



## RIO MESA HIGH SCHOOL

SELF-STUDY REPORT

# WELCOME TO SPARTA BIENVENIDA A SPARTA

*Discover how an IB education at Rio Mesa can prepare your student for a world of success.*

*Descubra cómo la educación del IB en Rio Mesa puede preparar a su alumno para un mundo de éxito.*

### **RIO MESA HIGH SCHOOL ACS WASC/CDE FOCUS ON LEARNING CONTINUOUS IMPROVEMENT GUIDE**

<https://www.riomesahigh.us/>

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Oxnard Union High School District



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## Introduction

### [Vision & Mission](#)

#### **Brief Background of School**

Rio Mesa High School, one of eight comprehensive high schools in the Oxnard Union High School District, serves over 2,000 students in a predominantly rural area of Oxnard, California. Established in 1965, the school recently underwent significant renovations funded by a local bond measure (Measure A) passed in 2019. Enhancements include upgraded air conditioning, new paint, window replacements, and flooring in most classrooms, along with new furniture. The football stadium and gymnasium received improvements, such as new turf, refinished flooring, updated scoreboards, stands, and a media booth. These upgrades have significantly enhanced the overall environment of Rio Mesa High School.

As an International Baccalaureate (IB) World School, Rio Mesa proudly offers all three IB Programmes. The school also features a robust special education program catering to students with mild to moderate and moderate to severe disabilities, including the Ventura County Deaf and Hard of Hearing program. Student schedules are thoughtfully designed to reflect individual abilities, needs, and interests. The instructional program encompasses a range of options, including credit recovery classes, support for English Learners, college preparatory courses, Honors, Advanced Placement, and International Baccalaureate offerings.

#### **Diversity, Equity and Inclusion (Principal's Initiatives)**

Mr. Gary Peterson, the new principal at Rio Mesa High School this year, is actively engaging with the Principal's Advisory Council. This council, composed of nominated and volunteer students, represents a diverse cross-section of the student body and aims to address student concerns while generating ideas and solutions. Also, Mr. Peterson is working with school staff to rebuild parent and community involvement on the Rio Mesa HS campus. Efforts have already begun to reestablish our PFO and Rio Mesa is actively engaging with local community members to increase awareness of Rio Mesa events in our surrounding communities. Mr. Peterson is supporting other booster groups (athletics and band), in an expanded effort to involve even more families with Rio Mesa.

#### **Funding for Additional Counselors**

State funds designated for mental wellness and addressing learning loss had been allocated to hire two additional counselors for a three-year period beginning in the 2021-22 school year. This year, available funding supports one Restorative Intervention Counselor (RIC), who has been instrumental in assisting students facing academic and behavioral challenges, particularly those struggling to catch up with credits. Due to changes in enrollment, we also lost one regular program counselor causing caseload numbers to rise for the remaining four regular program counselors.

#### **Wellness Center**

In the 2021-22 school year, Rio Mesa High School established the "Olympus" Wellness Center as part of a district-wide initiative to address students' mental health needs. To support the growing demand for social-emotional services, an additional Student Wellness Specialist (SWS) was hired. The Wellness Center offers a dedicated space for local mental health professionals to meet with students in both one-on-one and group settings, addressing concerns such as grief, anxiety, and the promotion of positive choices.

### [MYP \(IB Report\)](#)

In 2021, we earned our authorization as an MYP school under the leadership of our longtime IBDP, IBCP, and IB MYP Coordinator, who retired in June of 2022. Upon her retirement, each program was appointed a specific coordinator. The MYP coordinator of 2022-23 was in the role for one year. During that year, the MYP coordinator focused on getting as many staff members as possible MYP trained and facilitating collaboration among MYP PLCs. Our current MYP Coordinator took the position in 2023-24 and was aligned with a new Administrator for support in 2024. This coordinator has been focusing on the implementation of the interdisciplinary units, revision of curriculum, common assessments, and facilitating collaboration. They have also been highly involved in preparation for this visit. The introduction of the Middle Years Programme to all 9th and 10th graders in their core courses means that nearly all students are exposed to International Baccalaureate (IB) philosophies. This approach facilitates a smoother transition for 11th-grade students into IB courses and enhances their comfort level in pursuing the International Baccalaureate

Diploma Programme (IBDP) and International Baccalaureate Career Programme (IBCP) candidacy. (For further details, please refer to the Summary Description of Programs Offered and Chapter One for additional information on MYP, and the [IB Report](#).)

### **New Athletic Teams and School Clubs**

RMHS offers a variety of clubs focused on diversity, equity, and inclusion, including Asian Club, Caring Closet, Girls LIB, Girls Who Code, LASO/Tequio, BSU, MESA, Mental Health & Suicide Prevention, TEAL, GSA, Mock Trial, MUN, Leos, and Drama Club. In 2022-23, RMHS introduced the district's first CIF E-Sports team, providing opportunities for students not interested or able to participate in traditional sports to engage in school activities. Additionally, RMHS established a girls' beach volleyball team in 2021-22 and a girls' flag football team in 2023-24.

### **Summary Description of Programs Offered**

In addition to the courses outlined by the district, Rio Mesa High School offers the following programs for students:

### **International Baccalaureate Middle Years Program ([MYP](#)) Grades 9 & 10, International Baccalaureate Career-related Program ([IBCP](#)) Grades 11 & 12, and International Baccalaureate Diploma Program ([IBDP](#)) Grades 11 & 12**

Rio Mesa offers the last two years of the five year MYP program. Nearly all freshman and sophomore classes are MYP. Rio Mesa students who successfully complete years 4 and 5 of MYP are well-prepared for the rigor of the IB Diploma Programme (IBDP) or IB Career-related Programme (IBCP).

### **AVID**

#### **Rio Mesa High School CTE Pathways**

- [Sustainable & Residential Construction Pathway](#)
- [Mariachi Pathway](#)
- [Video & Broadcasting Pathway](#)
- [Baking & Pastry Pathway](#)
- [Pre-Hospital Care Pathway](#)
- [Transportation & Technology Pathway](#)
- [Robotics Technology & Manufacturing Pathway](#)
- [CNC Machine & Manufacturing Pathway](#)

### **Oxnard Online Credit Recovery (OOCR)**

The online credit recovery program has enabled students behind in credits or A-G completion to catch up under the guidance of subject area teachers. Students are paired with on-campus teachers and able to meet with them four days per week to complete work in the OOCR online Canvas learning management system. This convenient option has helped many students who might not have graduated or met A-G requirements get back on track.

### **Collaboration for Self Study**

Rio Mesa High School began its self-study in Spring 2023, involving all stakeholders, including faculty, staff, students, and parents. The aim was to assess progress toward Schoolwide Learner Outcomes (PRIDE), address prior areas of need, and identify new areas requiring attention. A new WASC Coordinator was appointed to oversee the process in October, 2023. The WASC Coordinator, Principal, Assistant Principal, and Learning Instructional Technology Coach attended virtual WASC training to guide the process.

Focus groups, averaging 25-30 members, used staff meetings and collaboration time to complete assigned criteria and prompts with clear goals. These groups worked collectively to provide responses. Educational partners, including students and parents, actively participated through meetings, surveys, and feedback, helping shape the school's Action Plan. Parent input was gathered via School Site Council, district LCAP meetings, ELAC meetings, and annual LCAP school site surveys.

## Chapter I: Progress Report

### **Significant Developments**

Through the reflective and collaborative work of schoolwide stakeholder groups, the following changes and developments have been identified as the most significant since Rio Mesa High School's last WASC Self-Study in 2019.

#### **Implementation of MYP into most 9th & 10th courses**

Common MYP lessons and assessments have been implemented in 9th and 10th grade English, math, science, social science, visual art, and P.E classes. This inquiry-based curriculum encourages students to make interdisciplinary connections, see the relevance of their studies, and apply knowledge to real-life situations, engaging them more deeply. The curriculum includes investigations, reflections, discussions, and assessments aligned with MYP standards, leading to a deeper understanding of concepts. The Goal of the MYP curriculum is to elevate teaching and learning, and raise standards for both students and teachers. Curriculum alignments across grade levels is supposed to improve clarity within and cooperation between departments. The program is also supposed to increase student engagement and provide teachers with common unit plans focused on IB Learner Profiles and ATL skills (Approaches to Learning).

#### **Grading for Equity**

In response to WASC's recommendation to develop a systemic, authentic assessment reflecting student progress toward content standard proficiency, Rio Mesa is implementing a mastery-based grading policy focused on equity for all students. The school continues to work on aligning this policy across all classes to ensure compliance with [Board Policy](#).

#### **New Leadership**

After six years under the same principal, RMHS welcomed a new principal in July 2022, who focused on re-establishing strong leadership norms. At the end of the 2023-24 school year, staff were informed of an unexpected leadership change, raising concerns during the critical self-study period. A new principal, Gary Peterson, was selected with staff input for the 2024-25 school year. As a former RMHS Assistant Principal, Mr. Peterson is familiar to most staff. Current priorities include improving PBIS implementation, grading for equity, restorative intervention, increasing student and parent involvement, and improving school climate for both teachers and students.

Regarding IB leadership, the long-time coordinator who had led the IB programs since 2009 retired in 2022, and a new coordinator assumed responsibility for both IBDP and IBCP. Formal IB training and additional collaboration time have been provided for the leadership team and IB teachers. The IB MYP program saw leadership changes, with a new coordinator taking over in 2022-23, and again in 2023-24, committed to strengthening MYP implementation.

#### **Professional Development and Collaboration**

Teachers have been given significantly more time for collaboration and lesson planning, especially with the implementation of MYP. On Fridays, school starts one hour later, allowing teachers to work together on unit creation. Job-alike opportunities have also been encouraged, enabling content teachers to collaborate on unit plans and review summative assessments to continuously refine the curriculum and improve practices for student success. In the 2023-24 school year, IBDP teachers were, for the first time, given dedicated time to review exam reports and analyze data from internal and external assessments. This has been invaluable in identifying curricular strengths and weaknesses and in planning for future assessments.

#### **[New Requirements for Graduation](#) (beginning with the Class of 2024)**

[Ethnic Studies](#) has replaced Geography as a graduation requirement, ahead of the state's 2025-26 mandate. This course explores the experiences of marginalized communities, offering diverse perspectives and teaching histories often excluded from traditional history classes. One year of Visual and/or Performing Arts is now required, leading to increased enrollment in the arts and broader student exposure to creative disciplines. Additionally, completion of a two-year [CTE](#) Pathway or two years of World Language is now required. CTE classes have become more structured and better funded as a result. A third year of science is also required, aligning the new requirements more closely with A-G standards and, in some cases, exceeding them. These changes have presented challenges, particularly in

scheduling for special education students who must also take directed studies each year, for students attempting to pass a third year of science, for student-athletes, and for IBDP and IBCP Candidates looking to meet program requirements. The CTE requirement has also limited elective and CTE exploration, sometimes placing 11th graders at risk of not graduating if they cannot pass one semester of their pathway, or limits changing pathways when it does not capture their interest. To address these issues, discussions have begun about adding a 7th period to increase flexibility in meeting the new requirements.

**Campus Modernization** (Please see introduction)

**Redrawn Attendance Area Map**

With the addition of a new high school in the district, attendance boundaries have been redrawn, and RMHS's student population now primarily consists of residents from Oxnard. As a result, the incoming 9th grade class size has decreased by 150-200 students, starting with the Class of 2027. [Enrollment Data](#)

**COMMON ASSESSMENTS - See WASC Action Plan Goal #5**

**Comment on the process for implementing and monitoring the SPSA aligned with LCAP goals**

RMHS has made progress in implementing and monitoring the Schoolwide Action Plan. The Principal, Assistant Principal, and the Principal's Advisory Committee—composed of administration, students, parents, a teacher representative, and a classified staff member, each serving two-year terms—collaborate throughout the year to conduct ongoing, systemic analysis of progress and effectiveness in meeting program goals related to growth areas and the Action Plan.

The SPSA review begins each year with the principal examining the Action Plan, student learner needs, and growth areas for continuous improvement. Stakeholder feedback is gathered from the Principal's Advisory Committee, School Site Council, ELAC, and the Athletic Director's Advisory Committee.

**WASC 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. (Growth Area for Continuous Improvement: Further development of MTSS and PBIS systems to provide structured routines and school-wide expectations).

<b>2023-2024 LCAP GOAL 3</b>	Multi-Tiered Systems of Intervention and Support to promote both academic and social-emotional learning.
<b>2023-2024 SPSA GOAL #3</b>	<u>Multi-Tiered Systems of Support and Intervention (MTSS):</u> To promote both academic and social-emotional learning. To build powerful futures for every student, the OUHSD will utilize Educational Partners input to implement multi-tiered systems of intervention and support that effectively promote diversity, equity, and inclusion.

<b>PROGRESS</b>	<b>IMPACT</b>	<b>EVIDENCE</b>
<ul style="list-style-type: none"> <li>● Restructured &amp; Revitalized PBIS Team comprised of teachers in every department with two leaders paid to attend monthly meetings and develop a comprehensive PBIS plan which reflects IB Learner Profile traits</li> <li>● Newly introduced Student and Staff Recognition programs</li> <li>● Restructured and Revised</li> </ul>	<p>Reduction in disciplinary referrals</p> <p>Restorative and Other Means of Correction used in place of suspensions.</p> <p>Reduced Suspensions and Expulsions for targeted subgroups</p> <p>Student access to services offered at the Wellness Center site</p>	<p><a href="#">PBIS Schoolwide Implementation Plan</a></p> <p><a href="#">PBIS Spring 2024 Plan</a></p> <p><a href="#">PBIS One Liners for student activity</a></p> <p><a href="#">PBIS Tier 2 Proposal</a></p> <p><a href="#">IB Learner Profile</a></p> <p><a href="#">MTSS</a></p> <p><a href="#">California Healthy Kids Survey Results</a></p> <p><a href="#">Youth Truth Survey</a></p> <p><a href="#">Youth Truth Synthesis Report</a></p> <p><a href="#">Discipline Referral Data</a></p> <p><a href="#">Saturday Academy Attendance</a></p>

<p>MTSS Plan</p> <ul style="list-style-type: none"> <li>Wellness Center Expansion</li> <li>Creation of <a href="#">LINK Crew</a></li> <li>Addition of RIC Counselor</li> <li>Attendance Advisor monitoring program</li> <li>New MTSS Synergy Module</li> <li>Student Data Dashboard for just in time monitoring and prediction</li> </ul>	<p>Improved attendance</p> <p>Increased attendance at Saturday Academy</p>	<p><a href="#">Suspension rates</a></p> <p><a href="#">Expulsion rates.</a></p> <p><a href="#">Care Solace</a></p> <p><a href="#">RIC Counseling Action Items</a></p> <p><a href="#">Individual and group counseling</a></p> <p><a href="#">Attendance Matters Month Plan</a></p> <p><a href="#">Attendance data</a></p>
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**WASC Action Plan Goal #2:** Continue to develop and employ educational technology skills in the classroom to enhance student learning. ([Growth Area for Continuous Improvement](#): Explore and monitor various modes of instructional delivery in order to find a balance between technology and non-technology based instruction.

<p><b>LCAP GOAL #1</b></p>	<p>Instruction: To build powerful futures for every student, the OUHSD will utilize Education Partner input to develop and implement an Instructional program that supports the high school diploma as a minimum and provides college and career and life readiness to every student through an accessible, engaging, equitable, and rigorous curriculum and instruction practices.</p>
<p><b>SPSA GOAL #1, Activity 4</b></p>	<p>Enhance classroom learning experience for students by providing classrooms with supplemental materials above and beyond the instructional requirements as per the curriculum and content standards.</p>

PROGRESS	IMPACT	EVIDENCE
<ul style="list-style-type: none"> <li>MYP Implementation</li> <li>SMART Boards in classrooms</li> <li>1:1 Student Chromebooks</li> <li>Smart Tech Calculators for math students</li> <li>Large variety of technology tools provided to teachers</li> <li>Students' suite of technology tools (Toddle, Screencastify, Storyblocks, Canva, Adobe Express, online textbooks)</li> <li>Visible Thinking strategies are used to increase all student skills while reinforcing Reading, Writing, Thinking and Speaking strategies</li> </ul>	<p>Increased collaboration across disciplines</p> <p>Improved vertical alignment</p> <p>Enhanced and differentiated instruction</p>	<p>Nearly all classrooms are equipped w/ViewSonic</p> <p>100% of students have their own Chromebook, charger, and protective case.</p> <p><a href="#">District approved tech tools for teachers</a></p> <p><a href="#">Visible Thinking Strategies</a></p>

**WASC Action Plan Goal #3:** Increase parity in all CA Dashboard indicators by providing academic support to subgroups performing below school, district, and state averages. ([Growth Area for Continuous Improvement](#): Continue to refine data analysis practices and routines through ongoing collaborative practices. This should include common assessments, and subsequent norming of these assessments, both within and across subject group areas. Ensure all students benefit from a comprehensive approach to instruction that ensures content matter proficiency for English Learners, Foster children and Students with Disabilities).

<b>LCAP GOAL #1</b>	Instruction: To build powerful futures for every student, the OUHSD will utilize Education Partner input to develop and implement an Instructional program that supports the high school diploma as a minimum and provides college and career and life readiness to every student through an accessible, engaging, equitable, and rigorous curriculum and instruction practices.
<b>SPSA GOAL 1 &amp; 2</b>	<u>Instruction</u> : To build powerful futures for every student, the OUHSD will utilize educational partner input to develop and implement an instructional program that supports the high school diploma as a minimum and provides college and career and life readiness to every student through an accessible, engaging, equitable, and rigorous curriculum and through instructional practices. <u>College &amp; Career Readiness</u> : To build powerful futures for every student, the OUHSD will utilize educational partner input to provide college, career, and life readiness opportunities and experiences for every student prior to high school graduation.

