

Rancho del Mar High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Mr. Micah Farrell

Principal, Rancho del Mar High (Continuation)

About Our School

Welcome to the Rancho del Mar High School,

As the new Principal of Rancho del Mar, I am honored to have the opportunity to lead this school. I look forward to working with students and staff to create a safe, positive, and respectful learning environment in which all students can achieve their goals. Students will be challenged with high standards both academically and personally as we continue to guide them toward adulthood.

I believe that student connectedness through positive relationships with peers, participation in school groups/clubs/activities, and community service is a cornerstone of student achievement. Students are encouraged to get involved and stay involved from the first day to their last day as good habits and positive relationships will serve them long after they have graduated from high school.

Our staff is deeply committed to making a positive difference in the lives of our students, and assisting them in reaching their full potential. Our shared belief is that all students at Rancho del Mar can be successful! It is our responsibility to reach all students, to help them find their "why", their motivation. Parent involvement is also instrumental in the promotion of student success..We ask that you continue to play an active role in your student's education.

I am excited to lead this unique school, and look forward to developing relationships with our families and anticipate a rewarding and successful school year.

"If it is to be...It is up to me"

Contact

*Rancho del Mar High (Continuation)
38 Crest Rd West
Rolling Hills, CA 90274*

Phone: 310-377-6691

E-mail: farrellm@pvpusd.net

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Don Austin
E-mail Address	austind@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2017-18)	
School Name	Rancho del Mar High (Continuation)
Street	38 Crest Rd West
City, State, Zip	Rolling Hills, Ca, 90274
Phone Number	310-377-6691
Principal	Mr. Micah Farrell
E-mail Address	farrellm@pvpusd.net
Web Site	http://rdm.pvpusd.net
County-District-School (CDS) Code	19648651933308

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

Rancho del Mar High School is the continuation high school for the Palos Verdes Peninsula Unified School District, one of the leading districts in the United States. Located approximately 25 miles south of Los Angeles on the Palos Verdes Peninsula, the District educates students in grades kindergarten through twelve on a traditional calendar system at ten elementary, three intermediate and three high schools.

Rancho del Mar has been designated a California "Model Continuation School" and in 2016, received its fifth consecutive six-year accreditation (the maximum term possible) from the Western Association of Schools and Colleges (WASC). The Rancho del Mar Visual/Performing Arts Program has been named an Exemplary Program by the California Continuation Education Association.

Each year an overwhelming majority of its graduates continue in post-secondary educational programs. The graduation requirements and course content expectations at Rancho del Mar are identical to the District's traditional high schools, although the instructional methodology differs. At Rancho del Mar, the educational environment allows each student to progress at his/her own rate with individual and small group instruction. The educational programs at Rancho del Mar are tailored to meet the needs of a disparate student population. Teachers, staff, and administration act on the principle that student needs come first. A comprehensive educational experience is provided by a dedicated staff to ensure academic success for every student.

Rancho del Mar Mission (Vision) Statement:

At Rancho del Mar High School, it is believed...

? all students are entitled to successful learning experiences.

? a positive relationship between teachers and students creates an environment in which students will become active learners.

? a safe, clean and substance-free environment promotes successful learning.

? feelings of confidence and self-worth are by-products of a caring

and accepting school environment where each student can grow academically, emotionally and socially at a self-directed pace.

? instruction must be standards based and incorporate the varied learning rates and styles of the students.

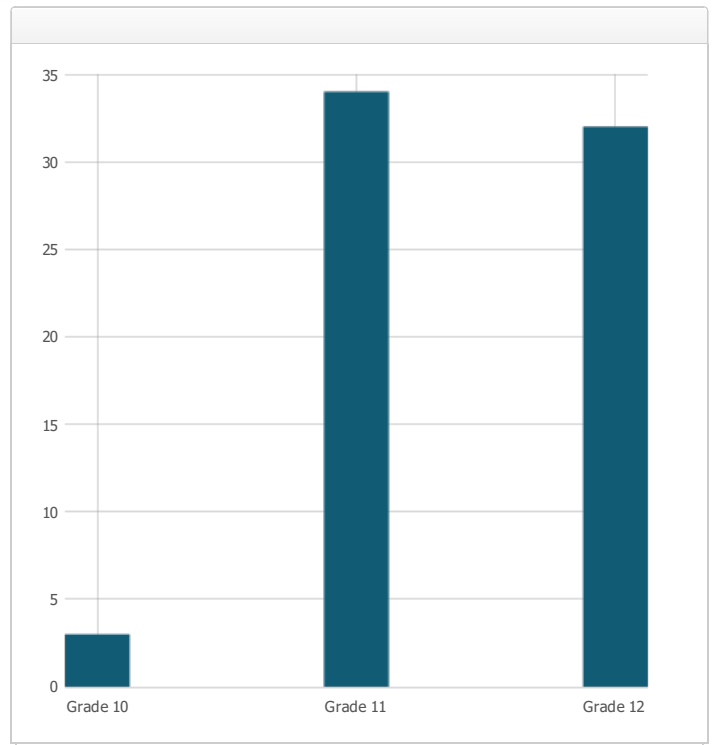
? a close working relationship among home, school and community through shared decision-making is essential and encouraged.

