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RIO MESA HIGH SCHOOL MID CYCLE REPORT

**545 Central Ave.
Oxnard, CA 93036**

Oxnard Union High School District

April 2022

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

Rio Mesa High School is a comprehensive high school within the Oxnard Union High School District, serving almost 2,300 students in a mostly rural location of Oxnard, California. Rio Mesa HS was built in 1965 and is currently in the process of major construction and upgrades thanks to a local bond measure (Measure A) that passed in 2019. Updated plumbing, electrical, some classroom flooring, new windows on most buildings, air conditioning throughout the campus, updated athletic fields/areas, updated PA system, and campus-wide exterior painting are some of the major projects that are having a significant impact on how Rio Mesa HS looks and feels.

Since 2009, Río Mesa HS is proud to be an International Baccalaureate World School, offering the [IB Diploma](#), [Middle-years](#), and [Career-related](#) Programs. These programs involve virtually every 9th and 10th grade student, as well as approximately one-third of our 11th and 12th graders. Río Mesa HS has expanded our career-technical education program, with seven pathways ranging from Baking and Pastry to Mariachi to Robotics. We have a robust special education program on campus, including the Ventura County Deaf and Hard of Hearing program. Our AVID program has grown steadily over the past few years.

Rio Mesa HS's vision and mission statement, as well as the Student Learner Outcomes, tie directly to the [International Baccalaureate Organization learner profile](#):

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...

P **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.*

R **eflection:** 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/>

- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

Student Demographics:

2018-2019

	<u>Total Students</u>	<u>African American</u>	<u>American Indian or Alaska Native</u>	<u>Asian</u>	<u>Filipino</u>	<u>Hispanic or Latino</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Two or More Races</u>
RMHS	2,212	2.4%	0.2%	1.9%	5.0%	77.3%	0.1%	11.1%	1.9%

2019-2020

	<u>Total Students</u>	<u>African American</u>	<u>American Indian or Alaska Native</u>	<u>Asian</u>	<u>Filipino</u>	<u>Hispanic or Latino</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Two or More Races</u>
RMHS	2,229	2.5%	0.2%	1.7%	4.5%	80.3%	0.4%	8.7%	1.9%

2020-2021

	<u>Total Students</u>	<u>African American</u>	<u>American Indian or Alaska Native</u>	<u>Asian</u>	<u>Filipino</u>	<u>Hispanic or Latino</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Two or More Races</u>
RMHS	2,269	2.7%	0.0%	1.3%	4.5%	81%	0.4%	7.9%	2.2%

2021-2022

	<u>Total Students</u>	<u>African American</u>	<u>American Indian or Alaska Native</u>	<u>Asian</u>	<u>Filipino</u>	<u>Hispanic or Latino</u>	<u>Pacific Islander</u>	<u>White</u>	<u>Two or More Races</u>
RMHS	2,342	1.8%	0.0%	1.2%	3%	85.6%	0.3%	5.6%	2.6%

Teacher Demographics:

2018-2019

	Total Teachers	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
RMHS	97	1%	1%	5.2%	4.5%	27.8%	0%	54.6%	0%

2019-2020

State not reporting data

2020-2021

State not reporting data

2021-2022

Data not available at this time.

Student Performance Data:

4-Year Cohort Graduation

RMHS	Total Graduation Rate	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2018-2019	88.2%	78.6%	--	93.3%	96.3%	88%	--	83.3%	100%
2019-2020	85.8%	94.7%	--	--	92.3%	84.6%	--	88.2%	--
2020-2021	State Not Reporting	State Not Reporting	State Not Reporting	State Not Reporting	State Not Reporting	State Not Reporting	State Not Reporting	State Not Reporting	State Not Reporting

4-year Cohort Graduation Meeting UC/CSU Requirements

RMHS	Total Graduation Rate	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races
2018-2019	39.5%	9.1%	--	78.6%	76.9%	31.8%	--	60%	57.1%
2019-2020	42%	50%	--	--	66.7%	35.5%	--	64.4%	--
2020-2021	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

CAASPP Exam - English

RMHS	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
2017-2018	21.25%	28.63%	22.58%	27.54%
2018-2019	22.48%	28.62%	22.28%	26.63
2019-2020	No test, COVID-19	No test, COVID-19	No test, COVID-19	No test, COVID-19
2020-2021	TBD	TBD	TBD	TBD

CAASPP Exam – Math

RMHS	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Me
2017-2018	18.64%	20.01%	25.90%	35.45%
2018-2019	19.69%	20.04%	25.41%	34.86%
2019-2020	No test, COVID-19	No test, COVID-19	No test, COVID-19	No test, COVID-19
2020-2021	TBD	TBD	TBD	TBD

International Baccalaureate Diploma Program (DP)

Although the pandemic and the shift to distance learning caused a notable disruption to student learning, our IB Diploma Program and Career-related Program students still managed to perform well on IB [examinations in 2021](#):

- 8 of our 9 remaining Diploma Candidates received the IB Diploma
- All 8 who earned a Diploma scored over the mandatory 24 pt threshold - with 4 students scoring above 30 pts.
- 7 of our 8 CP Candidates received the CP Certificate.
- 50% of our curriculum groups achieved a pass rate of over 80%
- 2 curriculum groups achieved a pass rate of 90%
- 1 group achieved a 100% pass rate

[IB DP May Exam Results \(2016-2021\)](#)

D/F Rate by Semester (% is the percent of students with at least 1 D or F)

RMHS	Total Students	Semester 1	Semester 2
2017-2018	2178	20.8%	20.6%
2018-2019	2201	22.0%	22.2%
2019-2020	2295	22.8%	No Data – COVID 19
2020-2021	2256	29.6%	34.3%
2021-2022	2336	22.9%	N/A at this time

Credit Deficiencies - at End of Q3 of 2020/21 school year:

	Grade 9 (out of 654)	Grade 10 (out of 586) <i>Down from 621 9th grade (-6%)</i>	Grade 11 (out of 573) <i>Down from 627 9th grade (-9%)</i>	Grade 12 (out of 452) <i>Down from 567 9th grade (-20%)</i>
Total Credits	178 (27%) 0-10 = 51 15-20 = 51 25-30 = 76	235 (40%) 0-30 = 30 35-60 = 61 65-90 = 144	186 (32%) 0-60 = 18 65-110 = 52 115-150 = 116	115 (25%)
CTE/VAPA/World Language *Grade 9/10 VAPA is by itself	CTE/World Lang 323 at 0 (but in range) (49%) VAPA 452 at 0 (but in range) (69%)	54 at 0 (in range but ...) (9%)	32 (6%)	12 (3%)
PE	108 (17%)	143 (24%)	88 (15%)	16 (4%)
English	79 (12%)	141 (24%)	152 (27%)	46 (10%)
Math	154 (24%)	250 (43%)	255 (45%)	51 (11%)
Life Science	130 (20%)	136 (23%)	67 (12%)	25 (6%)
Physical Science	N/A	96 (16%)	90 (16%)	35 (8%)
Health	232 at 0 (in range but ...) (35%)	140 (24%)	72 (13%)	28 (6%)

World Civ	N/A	87 (15%)	47 (8%)	39 (9%)
US History	N/A	N/A	82 (14%)	42 (9%)
American Government	N/A	N/A	N/A	
Geography *Grade 9 = Ethnic Studies instead	286 at 0 (in range but ...) (44%)	151 (26%)	75 (13%)	41 (9%)
Economics	N/A	N/A	N/A	

**Columns are by grade level.*

Rows are by subject area.

**Each column at the very top has # of students overall in that grade, as well as the starting size of that class (in 9th grade).*

**Then in the rows, you have # of students deficient in a certain area as a whole # and a % of grade.*

**The # of credits we used to determine “being behind” was through Q3 of this year, and also took into account things like ranges (e.g., you could have 0-20 in one category without being “behind”). It also includes the 10 credit “buffer” that is built into the average student’s schedule (e.g., if they pass 3 classes/quarter their whole high school career they would have 240 credits, but only need 230 to graduate). So it’s the most accurate look possible right now.*

For example, there are 136 sophomores who don’t have at least 10 credits in Life Sciences yet, which represents 13% of the 11th grade class. There are 152 juniors who are behind at least 5 credits in English, which is 27% of the 11th grade class.

