SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

RIO MESA HIGH SCHOOL

545 Central Avenue

Oxnard, CA 93036

Oxnard Union High School District

February 24-27, 2019

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Preface

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

Our Vision and Mission: Rio Mesa High School students, staff, parents, and community work together so that all students embody the characteristics necessary for success in college, careers, and beyond: principles, reflection, inquiry, dedication, and enthusiasm as scholars and citizens of the world.
IT TAKES SPARTAN…

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

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

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

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

Enthusiasm Our graduates are passionate about their lives - they approach each step and change with excitement and a feeling of confidence in their ability to succeed.
…TO BE SUCCESSFUL!
*Student learner outcomes marked with an * are taken from the International Baccalaureate Organization's Learner Profile. https://www.ibo.org/benefits/learner-profile/

During the visit the VC discovered, without notification from the site, that Rio Mesa changed the Mission/Vision statement and SLO's from their Self Study submitted in mid-January. The Self-Study coordinator stated that the stakeholder comments stated that the combined vision/mission was too long, resulting in the change. However, the original mission/vision we were working under provided evidence that college and career-readiness indicators and standards were being addressed. The new statement incorporates the IB learner profile, the following is the revised mission/vision statement "Rio Mesa High School students, staff, parents and community work together to embody the core values necessary for success as scholars and citizens of the world." The change to the SLO's was that the E was changed to Engagement instead of Enthusiasm. The comments in our report reflect the original vision/mission statement.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

The WASC process is new to the Principal and with a new Self Study Coordinator they have faced many challenges. In the past "WASC was just something they had to do." The self-study indicates that Rio Mesa did not intentionally address the action items from the 2013 self-study and 2016 revisit, however they did complete the re-write of the 2016 Progress Report, as required by WASC.

The self-study had limited stakeholder involvement, Focus groups composed of teachers and administrators held their first meeting in the Spring of 2018, while groups were modified for changes in staffing, they again met 6 times beginning in the Fall of 2018. All stakeholders were not involved with Focus Groups at Rio Mesa. Upon meeting with the Principal and SS Coordinator in October, they were encouraged to invite classified staff, students, and parents to participate in the remaining focus group meetings, but this did not take place.
Input of the revised Mission/Vision and SLO's was done through a survey while over 300 results were received the vast majority were from students enrolled in IB classes. Parents stated that they were not aware of the process and were showing their support by attending the parent meeting, many did not recall the survey. During both student meetings students were not aware of the SLO's or any changes to them.

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*).

The current SLO's are difficult to tie to academic standards and hard to measure with words phrases such as: "act with integrity"; "thoughtful consideration"; "develop natural curiosity"; "committed and hardworking"; "passionate about their educations and futures". They are footnoted with the comment "taken from the International Baccalaureate Organization's Learner Profile". As mentioned above, they changed the mission/vision and removed the reference to college and career readiness. There currently is little evidence that students understand the SLO's or academic standards as only a handful of teachers posted the daily learning objective with reference to SLO's and/or standards.

Rio Mesa delegated the revision of the Schoolwide Learner Outcomes to the PBIS team and IB teaching staff. In the Fall of 2018, they "slightly edited" the Vision/Mission statement "to reflect a clearer link to the college and career readiness of our graduates. Additionally, our PRIDE acronym was elaborated to become a new set of schoolwide learner outcomes, as our previous SLO's were both outdated and ignored." Upon completion they were presented via a google form for feedback.

3. The gathering and analyzing of data about students and student achievement.

The gathering and analysis of data is primarily done by the district and principals and then disseminated to the staff during staff meetings. Some departments use their data to guide

instruction, but the VC was able to determine that Math I and some science classes utilize common assessments and use collaboration time (job-alikes) to address student achievement.

Rio Mesa has a newly formed "Data Team" in response to the outcomes in the self-study by which many staff in their focus groups wanted to have more time to understand and utilize the data provided by the district and the principal.

4.   The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria

The Visiting Committee had a difficult assessing the current school program based on the criteria stated above. Rio Mesa is in the process of becoming an IB Middle Years program and hence most aspects of the self-study state that "this will be done", instead of what is being done now.

Their report has a major focus on staff and staff issues, while the data presented points to a great need for increased student achievement, which is also echoed by the site principal. The Oxnard Union High School District did not provide direction in the writing of the WASC self-study report. In meetings with the district officials they indicated that they wanted to give autonomy to their sites while providing any information/data the SS Coordinator requested. They stated that they have many schools going through this process and wanted to be able to have them act independently of each other.

5.   The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

The action plan follows the new WASC guidelines for the items they have identified. Items are measurable, have a time frame for implementation, monitoring, and assessment of student achievement tied to each goal. They will need to update their action plan to include the recommendations left by this Visiting Committee.

Chapter I: Progress Report
Since the last self-study:
Comments on the school's major changes and follow-up process.

Rio Mesa has focused much of their efforts on the Positive Behavior Intervention and Supports (PBIS) and becoming a Middle Years Program (MYP) for IB. They have experienced a significant decline in CAASP scores overall and in most subgroups. The district informed the VC that there were significant increases within the cohort from 8th grade to 11th grade CAASP results, but we were unable to verify the data.

The district has had a complete turnover in leadership at the district office since 2013. The site has stability in their site administration as the principal, now in his third year.

The school and community were significantly impacted by the natural events in the 2017-2018 school year. Due to excessive heat and the Thomas Fire in December 2017. Which

resulted in the school being closed for three weeks. Unplanned increased enrollment in 2018-2019 school year posed additional challenges when 80 more freshman students enrolled at Rio Mesa than predicated.

Now in the second year of a four-year process to become an IB MYP. Leaders from each department (except for Special Education) attended IB MYP trainings in summer 2017 and then guided 9th and 10th grade teachers in their departments through collaborative unit planning over the 2017-2018 and 2018-2019 school years. MYP trained teachers are piloting one MYP unit per semester in 2018-2019.

The passage of Measure A, a local bond, will provide for much needed repairs and improvements for this aging school, as well as the addition of air conditioning, scheduled for some time after the 2018-2019 school year.

Beginning in 2020-2021 the school is scheduled to go to 1:1 student with student Chromebook devices. This will necessitate a great deal of teacher training in the 2019-2020.