? students will leave Rancho del Mar High School with the ability to make positive choices, enabling them to realize their full potentials as students, graduates, workers and citizens.

Last updated: 1/3/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 10	3
Grade 11	34
Grade 12	32
Total Enrollment	69

*Last updated: 1/3/2018***Student Enrollment by Student Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	7.2 %
American Indian or Alaska Native	1.4 %
Asian	4.3 %
Filipino	0.0 %
Hispanic or Latino	30.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	53.6 %
Two or More Races	2.9 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	18.8 %
English Learners	7.2 %
Students with Disabilities	24.6 %
Foster Youth	0.0 %

Last updated: 1/3/2018

A. Conditions of Learning

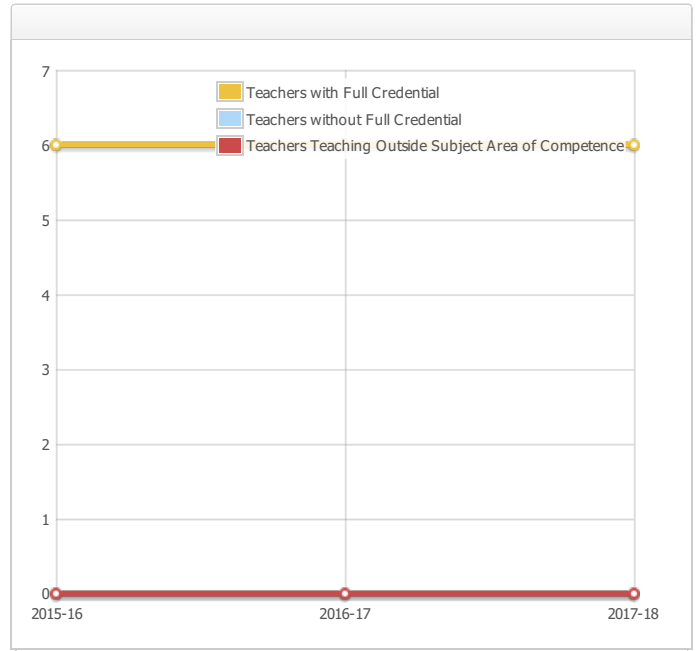
State Priority: Basic

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

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

Teacher Credentials

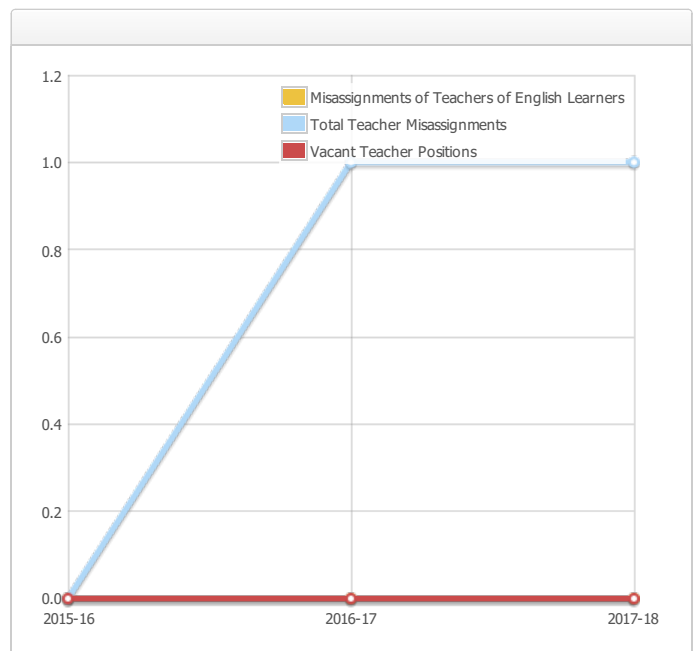
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	6	6	6	504
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	0	0	0