Credit Deficiencies - at End of S1 of 2021-2022 (the current) school year:

	Grade 9 (out of 560)	Grade 10 (out of 630) Down from 654	Grade 11 (out of 543) Down from 586	Grade 12 (out of 545) Down from 573
Total Credits	180 (32%) 0-10 = 24 15-25 = 156	263 (42%) 0-30 = 59 35-60 = 86 65-80 = 118	272 (50%) 0-60 = 22 65 - 110 = 76 115-145 = 174	155 (28%) 0-100 = 23 105-165 = 70 170-195 = 62 *85 of these seniors are currently slated to graduate under AB 104, with 130 credits*
CTE/VAPA/World Language	N/A	N/A	0-10 = 70 (13%)	0 - 10 = 17 (3%)

*Grade 9/10 VAPA is by itself				
PE	45 (8%)	0-10 = 225 (36%)	0-15 = 115 (21%)	0 - 15 = 36 (7%)
English	42 (7.5%)	0 - 10 = 193 (31%)	0-20 = 197 (36%)	0 - 30 = 153 (28%)
Math	110 (20%)	0 - 10 = 272 (43%)	0-20 = 284 (52%)	0 - 20 = 119 (22%)
Life Science	71 (13%)	0 - 5 = 194 (31%)	0 - 5 = 62 (11%)	0 - 5 = 26 (5%)
Physical Science	N/A	0 = 86 (14%)	0 - 5 = 107 (20%)	0 - 5 = 43 (8%)
Health	N/A	0 = 175 (28%)	0 = 96 (18%)	0 = 17 (3%)
World Civ	N/A	0 = 153 (24%)	0 - 5 = 119 (22%)	0 - 5 = 73 (13%)
US History	N/A	N/A	0 = 98 (18%)	0 - 5 = 28 (5%)
American Government	N/A	N/A	N/A	N/A
Geography (Grade 11/12) Ethnic Studies (Grade 9/10)	N/A	0 = 202 (32%)	0 = 115 (21%)	0 = 24 (4%)
Economics	N/A	N/A	N/A	N/A

Overall, much of the data for all student groups at Rio Mesa High appears to be trending in the wrong direction. The D/F rate and the graduation rate have dipped despite our best efforts and work to combat the effects of the global shutdown. State testing data is harder to assess, as we are not only missing one entire year of data due to COVID-19, but the number of students opting out of the state exams during distance learning was extremely high. The D/F rate and graduation rate, however, are clear trends that Rio Mesa HS staff need to address as quickly as possible. The pandemic and the shift to distance learning and back had an impact on our campus, just as across the world – but we have also been undergoing fairly significant shifts in demographics over the last several years at Rio Mesa, with a substantial growth in socioeconomically disadvantaged students. For example, it is only in the last five years that we have become a Title I school. Our staff is working diligently to figure out what our current students need in order to be successful and to shift systems and practices to better serve our student population.

In the last chart above, the Data Team identified how many students in each grade level are behind on credits at the end of Quarter 3 of 2020-2021 and then again at the end of Semester 1 of 2021-2022. The various challenges presented by COVID have had a devastating impact on our students and 40% of 10th-12th graders are not making sufficient progress toward graduation. It is essential for our district and Rio Mesa HS to prioritize credit recovery for students in all grades – but especially in

grades 10 and 11. The district office has shifted our credit recovery system to an in-house one this year, where students can take one class after school in rolling five-week terms throughout the year, potentially regaining up to 30 credits in a year. The design and rollout of this system, Oxnard Online, have been challenging and we are working hard to find ways to ensure students are successful with the new system.

Helping students regain their academic and social-emotional footing after the past few years will not be an easy task for us – but as the data points out, it’s an essential task for us to take on. Teachers have had crucial conversations and we believe that we are now on the right track. We expect that changes we are currently implementing will have a positive impact on all student achievement data as well as increase teacher collaboration in all departments.

Teachers at Rio Mesa HS have collaborated around grades and grading and there has been a significant shift in how many teachers are assessing students and grading their work. Entire departments are having discussions about grading and making changes - rubric style grading, make-up work, re-assessing, and percent grading adjustments/accommodations are some examples of changes departments are making in an effort to support students and have grades more accurately reflect the learning that is happening on campus, as opposed to compliance or participation.

Many of the conversations and changes about grading in our departments are being driven by the book *Grading For Equity* by Joe Feldman. Over the time period of Distance Learning under the COVID 19 shutdown from March 2019 to March 2020, our district, with the support of Rio Mesa teachers and administrators on the Learning Redesign Committee, amended its Board Policy with an Administrative Regulation on Grading for Equity. This new grading policy, soon to be approved and implemented, establishes a set grading practice that evaluates students only on achievement of specific academic standards, eliminating assessment based on factors that might be affected by equity issues potentially impacted by implicit bias. During 2020-2021, we implemented these philosophies in trial runs throughout the campus and teachers reported positive results, stating that these changes in grading benefited students’ grades while not negatively impacting students’ meeting their expected learning goals. We look forward to seeing the impact that a district-level directive will have in this area.

II: Significant Changes and Developments

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

Since the last full visit, Rio Mesa High School has experienced significant changes in program additions, continued shifts in student enrollment, and some staffing changes. The most significant changes in the program are that Rio Mesa received authorization from the International Baccalaureate Organization to offer the [Career-Related Programme](#) (for participating 11th and 12th grades) and the [Middle Years Programme](#) (for all 9th and 10th-grade students). With the addition of these two programmes, Rio Mesa became only one of thirty-seven public schools in the United States to be authorized to offer three high school-level IB programmes (we continue to offer the [Diploma Programme](#) to 11th and 12th-grade students).

Oxnard Union High School District has gone through another leadership change since the 2019 visit. At the end of the 2019-2020 school year, Dr. Penelope DeLeon left the district and Dr. Thomas McCoy, Assistant Superintendent of Educational Services, took over as the Interim Superintendent. In late 2020, Dr. Thomas McCoy officially was named Superintendent of the Oxnard Union High School District. Dr. McCoy has strong connections with staff and administrators throughout the district, having once served as principal at an OUHSD high school before tenures at the Ventura County Office of Education and in San Diego county, so there is real excitement within OUHSD that we will be able to work productively on new ventures.

Like everywhere else in the world, the COVID-19 pandemic had a major impact on Rio Mesa HS. When school shut down in March of 2020, we had no idea what would happen over the next two years. Our site was forced to immediately roll out 1:1 Chromebooks to all students so that we could maintain instruction and learning through a distance learning format. Our site started immediately by dismantling all computer carts on campus so that we could check Chromebooks out to all students who did not have computers. We did not have enough Chromebooks on-site so Rio Mesa HS was assisted by the district, and hundreds of Chromebooks were purchased and set up very quickly so that all students could be assigned one.

Serving in a semi-rural setting and with several of our main feeder areas coming from lower socio-economic neighborhoods, access to the internet for all students was also an immediate need. Once again, the district acted quickly and provided Rio Mesa HS with hundreds of Verizon and T-Mobile hotspots that we could distribute to our students. For many students, these hotspots were vital to their distance learning experience. Lastly, Rio Mesa HS teachers completed training at an unprecedented pace in order to be ready for distance learning. Though the challenges for Rio Mesa HS were a lot to manage for parents, students, and school staff – many positives can be taken away from this experience as our teachers have been forced to advance in their use of technology, adjust grading philosophies, and collaborate in ways they have never needed to in the past.

During the long months of distance learning, a voluntary team of administration, teachers, and staff organized twice-weekly community outreach in two of our poorest neighborhoods. This team

distributed school meal boxes to all children under the age of 18, checked on Río Mesa students and families, and provided (outdoor) on-site tutoring for any children (with the goal of reaching RMHS students in need). This outreach helped us to stay in contact with some of our most vulnerable populations. In addition, the same team made many individual home visits to reach out to students who were struggling to remain engaged and successful during distance learning.

In the middle of all this, Rio Mesa HS moved forward with our IB MYP certification. The IB [Middle-Years Program](#) is a conceptually-oriented pedagogy that covers virtually every single 9th and 10th-grade class, including in departments such as Physical Education. Our certification visit happened in March 2021 and teachers in all departments (with the exception of a small group of Special Education teachers not involved in co-teaching in regular education courses) worked very hard over several years to collaborate, plan [Subject Group Overviews](#), [plan units](#), plan assessments, [create common rubrics](#), and engage students in conceptual learning. To view SGOs, unit plans, and rubrics from all MYP curriculum areas visit our [Middle-Years Program](#) and scroll down to the bottom of the page. This process has been a major focus of work for teachers and staff at Rio Mesa HS and we are very excited to have officially become an IB MYP school.

Student enrollment at Río Mesa continues to shift in the direction of greater overall enrollment, an increasingly Hispanic/Latino student population, and a growing low-income population. The school has grown over the past three years from a population of 2,200 students to a new average of over 2,300 students in 2021-2022.