"Rio Mesa High School is well-poised to execute a strong follow-up process after our February 2019 Self-Study visit. The WASC Self-Study Coordinator and the administration have identified weaknesses in the way that the SPSA and the School-wide Action Plan have traditionally been developed and monitored at Rio Mesa. Most planning has occurred "when it's due" and without full stakeholder input. Taking advantage of lessons learned through the writing of the June 2017 Progress Report, and our consistent leadership over the past three years, we have created a new structure for monitoring and revising these important documents."

- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

In February 2013, Rio Mesa High School participated in a full WASC visit which resulted in six critical areas of need...

> *There exists an achievement gap between subgroups at Rio Mesa. The subgroup identified as in greatest need is the socio-economically disadvantaged students. The goal developed by the school is to close the achievement gap between the SED and non-SED students by increasing the proficiency rates for that subgroup on the CAHSEE and CST.*

The achievement gaps between subgroups at Rio Mesa are persistent, including those for our low-income students. Closing these achievement gaps has not taken place and is still a critical student learner need which is reflected in SPSA goals and the WASC Action Plan.

> *In spite of increase[s] in API scores over the past 5 years and an increase in the rigor of courses available to RMHS students the API score still is less than 800. Therefore, the school has established a goal to increase API to over 800.*

API scores are no longer in use. Starting with the class of 2017, Rio Mesa High School now assesses its progress via the California School Dashboard. The SPSA and Action Plan goals focus on narrowing the achievement gaps in all areas, as well as increasing the overall percentage of students who graduate college and career ready.

School wide graduation rates are lower than desired by the school. The goal is to increase graduation rate to 90% for all subgroups.

While graduation rates have improved to approximately 90% overall, gaps still exist for various subgroups.

Establish a broader goal addressing the need to increase student engagement to improve student achievement and include the three goals identified above as sub goals within that goal. Also under the broader goal include the use of STEM, AVID, and IB to increase student achievement.

Over the past several years some progress has been made. Enrollment in IB courses has increased. The district has aligned all of the student CTE pathways to be able to track completers in the future. The school continues to pursue improvements in student engagement through a variety of avenues.

Develop a comprehensive Professional Development plan in cooperation with the school district, which includes the use of the structured collaborative time.

Professional development has become more focused over time. Particularly since 2016, a consistent focus on PBIS, ELD strategies, and educational technology tools. Starting in Spring 2018, all 9th and 10th grade teachers are strongly focused on collaborative work to develop the common MYP units for each course.

The school leadership should clarify and communicate the school vision to the school community.

In 2017-2018, the IB and PBIS teams and led the school through a rewrite of the Rio Mesa Mission and Vision. This work was continued into fall 2018 and stakeholder input was sought via a Google survey/document shared on the school website.

2016 RMHS WASC Mid-Cycle Report:
The recommendations, in bold below, were taken from page 10 of the March 2016 Mid-Cycle Visiting Committee report.

The visiting team recommends that RMHS continues to support teachers in the implementation of Common Core and work to close the achievement gap through continued ELL support strategies, increased rigor, development of CTE/academy programs, and structured technology use.

PBIS was implemented across the district to help schools take a proactive approach to preventing negative and disruptive student behavior while increasing positive interactions to create a positive learning climate for all on campus.

ELD strategies have been presented to the entire staff at least once per year for the last five years, as well as during department meetings. The school funds one teacher to work after-school in the Library for one hour, Mondays through Thursdays, providing tutoring in Spanish. Recognizing, however, that only about 20% of English learners are recent arrivals, the administration has continued to encourage all teachers to use EL support strategies in their

classes. To reinforce this, the administration added specific EL strategies to the form they use when they conduct teacher observations (walkthroughs).

Rio Mesa has an English Language Learner Response Team (ELLRT). This team shadows long-term English learners for a day to gather data on their language use, the data received encouraged teachers to use more frequent and productive "checks for understanding" in order to increase student learning in all classes.

A variety of events and programs are in place to assist ELD students in assimilating into the school culture at Rio Mesa. Tutoring is available afterschool and Saturdays, students have laptops access, a variety of guest speakers, and field trips are offered.

The use of technology stated in the self-study and observed at the site was primarily the use of projectors and Chromebooks. Much of the focus is still on getting teachers up to speed with the technology rather than focused on how the technology can improve student achievement. The plan is for all students to have a Chromebook issued to them for their take home and use by the 2020-2021 school year.

Presentations and trainings have been conducted at the district level, at the school level, and more informally in departments to address various ways to close the achievement gaps. However, there is no formal action plan on how to mandate student remediation, they are all voluntary and not mandatory.

During 2017-2018, lead teachers in each department (English, Math, Science, Social Science, World Languages, PE, and Visual Arts) attended IB MYP training. In Fall 2018, teachers collaborated concluding with in-depth planning for two units. For the future students of Rio Mesa, the full rollout of the MYP will bring rigor and relevance to the curriculum provided to all 9th and 10th grade students. An increase in student performance is expected based on this program.

In conjunction with the district office, significant changes have been made to the CTE pathways at Rio Mesa. These changes reflect shifts in guidelines from the California Department of Education, as well as the need to increase the number of Rio Mesa graduates who meet the College and Career Ready criteria via pathway completion. Eight pathways are now offered, some in conjunction with the Ventura County Office of Education's Career Education Center (formerly ROP).

> *The school team needs to utilize collaboration time – both within departments and as an entire staff – to create a systematic professional development framework or theme that will support the elements of their school-wide action plan.*

Rio Mesa did not follow their WASC action plan. They had a few parts done when they re-submitted their mid-term report in 2017. There is some evidence that they have created a systematic professional development framework, but much progress needs to be made. Beginning in 2017-2018, staff meeting agendas are now written with new formatting to assure

LCAP goals were understood by staff. Following the WASC Self-Study process, this format is being revised again to reflect both the WASC Action Plan goals as well as the LCAP goals.

> ***The school needs to develop and execute a plan to authentically include the community in the review and potential modification of the school's Mission, Vision and Schoolwide Learner Outcomes***

Rio Mesa tasked this item to the PBIS and IB teams, through the review and modification process, beginning in Fall 2017. "Faculty gave approval to a revised Mission and Vision in Spring 2018. In Fall 2018, this Mission and Vision was slightly edited to reflect a clearer link to the college and career readiness of our graduates. Additionally, the PRIDE acronym was elaborated to become a new set of student learner outcomes, as the previous SLOs were both outdated and ignored." In November 2018 this new draft via a Google form in both English and Spanish was placed on the school website. Based on a review of the survey results the VC concluded that most responses came from staff and IB students. While parents in the parent meeting did not remember a survey, students in the student group ASB and Ad-hoc meeting did not recall a survey either. The changes made to the mission/vision by taking out the items emphasizing college and career readiness were not presented to any stakeholders due to the timing of the publication as verification by the SS Coordinator and Principal. Our report references the original combined vision/mission which was submitted as their Self Study report in January, 2019.