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/5/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades 9-12</p> <p>Eng.1, 1H,ELD 1 Holt Literature and Language Arts, Course 3, Holt, 2003 Holt Handbook (3rd Course), Holt, 2003</p> <p>Eng. 2, 2H,ELD 2 Holt Literature and Language Arts, Course 4, Holt, 2003 Holt Handbook (4th Course), Holt, 2003</p> <p>Eng. 3, 3H,ELD 3 Holt Literature and Language Arts, Course 5, Holt, 2003 Holt Handbook (5th Course), Holt, 2003</p> <p>Eng. 4 Holt Literature and Language Arts, Course 6, Holt, 2003 Holt Handbook (6th Course), Holt, 2003</p> <p>Reading/Writing SK1 Holt Literature & Language, 3rd Course, Holt, 2003 Holt Handbook, 3rd Course, Holt, 2003 Interactive Reading Workbook, 3rd Course, Holt, 2003</p> <p>Reading/Writing SK 2 Holt Literature & Language, 4th Course, Holt, 2003 Holt Handbook, 4th Course, Holt, 2003 Interactive Reading Workbook, 4th Course, Holt, 2003</p> <p>Reading/Writing SK 3 Holt Literature & Language, 5th Course, Holt, 2003 Holt Handbook, 5th Course, Holt, 2003 Interactive Reading Workbook, 5th Course, Holt, 2003</p> <p>Reading/Writing SK 4 Holt Literature & Language, 6th Course, Holt, 2003 Holt Handbook, 6th Course, Holt, 2003 Interactive Reading Workbook, 6th Course, Holt, 2003</p> <p>AP Eng Lng Holt Literature and Language Arts, Fifth Course, 2003 Holt Handbook, Fifth Course, 2003</p> <p>AP Eng Lng Classics in World Literature, Scotts Foresman, 1991 A Pocket Guide to Correct Grammar, Harcourt Brace, 1986</p> <p>AP Eng Lit Classics in World Literature, Scott Foresman, 1991 A Pocket Guide to Correct Grammar, Harcourt Brace, 1986</p> <p>Journalism 1 Journalism Today!, NTC/Contemporary Publishing Co., 2000</p> <p>AP Stylebook and Briefing on Media Law, Associated Press, 2013</p> <p>The Newspaper Designer's Handbook, McGraw-Hill, 1997</p> <p>Mythology Mythology, Mentor, 1969</p>	Yes	0.0 %
Mathematics	<p>Grades 9-12</p> <p>Algebra 1, 1 MCR, Algebra A/B, Algebra 1 Honors Big Ideas Math Algebra 1, HMH, 2015, ISBN #978-0-544-58568-3</p> <p>Algebra 2, 2H, 2 MCR Big Ideas Math Algebra 2, HMH, 2015, ISBN #978-0-544-58604-8</p> <p>Advanced Calculus Multivariable Calculus, Thompson Learning Inc., 2003</p> <p>Calculus Calculus of a Single Variable, 8th Edition, Houghton Mifflin, 2006</p> <p>AP Calculus AB/BC Calculus AP Edition, Pearson-Prentice Hall, 2007</p> <p>AP Computer Science Principles New Perspectives Computer Concepts 2016 Enhanced, Comprehensive, Parsons 19th Edition (Skills 2017) – ISBN #978-1-305-65628-4</p> <p>3P-EBK: New Perspective Computer Concepts 2017 Comprehensive, Parsons/Oja 19th Edition (Skills, 2017), - ISBN #978-1-305-88776-3</p> <p>Computer Science (A/AB AP) Java Software Solution for AP Computer Science, Pearson Prentice Hall, 2004</p> <p>Geometry, H, MCR Big Ideas Math Geometry, HMH, 2015; ISBN #978-0-544-58586-7</p> <p>Essentials of Algebra Larson Big Ideas Algebra 1, HMH, 2015; ISBN #978 1-608-40675-3</p> <p>Functions, Trig, Stats College Alg. w/Trigonometry, McGraw Hill, 2001 Elementary Statistics: A Brief Version, McGraw Hill, 2003</p> <p>Linear Algebra (Stanford Online) Calculus: A New Horizon, Vol. 3, 6th Edition, by Howard Anton – ISBN 978-0-471-24349-3</p> <p>PreCalc, PreCalc H, PreCalc W/Limits Precalculus With Limits: A Graphing Approach, 5th Edition, Houghton Mifflin, 2008 - ISBN 978-0-618-85152-2</p> <p>Stat. Analysis The Basic Practice of Statistics, 5th Edition, WH Freeman 2010</p> <p>Statistics Analysis, AP The Practice of Statistics, Second Edition, W.H. Freeman, 2003</p>	Yes	0.0 %