Administrative staffing at Río Mesa has remained somewhat consistent for the past few years, which has provided some welcome stability. Our principal, Mark Contreras, is finishing his sixth year here. Our three assistant principals have been here between three and six years. The teaching staff has seen more changes, with recent retirements along with hiring to accommodate the increase in student enrollment. We have 20 new teachers, plus a handful of transfers, who are already making a strong impact in every department across campus. Our recent hires have increased the diversity in our teaching staff as well.

The process of applying for the IB Middle-Years Programme required all departments across the school to collaborate in planning common units, summative assessments, and rubrics. In addition, two interdisciplinary units have been developed - one combining PE and Biology for the 9th-grade year and one combining English and Social Studies for the 10th-grade year. The extensive hours devoted to preparing for MYP authorization have taken up much of our PLC/collaboration time in a positive manner. It has given us a new impetus for collaboration within and across departments, and we are eager to see this continue in future years. For students, the addition of the MYP creates the opportunity for all 9th and 10th graders to be exposed to the IB curriculum (conceptual learning) and prepared for the rigors of the DP or CP.

With the addition of the IB Career-related Programme, students who are interested in completing one of our two-year career technical education pathways have the opportunity to also earn an IB Career-related Certificate. This in turn increases our school's focus on preparing students for college and career readiness. Overall, these programs raise the bar for academic achievement schoolwide and should result in more student engagement. Current statistics support this as $\frac{1}{3}$ of all current 11th and 12th grade

students are DP students and 42% of these DP students are identified as RFEF. Also, there are currently 205 students registered to take 398 IB exams which is the highest number in the school's history. Our DP Program demographics mirror that of the overall school as 80% of all DP students identify as Hispanic/Latino and 57% are classified as low income.

Another significant program development that we believe will positively impact our school is the addition of the Building & Construction CTE pathway along with the hiring of a Latina teacher for the program. This should result in increasing encouragement of girls in the building trades which again will positively impact our focus on college and career readiness.

Lastly, the hiring of new teachers of increased ethnic diversity helps create a faculty/staff that is more representative of the student population of Rio Mesa High School. With the adoption of grading practices that are more equitable and the hiring of more teachers representative of the student diversity, we believe there will be a greater level of comfort, engagement, and overall feeling of safety, connection, and trust for our students and stakeholders.

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in the review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**

Beginning prior to the February 2019 self-study visit, Río Mesa HS has had regularly scheduled Data Team and PBIS Team meetings, and these teams spend a significant amount of time analyzing various student achievement data. The Data and PBIS teams often report at the monthly Leadership Team meetings, and/or during monthly Faculty Meetings. In addition, beginning in 2019-2020 our site convened an MTSS Team that meets quarterly. Data that has been reviewed by these teams, and presented to staff for consideration, ranges from D/F rates to a-g completion rates, results from school climate surveys such as The YouthTruth and California Healthy Kids Surveys, credit deficiencies, suspension rates, and so forth. This data has been analyzed to recognize patterns and brainstorm solutions and interventions. The Data, PBIS, and Leadership teams bring these possible solutions and interventions to departments for further discussion.

When the COVID 19 pandemic forced the sudden transition to online learning in March 2020, the regular flow of student achievement data was interrupted. For the spring semester of 2020, the district adopted a Pass/Incomplete grading policy, with the option of a letter grade for students who earned a C or better. Additionally, we lost the normal state testing data such as ELPAC, CAASPP, and CST scores.

For the bulk of the 2020-2021 school year, we continued in distance learning, with a voluntary return to hybrid learning in late April 2021. Attendance in Distance Learning was dependent upon a combination of live attendance in Google Meets as well as student completion of a Google Form for each period, or entrance into the Canvas platform for classes that used Canvas. Our district shifted from a semester-based calendar to 4x4 quarters in an attempt to lessen the stress on students and teachers by reducing the number of classes at a time. Our grading policy returned to normal, and we did have many eligible students complete the ELPAC, CAASPP, and CST this past spring. However, as with schools across the country, we would not judge any of that year's attendance, grade, or testing data as being comparable to a "normal" year in the past, given the extreme disruptions to both teaching and learning.

In fall 2020, recognizing the disproportionately large number of students who were failing to engage productively in distance learning, the RMHS Leadership Team created an Academically At-Risk Student Identifier. This form was used during Distance Learning by teachers to identify students at risk of failure due to absences, lack of engagement, or need for a tutorial. Each assistant principal was responsible for following up with their aligned students. In addition, members of the administration and PBIS/MTSS team established weekly outreach to two of the communities (Nyeland Acres and El Río) where data was collected showing a high rate of failure. This outreach group provided school supplies, Chromebooks and hotspots, meals, and on-site tutoring support. This effort resulted in our principal being selected by KNX News Radio as a community hero.

The Río Mesa School Site Council (site governance) and ELAC (English Learners Advisory Committee), which consist of students, parents, faculty & staff, and community members, hold a minimum of five meetings per year at which a review of student achievement data and implementation and monitoring of the schoolwide action plan takes place. Additionally, the school holds biannual parent LCAP meetings on the same nights as Back-to-School Night and Open House. During those

meetings, the principal reviews achievement data and elicits parent input regarding the school and its goals.

Although the 2019-2020 and 2020-2021 school years were disrupted by the pandemic, the RMHS Leadership Team made a concerted effort to keep the WASC Action Plan as a topic of discussion in department meetings, and with the whole staff. In spring 2021, the Leadership Team revised the WASC Action Plan goals to reflect both the new context we are in, as well as the district's newly adopted LCAP goals. These revised Action Plan goals were submitted to all staff for input twice (via a Google Form and in discussions by each department). In spring 2021, revised Focus Groups were created and staff met once to look through the self-study prompts for their respective section and brainstorm current areas of strength and growth.

Focus Groups were again revised in Fall 2021 to account for staffing changes. Focus Group meetings will be held once per semester, with additional discussion of WASC Action Plan goals taking place in the Leadership Team meetings and in department meetings.

- **Describe the process used to prepare the mid cycle report.**

A small team was convened to write the progress report, with feedback from the WASC Focus Groups (certificated and classified staff assigned to a section), Leadership Team, PBIS Team, Data Team, and MTSS Team. The team met to collaboratively discuss findings and compose the narrative sections. Much of the information and analysis in the progress report, however, reflects ongoing community-wide conversations and meetings, such as delineated above.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.

Action Plan Goal 1: *Refine and institute a robust MTSS structure, including PBIS strategies, enhanced on-campus social-emotional wellness services, and inclusive practices at all levels.*

RMHS	All Students			
Disciplinary Incidences	2776	2994	2061	933
Suspension Rate	7.39%	5.51%	5.23%	0.28%
Unduplicated Suspensions	177	133	125	8
Duplicated Suspensions	244	190	160	30
Expulsions	9	6	9	-3
	2017	2018	2019 YTD	3 Yr Growth

For this goal, we did not use data from 2019-2020 or 2020-2021 as they are not comparable years, due to the COVID-19 shutdown. However, through the end of 2019, we feel we made good progress in changing our campus-wide approach to disciplinary issues, as evidenced by the reduction in suspensions over the three-year period ending in 2019.

In 2019-2020 the PBIS site team, with input from all staff, revised the school's discipline matrix, focusing on helping adults understand what constitutes a "referrable" offense versus something that can be handled with less severity. The next step, now that we have returned to in-person learning, will be to hone how disciplinary referrals are entered into our school's student information system so that we have more accurate data.

In 2019-2020 we also began to roll out a voluntary system of using PRIDE certificates to reward students for demonstrating the PRIDE schoolwide learner outcomes. These certificates are intended to be used as raffle tickets both within participating classrooms, as well as for schoolwide rewards. Although distance learning slowed the rollout, we are excited to be back in-person and help this become part of school culture.

The 2021-2022 school year began with very difficult challenges around PBIS, student behavior and mental wellness. The transition back to in person classes affected both students and staff in ways nobody could have expected. Student behavior was very problematic to start the year - staff reported that student behavior, after almost two years at home, had regressed significantly. The campus felt as if we had 50% middle school students and 50% freshman and sophomore students. Referrals and frustration were at a very high rate. Most staff members reported that around Thanksgiving break things started to feel more normal. Students and staff members were finding their groove and we really saw the number of behavior issues drop and the campus felt a little calmer than the first few months.

Mental wellness, for students and staff, was also a major factor in the return to school. Some

people on campus had lost people to COVID and coming back to school was really hard on many people. Our SWS counselors have been swamped with students stressed out about the return to school and all the challenges associated with being around groups of people again. We also had many staff members report mental exhaustion and uncertainty about being back and it was a very difficult transition for the school to get past. We have found ourselves, for the first time ever, with multiple teachers out on leave for anywhere from one month to the entire year. This in turn affects student learning and behavior, as they are spending more time than normal in classrooms staffed by substitutes.