Chapter II: Student/Community Profile

- Brief description of the students and community served by the school.

  Rio Mesa High School is located in the unincorporated area of Ventura County in the city of Oxnard, between the cities of Ventura and Camarillo. The entire student population receives free and reduced lunch. The campus is in a rural setting and over 17 buses arrive each morning to deliver students to the campus.

- School's analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates).

Since 2015-2016, RMHS has increased the overall graduation rate to 89.9% from 87.2%. Data related to college SAT was not provided.

CAASPP ELA Overall, *All Students*

		Exceeded	Met	Nearly Met	Not Met
2017-2018	**RMHS**	**17.00%**	**20.00%**	**21.00%**	**42.00%**
	OUHSD	18.00%	25.00%	23.00%	34.00%
	Ventura County	24.00%	28.00%	23.00%	26.00%
	California	26.00%	30.00%	22.00%	22.00%
2016-2017	**RMHS**	**19.00%**	**28.00%**	**21.00%**	**32.00%**
	OUHSD	18.00%	29.00%	25.00%	28.00%
	Ventura County	27.00%	31.00%	21.00%	20.00%
	California	28.00%	32.00%	21.00%	19.00%
2015-2016	**RMHS**	**19.00%**	**25.00%**	**26.00%**	**29.00%**
	OUHSD	19.00%	33.00%	25.00%	24.00%
	Ventura County	25.00%	33.00%	23.00%	19.00%
	California	26.00%	33.00%	22.00%	19.00%

Testing data for the past three school years demonstrate a disappointing pattern of falling scores. In 2014-2015, Rio Mesa recorded some of the highest CAASPP ELA results in the district, but in subsequent years' students have performed below district average in practically every category. Overall, 49% of students scored a 4 or 3 on the ELA CAASPP in 2014-2015, meaning that they had met (3) or exceeded (4) the standard. In 2017-2018, this rate was down to 37%, a drop of 12%. Particularly concerning were the drops in performance by students in the Socio-economically Disadvantaged and Hispanic or Latino populations. 32% of Socio-economically Disadvantaged students in 2015-2016 met or exceeded standards on the ELA exam, while only 21% did so in 2017-2018. 38% of Hispanic or Latino students in 2015-2016 met or exceeded standards, and only 29% in 2017-2018. These gaps are particularly troubling when compared to White students, who had 65% of student meet or exceed the ELA standards.

Two additional data trends to be noted in the lower CAASPP ELA scores was the increase in students in several subgroups who scored 1 (Standard Not Met) as well as the gender gap, with 40% of all females meeting or exceeding ELA standards and only 33% of all males.

CAASPP Math Overall, *All Students*

		Exceeded	Met	Nearly Met	Not Met
2017-2018	**RMHS**	**9.00%**	**14.00%**	**23.00%**	**54.00%**
	OUHSD	9.00%	15.00%	23.00%	53.00%
	Ventura County	13.00%	19.00%	23.00%	46.00%
	California	13.00%	18.00%	23.00%	46.00%
2016-2017	**RMHS**	**8.00%**	**14.00%**	**29.00%**	**49.00%**
	OUHSD	8.00%	16.00%	24.00%	52.00%
	Ventura County	13.00%	21.00%	23.00%	43.00%
	California	13.00%	19.00%	24.00%	44.00%
2015-2016	**RMHS**	**5.00%**	**21.00%**	**28.00%**	**46.00%**
	OUHSD	7.00%	17.00%	25.00%	51.00%
	Ventura County	12.00%	20.00%	25.00%	43.00%
	California	13.00%	20.00%	25.00%	43.00%

CAASPP Math results have not dropped as dramatically as ELA results, but are still below local and state averages. In 2017-2018, 23% of students overall scoring a 3 or 4, as compared to 26% of students in 2015-2016. More troubling, the lowest band – 1, Not Met – grew to 54% of students in 2017-2018 from 46% of students in 2015-2016. Math scores for the majority of subgroups fell as well. The only significant subgroup that showed a positive trend was Students with Disabilities, who shifted 6% of students from Nearly Met to Met between 2015-2016 and 2017-2018. The overall CAASPP Math scores were the only place that male students outperformed their female counterparts

International Baccalaureate Testing Data
2018 IB Exams

Subject Group	Candidates Registered	Candidates Tested	Pass Rate Total and %	RMHS Average	World-Wide Average
English A: Language and Lit HL	78	78	75/78 = 96%	4.78	4.98
English A: Language and Lit SL	23	23	20/23 = 87%	4	5.1
French B SL	0	0	N/A	N/A	N/A
Spanish B SL	38	38	38/38 = 100%	5.53	5.08
Economics SL	55	50	37/50 = 74%	4.34	4.7
History of the Americas HL	90	84	52/84 = 62%	3.76	4.08
Chemistry HL	22	22	4/22 = 18%	4.46	6
Math Studies SL	17	17	14/17 = 82%	4.88	4.21
Visual Arts HL	13	11	6/11 = 55%	3.55	4.48
Visual Arts SL	11	10	5/10 = 50%	3.5	
Environment Systems SL	12	11	6/11= 55%	3.82	4.15

IB exams are scored on a 1-7 scale, with a 5-7 considered passing for UCs and most 4-year colleges. Some colleges will give credit for a 4. Our IB students generally perform within a half point of the worldwide average with the exception of Chemistry HL, English A: Language and Literature SL, and Visual Arts HL, which are generally lower. Spanish B SL tends to rank above worldwide average, as does Math Studies SL frequently.

