does not turn down many applicant students. To the contrary, the approach is one of let's serve all students' needs and be flexible to meet these individual needs. The end result is students' reporting feeling accepted, valued for the uniqueness, and their needs are met without feeling judged unfairly, but, valued. As stated previously, the outcomes have proven to result in very successful results for all students attending this type of school program. The school's successes have demonstrated a definite, direct connection between academic standards and the expected schoolwide learner expectations/outcomes that could be described as a "Model Program Approach" that other continuation schools could benefit from modeling.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth:

The school's location is located in a remote location and is fully staffed with a campus Security Aide and Supported by the local Sheriff Department on a voluntary basis to provide for Student's personal and academic growth.through all interested parties contributions on a regular basis at the school campus. In fact, the Sheriff who volunteers his time, is on call as needed and also teaches a Law class on campus weekly, each Wednesday, which focuses on Responsible Behavior and the possible Consequences of Irresponsibility/ Poor Judgements. The Aesthetic Beauty alone of the Physical Grounds allows for a Peaceful, inviting and healthy learning environment for all Students, Staff and other interested Individuals and visitor to the School. The Plant Manager maintains the grounds in an immaculate condition. The Faculty and Staff were very visible throughout the school day and not one student was observed to be roaming the campus, during and throughout the regular school hours of operation. This again is an area of strength in regards to the School Culture, a definite strength, providing for an orderly, safe, clean, and a healthy learning experience for all Rancho Students, the Staff and interested, involved Stakeholders.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):
The Principal Issues that presented themselves during the V.C. review were two-fold. 1. The need for Students to be provided more Technology ctioBased Instruction with use of Chrome, P.C.'s and Laptops to drive classroom instruction in line with the tenets of the 21st. Century and Future of Education; K-12 and beyond. The second area that would enhance each Individual student's educational Instructional Program would be to expand the course offering and focus on Career Pathways for all students served at the school. The Master Schedule reflects some limited opportunities for the student population to be placed on a Career Pathway which for several student would be in more Vocational Trades as reported to the visiting committee by Staff and student leadership. Of the students interviewed by the Visiting Committee, the committee was told that the student's Career Pathways were primarily in such Technical/Service Oriented Careers as Professional Photography, Cosmetology, Business and similar Career Pathway/Plans. Adjusting the Master to meet these student needs and preparing Students with these Interest would better serve the school culture and students personal and Academic Growth needs and choices for their Futures as contributing Adults after leaving high school and completing their higher education aspirations.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

The Key Evidence that was gathered from the Self-Study in relation to the information gathered and documented by the Visiting Committee showed that all goals were met which were identified as needs of improvement three years ago by the previous team. Yet regarding school culture, some new areas of need were discovered. One area is the need for all staff to be involved in school discussions, planning, and decisions on how to meet the critical needs of the school for future WASC Accreditation reviews. It appeared that Classified Staff were not included in the preparation of the present Self-study. Also, staff reported that Technology was used on a very limited basis; yet, when used the results were an enriched, more effective, and meaningful delivery of Instruction and understanding/mastering of the material presented to students. Further, teachers and Classified Staff reported an interest in an expanded Master Schedule that would include more tech/vocational educational class offerings as part of the instructional program offered to all students served at the school. Lastly, students are not provided Pathway Guidance in a consistent way. Primarily, Senior Class members receive these advisements, and some lower class members may get this guidance at Rancho. Once these services and changes are made, the overall school culture will be enhanced in a positive way for an already exceptional school.

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength

The Visiting Committee is pleased to cite these areas of strength for Rancho del Mar High school, which should be retained and built upon.

The Visiting Committee commends:

- The Governing Board for inviting a student from Rancho del Mar High School to serve as one of the three Student Representatives to the Board;

- The school's staff for developing clearly stated and widely publicized statements of Vision and Schoolwide Learner Objectives (SLOs);

- The Principal and staff for furthering the culture of shared and collaborative decision-making;

- The Governing Board, District leadership, and school staff for providing students a variety of ways to accrue credits, satisfy graduation requirements, and prepare for post-secondary education, including the daily class structure, the hybrid Independent Study Program, and numerous after-school and off-site opportunities;

- The community for their ongoing support of Rancho del Mar High School, including the Peninsula Foundation, the Rotary Club, the South Bay Children's and Health Center, and the entire community for their support of school bond measures;

- The Board and District leadership for providing a full-time Counselor for the school;

- The District leadership for the many ways in which Ranch del Mar staff members and students are included in all districtwide functions and efforts;

- The school staff for their many, creative ways to recognize student achievement;

- The school staff for being readily accessible to parents and responsive to parental input and concerns;

- The Governing Board and District leadership for maintaining small class sizes and a small school environment, which are conducive to carrying out the Vision of the school;

- The Governing Board and District leadership for their provision of a safe, secure, attractive, and well-maintained campus;

- The Governing Board and District leadership for their implementation of the Aeries student information system, which staff and parents attest is both effective and functional;

- The teachers of Rancho del Mar High school for their dedication to a team effort to meet the needs of every student and instill in them a renewed love of learning and confidence to achieve their goals;

- The school's Principal, who is acknowledged by parents and staff to be a person of vision, creativity, determination, and inspiration – all focused on a culture of caring for the students of Rancho del Mar High School.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee cites the following critical growth needs and areas of improvement for Ranch del Mar High School:

1. The Visiting Committee agrees with the school's identification of school goals embedded in the district-wide Local Control and Accountability Plan (LCAP), namely:
   a. That efforts need to continue in order to align the school's Academic Course Syllabi with Common Core State Standards;
   b. That technology usage in the classroom needs to be increased in order to assist students in mastering 21st Century learning skills;
   c. That provisions need to be made to implement an instructional program which will raise English language arts and math achievement levels for all students.
2. That the school's staff re-design the school's assessment model to identify the multiple measures upon which students' academic achievement will be assessed and the results reported regularly to the school's key stakeholders;
3. That the school's staff re-examine the structure, function, and effectiveness of the school Response to Intervention (RtI) program in order to expand its impact to increased numbers of students.
4. That steps be taken to expand and refine the school's usage of the Naviance system by staff, parents, and students as a support for counseling, guidance, and college preparation.
5. That the school staff increase efforts to prepare students for college and career pathway readiness.
6. That the school follows the District initiative to explore online learning opportunities as an expansion of the school's instructional program.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**

The Visiting Committee reviewed the schoolwide Action Plan as it was presented in the Self-Study. The school's Action Plan was embedded within the Single Plan for Student Achievement and the Local Control and Accountability Plan. On the last day of the school visit, the Visiting Committee met with the school's leadership team to discuss this Action Plan, which objectives should be retained and which additional areas for improvement needed to be included in a revised Action Plan.

As noted in Section 4-B, above, the Visiting Committee agreed with the school's identification of school goals embedded in the district-wide Local Control and Accountability Plan (LCAP), namely:

1. That efforts need to continue in order to align the school's Academic Course Syllabi with the Common Core State Standards;
2. That technology usage in the classroom needs to be increased in order to assist students in mastering 21st Century learning skills;
3. That provisions need to be made to implement an instructional program which will raise English language arts and math achievement levels for all students.

In addition, the Visiting Committee noted to the school's leadership team the need to add the following objectives to the school's revised Action Plan for 2016-17 and beyond, as needed:

4. That the school's staff re-design the school's assessment model to identify the multiple measures upon which students' academic achievement will be assessed and the results reported regularly to the school's key stakeholders;
5. That the school's staff re-examine the structure, function, and effectiveness of the school Response to Intervention (RtI) program in order to expand its impact to increased numbers of students.
6. That steps be taken to expand and refine the school's usage of the Naviance system by staff, parents, and students as a support for counseling, guidance, and college preparation.
7. That the school staff increase efforts to prepare students for college and career pathway readiness.

Addressing these seven growth needs and areas of improvement, then, should be the basis for the school's revised Action Plan. The Visiting Committee believes that, if these areas for improvement are addressed, the school will have addressed the critical areas for follow-up, and student learning will be enhanced. Judging from the content and format of previous Action Plan documents in the 2010 and 2013 accreditation documents, as well as in the 2015-2016 Self Study, the Visiting Committee is convinced that the Action Plan will be a user-friendly document. In discussions with the school Board, District leadership, and Principal, the Visiting Committee believes that the revised Action Plan is feasible within existing resources. The Visiting Committee acknowledges the positive attitude with which the school's leadership and staff have embraced prior recommendations from the accreditation process and is confident that there will be sufficient commitment to the Action Plan, schoolwide and system wide.

- **Existing factors that will support school improvement**

  First, the school has enjoyed a long and positive relationship with WASC accreditation, attesting to the fact that the leadership and staff are and will continue to be responsive to the recommendations provided within the Visiting Committee report. Secondly, the District administration and Governing Board are proud of the school's accomplishments and will continue to support the school's efforts to adequately address the recommendations in the Visiting Committee report. Finally, the school's leadership and staff are highly dedicated to ensuring the academic and personal success of their students. The Visiting Committee was confident that the areas for growth and improvement will receive appropriate attention by the school and District staff.

- **Impediments to improvement that the school will need to overcome**

  The Visiting Committee was not aware of any significant impediments to improvement that the school will need to overcome. Certainly, a change in the school's leadership could alter the priorities and direction the school is taking, but such a change is not anticipated in the foreseeable future. Likewise, and change in the District leadership with corresponding changes in priorities could impede school improvements; however, the Visiting committee's meeting with representatives of the District administrative staff and Governing Board did nothing but confirm the pride those individuals have in the school and their desire that the school continue to grow, improve, and be an exemplary alternative school. In addition, the Visiting Committee's meeting with community representatives, including the City Manager and members of the City Council, also validated the value they place on the school and the students enrolled there.

- **Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan**

  During the full Self-Study for the March 2010 WASC visitation, the school's stakeholders identified several potential areas of improvement. The findings were reviewed during several staff meetings and presented to the parent community at Back-to-School Night. With the input of staff, parents, and students, areas receiving top priority were targeted to be developed into schoolwide efforts. Some segments of the Action Plan could be, and were, implemented during the Self-Study. Others have been implemented or modified throughout the years.

  Following the WASC mid-cycle visit of March 2013, the Rancho del Mar Action Plan was updated to include and expand upon activities addressing the recommendations from that Visiting Committee.

  With the Principal's continued monitoring of the Action Plan and no less than an annual review of the status of addressing the Action Plan, the Visiting Committee is confident that the follow-up process will be sound and effective.