Action Plan Goal 2: *Continue to develop and employ educational technology skills in the classroom to enhance student learning.*

Prior to school shutdown in March 2020, Río Mesa had trained the first cohort of 24 teachers in educational technology in preparation for a 1:1 planned rollout in Fall 2020. Then, once the March 2020 shutdown occurred, the district offered many training sessions. Over the last four years, 160 Río Mesa staff members have completed “sorties” in Alludo - these are independent training sessions on a wide variety of tech tools and strategies, from the 4 Cs (a pedagogical approach) to advanced use of tools like Screencastify or Padlet.

During the 2020-2021 school year, the district offered various training sessions on minimum days. 39 Río Mesa staff members participated in at least one, if not several, of these trainings. Additionally, we were lucky to have three on-staff tech coaches who supported teachers all year long by offering professional development during staff meetings and on minimum days, as well as hosting two separate sets of office hours weekly. The three tech coaches had clearly delineated duties so staff members knew who to turn to for help or advice.

One of the silver linings of the pandemic and our mandatory switch to distance learning is that many staff members found themselves needing to learn specific tech skills and experiment with various educational technology tools. With the full return to in person learning this school year many of the digital tools teachers were forced to figure out very quickly during distance learning have become fully integrated into the classroom still. All teachers are using Google Classroom or CANVAS still and teachers report that building their in person classes around these tools has really simplified the way their classes are managed. The new challenge with educational technology will be learning how to utilize these tools as best practices, within a framework of active and engaged in-person student learning.

Action Plan Goal 3: *Increase parity in all CA Dashboard indicators by providing academic support to subgroups performing below school, district, and state averages.*

CCI Indicator	2021	2020	2019	2018
% Prepared	state not reporting	43.9%	42.5%	43.6%
% Approaching Prepared	state not reporting	16.7%	18.6%	24.6%
% Not Prepared	state not reporting	39.4%	38.9%	31.8%

Since our last self-study visit, Río Mesa has continued to expand our career technical education offerings. We have added a new pathway, Building & Construction, and with our Measure A funding and CTE funding have upgraded facilities for several existing pathways. In 2022-2023 our Sports Medicine pathway will transition to Patient Care, which should attract students interested in a wider range of medical careers. The addition of the IB Middle Years Program will increase engagement and academic rigor for our 9th and 10th-grade students, providing students with a stronger basis for increasing participation in our 11th and 12th grade IB Diploma and Career-related Programs, as well as helping students meet their a-g requirements. We have been emphasizing a schoolwide approach to the ELPAC, including pre-test preparation sessions and increased teacher participation in proctoring the exam (which helps teachers understand how best to prepare students).

Starting in 2019-2020, and likely continuing for several more years, we are experiencing difficulty in assessing the impact of many school improvements since we are balancing the extremely negative impacts that the pandemic has brought, and there is limited comparative data. However, we believe that the school as a whole is moving in a positive direction to offer students a variety of pathways for college and career preparation.

The new district-adopted graduation requirements, starting with the class of 2024, require students to complete either two years of a world language or a two year CTE pathway. This new requirement should further increase student enrollment in CTE pathways and may, in future, result in additional changes to our pathway offerings.

The Data and Leadership teams will continue to pay attention to trends in CCI preparedness. There is much analysis we need to do to assess which CCI indicators we are more and less successful with, as well as where different subgroups are struggling. This will help us adjust our offerings, and approach, as a school to best serve our students and help them find a path to college and career readiness.

2019-2020

State not reporting any CCI data

2019-2020

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	43.9%	36.8%	--	*	73.1%	40.3%	*	54.9%	*	20.6%	39.6%	10.0%	*	40.6%
Percentage Approaching Prepared	16.7%	31.6%	--	*	3.8%	16.2%	*	19.6%	*	14.7%	16.5%	18.0%	*	12.0%
Percentage Not Prepared	39.4%	31.6%	--	*	23.1%	43.4%	*	25.5%	*	64.7%	43.9%	72.0%	*	47.4%

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

2018-2019

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	42.5%	7.1%	*	80.0%	59.3%	37.9%	*	54.5%	78.6%	21.3%	37.0%	14.0%	*	24.1%
Percentage Approaching Prepared	18.6%	14.3%	*	13.3%	29.6%	19.7%	*	9.1%	14.3%	11.3%	17.6%	18.0%	*	21.5%
Percentage Not Prepared	38.9%	78.6%	*	6.7%	11.1%	42.5%	*	36.4%	7.1%	67.5%	45.5%	68.0%	*	54.4%

The combined cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

2017-2018

Percentage of Students by CCI Level for each Student Group

CCI Level	All Students	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Foster Students	Homeless Students
Percentage Prepared	43.6%	20.0%	*	76.9%	65.4%	40.4%	--	49.3%	57.1%	25.2%	39.6%	14.0%	--	41.9%
Percentage Approaching Prepared	24.6%	33.3%	*	15.4%	19.2%	25.4%	--	20.5%	35.7%	20.4%	25.6%	17.5%	--	22.6%
Percentage Not Prepared	31.8%	46.7%	*	7.7%	15.4%	34.2%	--	30.1%	7.1%	54.4%	34.8%	68.4%	--	35.5%

The four-year cohort and/or DASS graduation rate is used as the denominator to calculate the percentages.

	D/F Rate	D Rate	F Rate
2017-2018	23.5%	12.5%	11.0%
S1	24.0%	12.8%	11.2%
S2	23.0%	12.3%	10.7%
2018-2019	21.9%	12.3%	9.5%
S1	21.7%	12.4%	9.3%
S2	22.1%	12.3%	9.8%
2019-2020	24.5%	12.4%	12.0%
S1	23.7%	12.4%	11.4%
S2*	25.2%	12.5%	12.7%
2020-2021**	32.8%	16.7%	16.1%
Q1	27.6%	15.5%	12.1%
Q2	33.5%	18.4%	15.1%
Q3	34.9%	17.6%	17.3%
Q4	35.3%	15.3%	20.0%
2021-2022	N/A	N/A	N/A
S1	22.9%	12.7%	10.2%

* S2 for the 2019-2020 School Year - COVID school closures when distance learning was first begun:

F rate includes Incompletes earned

D rate includes CR and P grades earned

**2020-2021 school year was on a Quarter System to reduce number of classes per day during distance learning

While we are disappointed in our D/F rate overall, it is also difficult to discern the full impact of the pandemic and distance learning on our students. In 2018-2019 we had started to see improvement in

our D/F rates, which we attributed to a combination of shifting teacher perspectives on things like retakes and eliminating the use of zeros, as well as student engagement. However, despite an increase in the number of teachers using equitable grading practices this year, we did see an increase in the D/F rate. Undoubtedly some of this is due to the shift to distance learning and the isolation and lack of in-person teacher contact. Many of our students also struggled to maintain full engagement in school because they were working or taking care of younger siblings. The data for the 2020-2021 is awful, you can see the number of Ds and Fs increase, from already higher than normal rates, each quarter. The grades got worse as the pandemic continued through the school year and students became more isolated and further removed from daily instruction with a teacher. We also know that students, by the end of the year, were greatly missing social interactions with peers as well as the many extra curricular activities that are known to increase engagement at school.

With a return to in-person learning in 2021, we anticipated an improvement in student grades as they have regained a normal level of in-person support and we had hoped for a reduction in personal stress. We have seen an immediate decrease in the number of Ds and Fs that Rio Mesa students have earned. This has to be attributed to the huge bump in support that students receive with in-person learning vs distance learning. We think that with students catching up on lost learning, combined with new grading policies (rubric grading) we will continue to see the D and F rate decline to even lower levels in the near future. Oxnard Union High School District has recently adopted new policies district wide that allow for late work to be turned in up to 10 days late without penalty for all students. The policy will be an adjustment for many teachers but the policy was written by a group of about 50 teachers within the district and best intentions for students are the driving force behind the policy so we are confident that Rio Mesa HS will adjust after a growing/adjustment period of frustration and acceptance.

CAASPP (ELA & Math):

Prior to 2019-2020, RMHS had maintained CAASPP scores at a more or less consistent level year to year. Since CAASPP has no score information for 2019-2020, and we anticipate unreliable data for 2020-2021 (with a large number of students opting out of the test), this is an area of data that we will have some challenges assessing for a few years. The English and Math departments will need to use interim assessment data to best gauge student strengths and areas of growth.