Science	Grades 9-12	Yes	0.0 %
History-Social Science	Grades 9-12	Yes	0.0 %
<p>Applied Physical Sci Science Spectrum Physical Science, Holt, Reinhart & Winston, 2007</p> <p>AP Biology AP Biology Investigative Labs: An Inquiry-Based Approach Student Manual, CollegeBoard, 2012</p> <p>Biology 1, 2 Biology, McDougal-Littell, 2007 – ISBN 9780618725106</p> <p>Biology, McDougal-Littell, 2007 workbook – ISBN 978-0-618-72560-1</p> <p>Biology 1H Modern Biology, Holt, Reinhart & Winston, 2007</p> <p>AP Chemistry Chemistry (10th Edition), McDougal-Littell, 2017 - 9781305957732</p> <p>Chemistry 1 World of Chemistry, McDougal-Littell, 2007 - 9780618562763</p> <p>Chemistry 1H Introductory Chemistry (6th Edition), McDougal-Littell, 2008 - 9780618803279</p> <p>Civil Engineering & Architectural Design Architectural Portable Handbook: First Step Rules of Thub for Building Design, Guthrie, P. 2003 McGraw Hill</p> <p>Dev. Phys Sports Med Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2003</p> <p>Digital Electronics PLTW Digital Electronics, McGraw Hill, 7th Edition, 2008</p> <p>Earth Science Earth Science, Prentice Hall, 2006</p> <p>Engineering Design & Development (EDD) Engineering Your Future: A Comprehensive Approach-4th Edition</p> <p>Engineering Your Future: A Project Based Intro to Engineering</p> <p>Engineering Your Future: A Student's Guide</p> <p>Environmental Sci AP Environmental Science: Earth as a Living Planet (6th Edition), Wiley, 2007</p> <p>Foundations of Scientific Thought/Method Science Rules: A Historic Introduction to Scientific Methods, The Johns Hopkins University Press, 2004</p> <p>Geology, Geo H An Introduction to Physical Geography, Prentice Hall, 2006</p> <p>AP Human Geography An Introduction to Human Geography, 9th Ed, Prentice Hall, 2007</p> <p>Intro to Eng Design Project Lead The Way: Introduction to engineering Design, 2006</p> <p>Life Science Biology, Glencoe, 2007</p> <p>Marine Biology</p> <p>Marine Bio H</p> <p>Marine Science Introduction to Marine Biology, Thompson/Brooks/Cole, 2006</p> <p>Physics Physics, Holt, 2002</p> <p>AP Physics 1 Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole Publishing, 2006</p> <p>AP Physics 2 Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole Publishing, 2006</p> <p>AP Physics C Mechanics Physics for Scientists & Engineers, Thomson, 2007</p> <p>AP Physics C E & M Physics for Scientists & Engineers, Thomson, 2007</p> <p>Physiology & Anatomy Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2005</p> <p>Physiology & Anatomy H Essentials of Human Anatomy & Physiology Benjamin Cummings, 8th Edition, 2006</p> <p>Principles of Engineering Project Lead The Way: Principles of Engineering 2006</p>			
<p>Adv. Philosophy/Religion From Socrates to Sartre: The Philosophic Quest, Bantam Books, Lavine, 1989</p> <p>American Government Magruder's American Government, Prentice Hall, 2006</p> <p>AP American Government - AP Comparative Gov American Government, 10th Edition, McDougal-Littell, 2006</p> <p>Politics Introduction to Comparative Politics, 4th Edition, Houghton-Mifflin, 2007</p> <p>Comparative Religions The World's Religions: Our Great Wisdom Traditions, Harper, San Francisco, 1991</p> <p>Economics CA Economics: Principles in Action, Prentice Hall, 2007</p> <p>AP Macroeconomics Economics: A Contemporary Introduction (7th Edition), Thomson learning, 2006</p> <p>AP Microeconomics Economics: A Contemporary Introduction (7th Edition), Thomson learning, 2006</p> <p>Economics for Living Economics Today and Tomorrow, Glencoe/McGraw-Hill, 2006</p> <p>Ethics Selected books, essays, newspapers, medical journals and articles</p> <p>AP European History A History of Western Society, 8th Edition, Since 1300 , McDougal Littell, 2006</p> <p>AP Human Geography Introduction to Human Geography, 9th Edition, Pearson Prentice Hall, 2008</p> <p>Psychology Psychology: Principles in Practice, Holt, 2007</p> <p>AP Psychology Psychology, 8th Edition, Worth, 2006</p> <p>Sociology Sociology, 3rd Edition, Prentice Hall, 2003</p> <p>US Gov & Politics AP American Government, 10th Ed., McDougal Littell 2006</p> <p>US History, H The American Reconstruction to the 21st Century, CA Edition McDougal Littell, 2006</p> <p>Americans: Workbook, McDougal Littell, 2006</p> <p>AP US History The American Pageant, 13th Edition, McDougal Littell, 2006</p> <p>Preparing for the AP US History Exam, McDougal Littell, 2006</p>			

World History, H, AP Modern World History: Patterns of Interaction, McDougal Littell, 2006
 Modern World History Reading Study Guide, McDougal Littell, 2006
 Women's Studies History of Gender in America, Prentice Hall, 2003
 Writing Workshop Inside Writing, Write Source, a Houghton Mifflin Co., 2003
 Writers Inc., Write Source, a Houghton Mifflin Co., 2001
 Sourcebook, Write Source, a Houghton Mifflin Co., 2000