Advanced Placement Data

Scores of 3 or Above

Subject	2017-18			2016-17			2015-16		
	Tested	Passed	Percent Passed	Tested	Passed	Percent Passed	Tested	Passed	Percent Passed
Computer Science A									
Music Theory	1	1	100.00%						
English Language	1	1	100.00%	1	1	100.00%	2	0	0.00%
English Literature				1	1	100.00%			
European History	40	11	27.50%	52	19	36.54%	72	13	18.06%
Human Geography	53	32	60.38%	53	25	47.17%	55	34	61.82%
Macroeconomics	1	1	100.00%	1	0	0.00%	3	1	33.33%
Microeconomics							1	1	100.00%
Psychology	31	12	38.71%	12	3	25.00%	29	6	20.69%
US Government	2	1	50.00%						
US History				1	0	0.00%	1	0	0.00%
Calculus AB	20	1	5.00%	55	10	18.18%	50	19	38.00%
Calculus BC	20	9	45.00%	15	6	40.00%	13	7	53.85%
Biology	22	9	40.91%	20	12	60.00%	24	17	70.83%
Chemistry				2	1	50.00%			
Physics C: E M				1	1	100.00%			
Physic C: Mech				11	7	63.64%	16	5	31.25%
Chinese Language				3	1	33.33%	1	1	100.00%
French Language							1	0	0.00%
Japanese Language				1	1	100.00%			
Spanish Language	104	91	87.50%	97	84	86.60%	67	63	94.03%
Spanish Literature	20	10	50.00%	14	9	64.29%	19	7	36.84%
TOTAL	**315**	**179**	**56.83%**	**341**	**181**	**53.08%**	**355**	**175**	**49.30%**

The number of AP exams has dropped slightly in the past three years, although this may reflect increased IB offerings. We continue to boast strong performance on the Spanish Language and Literature exams, although the pass rates on other AP exams are a matter of concern.

D and F Rate Data

	2017-2018		2016-2017		2015-2016	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Male	1615	1573	1563	1515	1515	1443
Female	1161	1049	1088	990	1058	941
Hispanic	2458	2240	2302	2169	2174	1973
Non-Hispanic	318	382	349	336	399	411
SED	1846	1915	1535	1634	1516	1561
ELD	61	81	25	41	79	107
LTEL	367	325	367	312	595	540
Homeless	711	631	442	386	329	314
SPED	332	374	382	337	339	341
TOTAL	2776	2622	2651	2505	2573	2384

Our D/F rates are a matter of concern and are regularly referenced by administration in presentations to the leadership team. They have remained persistent over time despite the attention brought to them. Significant subgroups such as Homeless Youth, African-Americans, and Hispanic or Latino students have disproportionately high D/F rates, as do underclassmen. English Learners have by far the highest and most troubling D/F rate, with a 15.5% D rate and an 18.9% F rate in 2017-2018.

Other pertinent data *(e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).*

The class size and student attendance rate were not reported in the self- study, however the SS Coordinator and Principal indicated the average class size is 30, and the daily attendance rate is greater than 90%. Since 2015-2016 the dropout rate was reduced from 7.6% to 4.7%.

The student population has remained relatively consistent, with the student body in 2017-2018 at 51.1% English only, 2.8% IFEP, 12.5% English learners, and 33.1% RFEP. One significant population at Rio Mesa is "Ever ELs", or students who are currently, or were at some point in their academic careers, English Learners. This population was 1008 of our 2212 students in 2017-2018, making it almost half of the students and representing an increase of 114 Ever ELs since 2015-2016.

The certificated staff number ninety-eight full and part-time teachers, six counselors, four administrators, an IB Coordinator, an Activities Director, an Athletic Director, and many certificated and classified staff members. The self-study did not indicate the number of classified staff supporting the school.

Rio Mesa offers a variety of programs for students including IB Classes and Diploma, AP Classes, a small Avid program, ASB, 8 CTE pathways, Merit program, Robotics classes, and almost half of the student population participates in the athletic program.

- Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.

The critical areas of need identified in the self-study are in line with what the VC determined the school needs to improve on. However, they are not linked to the schoolwide learner outcomes, because the SLO's are not specific and difficult to measure. The school has difficulty understanding how the SLO's are to be developed to reflect the critical learner needs and once again we are recommending a revision to better align them to the critical learner needs.

- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

The Oxnard Union High School District will be changing its graduation requirement to mirror the CSU/UC a-g entrance requirements, however a grade of D will be acceptable to meet the new requirements to graduate.

The Oxnard Union High School District has just completed a revamping of all of their CTE pathways. The work completed by the staff on this initiative was impressive.

The VC found the visit difficult in that many of the questions about what they were doing to address their action plan, were going to take place in the next 2 years and the many activities taking place at the school now have a small impact on student achievement. There also seemed to be a focus on the teaching staff and their needs rather than on what could be done to improve student achievement, especially in the area of technology. The visiting committee confirmed that this was true in many cases. The VC also confirmed that there are many staff members dedicated to helping their students improve and have given of their own time to tutor and support student achievement.

Chapter III: Quality of the School's Program

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

A1.   Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, 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, further defined by schoolwide learner outcomes and the academic standards?

Our Mission/Vision: "Rio Mesa High School students, staff, parents, and community work together so that all students embody the characteristics necessary for success in college, careers, and beyond: principles, reflection, inquiry, dedication, and enthusiasm as scholars and citizens of the world."

Visiting Committee comments:

The mission/vision statement quoted above was not the mission/vision statement that the school is currently using, is was changed to: "Rio Mesa students, staff, parents, and community work together to embody the core values necessary for success as scholars and citizens of the world" eliminating the direct references to college, careers and beyond. They also changed one of their focus words in their SLO's the word "enthusiasm: was changed to "engagement". After much research and discuss the VC concluded that the mission/vision statement in use was not presented to stakeholders for review or comment.

Rio Mesa revised the mission/vision statement and their Schoolwide Learner Outcomes (SLOs) as recommended in their 2013 and 2016 reports. The Positive Behavior and Intervention and Supports (PBIS) Team and International Baccalaureate (IB) Department worked collaboratively on developing, seeking feedback, and sharing revisions with all stakeholders at the school site. Rio Mesa involved stakeholders through an online Google form survey, asking "What do you think of the new Vision/Mission/Student Learner Outcomes." The Rio Mesa survey received over 300 responses, 20 came from staff and 50 came from parents with the balance came from students. The mission/vision statement connects to college and career readiness while the SLO's have been updated using aspects of the International Baccalaureate Organization's learner profile. The effectiveness of this process was not evaluated in the WASC report, nor was it addressed during the WASC visit. However, the attempt of seeking feedback from all stakeholders of the school demonstrate the school's commitment to creating a mission/vision statement and SLOs that incorporate school community's needs.

Parent and student communication consist of parent organizations and school governance committees as well as a variety of outreach mediums using a combination of technology, workshops, and phone calls. In addition, parents and students can also monitor grades through the Synergy platform via ParentVue or StudentVue. Although there are many ways Rio Mesa attempts to work with their stakeholders, during the focus group meetings the difficulty of increased parent participation was highlighted.