ELA Grade 11: Performance Trend between White and Hispanic or Latino

ELA Grade 11: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
White	2624	2632	2637	2627	2631
Hispanic or Latino	2566	2574	2575	2565	2570
Score Difference	58	58	62	62	61

ELA Grade 11: Performance Trend between Students with No Reported Disability and Students with Disability

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
Students with No Reported Disability	2602	2611	2614	2604	2609
Students with Disability	2480	2484	2481	2472	2479
Score Difference	122	127	133	132	130

ELA Grade 11: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
White	2624	2632	2637	2627	2631
Black or African American	2546	2549	2550	2538	2543
Score Difference	78	83	87	89	88

ELA Grade 11: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
English Only	2604	2612	2616	2606	2611
English Learners*	2469	2471	2469	2455	2458
Score Difference	135	141	147	151	153

ELA Grade 11: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
English Only	2604	2612	2616	2606	2611
Reclassified Fluent English Proficient	2596	2606	2609	2599	2602
Score Difference	8	6	7	7	9

ELA Grade 11: Performance Trend between English Only and Ever-ELs

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
English Only	2604	2612	2616	2606	2611
Ever-ELs*	2563	2573	2574	2568	2572
Score Difference	41	39	42	38	39

* Ever-ELs is the sum of ELs and RFEPs

Math Grade 11: Performance Trend between White and Hispanic or Latino

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
White	2596	2604	2604	2601	2603
Hispanic or Latino	2525	2532	2527	2524	2527
Score Difference	71	72	77	77	76

Math Grade 11: Performance Trend between English Only and English Learners

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
English Only	2570	2578	2577	2574	2576
English Learners*	2454	2451	2448	2445	2443
Score Difference	116	127	129	129	133

* ELs reclassified as RFEP are not included in this group

Math Grade 11: Performance Trend between White and Black or African American

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
White	2596	2604	2604	2601	2603
Black or African American	2502	2507	2501	2496	2498
Score Difference	94	97	103	105	105

Math Grade 11: Performance Trend between Students with No Reported Disability and Students with Disability

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
Students with No Reported Disability	2570	2580	2577	2574	2577
Students with Disability	2445	2444	2437	2436	2438
Score Difference	125	136	140	138	139

Math Grade 11: Performance Trend between English Only and Reclassified Fluent English Proficient

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
English Only	2570	2578	2577	2574	2576
Reclassified Fluent English Proficient	2563	2571	2568	2564	2565
Score Difference	7	7	9	10	11

Math Grade 11: Performance Trend between English Only and Ever-ELs

Student Group	2015 Scale Score Mean	2016 Scale Score Mean	2017 Scale Score Mean	2018 Scale Score Mean	2019 Scale Score Mean
English Only	2570	2578	2577	2574	2576
Ever-ELs*	2535	2541	2538	2538	2539
Score Difference	35	37	39	36	37

* Ever-ELs is the sum of ELs and RFEPs

D/F Rate:

see Goal 4 above

ELPAC Scores:

According to the CA Dashboard, score thresholds for the ELPAC changed in 2018-2019, rendering the results non-comparable to previous administrations. Similarly to our CAASPP data, RMHS teachers will be monitoring this going forward as more reliable data is available.

Graduation Rates:

Our graduation rate is an area of concern. From the 2017-2018 year where our overall graduation rate was approximately 90%, we saw a dip to the high 80s in 2019-2020. Additionally, Hispanic/Latino

males generally perform 5-8% below their female counterparts. While this is true statewide, it is something that we continue to need to address. In looking at the number of students who have fallen behind in credits during this year and a half of distance learning, we are very concerned about our students who are at-risk of not graduating in the next three years, as well as incoming 9th graders who might have increased academic risk over the past. The Data and Leadership teams, and individual departments, have begun brainstorming various ways to help students next year, such as mentoring programs, remediation classes, support periods, and so forth.

2020-2021

No state data is being reported.

2019-2020

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	19	18	94.7%	50.0%	0.0%	22.2%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	26	24	92.3%	66.7%	25.0%	54.2%
Hispanic or Latino	356	301	84.6%	35.5%	13.6%	16.3%
Pacific Islander	*	*	*	*	*	*
White	51	45	88.2%	64.4%	6.7%	35.6%
Two or More Races	*	*	*	*	*	*
Not Reported	*	*	*	*	*	*

2018-2019

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	14	11	78.6%	9.1%	0.0%	9.1%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15	14	93.3%	78.6%	35.7%	78.6%
Filipino	27	26	96.3%	76.9%	11.5%	42.3%
Hispanic or Latino	350	308	88.0%	31.8%	14.6%	17.5%
Pacific Islander	*	*	*	*	*	*
White	54	45	83.3%	60.0%	15.6%	40.0%
Two or More Races	14	14	100.0%	57.1%	7.1%	42.9%
Not Reported	*	*	*	*	*	*

2017-2018

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	15	13	86.7%	30.8%	7.7%	7.7%
American Indian or Alaska Native	*	*	*	*	*	*
Asian	13	13	100.0%	69.2%	30.8%	53.8%
Filipino	26	25	96.2%	68.0%	0.0%	52.0%
Hispanic or Latino	374	334	89.3%	37.1%	8.7%	19.2%
Pacific Islander	*	*	*	*	*	*
White	73	66	90.4%	37.9%	6.1%	33.3%
Two or More Races	14	13	92.9%	53.8%	0.0%	38.5%
Not Reported	*	*	*	*	*	*

College & Career Indicators:

See Goal 1 above.

Discipline:

See Goal 2 above.

Action Plan Goal 4: *Increase parent and community involvement by creating events that are accessible, supportive, and useful and which promote programs and initiatives that provide support to students.*

Traditional parent/community outreach like Back To School Night, Open House and workshops around college applications/financial aid have returned, to some degree, now that we are fully back with in person school. There are plans to expand events like IB Parent Night now that RMHS is a full IB World school but this is proving to be a challenge with current COVID issues still dominating what we are trying to do with parents and community outreach.

During distance learning, RMHS was able to distribute food and provide tutoring to students and families that were unable to come to RMHS for that support. We were also able to establish “mobile tutoring centers” in these communities and with a small team of teachers we were able to get students some much needed tutoring/intervention. In many ways, it felt like we were able to reach our community more during this time than we can now.

- **If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

Note: *The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

We believe that as a school, our WASC Action Plan goals over the past two years definitely incorporated the feedback given to us by our February 2019 visiting committee (as included below). In accordance with the feedback we were given by our appeal visiting team in Fall 2019, we did not specifically address “#1: Revise the Schoolwide Learner Outcomes and vision and mission statements” as the appeal team agreed that it was unnecessary. Our SLOs were carefully chosen to reflect our school’s position as an IB world school, and to assist in our efforts to apply for authorization to offer the IB MYP.

From the February 2019 Visiting Committee Report:

“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."

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**

Since our WASC Action Plan was written, and revised, during the 2019 Self-Study process, our district LCAP and school SPSA goals have been changed. Given those changes, and accomplishments we have made as a school since the 2019 visit, we have rewritten our WASC Action Plan goals. This process was begun in the Leadership Team, and then moved to individual departments. After this broad-level input, the proposed revisions were put out to all staff for individual feedback via a Google Form. That input led to further revisions, resulting in the four WASC Action Plan goals you can see in the attached copy of our latest schoolwide action plan.

The major changes to the schoolwide action plan goals were:

- Merged two goals that dealt with narrowing the achievement/opportunity gaps as measured by data from the California Dashboard.
- Revised the former PBIS goal to include a broader MTSS and wellness component, in keeping with district and site initiatives.
- Adjusted the educational technology goal to reflect the progress made by staff during distance learning, and to focus on the new need to transition to a more robust use of educational technology when we return to full-time in-person learning.
- Added a goal focused on increasing parent and community involvement.

Students and parents, along with other stakeholders, were given opportunities to provide input while the new action plan goals were shared in school site council, ELAC, and LCAP meetings, along with the principal's Student Advisory Council meetings. In an effort to keep the Action Plan goals as a living document and provide all stakeholders with additional opportunities to provide input going forward, the goals will be placed on our school website and linked to a form for individual stakeholder input. During the 2021-2022 school year the new action plan goals will be presented to the entire student body at the same time as we conduct an annual review of our school discipline and dress code policy.

Even with the full return to school for students and staff, COVID has had a major impact on our ability to fully implement all goals and plans. We have had to limit many field trips, on-site meetings and community based activities that we would normally during a school year.

- **Include a copy of the school's latest updated schoolwide action plan.**
https://docs.google.com/document/d/1PmEuyPiAuDI8rAQXGYEpdBaqbs0KSxYTcQYru_TI8TU/edit?usp=sharing

Schoolwide Action Plan

Action Plan Goal 1

Refine and institute a robust MTSS structure, including PBIS strategies, enhanced on-campus social-emotional wellness services, and inclusive practices at all levels.