Foreign Language	<p>Grades 9-12</p> <p>Chinese 1 Integrated Chinese Level 1 Part A: Simplified Characters, 2nd Edition, Cheng & Tsui, 2005 Simplified Workbook, 2nd Edition, Cheng & Tsui, 2006 Chinese 2 Integrated Chinese Level 1, Part II, Cheng & Tsui, 2006 Chinese 3, 3H Integrated Chinese, Simplified Character Edition, Level 2, Cheng & Tsui, 2005 Chinese 4 Integrated Chinese, Simplified Character Edition, Level 2, Part 2 Chinese 5 Harvest-Intermediate Chinese, Compiled by XU Jialu, Cengage Learning Asia Pte Ltd and Beijing Normal University Press, 2008 Master Works Chinese Companion: Expressive Literacy through Reading and Composition, Compiled by Qin-Hong Anderson, Cheng & Tsui Company, 2004 How to Read A Chinese Poem: A Bilingual Anthology of Tang Poetry, Translated and annotated by Edward Chang, BookSurge Publishing, 2007</p> <p>Chinese Legends & Folk Tales Tales and Traditions, Readings in Chinese Literature Series Vol. 1-2, Compiled by Yun Xiao et al, Cheng & Tsui Publishers 2007</p> <p>Greek 1 Ancient Greek Alive! 99th Edition, Paula Saffire & Catherine Freis, Univ NC Press French 1 Discovering French, Nouveau!, Level 1, McDougal, Littell, 2004 French Workbook 1, McDougal Littell, 2004 French 2 Discovering French, Nouveau!, Level 2, McDougal, Littell, 2004 French Workbook 2, McDougal Littell, 2004 French 3/3H Discovering French, Nouveau!, Level 3, McDougal, Littell, 2004 French Workbook 3, McDougal Littell, 2004 French 4 AP Allons au-dela, Pearson, 2012 AP French Preparing for Lang & Culture Exam w/bk, Pearson, 2012 Japanese 1 Adventures in Japanese, Level 1, Cheng & Tsui, 2003 Japanese 2 Adventures in Japanese, Level 2, Cheng & Tsui, 2003 Japanese 3,3 Adventures in Japanese, Level 3, Cheng & Tsui, 2003</p> <p>Japanese 4 (College1) Adventures in Japanese, Level 4, Cheng & Tsui, 2003 Korean 1 Dynamic Korean 1 Textbook; Dynamic Korean 1 Workbook, Foundation for Korean Lng & Culture Korean 2 Dynamic Korean 2 Textbook; Dynamic Korean 2 Workbook, Foundation for Korean Lng & Culture Latin 1 Latin for Americans (Book 1), Glencoe, 2003 Latin 2 First Year Latin, Prentice Hall, 1990 Latin 3, 3H Latin for Americans (Book 2), Glencoe, 2004 AP Latin Vergil's Aeneid, Bolchazy-Carducci, 1998 Vergil's Aeneid (books 10 & 12), Bolchazy-Carducci, 1998</p> <p>Spanish 1 (grades 6-12) En Espanol, Level 1, McDougal, Littell & Company, 2004 Espanol Workbook 1, McDougal Littell, 2004 Spanish 2, 2 MCR En Espanol, Level 2, McDougal, Littell & Company, 2004 Espanol Workbook 2, McDougal Littell, 2004 Aventuras Literarias, Houghton Mifflin, 1999 Spanish 3, 3 MCR, 3H En Espanol, Level 3, McDougal, Littell & Company, 2004 Espanol Workbook 3, McDougal Littell, 2004 Vistas, Vista Higher Learning, 2008 Spanish 4 Continuemos, 8th Edition, Cengage Learning, 2013 Continuemos Workbook, 8th Edition, Cengage Learning, 2013 Aventuras Literarias, Houghton Mifflin, 1999 AP Span Lng TEMAS: AP Spanish Lang & Culture, Vista Higher Learning, 14th Edition, 2014 AP Spanish Lang & Culture Exam Pre (w/bk), Vista Higher Learning, 14th Edition, 2014 Spanish Lit AP Azulejo, 2nd Edition, Wayside Publishing, 2014 Abriendo Puertas, Houghton Mifflin Harcourt, 2013 Momentos Cumbres de las literaturas hispanicas, Rodney T. Rodriguez Spanish 5 Momentos Cumbres de las literaturas hispanicas, Rodney T. Rodriguez Reflexiones de la Literatura Hispanica, Rodney T. Rodriguez Civilizacion y Cultura, 2004, 8th Edition, Thomson & Heinle</p>	Yes	0.0 %
Health	<p>Grades 8-12</p> <p>Lifetime Health, Holt, Reinhart and Winston, 2004</p>	Yes	0.0 %
Visual and Performing Arts	<p>Grades 9-12</p> <p>Art History AP Art Through the Ages, 11th Edition, Thomson Wadsworth, 2001</p>	Yes	0.0 %

Music Theory AP Theory Essentials, Volume 1, Thomson Schirmer, 2003
Workbook for Theory Essentials, Volume 1, Thomson Schirmer, 2003

Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

Last updated: 1/5/2018

School Facility Conditions and Planned Improvements

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms may be obtained by speaking with the school principal. The site underwent a full modernization in 2004, a full paving and plumbing renovation summer 2012, and is painted annually. There is a full time custodian/groundsman on site.