<b>PROGRESS</b>	<b>IMPACT</b>	<b>EVIDENCE (link)</b>
<p>AP Course and Exam Revisions</p> <p>Teachers collaboratively work with the ELD department to determine grade level</p> <p>Addition of EL Academic Support Classes: EL Chem, EL Math, EL English 101, 102, 103, LTEL Bridging Classes 104 and 105</p> <p>Academic Support</p> <ul style="list-style-type: none"> <li>● Pear Deck Online Tutoring account for every student</li> <li>● In-person Teacher Tutoring</li> <li>● Oxnard Online Credit Recovery</li> <li>● Tutorial Studies Class</li> </ul> <p>CAASPP</p> <ul style="list-style-type: none"> <li>● Opportunities for student grade bump based upon scores</li> <li>● Curriculum alignment</li> </ul> <p>CAST Preparation embedded in science courses</p> <p>ELPAC Test Restructuring</p> <p>Biliteracy Recognition Program</p>	<p>Improved alignment of Social Science courses with IB Criterion</p> <p>Ethnically diverse and Low Socioeconomic Subgroups outperforming White and Socioeconomic advantaged groups in 2024</p> <p>Increased collaboration across disciplines</p> <p>Improved vertical alignment</p> <p>Increased RFEP Rates - 49% Reclassification 2024</p> <p>Improved graduation rates</p> <p>Improved CAST scores ELPAC Reclassification Increase</p> <p>ELPAC Test coordinator presented at California Assessment Conference</p> <p>Students have pride in their ability to speak two or more languages and earn a Seal of Biliteracy on their diploma</p> <p>Increased number of students taking higher level World Language courses Consistent AP Spanish Test Rates over 90%</p>	<p><a href="#">2024 AP Exam Data by Subgroup Five-year AP Score Report</a></p> <p><a href="#">D &amp; F rates</a></p> <p><a href="#">Pear Deck Online Tutoring</a></p> <p><a href="#">Oxnard Online Credit Recovery</a></p> <p><a href="#">Tutoring Schedule</a></p> <p><a href="#">Graduation Rates</a></p> <p><a href="#">CAASPP ELA Results</a></p> <p><a href="#">CAASPP Math Results</a></p> <p><a href="#">CAST Results</a></p> <p><a href="#">ELPAC Scores</a> <a href="#">Examiner's presentation</a> <a href="#">Test Chat presentation</a></p> <p><a href="#">RFEP rates</a></p> <p><a href="#">Seal of Biliteracy numbers</a></p>

**WASC 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. (Growth Area for

Continuous Improvement: Seekout opportunities for all parents, reflective of the student population to become involved in the school community).

<b>LCAP GOAL</b>	Built in to each LCAP Goal
<b>SPSA GOAL 4</b>	<u>Parent, Family, and Community Involvement</u> : To increase opportunities and access to parents and guardians to be involved in school culture, communication, goals, and college and career opportunities.

<b>PROGRESS</b>	<b>IMPACT</b>	<b>EVIDENCE (link)</b>
<p>Inviting parents to meet with leadership:</p> <ul style="list-style-type: none"> <li>● School Site Council</li> <li>● Monthly Special Education Parent Meetings</li> </ul> <p>ELAC PFO Revival Athletic Booster Membership and Fundraising increases</p> <p>Implementation of translation devices services at parent meetings and school events.</p> <p>Tools used for parents to engage with their student’s learning and with the school community:</p> <ul style="list-style-type: none"> <li>● Parent Vue</li> <li>● Canvas Parent Connect</li> <li>● Parent Square</li> <li>● Social Media Presence</li> <li>● Website</li> </ul> <p>Increased promotion of parent invitations to campus for more events &amp; celebrations:</p> <ul style="list-style-type: none"> <li>● Back to School Night and IBDP Theory of Knowledge Exhibition</li> <li>● Open House and IB CP Service Learning Exhibition and IB MYP Personal Project Exhibition</li> <li>● IBDP/IBCP Information Night</li> <li>● Wellness Center Open House</li> <li>● Spartan of the Quarter Celebrations</li> <li>● Movie Nights</li> <li>● Dia de los Muertos/Posadas</li> <li>● Drama performances</li> <li>● College and Career Center Workshops</li> </ul>	<p>More parents have opportunity to speak with decision makers and safety personnel</p> <p>Athletic Boosters provide funding to all programs</p> <p>Parents are included and invited to access the campus.</p> <p>Increased parent attendance and involvement</p> <p>Increased transparency for parents and access to their students progress, attendance records, and to teachers</p>	<p><a href="#">SSC Link</a></p> <p><a href="#">RMHS ELAC</a> <a href="#">Athletic Booster Club</a> <a href="#">PFO</a></p> <p><a href="#">Parent Vue</a> <a href="#">Parent Square</a> <a href="#">RMHS Website</a> <a href="#">RMHS Instagram</a> <a href="#">RMHS Facebook</a> <a href="#">RMHS YouTube</a> <a href="#">Senior Night Photo</a> <a href="#">Senior Night Program</a> <a href="#">ELD awards night</a> <a href="#">Science Fair</a></p>

<ul style="list-style-type: none"> <li>Wellness Center Parent Events</li> </ul> <p>City of Oxnard Partnerships CTE Partnerships</p>		
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**WASC Action Plan Goal #5:** Continue to pursue a systematic approach to authentic assessment that is systemic and reflects student progress toward meeting proficiency of content standards. Rio Mesa has embarked on the implementation of a mastery-based grading policy based on equity for all students. Continue to align this policy school-wide to ensure all students adhere to the Board Policy.

<b>LCAP GOAL #3</b>	Multi-Tiered Systems of Intervention and Support to promote both academic and social-emotional learning.
<b>SPSA GOAL #3, Activity 1</b>	Train, implement, and evaluate behavior intervention strategies including but not limited to PBIS, equitable grading practices, wellness, and other multi-tiered systems and supports to increase student achievement and wellness.

PROGRESS	IMPACT	EVIDENCE (link)
New Grading for Mastery and Equity Board Policy Implementation  MYP Cross curricular unit planning  District Initiative: Restorative Intervention Campus Program  Common Assessments	D and F rates have decreased  Students accessing Wellness Center services has increased (~ 300 new students per year since 21-22 when Wellness Centers opened)	<a href="#">D and F rates</a> <a href="#">Board Policy on Assessment</a> <a href="#">RIC Referral Data</a>  <a href="#">Grading for Equity Teacher Survey Data</a> <a href="#">MYP Common Assessment Documentation Folder</a>

**WASC Action Plan Goal #6:** Continue to provide college and career readiness opportunities for all students, to include ongoing professional collaboration on the new IB Middle Years Programme and Career-Related Programme.

<b>LCAP GOAL #2</b>	<u>College, Career &amp; Life Readiness:</u> To build powerful futures for every student, the OUHSD will utilize educational partner input to provide college, career, and life readiness opportunities and experiences for every student prior to high school graduation.
<b>SPSA GOAL #2, Activity 1</b>	<u>College &amp; Career Readiness:</u> To build powerful futures for every student, the OUHSD will utilize educational partner input to provide college, career, and life readiness opportunities and experiences for every student prior to high school graduation. <u>Activity 1:</u> Provide students with opportunities to participate in college visits including community college, UC/CSU and private institutions

PROGRESS	IMPACT	EVIDENCE (link)
Implementation of Middle Years Program <ul style="list-style-type: none"> <li>Release time for teachers to</li> </ul>	MYP The rate of students meeting and close to meeting A-G completions	<a href="#">MYP Sample Planning Schedule A-G Plan</a>

<p>plan MYP, IB and ESL units and assessments.</p> <p>A-G Site Plan Implementation</p> <p>California Colleges Implementation</p> <ul style="list-style-type: none"> <li>All students are provided with accounts to California Colleges to help with planning needed to graduate, keep track of A-G completions, college applications, and financial aid</li> </ul> <p>Senior Checkout Process Revisions</p> <ul style="list-style-type: none"> <li>Requires FAFSA completion or opt out form</li> <li>Senior Rally invitation</li> </ul> <p>IB and AP Course and Exam Expansion</p> <ul style="list-style-type: none"> <li>Juniors in HL1 courses taking AP Exams</li> <li>MYP alignment with 9th/10th grade AP courses</li> </ul> <p>EAOP/DCAC and Community College Partnerships</p> <ul style="list-style-type: none"> <li>Workshops</li> <li>College Exposure</li> <li>Two &amp; Four Year College Applications</li> </ul> <p>CTE Pathways Expansion</p> <ul style="list-style-type: none"> <li>Eight CTE pathways</li> <li>New District Graduation Requirement option</li> <li>Options at off-campus programs</li> </ul>	<p>increased 2% from 2022-23 to 2023-24</p> <p>Increased student awareness of A-G</p> <p>Students are participating in Oxnard Online to repair A-G.</p> <p>Increased enrollment in IB classes &amp; IBDP and IBCP Programs Increased IB and AP Test Takers Increased Financial Aid Applications Higher GPA's due to grade bumps Higher college acceptance rates</p> <p>A growing number of students graduate knowing they have the option to attend college or trade school</p> <p>Increased number of students applying for and attending local community colleges</p> <p>Increased number of students applying and being accepted to four year colleges</p> <p>The opportunity to take CTE pathway courses helps many students decide on a college major and/or careers</p> <p>More students are graduating with job skills that help them as they work their way through college, or enter the world of work upon graduation</p> <p>Students have four additional CTE pathway options offered through the district.</p>	<p><a href="#">Oxnard Online Credit Recovery Data</a></p> <p><a href="#">Approved A-G Grant proposal</a></p> <p><a href="#">California Colleges Implementation Plan</a></p> <p><a href="#">Students Meeting A-G Requirements</a></p> <p><a href="#">Graduation &amp; A-G Req.</a></p> <p><a href="#">Sem. 1 WOW</a> <a href="#">Sem. 2 WOW</a></p> <p><a href="#">AVID Plan</a></p> <p>College Making it Happen Presentation by EAOP</p> <p><a href="#">Link to IB class enrollment</a></p> <p><a href="#">IB Test Results</a> <a href="#">AP Test Results</a></p> <p><a href="#">Financial Aid Data</a></p> <p><a href="#">OUHSD College App. Rates</a></p> <p><a href="#">College Acceptance Rates</a></p> <p><a href="#">CTE Pathways</a></p> <p><a href="#">After School District CTE Pathways</a></p> <p><a href="#">Pathway completer numbers</a></p> <p><a href="#">OUHSD/RMHS completers</a></p> <p><a href="#">CA Colleges</a></p>
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## Chapter 2: School Profile and Supporting Data and Findings

### Student Demographics

#### 1. [RMHS Enrollment Data](#) & [SARC / SARC Summary](#)

##### Current Data Trends:

- **Enrollment Decline:** Overall enrollment decreased by **9.04%** from 2020-21 to 2023-24.
- **Increase in Hispanic or Latino Students:** In 2023-24, Hispanic or Latino students comprised **86.6%** of total enrollment, an increase from **83.1%** in 2020-21.
- **Fluctuation in English Learners (EL):** The number of English Learners increased slightly to **434** in 2022-23, up from **409** in 2020-21, then dropped back down to **360** in 2023-24.

**Analysis:** Rio Mesa's student population has dropped over the last three years. This trend is attributed to a number of factors. Due to the opening of a new high school, attendance boundaries were redrawn causing a decline in RMHS's overall numbers. This trend is expected to continue. Many families have moved out of the area since the pandemic due to a lack of employment, housing availability, and other economic factors. While the student population has declined slightly, Rio Mesa continues to serve a large population of Hispanic or Latino students (86.6%) which has grown slightly over the last few years, as has the EL and Homeless Youth populations. Knowing our population has helped us to focus our efforts on meeting the needs of all of our students, especially our most vulnerable. [State of the County Report](#)

### Student Performance Data

#### 1. [CAASPP ELA](#)

##### Current Data Trends:

- **Decrease in Number of Students Tested:** The number of students tested decreased from 512 in 2021-22 to 474 in 2023-24. This decline is due to the change in enrollment.
- **Mean Scale Score for English Learners:** The mean scale score for English learners remained stable, slightly decreasing from 2437.2 in 2021-22 to 2436.9 in 2023-24. While stable, this suggests that there is room for growth in improving English learners' academic performance. Additional support and tailored interventions may be needed to boost outcomes.
- **Decrease in EL Students Meeting Standards:** There was a significant decrease in the percentage of English learners meeting standards (Level 3). This trend indicates the need for targeted interventions to address gaps in achievement, particularly in language acquisition and academic support.
- **Increase in Economically Disadvantaged Students Meeting Standards:** The percentage of economically disadvantaged students meeting standards at Level 3 increased, reflecting the effectiveness of current support systems. Continued expansion of these successful strategies could further improve outcomes for other student groups, including English learners.

**Analysis:** While challenges persist, particularly for English learners, there are positive indicators such as the improvement in economically disadvantaged students. To address the drop in EL students meeting standards, it is crucial to enhance targeted interventions. These efforts will help promote equitable academic growth across all student subgroups. The data shows a need to get all students involved in listening, reading, writing, and speaking in every class, not just in ELA classrooms. Using proper scaffolding as well as may help our EL students gain confidence in their abilities by encouraging them and creating safe spaces for risk-taking.

#### 2. [CAASPP Mathematics](#)

##### Current Data Trends:

- **Mean Scale Score Trends:** The mean scale score has increased for most subgroups over the past three years, indicating a positive trend in overall performance.
- **Percentage of EL Students Meeting Standards:** The percentage of English Learners meeting standards (Level 3) decreased from **2.35%** to **1.56%** over three years.
- **Hispanic or Latino Students and Students with Disabilities** both increased their mean scale scores,

reflecting some progress in both of these subgroups.

- **Fluctuations in Student Achievement Levels:** The percentages of students at Levels 2, 3, and 4 experienced significant drops followed by slight increases, highlighting instability in achievement levels among the student population.

**Analysis:** The positive trend in mean scale scores for math is encouraging, particularly for Hispanic or Latino students and students with disabilities. However, the decrease in English Learners meeting standards and the fluctuation in achievement levels indicate areas of concern. Our student population has become more diverse, with more students from disadvantaged backgrounds. The pandemic disrupted learning and led to a detrimental increase in learning loss which we are still recovering from. Our school is implementing interventions and additional resources to support students who are struggling. This also indicates that students may be incorrectly placed in math classes based on middle school math recommendations. Taking the time to give placement tests and moving students to the proper math level would allow students to have more success and build confidence in their math abilities. Moving forward, it is critical to implement more targeted interventions for English learners and focus on stabilizing achievement levels across all student groups to ensure continued and equitable progress in math education.

### 3. [English Learner Data](#) & [ELPAC Data](#)

#### **Current Data Trends:**

- **Fluctuation in number of new EL Students:** The number of students in the 0-3 and 4-5 year English Learner (EL) categories has fluctuated in the last three years and grown overall.
- **Decline in Long-Term EL Students:** The number of students classified as 6+ LTEL has dropped, suggesting challenges in retaining students who have been EL for an extended period.
- **Number of RFEP Students:** The number of students qualifying to be RFEP'd has increased.

**Analysis:** While there are fluctuations in the number of new EL students and challenges related to long-term English learners, the overall growth of the EL population and the increase in RFEP students demonstrate positive trends in language acquisition and academic progress. The school has made progress in reducing the number of LTEL students and needs to continue to focus on early intervention and support. Our large population of 6+ LTEL students require targeted language support to succeed academically and in order to become RFEP'd. RMHS has implemented a support class at the beginning of the 24-25 school year for EL students who have not passed the ELPAC exam. Continued investment in language programs and staff development will be key to sustaining these positive outcomes.

### 4. RMHS [CA School Dashboard Summary](#)

<b>College and Career Preparation</b>
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1. [Students Meeting A-G Requirements](#)
2. [Career Technical Education Completion Rates](#) & [OUHSD CTE Data](#)
3. [Advanced Placement Data, 2024 AP Data 2024](#)
4. [International Baccalaureate \(IB\) Data](#)
5. [College and Career Readiness Indicator](#)

#### **Current Data Trends:**

- **Increase in A-G Requirement Completion:** The overall percentage of students meeting A-G requirements has risen slightly, though there are declines in specific vulnerable subgroups, including English Learners, socioeconomically disadvantaged, and homeless students.
- **Growth in IB Participation:** The number of students enrolling in International Baccalaureate (IB) classes and exams has significantly increased, along with substantial growth in the number of IBDP and IBCP candidates over the last four years.
- **College & Career Readiness Indicator:** The College & Career Readiness indicator shows that the overall number of students and the overall preparedness for college is low for most subgroups, average for White students, and very low for students with disabilities, indicating a need for improvement in college readiness initiatives.

**Analysis:** The decline in A-G completers among our EL, Socioeconomically Disadvantaged, and Homeless students may be linked to the CSU GPA requirement change from 2.0 to 2.5. These subgroups often face challenges in recognizing college as an achievable goal, especially when basic needs are unmet. However, these groups have shown increased completion rates in CTE pathways, which offer valuable trade skills and higher-paying job opportunities post-graduation. Counselors guide students toward community colleges for continued trade programs and the possibility of earning AA/AS degrees and/or transferring to four-year universities.