Rationale

Research shows clear connections between campus climate and student success, especially for at-risk students. The same achievement gaps in academic performance by certain subgroups are mirrored in disproportionate disciplinary referrals and punishments. PBIS provides a research-based approach for structuring positivity into the first level of our multi-tiered system of support. Furthermore, the district is providing funding and support for an on-campus wellness center, including an additional student intervention specialist position.

Relationship to Student Learner Outcomes

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.*

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.

Engagement Our graduates are attentive, curious, optimistic, and passionate about their educations and futures. They are motivated to take on new challenges and are resilient in the face of adversity.

Relevance to District LCAP & Site SPSA

Goal 3: Multi-Tiered Systems of Intervention & Support

	Strategies /Action Steps	Timeline	Responsible Parties	Funding Source	Process Monitoring / Assessment of Student Achievement
1.1	Create a Parent Welcome Center	unknown	Administration Counseling Department	LCAP	
1.2	Positive Coaching Alliance	current for all coaches/new	Athletic Director	Principal's Budget	Schedule of events

		coaches	Administration Coaches Students Athletes Parents		Attendance
1.3	EAOP and Counseling Nights (all offered in English and Spanish, with Mixteco translation available)	Ongoing	EAOP Coordinator RMHS Counseling Department	College and Career Readiness Grant	Schedule of events Attendance
1.4	Focus on daily positive relationships with students *Rewards	Ongoing	Physical Education Department	None	Increased participation Decreased negative interactions
1.5	Continue to implement PBIS strategies/supports, such as standing outside to greet students and using the 3:1 positive ratio. Implement CHAMPS program in our classrooms	Ongoing	English Department ELD Department	None	CHAMPS posters Event calendar Walkthrough observation data
1.6	Increased teacher-student connections via implementation of PBIS strategies	Ongoing	All Faculty	None	Walkthrough observation data Improved Campus Climate results on YouthTruth survey Visible School Leadership
1.7	Share ideas during department collaboration time regarding positive behavior models that members have tried and their efficacy.	Ongoing	Math Department Science Department	None	Department meeting notes

1.8	Collaborate with ASB, Peer Resource, and New Student Ambassadors to build a team of bilingual students to serve as mentors for newcomer ELD students, especially those in English 101.	Fall 2022	ELD Department ASB Advisor	None	Meeting notes
1.9	Create a positive and interactive environment by implementing specific strategies: greeting students at door and asking about non-class related interests	Ongoing	World Languages Department	None	Decline in disciplinary issues Improved grade averages
1.10	Integrate SLOs (PRIDE) into campus culture: *Teach them explicitly across content areas *Reward students for showing PRIDE around campus *Focus days/weeks to highlight each SLO *Add PRIDE integration to Administrative Walkthrough Observation form	Ongoing	Administration All Faculty and Staff	TBD	Lesson plans Spartan Spotlights/RMHS Website Walkthrough observation data
1.11	Continue to work with teachers to increase productive use of EL strategies so that all students have equal access to the curriculum	Ongoing	ELLRT Team Administration Instructional Coach All Faculty	None	Walkthrough observation data Student surveys SWS surveys
Strategies/Activities from SPSA					
	Strategies /Activities	Timeline	Responsible Parties	Funding Source	Process Monitoring / Assessment of Student Achievement

	Train and implement behavior intervention strategies in addition to developing a multi-tiered system of support which begins with first, best instruction (PBIS)	Ongoing	Teachers Classified School Staff Administration	SWP (Title 1)	1:1 Meetings with teachers Parent Meetings
	Create and distribute student recognition forms (PRIDE forms)	Ongoing	Teachers	SWP (Title 1)	

Action Plan Goal 2

Continue to develop and employ educational technology skills in the classroom to enhance student learning.

Rationale

Technology is a crucial component of the modern classroom, but if implemented poorly will not result in any advances in student learning. Educational technology use should result in several different student outcomes - increased personal technological skills, increased awareness of responsible digital citizenship, and more in-depth learning of the class content. Distance learning fast-forwarded us into adapting to 1:1 technology. In addition, we have district support via platforms like Alludo Learning and resources such as our on-site tech coaches. Rio Mesa teachers are well poised to incorporate technology into their classes in a thoughtful and productive manner as we move back to in-person learning.

Relationship to Student Learner Outcomes

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.

Engagement Our graduates are attentive, curious, optimistic, and passionate about their educations and futures. They are motivated to take on new challenges and are resilient in the face of adversity.

Relevance to District LCAP & Site SPSA

Goal 1: Instruction

Goal 2: College & Career Readiness

	Strategies /Action Steps	Timeline	Responsible Parties	Funding Source	Process Monitoring / Assessment of Student Achievement
2.1	Video assessments in PE / dance / athletics - students assess a recorded performance/play and give accurate feedback about strengths and weaknesses	Ongoing	PE Department	None	Student work
2.2	Develop and implement lessons that include digital citizenship components	Ongoing	All Curricular Departments	None	Lesson plans
2.3	Increase number of opportunities for students to submit work electronically, e.g. via Edmodo or Google Classroom	Ongoing	All Curricular Departments Tech Coaches	None	Annual teacher pedagogy survey Allow Late Work (new Board policy on this)
2.4	English and ELD teachers will complete Alludo Level 1 or Oxnard Union Express by the end of 2021-2022 school year. *Will use job-a-likes to help achieve this and incorporate effective use of technology in the classroom	Met the training goal on time. Now incorporating what was learned into lessons. Ongoing	English Department ELD Department	None	Alludo Game Board results
2.5	Each teacher will choose one ed tech tool per year to implement in the classroom and then share feedback with colleagues about its efficacy.	Ongoing	Math Department	Title I LCAP	Department meeting notes
2.6	ELD teachers will require students to create a digital	Ongoing work with current and	ELD Department	None	ELD digital portfolio samples

	portfolio (within GoogleClassroom) of work.	future students	Tech Coaches		
2.7	Require digital upload of research, writing, or notes at least once per week to give practice using technology	Ongoing	World Languages Department	None	Teacher gradebooks
2.8	Provide professional development to teachers, specifically focused on using technology to differentiate in the classroom	Ongoing	LIT Coach	None	Meeting agendas and handouts New Site Tech Coach
2.9	Continue to work with teachers to increase productive use of EL strategies so that all students have equal access to the curriculum	Ongoing	ELLRT Team Administration Instructional Coach All Faculty	None	Walkthrough observation data Student surveys
Strategies/Activities from SPSA					
	Strategies /Action Steps	Timeline	Responsible Parties	Funding Source	Process Monitoring / Assessment of Student Achievement
	Monitor D and F rates. Provide after-school support/intervention for students with Ds and Fs. *pending our ability to do this during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support	Ongoing	SIS Counseling Administration Credit Recovery Teachers	SWP (Title 1)	Data Team Counseling Team SIS Administration
	Provide Homeless, Foster Youth, Migrant and EL Youth with necessary educational materials that they and their families cannot provide for themselves.	Ongoing	Special Programs Counselor	SWP (Title 1)	District FPM Coordinator District McKinney-Vento, Foster, Title IX, and CIF Compliance Liaison Administration

	<p>Enhance classroom learning experiences for students by supplementing classrooms with learning materials that include: computers, chrome books, whiteboards, calculators, science lab materials, math lab materials) *pending our ability to do this during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support</p>	<p>Ongoing</p>	<p>Administrator Aligned to Special Programs/Site Governance</p>	<p>SWP (Title 1)</p>	<p>School Site Council</p>
	<p>Hire a translator/interpreter for EL sections of core classes. *pending our ability to do this during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support</p>	<p>Ongoing</p>	<p>Special Programs Counselor Administrator Aligned to Special Programs</p>	<p>SWP (Title 1)</p>	<p>Administration ELAC ELLRT</p>
	<p>Take students on college visits – community college, UC/CSU, private. *pending our ability to do this during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support</p>	<p>Ongoing</p>	<p>EAOP Coordinator, College & Career Center Technician, Special Programs Counselor, Admin</p>	<p>SWP (Title 1)</p>	<p>EAOP review, School Site Council, Admin.</p>
	<p>Monitor D and F rates. Provide after-school support/intervention for students with Ds and Fs. (also from goal 1/strategy 1)</p>	<p>Ongoing</p>	<p>SIS Counseling Administration Credit Recovery Teachers</p>	<p>SWP (Title 1)</p>	<p>Data Team Counseling Team SIS Administration</p>

Action Plan Goal 3

Increase parity in all CA Dashboard indicators by providing academic supports to subgroups performing below school, district, and state averages.