Last updated: 1/5/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Hydrojetting of sewer lines required on regular basis.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Raingutter repair by contractor.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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Last updated: 1/8/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	27%	15%	80%	78%	48%	48%
Mathematics (grades 3-8 and 11)	16%	3%	73%	72%	36%	37%

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

Last updated: 1/3/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	33	75.00%	15.15%
Male	31	24	77.42%	--
Female	13	--	69.23%	33.33%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	12	--	75.00%	11.11%
Native Hawaiian or Pacific Islander				
White	21	14	66.67%	21.43%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	12	--	83.33%	30.00%
English Learners	--	--	--	
Students with Disabilities	12	--	83.33%	--
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/3/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	32	72.73%	--
Male	31	24	77.42%	--
Female	13	--	61.54%	--
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	--	75.00%	--
Native Hawaiian or Pacific Islander				
White	21	13	61.90%	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	--	75.00%	--
English Learners	--	--	--	--
Students with Disabilities	12	--	83.33%	--
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/3/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50.0%	36.0%	87.0%	87.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/3/2018

Career Technical Education Programs (School Year 2016-17)

A variety of CTE programs are offered at Rancho del Mar. Students are also encouraged to enroll in SoCal ROC. A SoCal ROC liaison is on site once a week. Students enter the workforce successfully following postsecondary study and training. Courses include, but are not limited to:

- Accounting 1, 2
- Architectural Drawing
- Broadcast Journalism
(Live From 205)
- Business
- Comp App & Digital Graphics
- Computer Technologies A, B, C
- Cooking Skills for Ind
- Creative Cooking
- Culinary Arts
- Engineering Drawing
- Forensics / Debate
- Gourmet Cooking
- Guided Study
- Harbor OCC

- Industrial Technology
- Internetworking 1, 2, 3, 4 (Cisco Acad)
- Internship
- Journalism
- Journalism 2, 3, 4
- Mechanical Drawing 1, 2
- Media Assistant
- Metals 1, 2
- Metals Advanced
- Office Assistant
- Office Suite App (Microsoft)
- Photo Journalism
- Photo Yearbook
- Post-Secondary Transition
- Practical Living Skills 1, 2, 3, 4
- Public Speaking
- School Aide
- Survival of Singles
- Teacher Aide
- Technology Aide
- Vocational Study SDC
- Web Page Production
- Web Page Production 1, 2, 3, 4
- Web-Based Telecommunication

- Woods 1, 2
- Woods Advanced
- Word Processing
- Work Experience
- Yearbook 1,2,3,4

Last updated: 1/3/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	20.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/8/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	12.2%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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

Last updated: 1/3/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are involved in the partnership of their child’s education from the moment he/she enrolls at Rancho del Mar. An initial interview process takes place with regular and ongoing written, verbal, and face-to-face communications throughout the entire school year. Parents are also invited to participate in School Site Council team and meetings that occur three times per year. Back to School Night is another opportunity for parent involvement, as every parent in attendance is able to meet teachers, staff, and administration.

State Priority: Pupil Engagement

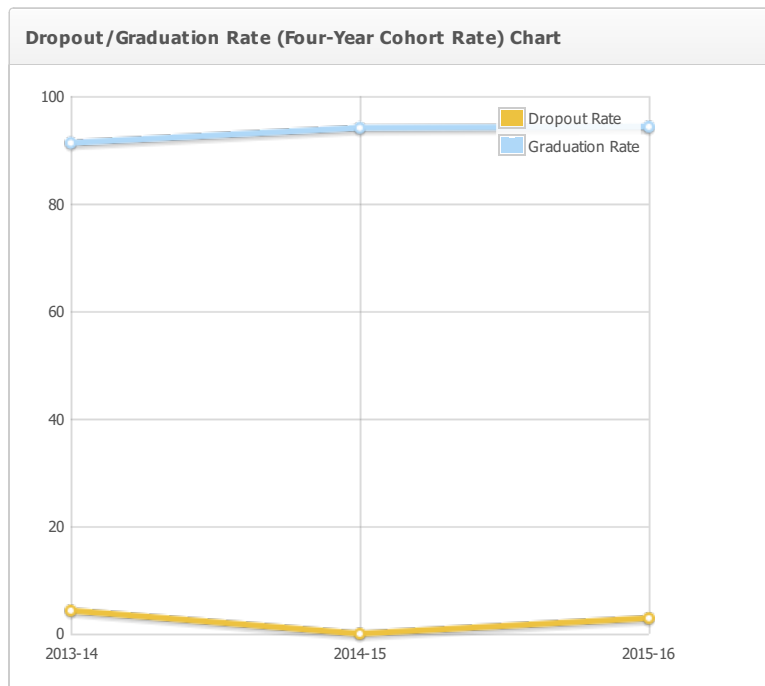
Last updated: 1/3/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.3%	0.0%	2.9%	0.5%	0.2%	0.3%	11.5%	10.7%	9.7%
Graduation Rate	91.3%	94.1%	94.3%	98.8%	98.7%	98.6%	81.0%	82.3%	83.8%



Last updated: 1/3/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	99.3%	87.1%
Black or African American	100.0%	100.0%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	50.0%	93.6%	93.8%
Hispanic or Latino	77.8%	99.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	100.0%	98.7%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	50.0%	82.4%	55.4%
Students with Disabilities	100.0%	89.5%	63.9%
Foster Youth	0.0%	0.0%	68.2%