While the number of students taking AP classes and exams has increased, the pass rate has slightly declined. We need to reassess how AP exams are presented and how we support student preparation. The rise in IB class participation, driven by teacher and counselor encouragement, reflects growing student confidence and the desire to challenge themselves with college-level coursework. Additionally, the College & Career Readiness Indicator report highlights the need for further efforts to better prepare students for college.

## Graduation Report

- [1. Graduation Rates](#)
- [2. Post Secondary Status](#)
- [3. School to College Data](#)

### Current Data Trends:

- RMHS has demonstrated a positive trend in graduation rates, with overall rates rising consistently over the past three years. RMHS's graduation rates have consistently exceeded both district and state averages.
- Post Secondary Status data (available up to the 2021-22 school year only) show that RMHS had a relatively stable college going rate.
- RMHS's college-going rate is on par with Ventura County and exceeds both district and state averages. This indicates that RMHS is successful in preparing students for higher education, aligning with regional trends and outperforming broader benchmarks.
- The number of students completing college applications (for both 2- and 4-year institutions) has grown over the past three years, reflecting an increasing interest in pursuing higher education. This trend is indicative of rising student aspirations and the effectiveness of counseling and support programs encouraging college application submissions.
- The number of students completing financial aid applications has also increased over the past three years. This trend suggests that students are becoming more informed about the financial support available to them and are increasingly taking the necessary steps to make college more accessible.

**Analysis:** RMHS has shown steady progress in preparing students for post-secondary success, with rising graduation rates, stable college-going rates, and increases in both college and financial aid applications. Continued efforts to educate students and families about financial aid options, as well as providing hands-on support during the application process, will help further increase financial aid applications and ensure that students have the resources they need to pursue higher education. To build on this momentum, RMHS will continue to refine its college readiness programs, expand support for underrepresented students, and strengthen partnerships with local colleges and universities.

## School Climate

- [1. Suspension Rates](#)
- [2. Expulsion Rates](#)
- [3. California Healthy Kids Survey](#)
  - [a. CHKS Summary of Key Indicators](#)
  - [b. CHKS School Climate Report](#)
  - [c. CHKS Mental Health Report](#)
  - [d. CHKS Staff Survey,](#)
  - [e. CHKS Parent Survey](#)

4. [Perception Data](#) (Staff), [Parents \(Spanish\)](#), [Parents \(English\)](#)

**Current Data Trends:**

- RMHS experienced an increase in its overall suspension rate last year. Suspensions for African American students decreased, while rates for Hispanic/Latino and White students increased.
- The number of students with multiple suspensions dropped by over 50%.
- Expulsion rates at RMHS remain consistently low.
- CHKS Survey results highlight positive student perceptions: over 50% of students reported feeling academically motivated, experiencing high expectations, having a caring relationship with an adult on campus, being satisfied with their lives, and perceiving the school as safe.
- Few students viewed school as unimportant, considered suicide, engaged in substance abuse, participated in physical fights, or witnessed weapons on campus.
- Over 20% of students reported experiencing harassment or bullying.

**Analysis:** While RMHS saw an increase in overall suspension rates, the decrease in suspensions among African American students and a significant reduction (over 50%) in students with multiple suspensions highlight progress in certain areas. However, the rise in suspension rates for Hispanic/Latino and White students indicates a need to examine potential disparities and implement targeted interventions. Expulsion rates remain low, reflecting a commitment to maintaining alternative disciplinary strategies. CHKS Survey data reveals positive outcomes, with more than half of students feeling academically motivated, supported by high expectations, connected to a caring adult on campus, satisfied with their lives, and perceiving the school environment as safe. These findings underscore the strength of the school's academic and social-emotional support systems. Although fewer students report issues such as substance abuse, suicidal thoughts, physical altercations, or exposure to weapons, over 20% experiencing harassment or bullying signals an area of concern.

**Attendance Data**

1. [Attendance Data](#)

**Current Data Trends:**

- **Chronic Absenteeism Rates:** While the rate of chronic absenteeism has decreased, it remains high, particularly among Hispanic or Latino, African American, and White students.
- **Average Absenteeism Trends:** The average number of days absent per student has slightly decreased, except for White students, with the highest absenteeism rates reported for Hispanic or Latino and White students.
- **Excused vs. Unexcused Absences:** The data shows a continued overall decrease in both excused and unexcused absences.

**Analysis:** 2021-22 was the first full year students returned to in-person learning. Many students had a hard time transitioning back to attending school in person everyday, making the average days absent (excused, unexcused, and chronic) higher. 2022-23 was a year of continued normalizing back to the traditional in person school day. Average days absent, unexcused absences, and chronic absenteeism all decreased, and 2023-24 showing slight decreases. Even so, the absenteeism rate continues to be high.

**Major Preliminary Student Needs**

Academic Achievement and Program Enrollment

- IB Program Commitment and Support
- Increase enrollment in IB Diploma (IBDP) and Career Programs (IBCP) by encouraging 10th-grade MYP students to transition into these programs.
- Provide academic support for IB candidates to manage heavy workloads and prevent attrition, including tutoring, time management training, and study skills groups.
- Require students to commit to a full year of coursework before dropping IB programs unless underperforming academically.

#### CAASPP and CAST Testing Preparation

- Integrate CAASPP and CAST practice questions into weekly lessons across departments.
- Align testing strategies with grade-level readiness, emphasizing testing for juniors rather than seniors for greater engagement.
- Focus on academic vocabulary and scaffolding to build foundational skills, particularly for EL students.
- Foundational Course Offerings:
- Expand foundational math courses to properly prepare students for Math 1 and higher-level mathematics.
- Ensure proper placement of incoming 8th-grade students based on skill levels to address knowledge gaps early.

#### English Learner (EL) Population - Redesignation and Support

- Maintain progress in ELPAC performance while increasing the number of redesignated fluent English proficient (RFEP) students.
- Offer targeted interventions, including Saturday academies and pre-ELPAC chats, to increase student engagement and performance.
- Implement sentence frames and opportunities for listening, speaking, and writing in all subject areas to build language proficiency.
- Building Confidence and Participation:
  - Create safe spaces for EL students to take risks in learning.
- Promote listening and speaking practices in non-ELA classes to provide comprehensive support across the curriculum.
- Attendance and Chronic Absenteeism
- Address Transportation Barriers:
  - Provide alternative transportation solutions for students who miss the morning bus, such as mid-morning pick-ups from central locations.
- Home Support:
  - Better planned and more efficient with staff home visits for chronically absent students and provide resources to families about the consequences of absenteeism.

#### Recruitment and Retention - Student Recruitment

- Increase program awareness and attractiveness to families by promoting our well-established IB and CTE programs as pathways to college and careers.

#### CTE Integration

- Better integrate CTE pathways with a-g requirements to offer dual benefits of career readiness and college eligibility.
- Promote CTE pathways as viable and respected alternatives to traditional college routes.

#### Social-Emotional and Wellness Support - Mental Health and Study Habits

- Provide social, emotional, and mental health resources for students in demanding programs like IB.
- Teach essential life skills, such as time management and wellness activities, integrated into all classes.

#### Incentives for Student Buy-In

- Offer meaningful incentives for students to perform well on standardized tests and commit to academic goals.

#### Professional Development and Teacher Support

##### Teacher Training

- Provide professional development for teachers to implement EL strategies effectively in their classrooms.
- Support science and math departments in aligning instruction with NGSS and CAST testing requirements.

##### Cross-Department Collaboration

- Expand Visible Thinking Strategies and integrate these practices across all subject areas to benefit all student populations.

#### Long-Term Data Analysis and Goal Setting

##### Tracking Progress

- Use longitudinal data to identify trends and improve placement, redesignation rates, and test performance.
- Track IB diploma and certificate completion rates year-over-year to refine program supports.

##### Data-Informed Interventions

- Use testing and performance data to target specific areas of need, such as moving students from “Standard Not Met” to higher performance levels on CAASPP

## Important Questions Raised by Analysis of Student Performance Data and Demographic Data

### Academic Performance and Growth

- Why do a significant portion of students, particularly EL students, remain in the "Standard Not Met" category on the CAASPP?
- What specific strategies can be implemented to sustain and accelerate the progress demonstrated by EL students in both ELPAC and CAASPP performance?
- Are foundational academic programs adequately preparing students for higher-level coursework and standardized testing?
- How can we better identify and address the gaps in foundational skills, particularly in math and language acquisition?

### Program Access and Commitment

- What barriers prevent greater participation in IB programs, and how can we ensure long-term commitment from IB Diploma and Career Program candidates?
- How can we ensure that students fully understand the benefits of programs like IB, a-g pathways, and CTE courses, encouraging participation and persistence?
- What specific supports (e.g., academic, social-emotional) can be developed to retain students in challenging academic programs?

### Support for English Learners:

- What instructional strategies can better support EL students in achieving proficiency and redesignation as RFEP?
- Are EL students receiving consistent opportunities for speaking, listening, reading, and writing across all subject areas?
- How can we better scaffold instruction while also building student confidence to participate actively in class?

### Attendance and Engagement

- What factors are contributing to chronic absenteeism, and how can we address them effectively (e.g., transportation issues, family engagement)?
- What strategies can improve student motivation to engage fully in academic and testing opportunities, especially when the results do not directly impact their immediate goals?

### Recruitment and Retention

- How can the school effectively counteract the decline in enrollment?
- What role do feeder schools play in recruitment, and how can connections with these schools be strengthened?
- What innovative methods can attract and retain students, particularly in light of competition from alternative educational options?

### Equity and Inclusion

- What systemic barriers might be preventing equitable access to advanced academic programs for underrepresented groups, such as EL and Hispanic/Latino students?
- How can we ensure proper placement of all students, particularly incoming 8th graders, to set them up for long-term academic success?
- Are there implicit biases in the placement or support structures that need to be addressed?

### Teacher Support and Development

- Are teachers receiving sufficient training to implement effective EL strategies and integrate Visible Thinking Strategies across all departments?
- What additional professional development is needed to support instruction aligned with NGSS and standardized testing requirements?

### Social-Emotional and Wellness Needs

- Are the social-emotional and mental health supports adequate to meet the needs of students in rigorous programs such as IB and those struggling academically?
- How can time management and wellness activities be effectively integrated into the school curriculum to support overall student well-being?

### Data-Driven Decision Making

- What trends can be identified from longitudinal data that might help in understanding persistent issues like underperformance or program attrition?

- How can we use student performance data to implement targeted interventions and monitor their effectiveness over time?
- Are we sufficiently analyzing the causes of disparities in performance between different student subgroups?

Testing Culture and Practices:

- How can we foster a culture where students take standardized tests like CAASPP and ELPAC seriously?
- What role do incentives play in motivating students to perform well, and are the current incentives aligned with student needs?

### Chapter 3: WASC Criteria and Indicators

#### Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

##### Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

**A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:** The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

**A1.2 Equity and Inclusion:** The vision and purpose of the school reflects a belief that all students can learn and achieve.

**A1.3 Development/Refinement of Vision and Purpose:** There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

**A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:** There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings	Evidence
<p><b>A1.1</b> RMHS's vision statement was developed with input from the school's leadership team and academic departments. The Schoolwide Learner Goals and IB Learner Attributes align with school practices, particularly in classes utilizing the MYP curriculum, and are prominently displayed in all classrooms, on the website and within school communications. Both MYP and IB curricula are grounded in high-quality, research-based standards. Each MYP class emphasizes specific learner profiles that reflect the PRIDE qualities we aim to cultivate in every student. Most teachers incorporate PRIDE vocabulary when interacting with students and engage in extensive reflection before, during, and after the development and implementation of their MYP units. The focus group recognized that work is needed to include a more intentional reflection of students' needs, of the IB focus on international-mindedness, and current educational research-based practices into the school vision. There was further recognition of the need to align schoolwide learner outcomes to measurable data.</p> <p><b>A1.2</b> The school's vision and mission affirm the belief that all students can learn, achieve, and become global citizens. To embody this belief, RMHS provides all students in grades 9 and 10 open access to the rigorous MYP curriculum, AP courses, and AVID. In grades 11 and 12, students are encouraged by teachers and counselors to pursue higher-level courses through the IBDP, IBCP, or individual IB classes aligned with their interests. Additionally, all students have access to various CTE pathways. The focus group identified that all stakeholders have work to do with regards to expanding the understanding of equity, inclusion and a belief that all students can learn and achieve.</p> <p><b>A1.3</b> Effective processes are in place to engage all stakeholders in the development and periodic review of the school's vision, mission, and schoolwide learner goals. The School Site Council reviews the vision and purpose at least annually, incorporating input from the Principal's Advisory Committee, Leadership Team, and ELAC. The most</p>	<p><a href="#">Mission Statement</a></p> <p><a href="#">PRIDE/IB Learner Attributes</a></p> <p><a href="#">WOW Week S1</a> <a href="#">WOW Week S2</a></p> <p><a href="#">Parent/Student Handbook</a></p>

<p>recent mission statement was revised at the end of the 2023-24 school year. Faculty members are invited to contribute to refining the vision, and students actively participate in the committees.</p> <p><b>A1.4</b> Effective communication processes ensure that all stakeholders understand the school's vision, purpose, and schoolwide learner goals. At the start of each school year, teachers receive reminders about the district's vision during a districtwide meeting, followed by RMHS-specific meetings focused on schoolwide learner goals. Parents are informed electronically through Parent Square, and a parent information packet is available on the school's website. Students are oriented each semester during the Week of Welcome (WOW), where teachers review syllabi, expectations, objectives, and goals. Additionally, teachers emphasize the learner profile in weekly lessons, and IB Learner Attributes are prominently displayed in each classroom and other public-facing accounts and spaces.</p>	
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**Criterion A2: Governance**

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

<p><b>A2.1 Relationship Between the Governing Board and the School:</b> The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.</p>	
<p><b>Findings</b></p>	<p><b>Evidence</b></p>
<p><b>A2.1</b> The school community understands the governing board's role in guiding initiatives that enhance academic achievement and student well-being. The board fosters a collaborative culture that encourages involvement from students and families. District goals focus on equity, inquiry, and well-being for all. Additionally, the board allocates funding for professional development, ensuring teachers have access to best instructional practices, and supports the identification, evaluation, and implementation of instructional resources that engage both students and educators effectively.</p>	<p><a href="#">Board Goals</a></p>

**Criterion A3: Leadership for Learning**

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

<p><b>A3.1 Broad-based and Collaborative:</b> The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.</p> <p><b>A3.2 Leadership Role in Accountability:</b> The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.</p> <p><b>A3.3 School Action Plan/SPSA Correlated to Student Learning:</b> The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.</p>	
<p><b>Findings</b></p>	<p><b>Evidence</b></p>

<p><b>A3.1</b> The leadership, faculty, and staff at RMHS assess data to identify student needs and implement targeted strategies for continuous improvement. Supported by the district office, the Data Team analyzes test scores and grades to develop interventions. The School Site Council regularly reviews data to set site goals for Title 1 interventions. The Restorative Intervention Counselor (RIC) tailors her program using district data.</p> <p>The counseling department employs grade reports and credit totals to monitor student progress and implement interventions. Attendance data informs Student Study Team (SST) meetings with students and parents. IB teachers collaborate based on exam scores to adjust their instruction, while the PBIS team uses Youth Truth survey results to enhance learning approaches.</p> <p>Additionally, some departments utilize common unit plans and assessments to refine instruction. IEP Case Managers track student progress through data collection and observations, informing goal-setting and collaborative strategies for supporting students with IEPs.</p> <p>More consistent and intentional use of data to align goals and student achievement would be beneficial.</p> <p><b>A3.2</b> RMHS leadership and faculty use shared decision-making, accountability, and self-reflection in implementing practices to enhance student learning. School leadership facilitates professional development through MYP job-alike sessions, where teachers collaborate on curriculum outcomes, update common assessments, and reflect on their instructional practices.</p> <p>Additionally, leadership allocates funding for co-taught classes that integrate special education students into general education settings, ensuring they receive individualized support that a single teacher may struggle to provide. Most teachers actively check for student understanding during lessons, and leadership equips faculty with various teaching technology tools to effectively address diverse learning modalities.</p> <p><b>A3.3</b> The RMHS Schoolwide Action Plan (SPSA) is closely aligned with the district's Local Control and Accountability Plan (LCAP) and is driven by an analysis of student achievement data. The SPSA mirrors the goals outlined in the LCAP, with the inclusion of a separate goal specifically focused on enhancing parent involvement, reflecting the school's commitment to community engagement.</p>	<p><a href="#">RIC Dashboard Sample</a></p> <p><a href="#">Youth Truth Survey</a></p> <p><a href="#">MTSS</a></p> <p><a href="#">MYP Sample Planning Schedule</a></p> <p><a href="#">SPSA LCAP &amp; LCAP at a Glance</a></p>
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**Criterion A4: Qualified Staff and Professional Development**

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

<p><b>A4.1 Qualifications, Preparation, and Supervision of Staff:</b> The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</p> <p><b>A4.2 Professional Learning and Impact on Student Learning:</b> The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.</p> <p><b>A4.3 Communication and Understanding of School Policies and Procedures:</b> The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</p>
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Findings	Evidence
<p><b>A4.1</b> The school ensures that leadership and staff are qualified through comprehensive hiring and evaluation processes. Teachers in the Oxnard Union High School District (OUHSD) must possess current teaching credentials for their subject areas, and additional training is required for those teaching Advanced Placement (AP) or International Baccalaureate (IB) courses.</p> <p>The district employs formal evaluations and walkthroughs for professional growth, with teachers evaluated according to the TASP Evaluation timetable. These evaluations, along with follow-up conferences, provide timely feedback on teaching performance and curriculum delivery, fostering open communication between leadership and faculty. In cases of significant issues, the Peer Assistance and Review (PAR) process is initiated to address necessary corrections. The focus group identified this area as effective, noting that changes in leadership have impacted clear policy development and implementation to support high achievement and well-being.</p> <p><b>A4.2</b> The school supports professional development to enhance teacher practices and student learning, ensuring that all students meet academic standards and are prepared for college and careers. Collaboration is encouraged among teachers during dedicated time every Friday morning, and they are also invited to attend job-alikes to share best practices. A Literacy Coach assists teachers in integrating available resources into their classrooms.</p> <p>Professional learning is further supported through Lesson Studies and MYP Job-Alikes, which focus on reviewing common summative assessments to reflect on student outcomes. All IB teachers participate in ongoing professional development for curriculum recertification. However, professional development opportunities for World Language educators remain limited, indicating a need for growth in this area.</p> <p>Classroom walkthroughs assess teaching strategies and alignment with standards, while data from CAASPP, CAST, IB, and AP exams evaluates student achievement in ELA, math, and science, ensuring readiness for college-level coursework. Additionally, the counseling department participates in professional development focused on Social/Emotional Development through the County Office of Education and on Academics and Career through local colleges, universities, and community partnerships.</p> <p><b>A4.3</b> The school has established a clear system for communicating written policies, procedures, and handbooks that define the responsibilities and operational practices of administrators and faculty. Every certificated employee receives annual electronic copies of board policies and signs an acknowledgment of receipt. A "New Teacher" handbook is being developed by the PBIS team, incorporating input from administration and both new and transferring teachers.</p> <p>The PBIS team meets monthly to provide updates during faculty meetings and holds regular meetings with administration to address program needs. Policies and operational practices are communicated during faculty meetings, staff professional development days, and email. An administrative responsibilities chart is available on the OUHSD website.</p> <p>Decision-making processes and the relationship between leadership and staff are communicated through various channels, including PBIS for discipline and school culture, regular site-based meetings, faculty meetings with virtual feedback, small group breakout sessions, and leadership team meetings.</p>	<p><a href="#">Board Policy on Recruitment</a></p> <p><a href="#">OUHSD Job Descriptions</a></p> <p><a href="#">TASP Eval</a></p>

**Criterion A5: Resources**

The human, material, physical, and financial resources are 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 student goals/graduate profile, academic standards, and college and career readiness expectations.