Rationale

Our school’s mission and vision, and our careers as educators, are predicated on all students achieving

academic success and preparing themselves for productive, fulfilling futures. Disparate results for a group of students in our system are a strong indication that there is something wrong, or simply missing, in how we serve that particular group of students. Robust and targeted data disaggregation, including time-intensive but invaluable conversations with struggling students, are the only way we can address these systemic failures and provide all students with an equal opportunity to succeed. The broad approach required by this Action Plan Goal reflects all of the student learner outcomes, and two of the four district LCAP and site SPSA goals.

Relationship to Student Learner Outcomes

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.*

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Relevance to District LCAP & Site SPSA

Goal 1: Instruction

Goal 2: College & Career Readiness

	Strategies /Action Steps	Timeline	Responsible Parties	Funding Source	Process Monitoring / Assessment of Student Achievement
3.1	Development & implementation of “Guaranteed Curriculum”: *Lesson study collaboration for teachers to review data, develop common lessons, common units, and common labs (including common formative and summative	Ongoing	All Curricular Departments Site Content Leads Administration	LCAP	Lesson plans - this includes MYP published Subject Group Overviews (SGOs) and published Unit Plans -grades 9 and 10. Data from common assessments

	<p>assessments) that include highly effective, relevant instruction and common assessments targeted to increase student achievement and proficiency levels</p> <p>*Encourage peer observation to increase teacher implementation of more student-centered, project-based lessons</p> <p>*Work collaboratively to define “rigor” schoolwide, so that all teachers are working from a common understanding</p>		Instructional Coach		<p>Reflection updates on MYP Unit Plans-grades 9 and 10</p> <p>Walkthrough observation data</p>
3.2	Use increased rigor from MYP curriculum to continue to increase enrollment in IB social science courses	Ongoing	Social Science Department	None	Course enrollment data
3.3	Follow state VAPA standards including college and career opportunities, college visits, and guest speakers	Ongoing	Visual Arts Department	Principal’s Budget	Annual calendar of events
3.4	<p>Allow sufficient amount of time to administer the CAASPP: Interim Assessment Blocks (at the beginning of testing window)</p> <p>*Will allow for time to gather and disaggregate data analysis, reteach and retest</p> <p>*Teach focused lesson plans provided by CASSPP’s website: Digital Library</p>	Ongoing	<p>English Department</p> <p>ELD Department</p>	None	<p>CAASPP Interim Assessment schedule</p> <p>CAASPP Interim Assessment data</p>
3.5	<p>Increased # of special ed students in GE through the IEP process.</p> <p>Increased # of Team Taught sections of GE classes.</p>	Ongoing	Special Education Department	None	<p>Student enrollment data</p> <p>Master Schedule</p>
3.6	Collaborate with counselors to increase counselor education on career pathways, and thus student pathway completers	Ongoing	<p>CTE Department</p> <p>Counseling</p>	None	Increased percentage of CTE pathway completers

			Department		
3.7	ELD 102 and 103 teachers will collaborate to develop CAASPP and ELPAC preparation lessons	Ongoing	ELD Department	None	CAASPP and ELPAC scores
3.8	Create common writing assessments and discuss results	Ongoing	World Languages Department	None	Assignments and rubrics Student writing samples
3.9	Keeping track of current and growing science industry and STEM career-related trends and increasing the number of CTE credentialed science teachers and CTE-related course offerings for students relevant to current and growing science industry and STEM career-related trends and demands	Ongoing	Site and District Administration Science Department	District Educator Effectiveness Budget	CTE pathway offerings
3.10	Create a tracking system for assessing if students are on track for meeting one or more of the College and Career Readiness Indicators	Ongoing	College and Career Technician Counseling Department EAOP Coordinator	None	Student progress towards meeting CCR Indicators
3.11	Data Team will review College and Career Readiness Indicator status data each semester	Ongoing	Data Team	None	Student progress towards meeting CCR Indicators
3.12	Work with district to research feasibility of creating system to track graduates' college completion rates/timing	Ongoing	Administration EAOP Coordinator College & Career Center Technician Counseling Department	TBD	Post-graduate tracking system

3.13	Provide professional development to all staff on AVID strategies	Ongoing	AVID Staff AVID Counselor	None	Meeting agendas and handouts
3.14	Teach Career Readiness Standards to all students	Ongoing	English Department	None	Career Readiness Standards lessons
3.15	Integrate SLOs (PRIDE) into campus culture: *Teach them explicitly across content areas *Reward students for showing PRIDE around campus *Focus days/weeks to highlight each SLO *Add PRIDE integration to Administrative Walkthrough Observation form	Ongoing	Administration All Faculty and Staff	TBD	Lesson plans Spartan Spotlights/RMHS Website
3.16	Continue to work with teachers to increase productive use of EL strategies so that all students have equal access to the curriculum	Ongoing	ELLRT Team Administration Instructional Coach All Faculty	None	Walkthrough observation data Student surveys
3.17	Create a culture of pride around state-mandated assessments (ELPAC, CAASPP, CAST) so that students put forth their best effort	Ongoing	Administration All Faculty Instructional Coach	TBD	ELPAC pull-out attendance CAASPP and ELPAC incentive handouts
3.18	Grade check for all students referred for discipline SSTs requested on an as-need basis	Ongoing	Administration	None	SST calendar
3.19	CORE Improvement Academy Survey - survey all Math 9 and Math 1 students to identify D/F risk factors, as well as possible best practices	Ongoing	Math teachers District Math Learning Design Coach Cameron Salahi, Director of	None	CORE Improvement Academy Survey results

			Instructional Support Services		
3.20	Grade recovery strategies: *Make-up days at lunch / after-school *Loaner PE clothes *Parent calls	Ongoing	Physical Education Department	Principal's Budget	PE Department - specific D/F data
3.21	Increase teachers implementing policies consistent with <i>Grading for Equity</i>	Ongoing	All Curricular Departments Instructional Coach	None	Annual teacher grading policy surveys
3.22	Develop and implement rubrics for common MYP assessments	Ongoing	All MYP Departments MYP Coordinator Instructional Coach	None	Annual teacher grading policy surveys
3.23	English teachers will incorporate AVID strategies in our classrooms *As much as is feasible, when a student has a D or F in English, we will investigate whether they have other Ds and Fs and try to ascertain the cause of any and all D and F grades.	Ongoing	English Department	None	English Department D / F rates
3.24	Parent contact *Review accommodations with GE teachers. *Offer retakes on tests. *Lunch and after-school tutoring.	Ongoing	Special Education Department	Title I LCAP	Parent contacts logged Class grading policies /syllabi Tutoring sign-in sheets
3.25	For each progress period, meet with students currently earning a D/F - review success strategies and set goals for improvement.	Ongoing	Math Department	None	Student transcripts

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3.26	Explore ideas for conducting regular grade checks with ELD 101-103 students.	Ongoing	ELD Department	None	Grade check process and samples
3.27	Continue to improve articulation with feeder middle schools, especially focusing on proactive identification of, and outreach to, students at risk <i>before</i> they begin their freshmen year	Ongoing	RMHS Administration Counseling District Administration	TBD	Communication with feeder schools Planned and implemented outreach activities
3.28	Explore funding for increased bussing so students have greater access to academic supports such as Saturday School as well as on-campus athletic and social events	Spring 2022 or Fall 2023 (when COVID surge is reduced)	RMHS Administration District Administration	TBD	Budget for additional bussing Data on number of students using additional busses
3.29	Continue to work with teachers to increase productive use of EL strategies so that all students have equal access to the curriculum	Ongoing	ELLRT Team Administration Instructional Coach All Faculty	None	Walkthrough observation data Student surveys
3.30	Support increased achievement and access to the curriculum for improved understand and proficiency across Science courses for all significant subgroups by supplying necessary and requested supplemental materials and supplies	Ongoing	District Administration RMHS Administration	Title 1/LCAP funds	Improved CAST and CAASPP scores, decreased D/F rates, increased graduation and A-G rates, reduction in discipline data
3.31	Increase lessons that incorporate collaborative work	Ongoing	All Curricular Departments	None	Lesson plans Walkthrough observation data
3.32	Participate in job-a-likes to analyze data provided by the School Dashboard Reports	Ongoing	English Department	None	Annual research reports to administration