A2.   Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness 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 results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

Visiting Committee comments:

Rio Mesa communicates district and school policies annually at the start of the academic school year to stakeholders. Parents, community members, staff and students are informed of involvement in school governance through email, website, Parent Organizations, Boosters, and Back to School activities. Participation in School Site Council (SSC) and English Learner Advisory Committee (ELAC) enables stakeholders to accomplish three goals, 1) decision making associated with the use of categorical monies and compliance of guidelines set by the state and federal government, 2) to support school programs that engage students who are identified in these programs, and 3) to support the school in creating a welcoming environment for Migrant families, English Language Learners, and students whose families qualify under Title I support.

A3.   Leadership: Empowerment and Continuous Planning and Improvement 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, academic standards, and college- and career-readiness standards?

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

Visiting Committee comments:

The Rio Mesa staff and administration work on schoolwide improvements by analyzing data, including CAASPP data, pursuing professional development opportunities, and making changes to align their programs to assist students' successful four-year journey. Although the staff is continually working on schoolwide improvements, Rio Mesa recognizes the need to communicate how improvement efforts are connected to the WASC self-study, and LCAP goals to the larger community of stakeholders.

Rio Mesa is in their second year of a four-year process to become an International Baccalaureate Middle Years Program (IB MYP) school. While the collaboration of 9th and 10th grade department teams have created a positive response from staff members, the Rio Mesa WASC reports asks for a more systemic process for monitoring improvements. According to their report and confirmation by the VC during the visit "Systems for monitoring will be in place in 2021 with the authorization of IB MYP."

Rio Mesa uses a variety of forums and face-to-face opportunities for internal communication. E-mail covers daily and weekly internal communication. Department chairs, onsite union representation, and principal's open-door policy are noted as areas to internal communication, planning, and resolving conflicts.

A4.   Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Visiting Committee comments:

Many professional development opportunities are available to all staff members either through the district or outside organizations. Funding is made available to all staff through individual and department allocations as well as grant monies that promote learning and growth. Thirty-six teachers are presently AVID trained and 22 are certified IB, of these 22, eight are both IB and MYP trained. In addition to outside resources, Rio Mesa provides many internal resources that support staff development. The supports consist of on-site instructional tech coaches, instructional coaches, and site content leads.

Rio Mesa is in a transitional period and MYP development is noted as a slow rollout. Teacher teams have worked collaboratively on common lessons and assessments, particularly in math, ELA, and special education teams. During the focus group for curriculum and WASC observations, many teachers acknowledged the process of lesson reflection as an opportunity to improve or modify future lessons. The process is in its infancy and the hope is that the culture will grow as the MYP program develops.

As a means of internal accountability Rio Mesa relies on the school's procedures for supervision and evaluation. Supervision is seen through the different leads at the school. The PBIS team receives training as well as share best practices with school-wide team. Tech coaches provide access to new learning, while the MYP has a lead for each subject. The ELLRT team attends district professional development and shares learning to support EL progress. The effectiveness of the professional development as it pertains to classroom practices was delivered anecdotally, staff mentioned the need to create a lesson study process to support instruction and effectiveness of professional development.

A5.   Resources Criterion

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 schoolwide learner outcomes, academic standards, and the college- and career-readiness 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.

Visiting Committee comments:

Rio Mesa allocates resources according to the needs of the school and the students. Allocation of categorical funding is mainly driven through the school-site council (SSC) and the English Language Advisory committee. The SSC, in conjunction with ELAC, evaluate the SPSA, obtain input from stakeholder groups and decide funding allocations to support the Rio Mesa vision/mission of the school. A process that evaluates the impact on student learning needs to be documented, and improvement needs to be ongoing.

Rio Mesa established in 1965, has been updating the school over the last few years. As mentioned in the report, the school has added solar panels, modernized some classrooms and added technology into the classrooms. Chromebook carts, smartboards, and projectors are some of the tech that was purchased to modernize classrooms. The school currently has 8 laptop carts that are shared within departments, 7 classrooms with dedicated laptop carts, 5 classrooms with dedicated desktop sets. Rio Mesa also has computer access in the library. There is an initiative to purchase enough Chromebooks to make the school one-to-one by 2021.

All basic classroom materials and resources are met through the general fund budget. Material and resources needed in addition to the basic materials are requested by teachers and submitted to the principal to use from Title I/LCAP funds.

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

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Passage of the bond measure to improve facilities

- UC Early Academic Outreach Program

- District support of the Technology Coach and Department Instructional Leads with stipends

- Site Intervention Specialist

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Increase parent, student, and community involvement

- Continually provide professional development including IB MYP and AVID Strategies

- Continue focus on closing the achievement gap

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 schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

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

Visiting Committee comments:

Rio Mesa academic departments have strengthened their curricula in all departments through "job-alikes" and work on becoming an IB MYP site. Common Core State Standards including College- and Career-Readiness are evident in some courses. Content, pacing, and rigor for each course is mapped and communicated in a variety of ways. There is evidence that some classes have common assessments, but this is not a schoolwide practice across the curricula. Student choice of curriculum is a feature at Rio Mesa providing variety: International Baccalaureate Diploma, Advanced Placement, Regional Occupational Program, CTE Pathways, and Career Education Center courses are all options for students. Students report that the master schedule presents some barriers to full access if they have little flexibility due to enrollment in specialized programs.

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 meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

Visiting Committee comments:

Rio Mesa provides several different outreach opportunities to students and their families to help inform them of the many programs the school community offers. The AVID program has increased enrollment and has grown in additional sections. Two AVID classes were added this year, including one specifically for EL students; this brings the schoolwide total to nine sections. The IB diploma program has also expanded its offerings and plans to grow with the successful approval of their application to add the Middle Years Program and the Career Program. In order to support student access to rigorous curriculum, the voluntary Zeros Aren't Permitted (ZAP) program opens the library on Saturday mornings. Transportation on Saturdays may pose a barrier for some students.