**A5.1 Resource Allocation Decisions:** School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

**A5.2 Practices and Procedures:** Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

**A5.3 Instructional Materials:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

**A5.4 Facilities Conducive to Learning:** The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Findings	Evidence
<p><b>A5.1</b> School leadership and staff actively participate in resource planning and allocation decisions aligned with student and personnel needs, as well as the goals of the schoolwide action plan/SPSA and the LCAP. The School Site Council includes two teacher representatives who provide input on fund allocation. LCAP funding supports all departments to enhance student access and learning, providing resources for materials, supplies, field trips, and professional development. For instance, the science department receives LCAP funds for lab experiments that benefit all students. Leadership team meetings facilitate open dialogue on current trends and focus areas, while student feedback informs discussions on topics such as safety and arts funding. Efforts to increase arts education include collaboration with organizations such as Bridge to the Arts (OPAC) and Studio Channel Islands, alongside the implementation of new programs under Prop 28 funding for the 2024-25 school year. In planning the master schedule, EL and team-taught classes are matched with teachers that are the best fit. Additionally, teachers who are head coaches are prioritized for 5th period preps to reduce the need for substitutes, addressing both student and teacher needs.</p> <p><b>A5.2</b> Transparent procedures are established at both the district and school levels for developing an annual budget, conducting audits, and following proper accounting practices. District budgets are thoroughly reviewed during board meetings, while site Title 1 budgets are discussed in School Site Council meetings. Department chairs receive annual allocations to meet departmental needs. The Business Services department and the Director of Fiscal Services provide regular, detailed financial reports at board meetings. RMHS ASB budgets are maintained and reviewed collaboratively with student, site and district leadership. Budget and expenditure reviews occur in School Site Council meetings, Site Prop 28 meetings, and district LCAP meetings. Minutes of meetings and budget documents are readily accessible on both the district and school websites, ensuring transparency.</p> <p><b>A5.3</b> RMHS has effective policies and procedures for acquiring and maintaining adequate instructional materials and equipment. Each student receives a Chromebook upon enrollment, and low-income and McKinney-Vento students receive school supplies through the Special Programs Counselor. Departments can order paper and instructional support materials within their budgets. For example, the English department has added current core literature based on student interests. Many classrooms are equipped with tables to promote collaborative learning, and</p>	<p><a href="#">Prop 28 funding allocation</a></p> <p><a href="#">LCAP funding allocation</a></p> <p><a href="#">Bridge to the Arts</a></p> <p><a href="#">Studio Channel Islands</a></p> <p><a href="#">District Budgets Fiscal Services</a></p>

<p>teachers receive annual classroom budgets to facilitate collaboration with service providers. The science department purchases personal protective equipment (PPE) for labs and maintains reusable materials. All departments may request extra funding from the School Site Council or the Principal's budget to acquire additional resources.</p> <p><b>A5.4</b> The facilities at RMHS are safe, functional, well-maintained, and sufficient to support student achievement and educational programs. Recent upgrades include a renovated front office with safety glass and visitor check-in technology, as well as improved fencing to enhance security. However, the inability to lock gates has raised new safety concerns.</p> <p>The school features various multi-use spaces that positively impact student success, including a west campus building designed for IB collaboration, flexible classrooms, an ASB workspace, a Wellness Center, an E-Sports room, and an athletic training room. Reservations for alternative spaces and requests for maintenance services can be made through an OPRA request.</p> <p>While some areas are well-maintained with updated furniture and storage, others require attention to broken or outdated items. The custodial crew manages external facilities, performing nightly cleaning and trash removal.</p> <p>Many classrooms have benefited from Measure A funding, receiving air conditioning, new windows, floors, paint, and movable desks to enhance learning. Each classroom is equipped with Smart Boards and students are provided district-issued Chromebooks. Most classroom technology is current, and a full-time IT employee is available to assist teachers and students. Our new librarian is working to modernize the library facilities. The District has placed a new Bond Measure on the November 2024 ballot (Measure E, which passed) to extend funding and make additional improvements without impacting the general fund.</p>	<p align="center"><a href="#">Measure A Project List</a></p>
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**ACS WASC Category A: Organization for Student Learning, Vision and Purpose, Governance, Leadership, Staff, and Resources Summary**

**Areas of Strength**

1. Clear Vision and Purpose: RMHS has developed a well-defined vision and purpose, reflecting high-quality, research-based practices. The integration of IB Learner Attributes and PRIDE qualities fosters a consistent framework for student development.
2. Stakeholder Involvement: The school actively engages stakeholders in the development and refinement of its vision, mission, and schoolwide learner goals through committees like the School Site Council, ELAC, and Principal's Advisory Committee.
3. Equity and Access: Open access to rigorous programs like the MYP, AVID, IBDP, and IBCP ensures that all students have opportunities to succeed academically, demonstrating a commitment to equity and inclusion.
4. Comprehensive Communication: Effective communication methods, such as ParentSquare, WOW Week, and classroom displays of learner profiles, ensure that all stakeholders are informed about the school's goals and expectations.
5. Collaboration with Governing Board: Alignment of school goals with district LCAP objectives emphasizes equity, inquiry, and well-being, supported by resource allocation for professional development and instructional materials.

**Areas of Growth**

1. Equity and Inclusion Awareness: While the school vision emphasizes equity, further efforts are needed to deepen all stakeholders' understanding of diversity, inclusion, and equitable practices in supporting student achievement.
2. Measurable Outcomes: Aligning schoolwide learner goals with measurable data is necessary to better assess the impact of initiatives and drive targeted improvements.
3. Consistency in Data Usage: Departments need to employ data more consistently to inform decisions and

strategies that enhance student outcomes.

4. Facilities Maintenance: While significant improvements have been made, some areas still require updates to ensure all learning environments support student success.

#### **Opportunities for Continuous Improvement**

1. Expand Professional Development: Provide additional training opportunities focused on equity and inclusion for teachers and staff to support diverse student needs effectively.
2. Refine School Wide Goals: Align learner goals with quantifiable metrics to track progress and demonstrate effectiveness.
3. Strengthen Data-Driven Practices: Foster a unified approach to data analysis across departments, enabling more effective alignment of goals and interventions with student needs.
4. Enhance Facilities: Address ongoing concerns with classroom and campus maintenance to create consistent, conducive learning spaces.

#### **Impact on Student Learning**

The school's efforts to maintain a clear vision, align resources, and foster stakeholder collaboration contribute to a supportive environment that prioritizes academic excellence and equity. By addressing identified growth areas, RMHS can further enhance its ability to meet the diverse needs of its student population, preparing them for college, career, and to be global thinkers.

**Category B: Curriculum**

**Criterion B1. Rigorous and Relevant Standards-Based Curriculum**

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

**B1.1 Current Educational Research and Thinking:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

**B1.2 Congruence with Schoolwide Student Goals:** There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

Findings	Evidence
<p><b>B1.1</b> As an IB World School, RMHS offers three IB Programmes. Students in grades 9 and 10 participate in the Middle Years Programme (MYP), which provides a rigorous and coherent curriculum framework for all students. The curriculum implementation is in the early stages and departments are demonstrating varying degrees of implementation. In grade 11, students may continue with IB by joining the International Baccalaureate Diploma Programme (IBDP), International Baccalaureate Career Programme (IBCP), or by taking individual IB courses. All three IB programmes are grounded in inquiry-based learning, fostering active engagement and critical thinking. MYP leaders collaborate with special education instructors to meet the needs of students receiving specialized academic instruction. For those not participating in IB, the curriculum for grades 11 and 12 aligns with California Framework and incorporates similar principles of inquiry, student agency, and reflection, preparing students for success in college and career. Schoolwide academic achievement is currently below expectations demonstrating a need for curriculum reviews in many subject areas. Departmental teams are engaging in vertical articulation to ensure alignment and coverage of standards and incorporation of research-based curricular resources.</p> <p>Many MYP core teachers have integrated inquiry-based experiences and assessments into the curriculum. Social science teachers connect lessons to real-world contexts, using Statements of Inquiry (SOI) to guide student work. Students exercise agency in their learning, such as selecting their own Internal Assessment (IA) topics in IB Math HL and creating short films in Video &amp; Film courses. The Art department emphasizes peer and self-critiques, while the World Language department employs guided inquiry strategies, promoting reflective writing to demonstrate understanding.</p> <p>Instructional practices are varied to differentiate learning and broaden access. The math department utilizes tools such as Desmos and Geogebra for problem-solving, while World Language employs online resources such as Albert.io and Newsela. The Art department integrates graphic organizers and gamified worksheets, and the Social Science department applies the HIPP (Historical Context, Intended Audience, Purpose, Point of View) approach for analyzing primary sources. Critical thinking skills are emphasized across the curriculum, supported by adaptive tools such as <a href="#">Newsela</a> and <a href="#">Commonlit</a> for differentiated instruction.</p> <p><b>B1.2</b> There is strong alignment among the concepts and skills taught, the schoolwide learner goals, academic standards, and college and career readiness indicators at RMHS. The ELLRT Team has defined <a href="#">Visible Thinking Skills</a> by grade level for</p>	<p><a href="#">IB Report</a>  <a href="#">Mission Statements</a>  <a href="#">PRIDE/Learner Attributes</a>  <a href="#">SARC</a> Report lists all adopted curricular resources  <a href="#">IB Math Internal Assess. Criteria</a>  <a href="#">Rubric for IB Math HL</a>  <a href="#">IB Math HL IA Sample Math Exploration 1</a></p> <p><a href="#">Types of Student Inquiry</a>  <a href="#">MYP Lang. Acquisition Grading Scale</a>  <a href="#">HS Spanish MYP</a></p> <p><a href="#">MYP Math Investigation</a>  <a href="#">Math Exploration 1</a>  <a href="#">MYP Math Investigation Work Sample</a></p> <p><a href="#">Social Science Historical Analytical Skills</a></p> <p><a href="#">Oxford IB MYP Math 3</a>  <a href="#">Example of a Lesson with Reflect and</a></p>

<p>consistent implementation across disciplines, supporting student-centered learning and enhancing speaking, listening, reading, and writing skills. These research-based strategies are in the early rollout stage and complement English language acquisition best practices.</p> <p>In math classes, students engage in discussions and reflections to communicate their thinking. IB Math HL 1 &amp; 2 classes have been realigned to prepare students for the AP Statistics test in year one and the IB Math HL Applications and Interpretations Exam in year two. An introductory MYP Math course was developed to better prepare students for the Math 1, 2, and 3 MYP sequence, facilitating their transition to IB Math SL and HL. The integration of SBAC released questions into lessons is ongoing.</p> <p>Students actively use inquiry skills to explore mathematical concepts collaboratively, such as identifying functions through multiple representations. They are taught to support their analyses with evidence, a key Common Core goal that requires further emphasis.</p> <p>All Career and Technical Education (CTE) programs at RMHS align with the CTE Model Curriculum Standards set by the California Department of Education, ensuring adherence to specific pathway requirements and industry standards. The Patient Care and Prehospital Care program closely mirrors local college curricula, enhancing the educational continuum from high school to post-secondary levels, while the CTE Pre-Hospital Pathway integrates college and career readiness indicators.</p> <p>The CTE Video Broadcasting curriculum aligns with two community colleges to meet course requirements, ensuring students fulfill life skill standards. In the Transportation Technology program, students gain foundational knowledge through lectures, videos, and written assignments, followed by hands-on labs that mirror industry practices.</p> <p>Several programs incorporate business principles relevant to real-world careers. For instance, the Construction Program operates “<a href="#">The Chop Shop</a>,” a student-led enterprise, and Digital Photography classes teach technical skills, marketing, and legalities, incorporating hands-on learning and media ethics.</p> <p>Students with IEPs receive college and career guidance and enroll in the Transition Partnership Program (<a href="#">TPP</a>), which connects them with the Department of Rehabilitation for training in job applications, resume writing, interview skills, and independent living. These skills are developed in special education classrooms, fostering critical thinking, time management, and exposure to essential vocabulary for their future. The program also links students to <a href="#">Educational Assistance Centers</a> at local community colleges.</p>	<p><a href="#">Discuss</a></p> <ul style="list-style-type: none"> <li><a href="#">Brianna Adam...</a></li> <li><a href="#">Brooklyn Bittn...</a></li> </ul> <p><a href="#">Math Group Investigation 1</a></p> <p><a href="#">Math Group Investigation 2</a></p> <p><a href="#">Math Group Investigation 3</a></p> <p><a href="#">Pre-Hospital Care Spartan Spotlight College Readiness Indicators</a></p>
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<p><b>B1.3 Academic Standards and College and Career Readiness Indicators:</b> The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.</p> <p><b>B1.4 Curricular Integration:</b> There is integration between/among areas of study, academic standards and college and career readiness indicators.</p>	
Findings	Evidence
<p><b>B1.3</b> RMHS has established college and career readiness indicators and academic standards that meet or exceed graduation requirements for each subject area and program. Students must complete either two years of a world language or a two-year CTE pathway to graduate. As an early adopter of the state's ethnic studies requirement, RMHS has integrated this requirement starting with the class of 2024, ahead of the mandated class of 2030. Both the International Baccalaureate Diploma Programme (IBDP) and the International Baccalaureate Career Programme (IBCP)</p>	<p><a href="#">OUHSD Graduation Requirements</a></p> <p><a href="#">CTE Completion Data</a></p> <p><a href="#">California Colleges</a></p>