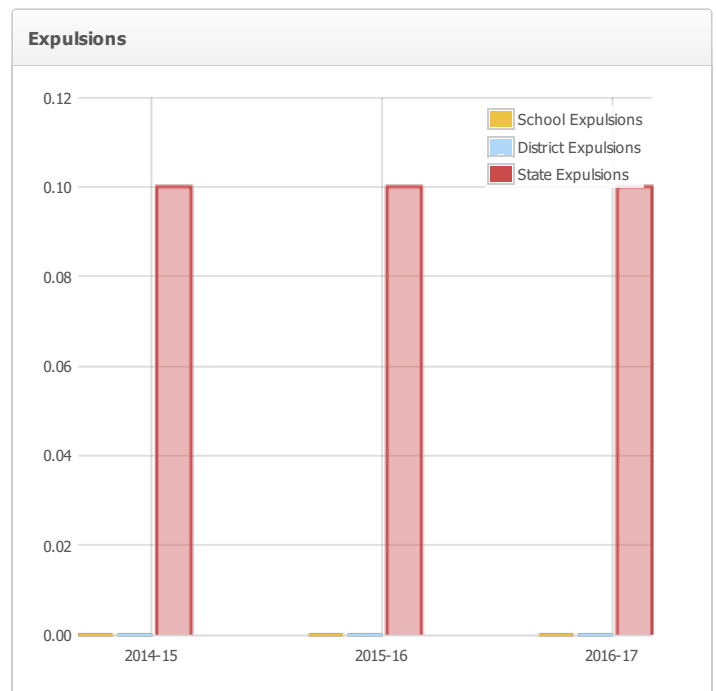
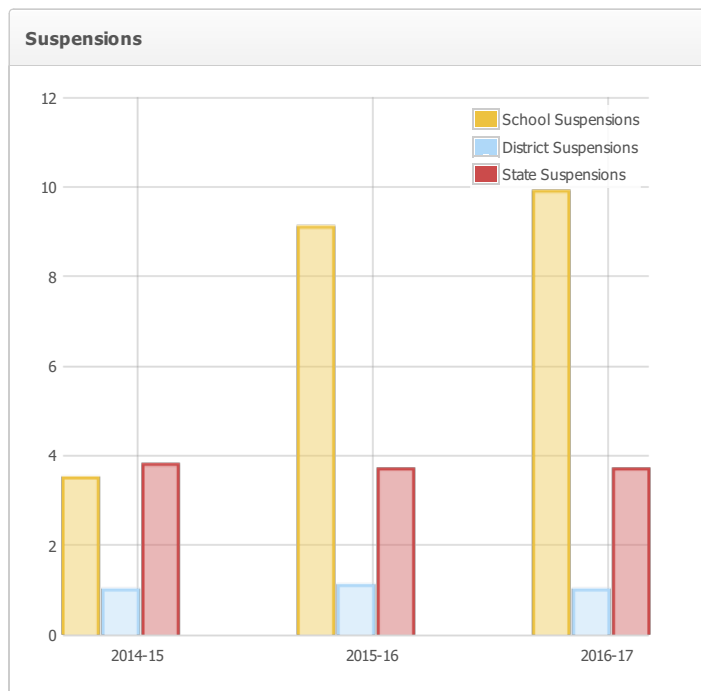
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.5%	9.1%	9.9%	1.0%	1.1%	1.0%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/3/2018

School Safety Plan (School Year 2017-18)

A review of our school indicates that the students, parents, and staff of Rancho del Mar are safe on campus, off campus at school sponsored events, and traveling directly to and from school.

Rancho del Mar performs regular practice emergency drills which include: fire drills, drop and cover drills, lock down, earthquake drills, evacuation drills, etc. Rancho del Mar participates in the annual "Great American Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness.

Visitors are required to sign in/out in the school office. Appropriate signs are posted. There is one campus security staff. Emergency exit routes are posted in all the rooms and all doors can be locked from the inside with a push bar emergency exit access.

The parent involvement policy is described in the Rancho del Mar Student/Handbook which is given to each family at registration.

During the 2016-2017 school year to date there have been six suspensions and no expulsions at Rancho del Mar. There have not been any instances of hate crime.

Rancho del Mar High School creates a safe school environment. The school implements programs and practices to address bullying that are aligned to District policy. (Reference: Board Policy 5131.2)

Plan approved by Parent Advisory Committee Members. Plan approved by District Governing Board on February 22, 2017

Last updated: 1/3/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2.0	45	0	0	2.0	41	0	0	2.0	42	0	0
Mathematics	2.0	23	0	0	2.0	28	0	0	2.0	22	0	0
Science	2.0	14	0	0	2.0	19	0	0	2.0	17	0	0
Social Science	3.0	40	0	0	3.0	39	0	0	3.0	36	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/3/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	70.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/3/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10822.3	\$10588.7	\$233.6	\$82781.4
District	N/A	N/A	\$10141.8	\$80086.0
Percent Difference – School Site and District	N/A	N/A	-191.0%	3.3%
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	-186.3%	6.2%

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

Last updated: 1/8/2018

Types of Services Funded (Fiscal Year 2016-17)