English Language Learner Response Team (ELLRT) meets monthly to discuss EL performance data and brainstorm ways to increase EL student success. There are also career readiness goals and training developed for all incoming freshman with IEPs. Counselors meet annually with each student to discuss and plan for future coursework. The master schedule works to support students who wish to challenge themselves with both AP and IB

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course work, but they are looking to expand that to provide students with even more flexibility in their academic schedules. Rio Mesa does not have a formal multi-tiered support system (MTSS), embedded within the school day, to ensure that students are provided opportunity to achieve standards, make up credit, or improve grades. The Student Intervention Specialist works to support students' social emotional needs. Rio Mesa indicates a need to incorporate the Spanish- and Mixteco-speaking families into afterschool workshops so that these students feel more comfortable reaching out for help and advocating or themselves.

The articulation with feeder schools is often difficult since Rio Mesa is not part of a unified school district. Articulation with local colleges and universities is high with strong connections and communications reported between College and Career Center, the UC/EAOP (Early Academic Outreach Program) counselor, and advisors and students. However, there is very little evidence that this is followed up with studies of graduates. Effectiveness of curricular programs is an area where the site sees needed growth. Information on this topic is available from the district but hasn't disseminated it to the school site.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Implementation of IB MYP program

- Strong collaboration/curriculum maps through "job-alikes"

- Strong student engagement within CTE pathways

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

- Create common assessments across all curriculum

- Build a multi-tiered support system within the master schedule to close achievement gaps, including a four-year plan for all students, monitored annually

- Integrate College- and Career-Readiness Standards across the curriculum

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 schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

Visiting Committee comments:

Forty percent of juniors and seniors are enrolled in an IB Diploma class while approximately 2.5% are enrolled in the IB Diploma program. A selected number of freshmen and sophomores are exposed to the MYP program, via the pilot of MYP lessons. Full implementation is expected in 2021. RMHS has increased the number of classes available for students in IB and AP classes in both academic and career/ROP content area, and the intention of the school is to continue to expand the IB program, supported through the presently growing development of the MYP program. The current goal is to become schoolwide MYP (9th-10th) and IB (11th-12th) within two years, although this goal is contingent upon final acceptance of the MYP model. As of this VC visit, 22 teachers are IB-certified (nearly 25%) and a little over 60% of teachers have been trained in MYP methodology. The school is also in the process of applying for the IB Career-related Program (IB CP) which will expand the career readiness of students in the IB program. MYP-structured piloted lessons are currently underway in some teachers' classes, with those students receiving a minimum of 50 hours of exposure to the MYP methodology in a particular subject area. Common assessments are a mandatory component of MYP lessons.

The VC observed that daily agendas were clearly stated in most classrooms, while some included specific objective(s). Prior to the VC arrival, school stated that the walkthrough form utilized by administration focused on DOK level, active engagement, clearly stated learning objectives and educational technology used in order to assess the depth of rigor achieved. Some student work was in plain sight in approximately half the classrooms the VC visited, but severely lacking or non-existent in others.

It is unclear how the data collected from shadowing was actually utilized in the classroom to impact or improve EL instruction and is not specifically mentioned in the findings. Furthermore, no direct data was provided to the VC that measures the connection between technology use and its impact on student learning. It was evident in the classroom visitations that when technology was utilized in some way, students were observed as being generally engaged. The VC often saw classes where students only used traditional paper-pencil-notetaking while teachers lectured. It is not apparent to the VC that classrooms are generally student-centered overall. While there were some observations of the Student Learning Outcomes (SLOs) and Career Readiness standards being utilized in classrooms, this was not the case in all departments.

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 engages students, emphasizes higher order thinking skills, and helps them succeed at high levels?

Visiting Committee comments:

The VC observed technology being used as both a teaching tool and in student-centered activities through exploration, experimentation, project-based learning, and other contexts. Technology is clearly in use schoolwide in both academic and non-academic classroom environments. The use of smartboards, Chromebook, and other teacher-delivered lesson tools were also used in some classrooms. The VC noted during their observations that students were sometimes seen actively using computers as both learning devices and for creating or producing a product or project. Some of these were displayed in classrooms, while other projects were in electronic form. Student engagement was difficult to measure at times since some classroom teachers were observed lecturing to students situated behind computer monitors.

Socratic seminars and questioning techniques were prevalent in some classrooms, and a variety of strategies were observed by the VC as evidence of both student and teacher centered classrooms. Project-based learning opportunities were both expressed as being implemented by teachers, but only occasionally seen directly by members of the VC. RMHS students access non-classroom materials to gather information and produce work and complete assignments. Technology is used for both student research and reading articles with differing viewpoints and opinions. Voluntary tutoring is available, although access to these services is inhibited by transportation issues for families.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):

- The AP and IB programs are growing.

- Career preparation for students is established via pathways, with a significant number of choices for classes available.

- Technology is utilized by classroom teachers to assist students with learning.

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

- Identify underperforming students and implement programs to bridge the gap between these students and higher performing subgroups, including additional support to bridge language barriers with EL students.

- SLOs need to be incorporated into classroom instruction. SLOs need to be made more practical and measurable.

- Identify how technology could be better utilized to enhance differentiated instruction to meet students' various academic needs.

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

To what extent do the school leadership and instructional staff use effective assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

Visiting Committee comments:

Rio Mesa High School has made a concerted effort to gather data on a consistent basis to measure progress in student learning outcomes. The results are analyzed first within the administrative team and then shared with the Leadership team and department members. and During department and faculty meetings the available data is shared and reviewed. During department meetings, teachers utilize the data to evaluate, review and refine common lessons and common assessments to determine effectiveness. The VC committee determined that although there is an established schedule for data sharing and department/program collaboration, it is evident to review additional data, to evaluate the effectiveness of common assessments, common lessons, and pacing plans. The data reviews should include the effectiveness of all interventions including: ZAP, Homework Lunch, tutoring by individual teachers, quarterly D/F data. The principal is in the process of establishing a Data Committee that will provide a greater variety of disaggregated data to staff for use during collaboration. The results of this data will be shared with Rio Mesa staff as an additional data source to inform instruction and develop academic interventions for that are not meeting grade level standards.

Guidance Counselors have an open-door policy for all stakeholders. They meet with students in grades 9-11 at least once per school year to review performance, online credit recovery, and to complete programming for the next school year. Seniors have meetings with counselors, at least, once each semester to assess progress toward meeting graduation requirements. Counselors complete the programming incoming 9th graders during the spring semester.

According to the Self Study the current Student Learner Outcomes, (SLOSs) were developed and reviewed collaboratively by all stakeholders, due to a late revision of the SLOs (prior to the arrival of the VC committee) the VC team was unable to validate that the information was developed and/or reviewed by all stakeholders.