<p>have rigorous academic requirements that surpass the school, district, and state standards.</p> <p>In conjunction with UCSB, RMHS school employs an EAOP Coordinator who assists counselors in keeping students on track with A-G requirements which also exceed graduation requirements. The California Colleges academic planning tool is in the early implementation stages. It will enable students to monitor their academic progress, set career goals, and manage their college applications during their senior year.</p> <p>Job-alike meetings allow teachers and cross-curricular teams to collaboratively plan, review, and reflect on standards, curriculum, and visible learning strategies, fostering professional development that directly enhances classroom instruction.</p> <p>The RMHS IB Art Show provides students with opportunities to plan and execute a professional-level artistic series where students of all levels in visual arts display their work to the public. The RMHS Science Fair encourages collaboration across various science levels. Supported by multiple teachers, students design and present lab experiments reviewed by industry leaders. Participation in these events has increased annually, with numerous projects advancing to county and state competitions.</p> <p><b>B1.4</b> Integration among areas of study, academic standards, and college and career readiness indicators is a key feature of RMHS’s curriculum. The Middle Years Programme (MYP) employs interdisciplinary units, facilitating collaboration among teachers to ensure consistent instruction across subjects. Teachers develop unit plans collaboratively during designated collaboration days and job-alikes. For instance, the Social Science department is partnering with the English department to create a propaganda unit that examines totalitarian leaders and their use of propaganda. In the International Baccalaureate Diploma Programme (IBDP), a globally aligned pacing calendar and common curriculum further enhance this integration.</p>	<p><a href="#">Plan</a></p> <p><a href="#">EAOP</a></p> <p><a href="#">RMHS Science Fair Projects and results</a></p> <p><a href="#">MYP Spanish NS2 Job alike</a></p> <p><a href="#">Totalitarian Leaders</a>  <a href="#">Totalitarian Leaders 2</a>  <a href="#">Totalitarian Leaders Work Sample</a></p> <p><a href="#">Inter-disc. Unit</a></p>
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<p><b>B1.5 Community Resources and Articulation and Follow-up Studies:</b> The school engages with community partners and resources, and articulates regularly with feeder schools, local colleges and universities, and technical schools.</p>	
Findings	Evidence
<p><b>B1.5</b> RMHS actively engages with community partners and maintains regular communication with feeder schools, local colleges, universities. Our CTE pathways connect students to valuable internships, placing Culinary students in local restaurants, Video &amp; Film students with KEYT (a local ABC affiliate), and Automotive students in nearby auto shops. This collaboration supports students in pursuing certificates and/or degrees in related technical programs at local community colleges.</p> <p>Local community colleges offer dual enrollment opportunities, assist with financial aid application support, and house one of their counselors at RMHS one day a week. CSU Channel Islands (CSUCI), located nearby, hosts field trips and provides IBDP candidates with library orientations and research support for their Extended Essays. Our College &amp; Career Guidance Technician, EAOP &amp; DCAC Liaisons coordinate additional university field trips.</p> <p>The RMHS science fair invites industry representatives, including those from Amgen, to serve as judges, and we host speakers from various fields to discuss career options. Military representatives also visit to inform students about military careers. Our music program is instrumental in putting on the district Jazz Festival with</p>	<p><a href="#">District CTE Internship Data</a></p> <p><a href="#">Dual Enrollment Data</a></p> <p><a href="#">EAOP</a>  <a href="#">DCAC</a></p> <p><a href="#">Jazz Video</a></p> <p><a href="#">Jazz Video 2</a></p>

<p>professional musicians and collaborates with other area High Schools for district performances. Our SH special education program organizes field trips to community businesses, and art students visit local museums.</p> <p>Counselors at RMHS regularly collaborate with local feeder schools. Teams from RMHS meet with feeder schools to discuss available programs and logistics for middle school visits. We also conduct evening programs for incoming students and families and host tours and orientations for incoming ninth graders the week before school begins.</p> <p>RMHS Math and English Departments are currently engaged in hosting groups of teachers from feeder middle schools to support articulation efforts in these critical areas. The math department also provides skills and rubrics for student placement referrals to ensure appropriate student course level placement as students transition from middle school to Rio Mesa High School.</p>	
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**Criterion B2. Equity and Access to Curriculum**

All students have equal access to the school’s entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

**B2.1 Variety of Programs — Full Range of Choices:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

Findings	Evidence
<p><b>B2.1</b> RMHS ensures that all students are able to make informed choices and pursue a full range of college, career, and educational options. Career Technical Education and preparation for postsecondary education are integral parts of the program. Students meet with counselors at least one time per year for course selection, and are advised regarding fulfilling graduation and A-G requirements, facilitating readiness for two- and four-year colleges as well as trade schools. Students have choices within these requirements based on their interests and abilities.</p> <p>The RMHS AVID program is inclusive of ELL, special education, 504, and honors students, and supports students with staying on track for graduation and A-G completion. Field trips to local community colleges and universities are organized, and social-emotional learning (SEL) is integrated into the curriculum.</p> <p>All academic programs and CTE pathways are accessible to students as part of their progress toward graduation. The eight available CTE pathways are showcased each year in a “CTE Roadshow” for ninth and tenth graders, allowing them to explore options. Additionally, the county’s Career Education Center (CEC) offers further CTE programs, while the district provides additional CTE opportunities such as Community Law Enforcement Academy, DRAGG, Global Trade &amp; Logistics, Oxnard Fire Technology, and Pre-Engineering for students outside of school hours. Sports, clubs, and service organizations on campus offer additional leadership opportunities, helping students to develop additional skills for college and future careers.</p>	<p>CTE Teachers advance student career- thinking with projects that the student may find interesting or relevant.</p> <p><a href="#">AVID DATA</a></p> <p><a href="#">Career Education Center</a></p> <p><a href="#">RMHS CTE Options</a> <a href="#">District CTE Options</a></p>

**B2.2 Access to Curriculum, Including Real World Experiences, by All Students:** A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school’s students.

Findings	Evidence
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<p><b>B2.2</b> RMHS offers a rigorous, relevant, and coherent curriculum that includes real-world applications and is accessible to all students. Course enrollment reflects the diversity of the student population. The district employs sign language interpreters for Deaf/Hard of Hearing (DHH) students and provides Braille access.</p> <p>Students with mild to moderate disabilities are integrated into MYP and CP classes with support from team teachers, paraeducators, and ASL interpreters as specified in their IEPs. The school fosters independence and a belief in the potential of all students, ensuring that most students with severe disabilities attend general education classes at least once a day. District-wide collaboration facilitates events like the Unified Games, where students with severe disabilities participate in sports, supported by their general education peers. The program has been so successful that it has been turned into a regular PE class this school year, continuing the collaboration between special education and regular education students.</p> <p>English classes utilize No Red Ink, a tool that adapts to individual skill levels and enhances writing proficiency. Enrollment in Honors, AP, IB, ASB, and leadership positions reflects the school's diverse demographics.</p>	<p>14K Investigat...</p> <p>Copy of Chi S...</p> <p><a href="#">Math 1 MYP Unit 7 Summative Assessment</a></p> <p><a href="#">Spanish 1 Summative Assessment</a></p> <p><a href="#">Biology Summative Assessment</a></p> <p><a href="#">English 1 Summative Assessment</a></p>
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**B2.3 Student-Parent-Staff Collaboration:** Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings	Evidence
<p><b>B2.3</b> At RMHS, parents, students, and staff feel a sense of belonging and actively collaborate on developing and monitoring each student's personal learning plan, including educational and career goals. Parents are continuously invited to participate in school events, athletic competitions, and meetings, and they are encouraged to provide feedback. They play a key role in IEP and 504 meetings and receive updates on their child's academic progress every 5-6 weeks through report cards and progress reports. Spanish and Mixteco interpreters are contracted for IEP meetings; however, the absence of full-time interpreters in these languages poses challenges for unscheduled meetings. Access to academic progress and attendance is facilitated through Parent Vue, the OUHSD student information system, while Parent Square serves as the primary communication tool between the school/district and parents/guardians. Efforts to improve the development and monitoring of student goals are seen in the addition of <a href="#">LINK Crew</a> programs and the <a href="#">California Colleges Implementation Initiative</a>.</p> <p>A majority of students engage in school activities through sports, clubs, ASB, AVID, and band. RMHS maintains an "open door" policy, allowing students to meet with administrators, counselors, and teachers before or after school, during nutrition or lunch, or during the school day if requested. Counselors conduct one-on-one meetings with each student at least once per year to review academic progress, plan schedules, and discuss post-high school plans. The California Colleges educational tool will aid students in this planning.</p> <p>All seniors participate in community college application workshops through their English classes, and receive guidance from the College &amp; Career Guidance Technician, counselors, and community college representatives. While parent involvement is an area identified for growth, the Parent Faculty Organization (PFO) is currently undergoing restructuring to enhance engagement.</p>	<p><a href="#">Parent Vue</a></p> <p><a href="#">Parent Square</a></p> <p><a href="#">School Clubs</a></p> <p><a href="#">California Colleges</a></p> <p><a href="#">IEP's</a></p> <p>504's</p>

## ACS WASC Category B: Curriculum

### Areas of Strength

1. Rigorous IB and CTE Programs
  - a. Well-established International Baccalaureate Diploma Programme (IBDP) and Career Programme (IBCP)
  - b. Strong CTE programs aligned with industry standards, providing students with real-world experiences and college/career readiness.
2. Integration of Technology in Learning
  - a. Use of tools like Newsela, Desmos, Geogebra, and Albert.io to support knowledge acquisition and differentiated instruction
  - b. Accessible Chromebooks and instructional technology to enhance digital literacy and collaborative learning.
3. Inquiry-Based and Standards-Aligned Curriculum
  - a. Integration of inquiry-based learning across disciplines, particularly in IB and MYP courses.
  - b. Cross-department collaboration to align curricula, and create interdisciplinary units.
4. Community Collaboration and Resources
  - a. Strong partnerships with local colleges, technical schools, and local industries.
  - b. Dual enrollment opportunities and collaboration with universities for admissions and support.
5. Support for Diverse Learning Needs
  - a. Integration of students with IEPs into general education classrooms with tailored support
  - b. Successful programs like Unified Games and Transition Partnership Program (TPP) to promote inclusion and prepare students with disabilities for postsecondary life.

### Areas of Growth

1. MYP Implementation and Training
  - a. Ensure full implementation of the Middle Years Programme (MYP) with consistent and ongoing professional development for teachers to improve fidelity and alignment.
2. Curriculum Review for Grades 11 and 12
  - a. Evaluate the CP curriculum and make adjustments to enhance student learning outcomes, particularly in alignment with research-based practices and standards.
3. Implementation of California Colleges Initiative
  - a. Integrate the California Colleges academic planning tool more effectively into student learning plans to enhance career and college readiness.
4. Equity and Access Across Programs
  - a. Continue to address gaps in enrollment diversity across advanced academic programs and leadership opportunities.
  - b. Expand training and resources to ensure equity and access for English Learners and students with special needs.
5. Consistency in Curriculum and Data Usage
  - a. Strengthen vertical and horizontal alignment of standards-based curriculum across all departments
  - b. Increase the use of measurable data to assess and refine curricular effectiveness.

### Analysis

The strengths in Category B demonstrate RMHS's commitment to providing rigorous and relevant learning opportunities that prepare students for college, careers, and global citizenship. The integration of IB and CTE programs, technology tools, and partnerships with local colleges and industries exemplifies the school's focus on innovation and real-world application.

The identified growth areas indicate the need for more consistent implementation of the MYP, better articulation of the CP curriculum, and enhanced equity across programs. Effective utilization of the California Colleges initiative and improved curriculum alignment will ensure that all students are prepared for their future endeavors while addressing the school's major learner needs. By addressing these priorities, RMHS can build on its strengths and close existing gaps in student achievement and access.

**Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences**

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

**C1.1 Results of Student Observations and Examining Work:** All students are involved in challenging and relevant work in an equity-centered learning environment.

Findings	Evidence
<p><b>C1.1</b> At RMHS Counselors actively monitor academic progress, identify potential barriers, and recommend appropriate class placements. Each year, they meet with students to review transcripts, progress toward graduation and A-G status, and review post-high school plans, guiding course selection. Students are encouraged to take the most rigorous courses of study they are capable of and at least one higher-level class in an area of interest. While graduation rates are above the State average, college and career readiness indicators are not. Focus on the development of high-interest CTE Pathways are an area for growth.</p> <p>In science courses, students develop skills in scientific inquiry through laboratory experiments aligned with Next Generation Science Standards (NGSS), using claims, evidence, and reasoning to explore scientific phenomena. IB Biology and IB Environmental Systems and Societies students create research questions for their Internal Assessment (IA), where they design investigations, collect and analyze data, and discuss their findings. The 2024 RMHS Science Fair saw over 100 participants who formulated hypotheses, conducted research, and presented their results.</p> <p>Beyond core academics, students engage in challenging work through clubs, CTE pathways, and the fitness program. The Garden/Environmental Club collaborates with the Farm2School program to promote healthy eating and environmental sustainability. In Physical Education, students learn fitness principles, set personal goals, and track their progress. The Pre-Hospital Care CTE Pathway employs project-based learning, allowing students to engage in vital signs assessments, case studies, and virtual patient interactions.</p> <p>In the arts, many projects promote collaboration and utilize IB summative assessments. The English department implements student-driven, inquiry-based MYP assessments, encouraging dialectical thinking and reflection. The ERWC course emphasizes student agency and engages learners with relevant social issues and complex texts, incorporating targeted support for ELD and SPED students.</p> <p>The Special Education department prioritizes the least restrictive environment (LRE), mainstreaming students in general education settings with team-taught classes. Directed Studies classes offer additional support in organization, study skills, and college awareness. Students in IEMM courses adhere to state standards and benefit from smaller class sizes, allowing personalized attention. Activities in American Government, including group projects on legislative processes, encourage collaboration and problem-solving. Teachers utilize various strategies to support diverse learning needs, including technology integration, discussions on current events, and physical fitness challenges.</p>	<p><a href="#">Mission Statements PRIDE/Learner Attributes</a></p> <p><a href="#">In-House Registration Slideshow</a></p> <p><a href="#">Senior Packet</a></p> <p><a href="#">NGSS</a></p> <p>Internal Assessment  <a href="#">IA Ex. #1/Rubric</a>  <a href="#">IA Ex. #2/Rubric</a></p> <p><a href="#">Science Fair</a></p> <p><a href="#">Farm2School</a></p> <p><a href="#">CTE Pathways</a></p> <p><a href="#">Body Interact English 2MYP</a></p> <p><a href="#">Summative Assessment Samples</a></p> <p><a href="#">ERWC Modules TPP</a></p>

**C1.2 Student Understanding of Learning Expectations:** All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Evidence
<p><b>C1.2</b> Teachers communicate expectations through course syllabi and by posting</p>	<p><a href="#">Course syllabi</a></p>

<p>weekly goals. The use of standardized MYP rubrics is an emerging practice in 9th and 10th grade courses. Work to ensure that these MYP rubrics are also aligned to state standards is the focus of vertical alignment work in departmental groups and also with regards to emerging work on interdisciplinary MYP units. Learning objectives are clearly stated at the beginning of lessons and displayed prominently in many classes, helping students connect their learning to broader content goals and real-world applications. Work on equity-centered Mastery Grading is being supported by the District and site LIT Coaches and Data Leads to ensure improved student understanding of expected performance levels.</p> <p>Students demonstrate their learning through interactive and collaborative projects aligned with state and national standards. Instruction is standards-based, and students show their understanding through coursework and assessments. Teachers circulate the classroom to provide individualized or small group support, guiding students as they progress toward their learning goals, which are broken down into manageable steps with checkpoints.</p> <p>In special education IEMM courses, students engage in teacher-led discussions, writing assignments, journaling, reading aloud, and quizzes, all of which allow them to demonstrate mastery of the content.</p>	<p><a href="#">sample</a></p> <p><a href="#">Mastery/Equity Grading Analysis</a></p>
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**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking, problem solving and application of learning.

<p><b>C2.1 Teachers Facilitate Learning:</b> Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.</p> <p><b>C2.3 Digital Learning and Problem Solving:</b> Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.</p>
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Findings	Evidence
<p><b>C2.1</b> Evidence-based instructional methodologies used at RMHS include visible thinking strategies, which include: the Thoughts Questions Epiphanies Annotation Method, Think-Pair-Share, and Socratic Seminars, which target essential reading, writing, speaking, and listening skills. The 2022 Team created an articulated implementation of the Harvard Project Zero VST strategies for implementation across disciplines. This is an emerging practice designed to improve engagement for all students and support EL speaking, writing, and listening skills.</p> <p>In the math department, a focus on mastery is emphasized through test retakes and immediate feedback using educational software like Desmos, GeoGebra, DeltaMath, and MyLab Math. Students are encouraged to learn at their own pace with access to advanced online tools, including IXL, an adaptive and personalized supplementary tool and a free equivalent of the TI-84/89 graphing calculator. Various teaching strategies, such as open-note tests, visual aids, and authentic assessments, are utilized in many classrooms to create a student-centric curriculum. Teachers provide personalized support by circulating among groups and offering additional help through online platforms such as Khan Academy, in person tutoring and online tutoring through Pear Deck.</p> <p>To support ELD and SPED students, sentence frames and Universal Design for Learning (UDL) strategies are employed. Sentence frames help structure verbal and written responses, while UDL strategies, such as “Cloze Notes,” enable access to grade-level content. Alternative testing methods are also available to assess knowledge effectively.</p>	<p><a href="#">Thoughts, Questions, Epiphanies</a></p> <p><a href="#">Think, Pair, Share Socratic Seminar</a></p> <p><a href="#">ELLRT VST</a></p> <p><a href="#">GeoGebra</a>  <a href="#">Delta Math</a>  <a href="#">MyLab Math</a>  <a href="#">IXL</a>  <a href="#">Desmos</a></p> <p><a href="#">Khan Academy</a>  <a href="#">Author videos</a></p> <p><a href="#">Realia</a></p> <p><a href="#">UDL</a>  <a href="#">Cloze Notes</a></p>