	<p>provided by the California Department of Education.</p> <p>Implement researched-based strategies that address specific weaknesses as identified by the Dashboard.</p>				
3.33	<p>Use GE curriculum in the SAI classes to prepare students for GE classes.</p> <p>Increased # of special ed students in GE through the IEP process.</p> <p>Increased # of Team Taught sections of GE classes.</p>	Ongoing	Special Education Department	General Budget	IEP statistics Master Schedule
3.34	<p>ELD teachers will revise pacing calendars to ensure that students have access to rigorous, relevant curriculum as they advance through the ELD program.</p>	Ongoing	ELD Department	None	ELD pacing calendars
3.35	<p>Increase parity in student access to technology by scheduling access to technology and/or allowing additional assignment completion time for students without home access to technology</p>	Ongoing	World Languages Department	None	Decline in missing assignments
3.36	<p>Support increased achievement and access to the curriculum for improved understand and proficiency across Science courses for all significant subgroups by supplying necessary and requested supplemental materials and supplies</p>	Ongoing	Science Department Administration	LCAP Title I	Improved CAST, CAASPP, and ELPAC scores

3.37	<p>Development & implementation of “Guaranteed Curriculum”: *Lesson study collaboration for teachers to review data, develop common lessons, common units, and common labs (including common formative and summative assessments) that include highly effective, relevant instruction and common assessments targeted to increase student achievement and proficiency levels</p> <p>*Encourage peer observation to increase teacher implementation of more student-centered, project-based lessons</p> <p>*Work collaboratively to define “rigor” schoolwide, so that all teachers are working from a common understanding</p>	Ongoing	<p>All Curricular Departments</p> <p>Site Content Leads</p> <p>Administration</p> <p>Instructional Coach</p>	LCAP	<p>Lesson plans</p> <p>Data from common assessments</p>
3.38	<p>Integrate new SLOs (PRIDE) into campus culture: *Teach them explicitly across content areas *Reward students for showing PRIDE around campus *Focus days/weeks to highlight each SLO *Add PRIDE integration to Administrative Walkthrough Observation form</p>	Ongoing	<p>Administration</p> <p>All Faculty and Staff</p>	Unknown	<p>Lesson plans</p> <p>Spartan Spotlights/RMHS Website</p> <p>Walkthrough observation data</p>
Strategies/Activities from SPSA					
	Strategies /Action Steps	Timeline	Responsible Parties	Funding Source	Process Monitoring / Assessment of Student Achievement
	<p>Monitor D and F rates. Provide after-school support/intervention for students with Ds and Fs. *pending our ability to do this</p>	Ongoing	<p>SIS Counseling Admin Credit Recovery</p>	SWP (Title 1)	<p>Data Team Counseling Team SIS Admin</p>

	during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support		Teachers		
	Provide Homeless, Foster Youth, Migrant and EL Youth with necessary educational materials that they and their families cannot provide for themselves.	Ongoing	Special Programs Counselor	SWP (Title 1)	District FPM Coordinator District McKinney-Vento, Foster, Title IX, CIF Compliance Liaison. Admin
	Enhance classroom learning experiences for students by supplementing classrooms with learning materials that include: computers, chrome books, whiteboards, calculators, science lab materials, math lab materials) *pending our ability to do this during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support	Ongoing	Administrator aligned to special programs/site governance.	SWP (Title 1)	School Site Council
	Hire a translator/interpreter for EL sections of core classes. *pending our ability to do this during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support	paused due to COVID delays	Special Programs Counselor Admin aligned to special programs	SWP (Title 1)	Administration ELAC ELLRT
	Take students on college visits – community college, UC/CSU, private. *pending our ability to do this during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support	Paused due to COVID	EAOP Coordinator, College & Career Center Technician, Special Programs Counselor, Admin	SWP (Title 1)	EAOP review, School Site Council, Admin.
	Monitor D and F rates. Provide after-school	Ongoing	SIS Counseling	SWP (Title 1)	Data Team Counseling Team

	support/intervention for students with Ds and Fs. (also from goal 1/strategy 1)		Administration Credit Recovery Teachers		SIS Administration
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Action Plan Goal 4					
<i>Increase parent and community involvement by creating events that are accessible, supportive, and useful and which promote programs and initiatives that provide support to students.</i>					
Rationale					
In keeping with the systems orientation of this goal, promoting more active and positive parent and community involvement with Rio Mesa is a key component of providing students with an atmosphere in which they can succeed. As a school that is geographically distant from the majority of our families, we have additional challenges in this area that will require us to be creative, and to collaborate with community organizations to host off-campus events.					
Relationship to Student Learner Outcomes					
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.					
Engagement Our graduates are attentive, curious, optimistic, and passionate about their educations and futures. They are motivated to take on new challenges and are resilient in the face of adversity.					
Relevance to District LCAP & Site SPSA					
Goal 4: Parent, Family, and Community Involvement					

	Strategies /Action Steps	Timeline	Responsible Parties	Funding Source	Process Monitoring / Assessment of Student Achievement
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4.1	Create a Parent Welcome Center	unknown	Administration Counseling Department	LCAP	
4.2	EAOP and Counseling Nights (all offered in English and Spanish, with Mixteco translation available)	Ongoing	EAOP Coordinator RMHS Counseling Department	College and Career Readiness Grant	Schedule of events Attendance
4.3	Explore the creation of a Literary Community Event on campus (or on the campus of feeder middle schools) that promote literacy at home with parents, including Bilingual books. Event would include a Book Give-a-Way Explore other ways to incorporate the promotion of literacy with other, already existing, school events.	Ongoing	English Department ELD Department	None	CHAMPS posters Event calendar Walkthrough observation data
4.4	Invite parents to provide support for student clubs	Ongoing	All Club Advisors Administration	None	Club notes turned in to ASB
4.5	Increase collaboration with MICOP and other community organizations that specifically serve our Spanish and Mixteco-speaking families	Ongoing	Administration ELD Department Counseling Department	None	Meeting agendas / email correspondence
4.6	Explore ways to increase participation by parents of students with special needs	Ongoing	Administration SPED Department Counselors	TBD	Attendance at LCAP, PFO, Boosters, ELAC meetings
4.7	Continue to improve articulation with feeder middle schools, especially focusing on proactive identification of, and outreach to, students at	Ongoing	RMHS Administration Counseling District Administration	TBD	Communication with feeder schools Planned and implemented outreach activities

	risk <i>before</i> they begin their freshmen year				
4.8	Increase parent connections with freshmen	Ongoing	CTE Department	None	Meeting notes Parent contact logs Calendar of activities
Strategy/Activity from SPSA					
	Strategies /Action Steps	Timeline	Responsible Parties	Funding Source	Process Monitoring / Assessment of Student Achievement
4.9	ELAC Support / Professional services for migrant and low income; families that support students and parents physical and emotional wellbeing. (parent project and ELAC)	Ongoing	ELRT Spec. Prog. Counselor Admin.	Title 1 Migrant	ELAC Migrant Ed.
4.10	Breakfast or lunch with the principal. Invite parents/community members to come to RMHS to chat with the principal. Gives opportunity to share successes and hear community concerns. *pending our ability to do this during COVID school closure. Goal would be paused if we are unable to meet face to face and provide the support	Paused due to COVID	Admin / Special Programs Counselor	SWP (Title 1)	SPSA/School Site Council
4.11	IB CP10th grade Parent and Student Information Night. Presentation shared in English and live translation provided in Spanish and Mixteco	Ongoing -during Open House	IB Career-related Program	None	Increased enrollment in CP courses, registration of CP Certificate Candidates
4.12	IB DP program Parent and Student Information Night. Presentation shared in English and live translation provided in Spanish and Mixteco	Ongoing - during Open House	IB Diploma Program	None	Increased enrollment in DP courses, registration of DP course and diploma Candidates

4.13	<p>IB MYP program Parent and Student Information Night. Presentation shared in English, and live translation provided in Spanish and Mixteco</p>	Ongoing - during Open House	IB Middle Years Program	None	<p>Increased enrollment in MYP courses, increased participation in MYP Personal Project, increased student and parent awareness</p>
4.14	<p>IB main page on RMHS website provides:</p> <ul style="list-style-type: none"> ● program information for DP, CP and MYP ● contact information ● specific course information ● IB calendar ● policy information ● links to IBO 	Ongoing	IB DP,CP, and MYP coordinators in conjunction with the RMHS webmaster	None	<p>Increased enrollment in DP and CP. Increased awareness regarding MYP units, Personal Project, shared assessments and shared grading rubrics</p>
4.15	<p>Annual review of IB DP/CP policies - information shared via Parent Square, IB DP students, and IB DP staff during Back to School Night</p>	Ongoing	IB DP Coordinator and staff	None	<p>-Completion and submission of DP Student Declaration of Receipt Google Form</p> <p>-Completion and submission of Parent Declaration of Receipt Google Form</p>