ZAP is designed to provide students with the opportunity to access computers, complete homework assignments and online credit recovery with peer assistance, re-take tests. The Rio Mesa team sites lack of transportation for the current low attendance rate. The current tutoring program is designed as a voluntary participation/by appointment. During focus group meetings students expressed an awareness of teacher availability for tutoring and the ability to access students tutoring with their teachers. Rio Mesa staff are working diligently in grade level, subject specific, and program teams to come together during professional

development to collaborate to create common assessments (both formative and summative), common lessons and pacing plans.

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

To what extent do teachers employ a variety of appropriate formative and summative assessment 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?

Visiting Committee comments:

The focus group and self-study reveal that teachers staff members are collaborating on summative and formative assessments, common lessons, and pacing plans. Common lesson and pacing plans were observed in some departments, evidence regarding common assessments could not be validated. The self-study describes examples of other common interim assessments that are used across the various departments and programs. The VC was unable to validate the use of common rubrics.

RMHS needs to establish a clearly defined process for staff to staff collaboration centered around data disaggregation and review; development of common and formative assessment, pacing plans and common lessons. Greater use of collaboration time should be used to develop concrete academic intervention opportunities that are consistently measured for effectiveness, during the school day or afterschool.

Student focus group revealed a knowledge of the IB program, ZAP and Saturday School. Students expressed no knowledge of SLOs. Few students were aware of the College Career Counselor/ Center. Students expressed awareness of grading standards used by teachers. They expressed that student teacher interaction effectively monitored their progress. ELD students, were encouraged to utilize zero period and the AVID tutorial, to obtain additional assistance with assignment completion, but expressed concern about their ability to access the curriculum in other classes.

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

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- Rio Mesa administration supports a variety of professional development opportunities for teachers.

- Parents feel welcome and supported when accessing the campus.

- Creating a roadmap to assist students in attaining positive learning outcomes

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Department/Programs to implement schoolwide, common intervention strategies, and resources to assist struggling and provide access to all students.

- The awareness of SLOs to be evident on the campus, visibly imbedded into methodologies and pedagogy, shared with all stakeholders in their native language.

- Department, staff meetings, collaborative time and site-based professional development to be dedicated with fidelity, to review and disaggregate current data.

- Developing a culture of high achievement for all assessments schoolwide, to emphasize the importance of state-mandated tests.

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

"For the 2018-19 school year, 40% of the school's juniors and seniors are enrolled in IB Diploma Program courses."

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?

Visiting Committee comments:

There are a variety of options that provide parents the opportunity for involvement at Rio Mesa; ELAC committee, Parent Faculty Organization (PFO), athletic and band boosters, School Site Council, the RMHS Scholarship Foundation and Alumni Associations. Information is made available to parents, via ParentVue (student progress information, grades, assignments, etc.), bulletins and Friday updates, school website, regular progress reports, social media, and ParentSquare (parent communication portal). The ELAC and PFO committees meet monthly and include parents and staff. Parent support is evident and their connection to the motto "Once A Spartan, Always A Spartan" is demonstrated through their involvement at games, events, and support organizations.

Rio Mesa High School collaborates with the Naval Base at Ventura County and their Pre-Engineering Academy. In addition, students participate in the Pre-Law Academy at the Oxnard Police Department and the Global Trade and Logistics Program at the Port of Hueneme. Rio Mesa students have the opportunity to participate in Ventura County Sherriff and Fire Department Explorer programs, and collaboration exists between local colleges and the robotics program. There is a partnership with Oxnard's Police Department in the DRAGG Program (Drag Racing Against Gangs and Graffiti), and Rio Mesa participates in the national Farm-to-School program, connecting with local fresh food providers and receiving school garden support.

E2.   School Environment Criterion

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

To what extent does the school have a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement?

Visiting Committee comments:

Students generally feel safe and feel comfortable asking teachers for help. The implementation of PBIS has resulted in an increased perception of mutual respect between staff/teachers and students. The Sprigeo platform supports anonymous reporting concerns involving the mental health and well-being of students is available and publicized throughout campus. Catapult EMS is an additional program available for reporting emergency alerts and managing emergency situations. There is a full-time School Resource Officer (SRO) and seven Campus Supervisors on campus to support a safe and orderly environment. Teachers, staff, and administrators are visible before, during passing, and after school. The site Safety Team meets regularly to discuss issues related to ensuring a safe school environment. This group is also responsible for updating

and maintaining the Safe School Plan.

There are a variety of ways in which students are recognized for achievements, including "brag tags", honor roll certificates, UC Success Night, Senior Awards Night, EAOP awards, Spartan of the Quarter, and recognition via social media. The IB Diploma Program provides a rigorous curriculum option for students. There are also opportunities to participate in Science Fair, Academic Decathlon, Science Olympiad, MESA Club, Geo Bowl, Mock Trial, and Robotics. There is a Student Intervention Specialist to work with at-risk designated students and behavior interventions for students with IEPs as part of the IEP process. There is also a peer resource program built into ASB to support peer-mediation as a means of conflict resolution. In addition, PBIS has been implemented school-wide to support social, emotional, and behavior support.

There are several ways in which stakeholders receive communication from the school. Parents have access to the ParentVue and ParentSquare portals. There are opportunities to participate on School Site Council, ELAC, PFO, and booster organizations. The administration also uses social media platforms, and messaging features through ParentSquare, Remind101, and telephone "all-calls" to communicate information to parents. The school website is kept up-to-date and contains information regarding school policies and activities, and teachers regularly participate in "job-alikes" to collaborate within departments and content areas.

E3.   Personal and Academic Student Support Criterion

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

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

Visiting Committee comments:

Rio Mesa provides personalized interventions to support students' social-emotional needs. There are student support groups for students who are struggling with grieving, drugs and alcohol, and counseling support and services for whatever students may be struggling with. There are academic interventions in place that include before, lunch, and after school tutoring, a "ZAP" Saturday program to make up assignments for credit, and after-school and summer credit recovery. Programs are offered before and after school, during lunch, and on Saturdays, so students have options to take advantage of these academic supports as their schedules permit. The full time EAOP specialist supports students in completing a-g requirements and the many electives have become part of the CTE pathways that are offered on and off-campus. There is also an intervention specialist to work specifically with at-risk students. All students take the PSAT and SAT at no charge. The Athletics Department is in the beginning stages of implementing the Positive Coaching Alliance program. This program will provide training to student athletes who will be tasked with serving as leaders on campus who model and promote positive character and behavior. There is an on-campus "Caring Closet" where students have access to personal hygiene supplies and may request other supplies and/or clothing they need. Students can communicate this need with confidentiality via a QR reporting code posted throughout campus.