<p>Rhetorical reading strategies are implemented across disciplines to help students navigate complex texts, building skills to identify main ideas and author claims. In English classes, teachers focus on tone, audience, and rhetorical appeals, utilizing EL-specific strategies from the High Impact Tool Kit. In physical education, proper lifting techniques are illustrated, and students have access to a computer program for visual guidance.</p> <p>The focus group identified SEL instruction as an area for potential growth and collaboration with wellness and counseling. With regards to equity and grading, the school is actively engaged in developing agreements on grade bands, and calibrating performance levels with the support of District staff.</p> <p><b>C2.3</b> The Math Department employs project-based presentations where students teach their peers, fostering a deeper understanding of concepts through the lens of "If you know something, teach it to someone else." The curriculum connects mathematics to real-world applications, encouraging students to explore how mathematical principles can be applied universally, using tools like Desmos and Geogebra for visualization and Screencastify or iMovie for presentations.</p> <p>In the Pre-Hospital Care pathway, the instructor has developed a chatbot using custom GPTs on ChatGPT, providing students with unique patient scenarios that promote critical thinking about signs, symptoms, and disease pathologies. Students practice patient assessments on simulated patients and utilize Body Interact for additional hands-on experience.</p> <p>The English department employs Diffit, an AI tool that differentiates complex texts for varying reading levels. For instance, in Honors English 2, students read Hannah Arendt's <i>The Banality of Evil</i>, while lower-level texts are created for CP English students, ensuring all learners can engage with the same material and demonstrate mastery. Additionally, AI-generated visual materials accompany lessons, and ELD daily warm-up activities are tailored to support language development.</p> <p>In Special Education (IEMM), students' prior knowledge is assessed before each unit, and Pear Deck is used for anonymous participation in discussions, enhancing student confidence. The Social Science Department leverages Brisk AI to create inquiry-based activities that integrate diverse media content, such as podcasts and YouTube videos, further enriching the learning experience.</p>	<p><a href="#">ERWC High Impact Toolkit</a></p> <p><a href="#">Screencastify iMovie</a></p> <p><a href="#">Body Interact</a></p> <p><a href="#">Diffit</a> <a href="#">Brisk AI</a></p>
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**C2.2 Student Voice and Agency:** Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

**C2.4 Career Preparedness and Applied Learning:** Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings	Evidence
<p><b>C2.2</b> Student voice and agency are seen prominently in higher-level courses and are emerging in others. Teachers are facilitating learning and work on digital platforms, but express struggling with student engagement and attention away from personal devices.</p> <p>In the Pre-Hospital Care CTE Program, eight students have secured internships at local hospitals, including Saint John's Pleasant Valley Hospital, Saint John's Hospital, and Community Memorial Hospital. Interested students apply and undergo a vetting process to identify the most qualified candidates, allowing them to shadow physicians</p>	<p><a href="#">Work Based Learning Info.</a></p> <p><a href="#">District Work Based Learning Data</a></p>

<p>and hospital staff, enhancing their knowledge and real-world experience beyond Prehospital expectations.</p> <p>In Special Education IEMM courses, students select their project groups, fostering ownership of their education by choosing peers who contribute to their success. They also explore various note-taking methods to find the most effective style for their learning. SPED students research colleges and career opportunities, developing job search skills while participating in annual surveys and interviews to inform their planning. Their goals are updated yearly to reflect evolving interests, aiming for a student-driven approach to post-secondary planning by graduation.</p> <p>In the English MYP program, assessments are student-driven, such as the English 2 Memoir Research project, where students choose excerpts to read, annotate, and research cultural or historical aspects. They synthesize their findings into an academic poster, integrating both text and visuals to demonstrate their learning.</p> <p><b>C2.4</b> The College and Career Center offers workshops to assist all students in applying to local community colleges, serving as both a primary and backup plan for those considering four-year institutions. The Guidance Technician, community college representatives, school counselors, and EAOP &amp; DCAC staff support students in obtaining college IDs, creating application portals, and completing their college and university applications. They also facilitate Industry Career Days and Skilled Trade Summit participation for students. CTE courses offer students opportunities to network with professionals in their fields through career fairs, internships, guest speakers, webinars, and work-based learning projects.</p> <p>Standards-based classrooms engage students by building on prior knowledge. The Visible Thinking Strategy “Connect, Extend, Reflect” encourages students to relate new material to previous learning or current events, fostering deeper understanding.</p> <p>The English Department emphasizes reading as a long-term learning process. Students engage with increasingly complex texts and develop rhetorical reading strategies and language skills that prepare them for diverse text-based tasks beyond high school. Writing skills, developed in ELA classes, are essential for college and career success, with students practicing annotation and note-taking strategies, such as the TQE Annotation Method. They also produce abstracts, bibliographies, lab reports, summaries, research papers, essays, presentations, academic posters, and portfolios. The social science economics classes equip students with practical skills in resume writing, budgeting, banking, and long-term investment strategies for responsible financial planning.</p>	<p><a href="#">Eng. 2 MYP Human Connection Summative Assessment</a></p> <p><a href="#">Academic Poster Work Sample</a></p> <p><a href="#">District Skilled Trade Program</a></p> <p><a href="#">District Industry Career Day</a></p> <p><a href="#">English MYP Prompt</a></p> <p><a href="#">Econ. stock competition assignment</a></p>
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**ACS WASC Category C: Learning and Teaching Summary**

**Areas of Strength**

1. Rigorous and Relevant Learning Opportunities
  - a. Students engage in inquiry-based learning across core academics, including IB courses, MYP assessments, and real-world applications in science and CTE pathways.
  - b. Programs such as the Pre-Hospital Care CTE Pathway integrate project-based learning with practical experiences, such as internships at local hospitals.
2. Student Agency and Ownership of Learning
  - a. Students actively participate in projects like IB Internal Assessments and English Memoir Research, where they select topics and demonstrate learning through creative and academic outputs.
  - b. Special Education students benefit from personalized learning plans and ownership of projects, fostering independence and self-advocacy.
3. Integration of Technology to Enhance Engagement
  - a. Tools such as Desmos, GeoGebra, Diffit, and Body Interact provide adaptive learning experiences and real-world problem-solving opportunities.

- b. AI tools like Brisk AI and Diffit support differentiated instruction, particularly for English Learners and students in SPED programs.
- 4. Career and College Preparedness
  - a. CTE programs align with industry standards, offering students networking opportunities, internships, and certifications.
  - b. College and Career Center workshops assist students with applications, financial aid, and post-secondary planning, ensuring readiness for life after high school.
- 5. Visible Thinking Strategies and UDL
  - a. Strategies like "Thoughts, Questions, Epiphanies" and Socratic Seminars promote critical thinking and engagement.
  - b. Universal Design for Learning (UDL) strategies ensure equitable access to content for all learners, including ELD and SPED students.

### Areas of Growth

- 1. Equity-Centered Learning Environment
  - a. Strengthen the alignment of MYP rubrics to state standards to enhance consistency and equity across grade levels.
  - b. Expand training and collaboration to ensure all teachers effectively implement mastery grading and equity-centered practices.
- 2. Engagement with Challenging Curriculum
  - a. Address student engagement challenges with personal devices and increase opportunities for meaningful participation in lower-level and non-IB courses.
  - b. Broaden access to higher-level coursework and advanced academic programs for underrepresented student groups.
- 3. Development of Student-Centered Instruction
  - a. Increase the integration of Social-Emotional Learning (SEL) into the curriculum to support holistic student development.
  - b. Enhance teacher collaboration and calibration of grading standards with district support to create consistent performance expectations.
- 4. Consistency in Real-World Application Opportunities
  - a. Expand the availability of internships and applied learning projects across all CTE pathways.
  - b. Integrate additional real-world application projects in non-CTE and general education courses.
- 5. Enhanced Communication of Learning Expectations
  - a. Develop clear and consistent communication strategies to ensure students understand performance expectations and learning objectives.
  - b. Increase collaboration between departments to promote interdisciplinary learning that connects content to real-world applications.

### Analysis

RMHS excels in providing rigorous, relevant, and real-world learning experiences, with a strong focus on student agency, career preparedness, and equitable access to technology. However, areas of growth highlight the need to expand equity-centered practices, improve consistency in engagement and performance standards, and broaden real-world learning opportunities for all students. By addressing these priorities, the school can further enhance student outcomes and align with its mission to prepare all students for college, career, and to be global thinkers.

**Category D: Assessment and Accountability**

**Criterion D1: Reporting and Accountability Process**

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

**D1.1 Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educationTeacher Syllabus partners.

**D1.3 Assessment of Program Areas:** School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Findings	Evidence
<p><b>D1.1</b> School leadership and instructional staff are developing agreements on grades, growth expectations, and performance levels to ensure consistency across and within grade levels and content areas. Administrators, department chairs, and faculty engage in observations, lesson studies, and TASP, allowing for direct feedback and collaborative analysis of instruction and assessment. For example, the science department uses student data to develop common assessments in Biology and Chemistry, ensuring equity in grading practices and supporting student success across all abilities.</p> <p>Data is shared with faculty through meetings and Professional Learning Communities (PLCs). The English department disaggregates data from Common Lit and uses pre-, mid-, and post-assessments to identify standards where students struggle, facilitating targeted lessons for the following academic year. This process builds a foundation for rising classes based on identified needs.</p> <p>A grading calendar is published on the website and communicated to parents via electronic updates, ensuring transparency about grade reporting periods. All standardized test scores, including PSAT, ASVAB, IB, CAASPP, and ELPAC, are sent home to inform families of student performance.</p> <p>Counselors and administrators regularly analyze SIS data reports from Synergy and collect qualitative data from counseling sessions and parent conferences to inform intervention strategies. The Synergy SIS is used to identify achievement gaps and at-risk students, who are then supported through individualized meetings and Student Study Team (SST) meetings with families to develop action plans for academic success. Student progress letters, transcripts and graduation reports are mailed to parents of students in grades 11 and 12.</p> <p>The Math department employs common formative and summative assessments to gauge student understanding and improve instruction based on assessment results. The Social Science department collaborates on assessments to ensure consistency across the curriculum. Opportunities for test corrections and tutoring ensure equitable access to support for all students.</p> <p>IEP goals are assessed quarterly, with progress communicated to parents during meetings. Students with IEPs are tested every three years, and results are shared in annual meetings. Progress reports, Student Vue, and ParentVue Gradebook keep parents informed of their students' performance.</p> <p>Additionally, test proctors conduct <a href="#">ELPAC Test Chats</a> to familiarize students with test formats and scoring. Beyond standardized assessments, IB and AP exams and inquiry-based assessments are analyzed to inform curriculum improvements. While</p>	<p><a href="#">Mission Statements</a>  <a href="#">PRIDE/Learner Attributes</a>  <a href="#">SARC</a>  <a href="#">School Site Council</a>  <a href="#">CA Dashboard</a>  <a href="#">Synergy Graduation Progress</a>  <a href="#">Canvas</a>  <a href="#">Google Classroom</a>  <a href="#">ASVAB</a></p> <p><a href="#">Common Lit School Data</a>  <a href="#">Summer Mailer</a>  <a href="#">ParentVUE</a>  <a href="#">StudentVUE</a></p> <p>Plan/Review/                      Eligibility Evaluation                      IEP Meetings</p> <p><a href="#">Grade Reporting Calendar</a></p> <p><a href="#">District Grading for Equity</a> Policy</p> <p>Grading policies are discussed at Beg. of Term, Dept. &amp; faculty mtgs.  <a href="#">Master Schedule</a>                      Leadership</p>

<p>numerous academic support opportunities exist, student participation could be enhanced. Achievements are celebrated through Spartan of the Quarter events, inviting families to acknowledge student improvement.</p> <p><b>D1.3</b> School teams at RMHS utilize assessment results to inform some program changes, enhance professional development, and allocate resources. The need for common summative and formative assessments and use of common IB-aligned rubrics and grade calibration have informed the revision of job-alike agendas and product expectations for all course teams requesting professional development collaboration time. State testing data is informing the need for improved vertical and horizontal alignment of common core standards which will provide a framework for common assessments to teacher teams. The administration of these assessments in Toddle will further allow for effective student feedback and support a results-driven school improvement process.</p> <p>The Math department analyzes assessment data to host vertical alignment professional developments and adjust the curriculum to better meet student needs. Collaborations with feeder schools, grade weighting, and knowledge-based grading ensure proper math placement. Initiatives such as the Introduction to MYP Math course for incoming 9th graders support students requiring additional assistance.</p> <p>The Spanish department employs common unit assessments to gauge student understanding, allowing for the refinement of formative and summative assessments. The English department analyzes CommonLit and No Red Ink data to identify learning needs, using pre-assessments to inform appropriate student placement.</p> <p>In Social Science, the focus on tests, projects, and collaboration informs curriculum adjustments, particularly in IB and AP courses, where past exam results guide instructional strategies. The use of MYP rubrics across departments allows students to identify focus areas for improvement.</p> <p>To support all learners, RMHS offers team-taught courses in 9th and 10th grade science, English, and math, as well as EL classes. There is a recognized need to increase team-taught math classes and IELD offerings to better serve special populations.</p> <p>IB teachers, counselors, and administrators regularly participate in professional development, and MYP content lead teachers are trained in IBMYP. However, expanding direct training for all MYP teachers is essential for norming MYP expectations and promoting vertical alignment across departments.</p>	<p>determines teachers assigned to classes</p> <p>Student achievement recognized through:</p> <ul style="list-style-type: none"> <li>* Spartan of Quarter</li> <li>* OUHSD Board</li> <li>* Top 10 Scholars (Grads)</li> <li>* Top 25 Scholars (Per grade, Per Semester)</li> </ul> <p><a href="#">Intro. to MYP Math syllabus</a>  <a href="#">MYP Spanish HS2</a>  <a href="#">IB Spanish HL1</a>  <a href="#">Spanish common unit assessment</a></p> <p><a href="#">English dept.</a>  <a href="#">Common Lit. data</a>  <a href="#">No Red Ink</a>  <a href="#">MYP Rubric</a>  <a href="#">Example</a></p>
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<p><b>D1.2 Basis for Determination of Performance Level:</b> The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.</p> <p><b>D1.4 Schoolwide Modifications Based on Assessment Results:</b> School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress</p>	
Findings	Evidence
<p><b>D1.2</b> Most departments, including Math, English, and Science, utilize the Oxnard Equity grading scale; however, there is a need for explicit training on rubric use to enhance consistency. There is an interest across disciplines to implement a system of schoolwide grading policies and assessments. The Leadership Team and Departments have made this a priority area for development after reviewing results from the District Equity Grading Teacher Survey.</p> <p>Teachers emphasize the significance of ELPAC Test Chats, thereby facilitating</p>	<p><a href="#">Leadership Team Minutes</a></p> <p>Info. Distribution:  <a href="#">OUHSD Board</a></p>

<p>discussions on test success strategies. The data committee, counselors, and administrators have identified skill gaps among subpopulations, leading to the creation and promotion of support programs, including teacher tutoring, Pear Deck online tutoring, Oxnard Online Credit Recovery, Tutorial Studies, IELD classes, and Bridging English courses for ELPAC support.</p> <p>MYP teachers convene periodically to collaborate on interdisciplinary units and common assessments. While there is progress in unit creation and documentation in Toddle, inconsistencies remain in implementation across subjects and grade levels. This impacts the ability of students to have a clear understanding of expected learning outcomes and to receive effective feedback. Biology and Health teachers coordinate planning for the fall, while English and World History collaborate in the spring. Math 1-3 teachers coordinate on Check for Understanding assignments and assessments, and the ELD department is rewriting common summative assessments. The Spanish department employs common summative assessments across levels.</p> <p><b>D1.4</b> In response to CAST data, the science department adjusted the scope and sequence of science courses, adding Earth and Space science to pair with physics junior year. This class aims to bring physics, chemistry, and biology standards to students who might struggle with math, or have struggled in previous science classes. In the past two years we have seen a 20% reduction in scores of 1 on the CAST, an approximately 20% increase in scores of 2, and an increase in scores of 3, especially in the EL and Hispanica or Latino male populations.</p> <p>In response to D and F rate data, the counseling team has collaborated with <a href="#">OOCR</a> programs and departments to enroll students failing semester one classes into semester one recovery courses to run concurrently with regularly enrolled semester 2 classes. Rather than waiting for summer school, 9th and 10th grade students will benefit from immediate remediation and gain skills to support passage of their semester 2 courses.</p>	<p><a href="#">Minutes</a>  <a href="#">RMHS News</a>  <a href="#">ParentSquare</a>  <a href="#">RMHSWebsite</a>  <a href="#">Toddle</a>  <a href="#">ParentVUE</a>  <a href="#">StudentVUE</a></p> <p>Common summative assessments</p> <p>Plan/ Review/ Eligibility Evaluation IEP meetings</p> <p>Other exam results accessible online (PSAT, SAT, AP, IB)</p> <p>Collaboration each Friday</p> <p><a href="#">Site Leadership</a>  <a href="#">Agenda</a></p>
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**Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress**

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

<p><b>D2.1 Monitoring Student Growth:</b> Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.</p>	
Findings	Evidence
<p><b>D2.1</b> The AVID department conducts weekly grade checks at all levels to ensure students remain on track for graduation and A-G requirements. Built-in interventions encourage students to outline improvement strategies. Teachers analyze state testing data to assess progress toward academic standards and maintain communication with students through email and the SIS. Formative and summative assessments in math, and Social Science projects help evaluate understanding of major concepts. CTE uses student-teacher summative assessments, while SPED teachers assess progress on IEP goals quarterly, both formally and informally.</p> <p>While many teachers utilize state standards to guide lesson and unit development, some still grade based on completion rather than mastery. Students in 11th and 12th grade college prep courses often express concerns that the coursework lacks relevance and fails to prepare them for college expectations. There is not yet</p>	<p>Classroom assessments</p> <p><a href="#">CAASPP ELA</a>  <a href="#">CAASPP Math</a>  <a href="#">CAST data</a>  <a href="#">ELPAC Data &amp; Test Chats</a>  <a href="#">D/F Grade Data</a></p> <p><a href="#">Math CFU</a>  Transcripts</p>