For the 2016-17 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,379.39 to educate each student (based on 2016-17 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction and certain other expenditures. This calculation is required by law annually and is compared to other districts statewide. In addition to general fund state funding, Palos Verdes Peninsula Unified receives federal, state and local funding for special programs. For the 2016-17 school year, the District received approximately \$728.18 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I
 Special Education IDEA Local Assistance
 Special Education IDEA Preschool
 Special Education IDEA Preschool Local Entitlement
 Special Education IDEA Mental Health
 Special Education IDEA Preschool Staff Development
 Career and Technical Education
 Title II
 Title III
 Restricted Lottery
 Special Education
 Special Education Mental Health Services
 College and Career Readiness
 Specialized Secondary Programs
 Metropolitan Water District Grant
 Music Donation Grant
 Project Lead the Way
 Special Children's League
 Los Angeles County Arts Commission

Last updated: 1/8/2018

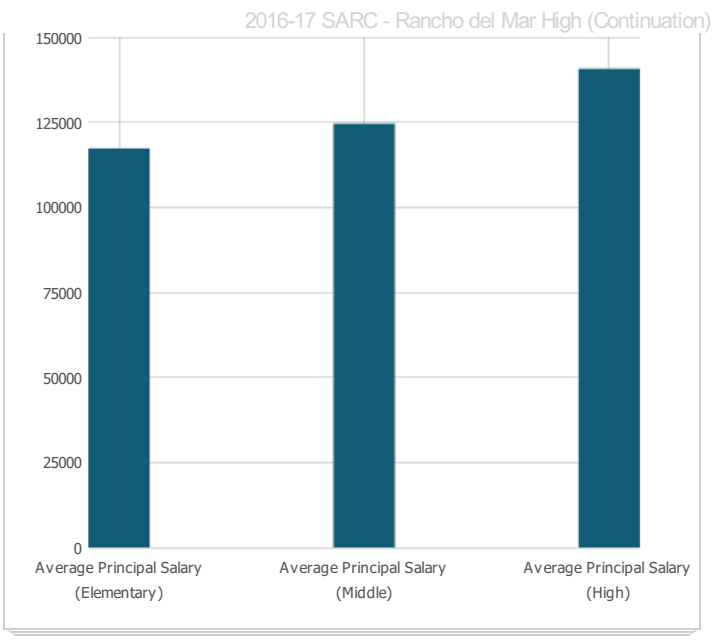
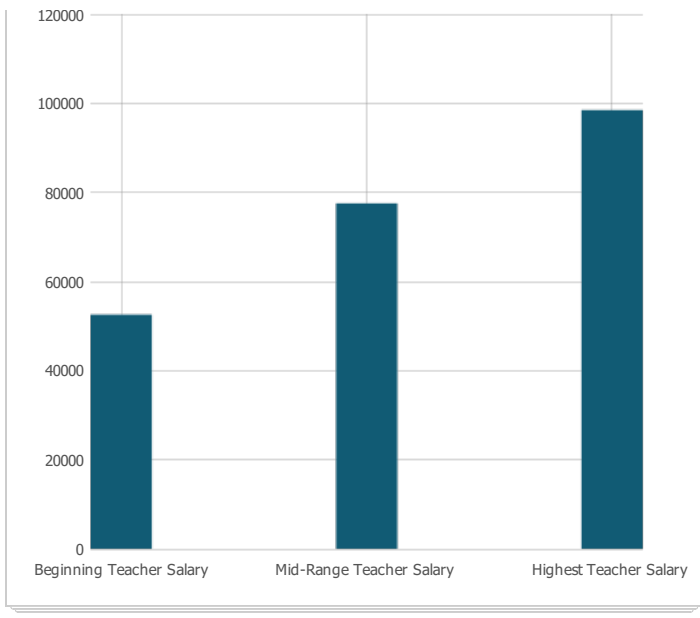
Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$48,522
Mid-Range Teacher Salary	\$77,531	\$75,065
Highest Teacher Salary	\$98,471	\$94,688
Average Principal Salary (Elementary)	\$117,278	\$119,876
Average Principal Salary (Middle)	\$124,573	\$126,749
Average Principal Salary (High)	\$140,701	\$135,830
Superintendent Salary	\$270,746	\$232,390
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/3/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/3/2018

Professional Development

The Palos Verdes Peninsula Unified School District recognizes the value of providing high quality staff development opportunities to all staff members. Staff development is provided, as budget permits, on an annual basis by the District for teachers, administrators, and support staff. In the past few years, the District has had one mandatory staff development day before the start of the school year. An additional one or two days have been provided by the District; one during the school year and an optional staff development day at the end of the school year. Individual school sites provide staff development on an ongoing basis. This occurs at faculty meetings, grade level planning meetings, and at specific times organized by the administrator and staff. Training staff to effectively use technology in the classroom as a teaching tool for the 21st Century has been a focus for staff development. An additional focus for professional development is the transition and implementation of the California Common Core Standards. Both formative and summative assessments and monitoring student progress continues to be a high priority K-12 in the area of professional development

Last updated: 1/3/2018