Data is evaluated and shared with the school (administrators, teachers, counselors). Student

D/F lists are run by the counselors at each progress report period and data is reviewed by administration, counselors, and department chairs. The department chairs share this information with their respective departments. The counselors hold at-risk senior contact meetings to help support student progress toward graduation. Students have access to participate in AVID, CTE pathways, the IB program, and AP classes.

Assessment scores and grades are evaluated (ex. ELPAC, CAASPP, students with D/F, etc.) to identify students who are not making adequate progress. There is a data team in place to run the data and follow-up with department chairs/teachers.

Rio Mesa provides a variety of course offerings at all levels to meet the needs and interests of all students. The school allows students to enter IB and AP classes without teacher recommendation.

There are a multitude of clubs, sports, and curricular activities in which Rio Mesa students can participate. The clubs are plentiful, varied and represent the interests and diversity of the school community. There are also AP, IB, AVID, and several CTE pathways with courses both on- and off-campus to support college and career readiness. The EL AVID class is specifically designed to support English Learners readiness to attend college and ZAP is in place to support student completion of assignments.

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 (if any):

- Students have access to a variety of curricular and co-curricular activities that reflect their diverse backgrounds, cultures, and interests.

- There are a variety of services in place to support students in the areas of physical and mental/social-emotional health, career, and personal counseling.

- Students are comfortable approaching teachers, administrators, and counselors for academic and/or social/emotional support/assistance.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Targeted intervention supports for students who are struggling or not achieving at expected levels based on formative and summative assessment data.

- Increase parent participation in ELAC and PFO and investigate ways to specifically involve parents of special needs students.

- Introduction of a recognition program to celebrate the achievements of the Rio Mesa school community.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength (list numerically)

1. The PBIS Intervention Program has created a climate of trust and openness between both students and staff. The addition of a full time Intervention Coordinator shows the commitment of the school to support social emotional well-being.
2. IB Middle Years program implementation has promoted departmental collaboration (job-alikes).
3. Teachers have the opportunity to improve their Instructional Technology skills through the Alludo Training model and other professional development opportunities, including support via Tech, Instructional, & Data leads.
4. The revision and alignment of CTE pathways

Schoolwide Critical Areas for Follow-Up
(list numerically; include who, what, why, and the impact on student learning)

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below:

1. Increase the number of students who graduate college and career ready by 3% annually for each subgroup.
2. Raise academic achievement as evidenced by a 3% annual reduction in the number of Ds and Fs earned by our students
3. Increase parity by narrowing the achievement gaps for significant subgroups in all indicators - CAASPP scores, D/F rates, ELPAC scores, graduation rates, college and career readiness indicators, discipline data, enrollment in rigorous courses - by at least 3 % annually.

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:

(Note: Show the relationship to what the school has already identified, if possible.)

1. Revise the Schoolwide Learner Outcomes to include all stakeholder input, create separate vision and mission statements that are reflective of the Schoolwide Learner Outcomes which are measurable and have been validated by all stakeholders.
2. Provide PD that allows peer-to-peer collaboration in order to create common assessments, support common core, and integration of the College & Career Readiness indicators and standards across the curriculum
3. Increase the number of students who graduate college and career ready for each subgroup.
4. Raise academic achievement for all students, as evidenced by an increase in the graduation rate, annual reduction of D/F's and reducing the percentage of students scoring "nearly met and not met" on the CAASPP for ELA and Math.

5. Continue to close the achievement gap in relationship to academic performance between subgroups by providing academic interventions, inside and outside of the school day.

Items 1 & 2 are modified from the 2016 re-visit critical areas for follow-up and 3,4, & 5 are related to the school's goal #3, but are focused on increasing scores where the school has identified narrowing the achievement gap between subgroups.

Chapter V: Ongoing School Improvement (1–2 pages)

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

The school identified 5 critical areas for follow-up. Based on conversations during the visit with students and staff, the visiting committee determined that 2 of their action plan goals were not considered critical areas for follow-up:

> Action Plan Goal 2
>
> "Support teachers and staff in the implementation of PBIS strategies to create a more welcoming and engaging climate on campus, to be measured by 85% fidelity during PBIS-led campus observations as well as official administrative observations, and via analysis of key questions on annual parent and student surveys."

The students and staff indicated PBIS strategies are working and the school climate has improved.

> Action Plan Goal 3
>
> "Support staff and students with the effective use of technology as part of the learning process, as evidenced by 50% of teachers completing at least 2000 points worth of activities in Alludo and 10% annual increases in teachers using at least two ed-tech tools on a weekly basis (e.g., Google Classroom, the Google Suite of applications, NoRedInk, Adobe Spark videos, Desmos, Geogebra, EdPuzzle, online curriculum tools, etc.)."

This item and its components were focused on teachers and it was difficult to correlate the item to improved student achievement. The addition of critical area #2 by the VC has professional development geared towards student achievement using a variety of tools and technology.

The school action plan addresses many of the critical areas for follow-up. Some of the action plan goals are broad and include a variety of items. The school tied all of their actions items to the SPSA & LCAP goals. The report states "The plan included here reflects our commitment to the SPSA goals as well as some key factors that arose during the Focus Group process" and "the administration and staff will be following a more structured approach to our own performance analysis by hewing more closely to the Focus on Learning process in the future".

The action plan steps are not directly related to the Action Plan Goals (critical areas for follow-up). as they have used their LCAP strategies/action steps and action steps from the SPSA and made them fit into what may improve student achievement for the critical areas. The action plan did not include schoolwide initiatives such as the technology or professional development plans. On the surface the plan has all of the required components. However, more suggestions on what they "want to do, in the future" from their report would make their action plan goals more attainable and possibly have an impact on improving overall student achievement.

The existing factors and impediments to support the attainment of the action plan goals are problematic. Staff during the visit continually were unable to express what was current practice and continued to rely on what will be done in the next two years. The VC concluded that since the WASC process was not valued by the past by the administration, that many of the staff members do not fully understand WASC, which makes the follow-up process of the action plan

difficult to determine. Details on who the responsibility parties are to make sure the action steps in place are completed will support attainment of goals. Communication of the school's progress on the WASC action plan on a regular basis will be helpful to bring the staff together to embrace the WASC process.