<p>widespread use of data by teachers to inform instruction. In contrast, IBDP and CTE courses are more aligned with college and career readiness. To enhance instructional parity, we aim to implement IB teaching strategies across all classrooms through targeted collaboration, instructional rounds, and professional development.</p> <p>Counselors monitor student progress by evaluating transcripts, tracking grades, and conducting Student Support Team (SST) meetings. An Intervention Counselor provided targeted support for 9th and 10th graders with multiple failing grades following distance learning. This year, we have a new counseling position, a Restorative Intervention Counselor (RIC) who has taken over this role. The RIC Counselor works with the Data Lead, LIT Coach and the District RIC Team to provide real-time data to inform interventions for students.</p> <p>In Tutorial Studies, teachers enhance accountability by requiring signed progress forms. IB MYP courses, such as year 4 Biology and PE 1, and year 5 English and World History, synchronize lessons to enhance student engagement. Students engage in self-observation, reflection, and peer feedback on presentations, critiquing their performance based on recorded sessions.</p> <p>During the Week of Welcome (WOW) each semester, students receive a Google Doc to reflect on their progress toward graduation and A-G completion. College and Career Center staff educate 11th graders on GPA implications and improvement strategies. Students earn PRIDE certificates or are nominated for Spartan of the Quarter as evidence of their growth related to the school learner profile.</p>	<p>Grade Checks SSTs and IB academic contracts Teacher-student conferences <a href="#">Pear Deck Tutor</a> <a href="#">No Red Ink</a> <a href="#">Delta Math</a> <a href="#">Lesson study</a> IAB - CAASPP *Testing on standards *Used in English and Math 2 X yearly Dep't. meetings SPED assessments used for goal planning &amp; class placement AP Classroom assessments <a href="#">Albertio AP test prep</a></p>
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**D2.2 Teacher and Student Feedback:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

Findings	Evidence
<p><b>D2.2</b> In math classes, teachers are beginning to incorporate explorations that enable them to observe group dynamics during self-guided lessons. As they circulate, teachers can clarify points, scaffold tasks, and ask probing questions to extend student thinking, ensuring diverse support for achieving learning goals.</p> <p>Many teachers integrate learning management systems (LMS) with the student information system (SIS), to ensure that students and parents receive updated assessment results promptly. The district provides tools such as Google Voice and WebEx to facilitate efficient family communication. Teacher syllabi outline expectations that guide students toward achieving learning objectives. Additionally, Google and Canvas enable students to submit and receive feedback on drafts. In the English department, multiple writing drafts are common, with IBDP teachers requiring extensive feedback on internal assessments to enhance students' writing skills.</p> <p>Math teachers implement Check for Understandings (CFUs) to redirect instruction before summative assessments, while many other teachers utilize Quizizz for weekly CFUs. However, some educators face challenges in using these results to adjust their lessons. Feedback from platforms such as DeltaMath, and IXL helps math teachers monitor progress for SPED, IELD, and Foundation/Math 1 courses.</p> <p>The district has invested in Rosetta Stone for ELD courses, allowing differentiated practice in written and spoken English. Teachers review usage data to monitor progress and adjust lessons accordingly. The Social Science department employs discussions, debates, and real-world simulations to assess student understanding and the application of concepts.</p>	<p><a href="#">Math 3 Syllabi Sample</a></p> <p><a href="#">Grading Calendar</a></p> <p>SST's /IB Academic Contract</p> <p>Student Vue Parent Vue Google Classroom Canvas</p> <p><a href="#">Quizizz</a> <a href="#">DeltaMath</a> <a href="#">Desmos</a></p> <p><a href="#">IXL</a> <a href="#">Rosetta Stone</a></p>

<p>However, soliciting and utilizing student feedback remains an area for growth. Many students express that teachers often overlook their input, and some 11th and 12th grade college prep courses lack relevant learning experiences. Additionally, some CP teachers are comfortable with their teaching styles but have not adapted to students' learning needs or the integration of AI in the classroom.</p>	
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<p><b>D2.3 Demonstration of Student Achievement:</b> Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.</p>	
Findings	Evidence
<p><b>D2.3</b> Many English teachers utilize No Red Ink to identify students' writing needs and provide targeted reinforcement lessons. In math, teachers reteach essential skills following Check for Understandings (CFUs), refining their instructional strategies accordingly.</p> <p>In English, CTE, and IB courses, students engage in self-reflection, and monitor their assessment results. For instance, TOK students complete self-assessments linked to course questions, justifying their learning with citations and hyperlinks from their work, though this practice involves only a small minority of students.</p> <p>ELD and IELD teachers assess student progress during site-level evaluations and district-wide ELL meetings with the ISS TOSA (district teachers on special assignment). Many RMHS teachers participate in job-alike sessions to review summative assessments in MYP units, allowing them to reflect on and modify their assessments for the following school year. However, there is a recognized need for greater time and initiative among teachers to effectively utilize data for curriculum adjustments. Some opt for retests and reassessments, placing the responsibility for change on students rather than differentiating instruction. Additionally, some teachers provide end-of-term feedback forms, giving students the opportunity to express concerns about their learning experiences.</p>	<p>IB Subject Exam meetings, discuss results v. grades</p> <p><a href="#">IB Personal Project Grade 10 IB Personal Project Results</a></p> <p>Dep't. Meetings Collaboration days</p> <p>Synergy/Canvas/ Google Classroom</p> <p><a href="#">TOK Self Assessment Reflections</a></p>

**ACS WASC Category D. Assessment and Accountability Summary**

**Areas of Strength**

1. Data-Driven Decision Making
  - a. Teachers and counselors effectively analyze data to inform instructional strategies and academic interventions.
  - b. Counselors utilize tools such as Synergy SIS reports and transcript reviews to guide students' academic planning and implement individualized interventions.
2. Collaboration and Assessment Refinement
  - a. Many departments, such as English, Math, and Science, collaborate to develop and update assessments, ensuring alignment with standards and consistency across courses.
  - b. Job-alike sessions and MYP unit reviews provide opportunities for teachers to reflect on and improve assessments.
3. Transparent Communication of Student Progress
  - a. Student performance data, including grades and standardized test results, is shared with stakeholders through ParentVue, StudentVue, and electronic updates.
  - b. Spartan of the Quarter events and other recognition programs celebrate student improvement and achievements.
4. Professional Development Support
  - a. Resources are allocated for teacher professional development, enabling educators to refine their instructional practices and align with schoolwide goals.
  - b. IB and MYP teachers regularly participate in training to improve curriculum implementation and

student engagement.

5. Intervention Programs
  - a. Immediate remediation opportunities, such as concurrent credit recovery courses and IELD classes, address at-risk students' needs effectively.
  - b. Restorative Intervention Counselor (RIC) and Tutorial Studies programs provide targeted support for struggling students.

### **Areas of Growth**

1. Norming MYP Expectations and Vertical Alignment
  - a. There is an urgent need to establish consistent MYP expectations across departments and ensure they are integrated into vertical alignment efforts.
  - b. Common rubrics and interdisciplinary units require greater fidelity in implementation to support equity and consistency.
2. Equity-Centered Grading Practices
  - a. Additional training is required for the Oxnard Equity Grading Scale to move teachers away from grading based on completion, and toward mastery-based assessments.
  - b. Inconsistent grading practices across courses and departments highlight the need for schoolwide calibration.
3. Use of Assessment Data to Inform Instruction
  - a. Teachers need support in using formative and summative assessment data to reteach and adjust lessons rather than relying on students to take responsibility for retests.
  - b. Some departments, particularly in CP courses, lack alignment with college and career readiness standards, requiring targeted professional development.
4. Soliciting and Utilizing Student Feedback
  - a. Many teachers do not actively solicit or utilize student feedback to adjust learning experiences, particularly in college-prep courses.
  - b. Expanding feedback mechanisms and incorporating student voice into instructional planning can improve engagement and relevance.
5. Strengthening Research Skills Instruction
  - a. Despite being a state standard, explicit instruction in research skills is lacking across departments. Teachers require training and reminders to integrate research skills into their curriculum.
6. Increasing Engagement with Assessment Tools
  - a. Student participation in academic support programs and use of assessment tools, such as ELPAC Test Chats and formative assessments, should be expanded.
  - b. Teachers require more training in leveraging technology and digital platforms, like DeltaMath and Rosetta Stone, to provide meaningful feedback and support differentiated learning.

### **Analysis**

RMHS demonstrates significant strengths in data analysis, collaboration, and communication of student progress. These efforts are supported by a strong foundation of professional development and intervention programs that address the diverse needs of its student population. However, there are clear opportunities to strengthen grading practices, integrate MYP expectations across departments, and enhance the use of assessment data to inform instruction. Addressing these growth areas will support the school's commitment to equity and its goal of preparing all students for college, career, and to be global thinkers.

**Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth**

**Criterion E1: Family and Community Involvement**

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

**E1.1 Strategies and Processes:** School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.  
**E1.2 Inclusive Cultural Understanding:** School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.  
**E1.3 Rapport and Trust:** School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings	Evidence
<p><b>E1.1</b> Rio Mesa High School implements culturally sensitive strategies to foster ongoing family and community involvement in the learning process. The Athletics Department provides training through the Positive Coaching Alliance, featuring guest speakers at quarterly meetings. Additionally, the SAGA program addresses student athlete’s emotional wellness needs.</p> <p>To encourage family participation in school events, RMHS offers flexible meeting times, transportation, interpreters, and food. Parents are invited to engage in ELAC meetings focused on migrant education to raise awareness of educational requirements and resources. Other involvement opportunities include band and sports boosters, School Site Council, monthly Special Education Parent/Principal meetings, and volunteering at events. An active alumni group, many of whom work at RMHS, also participates in sporting events, drama productions, dance shows, and the annual IB Art Show.</p> <p>Counselors visit feeder schools to provide incoming ninth graders with essential enrollment and program information, hosting student and parent nights to familiarize families with high school expectations. The counseling department, in collaboration with the college and career center, DCAC, and EAOP representatives, hosts multiple financial aid nights, where local college representatives offer individualized assistance for FAFSA and CADA applications.</p> <p>Overall, RMHS actively encourages family and community involvement through various communication platforms, invitations, and an open campus environment.</p> <p><b>E1.2</b> School leadership at RMHS values the diverse cultures of students and staff through inclusive learning opportunities and materials. Multiple surveys, including the CHKS, Covitality, TUPE, Youth Truth, and LCAP, solicit feedback from students and families regarding the school’s cultural awareness.</p> <p>RMHS promotes cultural understanding and global citizenship through its IB World programs, which raise awareness of the community’s diversity. Activities such as blood drives, food drives, and clothing drives contribute to this mission. The 2023-2024 IB Art Show featured over 400 pieces of art, showcasing the talents of one of the largest graduating classes. Additionally, CTE projects are highlighted during the annual Open House, and the Farm to School program strengthens community ties by providing free, local organic produce at pop-up farmers markets for families and students.</p> <p>Cultural appreciation is evident in programs such as Folklorico, led by alumna V. Renteria, and the annual Dia de los Muertos celebration organized by the LASO Club, which is open to students and the community. RMHS also offers a Mariachi CTE Pathway, and the Drama Club produces plays in Spanish, collaborating with</p>	<p><a href="#">Mission Statements</a>  <a href="#">PRIDE/Learner</a>  <a href="#">Attributes</a>  <a href="#">SAGA</a></p> <p><a href="#">ELAC</a>  <a href="#">Band Boosters</a>  <a href="#">Sch. Site Council</a></p> <p><a href="#">Incoming 9th</a>  <a href="#">Presentation</a>  <a href="#">9th Grade</a>  <a href="#">Registration Form</a>  <a href="#">EAOP</a>  <a href="#">DCAC</a></p> <p><a href="#">Science Dep’t.</a>  <a href="#">Involvement</a></p> <p><a href="#">California Healthy</a>  <a href="#">Kids Survey</a>  <a href="#">Covitality</a>  <a href="#">Covitality School</a>  <a href="#">Climate Report</a>  <a href="#">Youth Truth</a>  <a href="#">LCAP</a></p> <p><a href="#">IB Info.</a></p> <p><a href="#">Farm to School</a></p>

<p>neighboring schools. Clubs promoting cultural understanding include WE:IB, ELD Speech &amp; Debate, BSU, LASO, GSA, Drama Club, and Asian Club. Courses such as Spanish, art, dual enrollment ASL, Mexican/Chicano Literature, and Ethnic Studies further support this initiative. Communication is provided in multiple languages via social media, Parent Square, and the RMHS website.</p> <p><b>E1.3</b> Administration and teachers welcome students each day at school gates and classroom doors, creating a positive atmosphere. Initiatives such as “Lunch on the Lawn” and PBIS encourage a supportive culture, with students earning PRIDE certificates to enter monthly prize drawings. Celebratory events such as Spartan of the Quarter and Athlete of the Week, along with social media recognition, showcase student achievements and promote a sense of belonging.</p> <p>ASB enhances connections between leadership and students by involving them in event planning, while the Principal’s Advisory Council and School Site Council provide additional platforms for student voices. Migrant Awards Night recognizes the academic and personal growth of ELD and Migrant Education students, with families invited to celebrate.</p> <p>RMHS values staff identities and fosters trust through initiatives such as PBIS “one-liners,” which solicit faculty feedback for campus improvements. Staff members demonstrating learner profiles are recognized during meetings, while the Sunshine Committee promotes camaraderie.</p> <p>Family feedback is regularly sought to assess school performance, and parents are welcomed for events and celebrations. The open-door policy allows for direct communication regarding concerns, and RMHS connects McKinney-Vento families with essential resources through Caring Closet, which provides toiletries, clothing, and blankets. Holiday toy and food drives, organized by campus clubs and the Special Programs Counselor, further support families in need.</p> <p>Community engagement is also prioritized, with a campus pool offering summer swim lessons and youth programs utilizing sports facilities. Local agencies collaborate with CTE programs for guest speaking opportunities and internships, while military representatives visit regularly to inform students about future career options.</p>	<p><a href="#">Folklorico DDLM</a></p> <p><a href="#">Mariachi</a></p> <p><a href="#">RMHS Clubs</a></p> <p>Social Media Platforms  <a href="#">Parent Square</a>  <a href="#">Dual Enrollment</a>            Unified Sports</p> <p><a href="#">PBIS one liners</a>  <a href="#">PBIS Plan</a>  <a href="#">PRIDE</a>            Spartan of Quarter Athlete of Week</p> <p><a href="#">ASB</a></p> <p>Migrant Awards Night</p> <p>PBIS Faculty Awards</p> <p><a href="#">McKinney-Vento</a>  <a href="#">Caring Closet</a>  <a href="#">Student Services</a></p>
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**Criterion E2: School Culture and Environment Criterion**

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

<p><b>E2.1 Policies and Resources:</b> The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.</p> <p><b>E2.2 Trust, Respect, and Equity:</b> The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.</p> <p><b>E2.3 School Culture:</b> The entire school community has an atmosphere of trust, respect, equity, and professionalism.</p>	
Findings	Evidence
<p><b>E2.1</b> The RMHS custodial staff routinely maintains cleanliness in classrooms, bathrooms, and public areas.</p> <p>The Raptor System is employed for visitor identification, issuing badges to cleared individuals. While effective for visitor management, the system has encountered challenges during emergency drills and lockdowns, raising safety concerns among</p>	<p><a href="#">School Climate Report Card CHKS</a>  <a href="#">Raptor</a></p> <p><a href="#">California Healthy</a></p>

<p>staff that have been reported to administration and the district office.</p> <p>Students are encouraged to report unsafe activities anonymously through We Tip or to trusted adults. Results from the CHKS and Youth Truth surveys are reviewed with faculty to identify strengths and address concerns.</p> <p>Counselors and the Wellness Center are available for students facing social or emotional challenges, with an open-door policy to ensure support. Teachers are able to refer students exhibiting mood or behavioral changes through various communication methods.</p> <p>RMHS employs a full-time nurse and health clerk for medical assistance, as well as a full-time athletic trainer for sports practices and competitions. "Wow Week," held at the start of each semester, establishes school norms, while the Minga system helps monitor student attendance and movement on campus.</p> <p>To ensure internet safety, students and parents sign an Acceptable Use Policy (AUP) for school-issued Chromebooks. Teachers utilize Go Guardian for classroom monitoring, and Smarter Things is used to promote digital citizenship. Issues of unauthorized Chromebook or phone use are reported to administration. Additionally, parents are offered resources on internet safety through the school and district office, encouraging them to monitor their children's online activities. As an added safety feature, the school administration uses the district purchased BARK Alert System that sends alerts to site administration if students search, communicate about, or type anything that is a cause for concern. Site administration receives a summary of what the flagged communication, and has the ability to follow up with the student and/or their family about the incident.</p> <p><b>E2.2</b> Rio Mesa High School (RMHS) fosters a culture of care, concern, and high expectations for all students, honoring individual differences and social-emotional needs within a conducive learning environment. Prior to the school year, preview days welcome new students and families, facilitated by Spartan Ambassadors and the ASB Director, who lead tours and mini-lessons on school culture, IB learner profiles, and digital citizenship.</p> <p>Athletics at RMHS has expanded to embrace diverse interests, including the addition of E-sports, recognized as a CIF sport in the 23-24 school year. Student athletes are identified as Scholar Athletes, emphasizing the importance of balancing education and sports. Notably, the girls' volleyball team received a CIF Honorable Mention as "All CIF Academic Champions."</p> <p>The Wellness Center organized a 6-on-6 soccer tournament for students who did not make the school team, fostering a sense of connection. Unified Games, coordinated by the Athletic Director, engage students with disabilities alongside general education peers, promoting inclusion. The Leos Club has provided scholarship assistance, and the community hosts a prom for students with severe disabilities. Additionally, Pride certificates are awarded to students demonstrating improvement and embodying IB learner attributes.</p> <p>The Wellness Center offers social-emotional support, providing a "Quiet Zone" for students needing to recalibrate, or help facilitating one-on-one conversations.</p> <p>To enhance student engagement, departments voted on Common Visible Learning Strategies, with "Think/Pair/Share" and "See/Think/Wonder" emerging as the top choices. This initiative is in its early stages, with expectations for improvement through collaborative job-alikes and instructional rounds.</p> <p><b>E2.3</b> Staff members rely on each other to build relationships and support those in need, working collaboratively to achieve common goals despite differing opinions. Equity is evident as all voices are heard in the implementation of school initiatives, and professionalism is maintained during the school day and at events, with faculty and</p>	<p><a href="#">Kids Survey</a>  <a href="#">We Tip</a>  <a href="#">Youth Truth Survey</a>  <a href="#">Wellness Center</a>  Athletic Trainer  School Nurse  <a href="#">Sem. 1 WOW</a>  <a href="#">Sem. 2 WOW</a></p> <p><a href="#">Minga</a>  <a href="#">Go Guardian</a></p> <p><a href="#">AUP</a></p> <p><a href="#">Student Vue</a></p> <p><a href="#">Alludo Digital</a>  <a href="#">Citizenship</a></p> <p><a href="#">BARK Alert</a></p> <p><a href="#">E-Sports</a></p> <p>All CIF Academic  Champions</p> <p><a href="#">Unified Games</a></p> <p><a href="#">Think, Pair, Share</a>  <a href="#">See, Think, Wonder</a></p> <p>Faculty Sunshine  Club</p> <p><a href="#">PBIS One-Liners</a></p>
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<p>staff coming together to celebrate sports, semester milestones, and fundraising efforts.</p> <p>Students often utilize classrooms during lunch and nutrition, demonstrating trust and respect for their teachers. Many educators feel secure leaving their classrooms briefly, confident that their belongings will remain undisturbed. PBIS strategies have strengthened respect between teachers and students, who respond positively to calmly delivered "one-liners."</p> <p>Initial steps have been taken toward implementing grading for equity, with many teachers adopting varied grading scales by department. The district policy now allows all students an additional 10 days to complete homework assignments without penalty, and behavior and attendance are no longer considered in grading.</p> <p>Teachers receive alerts through the SIS regarding students requiring additional support, ensuring student privacy while reminding educators of individual needs related to Special Education, 504 plans, mental health safety plans, and medical issues.</p>	<p><a href="#">District Grading Policy</a></p> <p><a href="#">Synergy Notifications</a></p>
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**Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports**

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

<p><b>E3.1 Multi-tiered Support:</b> School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.</p> <p><b>E3.2 Multi-tiered Support Effectiveness:</b> School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.</p> <p><b>E3.3 Student Involvement:</b> The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.</p> <p><b>E3.4 Student Self Advocacy:</b> Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.</p>	
Findings	Evidence
<p><b>E3.1</b> Most teachers are committed to assisting students who have fallen behind, offering in-person tutoring as well as 24/7 one-on-one targeted support through Pear Deck Tutoring. Students referred to Spartan Academy on Saturdays receive academic tutoring, credit recovery, and enrichment opportunities.</p> <p>During the 2022-23 and 2023-24 school years, students with three or more F's were assigned to an intervention counselor to meet regularly with them and their families, creating individualized plans for academic recovery. This year, a Restorative Intervention Counselor (RIC) provides similar support to any student behind in credits, or struggling with grades and/or attendance. Students have access to Saturday Academy for additional support on weekends.</p> <p>Students are able to recover credits through summer school or Oxnard Online Credit Recovery (OOCR). Those more than 20 credits behind may be placed in a Tutorial Studies class focused solely on credit recovery within the regular school day. Additionally, students earning D's may use Oxnard Online classes to improve grades for A-G requirements.</p> <p>Teachers employ diverse instructional strategies to enhance understanding and provide personalized support, fostering motivation and confidence in a nurturing classroom environment. Student Success Team (SST) meetings help determine</p>	<p><a href="#">MTSS Tutoring Schedule</a></p> <p><a href="#">Pear Deck Tutoring</a></p> <p><a href="#">Restorative Intervention Counselor</a></p> <p>Summer School <a href="#">Saturday Academy</a> <a href="#">Attendance</a> <a href="#">Oxnard Online</a></p> <p>SST</p> <p>HHT</p>

<p>necessary interventions, and 504 plan accommodations are implemented. In some cases, IEP testing is conducted. Team teaching in core subjects facilitates inclusion. Home/Hospital Teaching (HHT) is provided for students unable to attend due to illness, and Independent Study Short-Term (ISST) is available for those out of school temporarily. Families may request alternative educational settings within the district if the comprehensive site does not meet student needs.</p> <p>Students interested in trade programs can access eight on-campus options, four district programs, and additional offerings at the Career Education Center (CEC), formerly ROP. Motivated learners are encouraged to enroll in IB classes, pursue IBCP certificates, or IBDP diplomas. Dual enrollment opportunities at local community colleges are available, with a community college counselor on campus weekly to assist with applications for enrollment and financial aid.</p> <p><b>E3.2</b> School leadership at Rio Mesa High School assesses the effectiveness of multi-tiered support for students' social-emotional learning needs through engagement with counselors, the Wellness Center Social Wellness Specialists (SWS), and community counseling programs. Data from the California Healthy Kids Survey (CHKS) and CoVitality, along with student feedback, are analyzed to evaluate support effectiveness.</p> <p>Counselors and staff identify students facing basic needs challenges and work to eliminate barriers to education. Under the McKinney-Vento Act, homeless students receive transportation, school supplies, food, emergency shelter, and clothing. Additionally, staff members who recognize students requiring social-emotional support facilitate referrals when necessary so the Counseling Department or SWS personnel can meet with students to address concerns. Student Success Team (SST) meetings engage all stakeholders to collaboratively support students and address barriers to classroom success.</p> <p>The RMHS Wellness Center connects students with community mental health providers, offering counseling, health education, and stress management resources. The center employs a universal mental health screener, CoVitality, to identify students in need of early intervention. Counselors and SWSs provide crisis intervention for students facing emergencies or trauma, while the Wellness Center hosts support groups led by professional mental health providers. This robust support network aims to enhance students' emotional well-being, fostering motivation for academic success.</p> <p><b>E3.3</b> RMHS offers the AVID program which provides tutoring and guidance to help students maintain A-G eligibility, offers a diverse range of Career and Technical Education (CTE) programs, bilingual classes in math and science, and ASL interpreters to support all learners.</p> <p>Counselors and teachers encourage students to enroll in advanced courses to build academic confidence. Annual one-on-one meetings in the spring guide students in selecting their schedules for the following year. Curricular opportunities include Honors, IB, AP, CTE Pathways, the Early Academic Outreach Program (EAOP), and the Destination College Advising Corps (DCAC). Both EAOP and DCAC assist students with A-G requirements, college applications, financial aid, and scholarships, with a particular focus on first-generation college students through DCAC's partnership with the Math, Engineering, Science Achievement (MESA) program.</p> <p>CTE classes emphasize hands-on learning and professional behavior, closely mirroring workplace environments. Many CTE pathways lead to local community college programs, and students may pursue internships with local hospitals and businesses enhancing their career readiness. MYP and IB classes emphasize critical thinking and global perspectives, preparing students for the academic demands of college.</p>	<p>ISST</p> <p><a href="#">CEC</a></p> <p>Tutorial Study Class</p> <p><a href="#">Condor High Sch.</a></p> <p><a href="#">California Healthy Kids Survey</a>  <a href="#">CoVitality</a></p> <p><a href="#">One on One &amp; Group Counseling Providers</a></p> <p><a href="#">AVID Tutoring</a>  <a href="#">CTE Programs</a>            Bilingual Classes  <a href="#">Tutoring Schedules</a>  <a href="#">EAOP</a>  <a href="#">DCAC</a>  <a href="#">MESA</a>  <a href="#">Club Rush</a>  <a href="#">RMHS Clubs</a>  <a href="#">Sports</a></p>
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<p>Engagement, a key aspect of RMHS's PRIDE framework, is promoted through various extracurricular activities. During the annual "Club Rush," students explore available clubs and are encouraged to join at least one to strengthen their connection to the school community. Participation in clubs and sports enables students to assume leadership roles, fostering college and career readiness by enhancing independent work, teamwork, and critical thinking skills</p> <p><b>E3.4</b> Students at Rio Mesa High School deepen their sense of self and forge meaningful community connections through the MYP and IB curriculums, which emphasize a global perspective and individual identity. The Health curriculum, required for all students, integrates social-emotional learning, enabling students to recognize and navigate their feelings.</p> <p>According to the California Healthy Kids Survey (CHKS), most students report having at least one trusted adult on campus, including counselors, teachers, coaches, and staff who foster supportive relationships. Faculty and staff make referrals to counselors and the Wellness Center when additional support is needed.</p> <p>Career and Technical Education (CTE) teachers facilitate community connections for internships and employment. Counselors assist students in campus involvement and connect them with mental health resources and educational opportunities in the community. Special education teachers and case managers partner with the Department of Rehabilitation to support post-graduation employment, while referrals to college assistance programs help special education students access academic support for their future endeavors.</p> <p>By promoting these connections and normalizing help-seeking behavior, RMHS empowers students to advocate for their own needs effectively.</p>	<p><a href="#">MYP</a>  <a href="#">IB</a>  <a href="#">CP</a></p> <p><a href="#">California Healthy Kids Survey</a></p> <p><a href="#">CTE Internships/ Work Based Learning</a></p> <p><a href="#">TPP</a></p>
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**ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary**

**Areas of Strength**

1. Culturally Inclusive Family and Community Engagement
  - a. Flexible meeting times, transportation, interpreters, and food ensure family participation in school events and programs.
  - b. Programs such as Dia de los Muertos, Mariachi Pathway, and Farm to School pop-up markets foster cultural understanding and strengthen community ties.
2. Robust Multi-Tiered Support Systems (MTSS)
  - a. Academic supports like Spartan Academy, Oxnard Online Credit Recovery (OOCR), and Pear Deck tutoring provide targeted interventions for struggling students.
  - b. Social-emotional supports include the Counseling team, Restorative Intervention Counselor, the Wellness Center, and CoVitality screenings for early intervention.
3. Student Engagement and Leadership Opportunities
  - a. Programs such as AVID, CTE pathways, and MYP/IB emphasize leadership, collaboration, and critical thinking.
  - b. Extracurricular activities, including Club Rush, Unified Games, and student-led events, promote community connections and leadership development.
4. Safe and Supportive Environment
  - a. Use of the Raptor System for visitor management and tools like Go Guardian, Minga, and BARK Alert ensure campus safety and digital citizenship.
  - b. Counseling and health resources, including the school nurse and athletic trainer, address physical and mental well-being.
5. Equity and Accessibility

- a. Expanded course offerings, including bilingual classes, ASL, and honors/IB/AP programs, support diverse learners.
- b. Programs like McKinney-Vento and Caring Closet eliminate barriers for homeless students and families in need.

### **Areas of Growth**

1. Consistency in Multi-Tiered Systems of Support (MTSS)
  - a. Ensure all teachers are aware of and utilize available resources, such as team-teaching strategies and SST meetings, for supporting students with diverse needs.
  - b. Expand monitoring and evaluation of the effectiveness of tiered interventions to ensure consistent implementation across departments.
2. Enhanced Parent and Community Engagement
  - a. Increase parent participation in programs like PFO, School Site Council, ELAC, and Booster Clubs through targeted outreach and education.
  - b. Strengthen alumni engagement beyond events to leverage mentorship and networking opportunities for current students.
3. Fostering Student Self-Advocacy
  - a. Promote self-advocacy skills across grade levels through intentional curriculum integration in programs like MYP, IB, and CTE.
  - b. Increase student voice in curricular and co-curricular planning through expanded roles in advisory councils and clubs.
4. Addressing Disparities in Program Access
  - a. Encourage greater diversity in advanced academic programs, such as IB, AP, and Honors, by addressing barriers to enrollment for underrepresented groups.
  - b. Expand dual enrollment and internship opportunities, ensuring equitable access for all students.
5. Building Staff Capacity for SEL and Equity Practices
  - a. Provide professional development on equity-centered grading practices and culturally responsive teaching strategies.
  - b. Strengthen SEL instruction through collaborative efforts between the Wellness Center, counseling department, and teachers.

### **Analysis**

Rio Mesa High School demonstrates a strong commitment to fostering an inclusive and supportive school culture. Strengths include culturally sensitive engagement strategies, robust academic and social-emotional supports, and diverse opportunities for student leadership and community connections. However, areas for growth include improving consistency in MTSS implementation, addressing program access disparities, and expanding opportunities for parent involvement and student self-advocacy. By focusing on these growth areas, RMHS can enhance its culture of equity and support, aligning with its mission to prepare all students for personal, academic, and career success.

## Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

Category	Strengths	Growth Areas
<b>A: Organization for Student Learning</b>	- Clear vision and purpose aligned with district and IB goals.	- Strengthen alignment of schoolwide learner outcomes to measurable data.
	-Active stakeholder involvement in vision and mission refinement.	- Expand professional development for equity-centered practices and culturally responsive teaching.
	- Transparent communication strategies with stakeholders.	- Deepen stakeholder understanding of equity and inclusion.
<b>B: Curriculum</b>	- Rigorous IB and CTE programs offering real-world applications and global perspectives.	- Ensure full implementation of MYP with consistent training and alignment across departments.
	- Cross-department collaboration to create interdisciplinary units.	- Provide explicit instruction and integration of research skills across all grade levels and subjects.
	- Integration of technology tools to enhance student engagement.	- Address gaps in enrollment diversity for advanced academic and CTE programs.
	- Inquiry-based and student-driven learning through MYP and IB programs.	- Expand SEL instruction and address challenges with student engagement and technology use in classrooms.
<b>C: Instruction</b>	- Use of visible thinking strategies to promote critical thinking.	- Increase student self-advocacy through leadership roles and meaningful participation in decision-making.
	- Effective integration of AI tools for differentiation and engagement.	- Ensure consistent instructional strategies across all courses, including CP courses.
	- Collaboration among departments for common assessment development and alignment with standards.	- Provide training for consistent use of the Oxnard Equity Grading Scale to focus on mastery-based assessments.
<b>D: Assessment and Accountability</b>	- Data-driven decision-making processes.	- Strengthen teacher capacity to analyze and use assessment data to inform reteaching and instructional adjustments.
	- Clear communication of student progress through multiple platforms, including Parent Square.	- Increase teacher use of student feedback to improve learning experiences.
	- Strong family and community engagement through culturally relevant programs.	- Expand parent participation in decision-making programs like School Site Council and ELAC.
<b>E: School Culture and Support</b>	- Robust MTSS framework addressing academic and social-emotional needs.	- Ensure consistent monitoring and evaluation of MTSS effectiveness across departments and programs.

	- Safe and supportive environment with tools like Go Guardian and BARK Alert for safety and digital citizenship.	- Enhance SEL integration into classroom practices and increase teacher collaboration with the Wellness Center.
	- Diverse extracurricular and co-curricular opportunities promoting student leadership and engagement.	- Broaden alumni engagement to provide mentorship and networking opportunities for current students.

**Prioritized Areas of Growth Needs Across Categories A–E**

**Need 1: Articulation of Expectations and Practices Across Programs**

Establish consistency in grading, instructional practices, and assessments to enhance equity and rigor across programs.

- a. Implement the Oxnard Equity Grading Scale to shift focus from completion-based to mastery-based assessments
- b. Develop and align MYP rubrics across departments to ensure consistent implementation and integration into vertical alignment efforts.
- c. Provide professional development to support norming practices and facilitate collaboration among departments.

**Need 2: Create Common Assessment Practices and Enhance the Use of Assessment Data to Inform Instruction**

Leverage common assessment data to improve teaching and learning outcomes.

- a. Strengthen teacher capacity to develop and use formative and summative assessments to inform instructional adjustments and reteaching strategies.
- b. Ensure assessments are aligned with state standards, MYP expectations, and college and career readiness indicators.
- c. Foster a collaborative culture among departments to refine assessments and utilize data effectively.

**Need 3: Strengthening Family, Community, and Student Engagement**

Foster meaningful connections with families, alumni, and the broader community to support student success and build a culture of engagement.

- a. Increase parent participation in programs like School Site Council, ELAC, and PFO/Booster Clubs through targeted outreach and culturally relevant strategies.
- b. Expand alumni involvement to create mentorship and networking opportunities for students.
- c. Encourage student leadership and voice in curricular and co-curricular activities to promote self-advocacy and ownership of learning.

**Need 4: Expanding Equity and SEL Support through Professional Development and MTSS**

Build staff capacity to deliver equitable, inclusive, and student-centered learning environments supported by a robust MTSS framework.

- a. Provide professional development on equity-centered practices, SEL integration, and culturally responsive teaching.
- b. Embed SEL practices into classroom instruction and school culture through collaboration between the Wellness Center, Counseling Department, and teachers.
- c. Ensure consistent implementation and monitoring of MTSS interventions to address academic and social-emotional needs, adjusting practices based on effectiveness.

**Additional Considerations**

Each goal addresses specific growth areas while maintaining a focus on equity, inclusion, and student-centered practices, ensuring alignment with the school’s mission and vision. These goals integrate priorities across categories to create a streamlined and actionable improvement plan.

## Chapter 5: Schoolwide Action Plan / SPSA

### [SPSA](#)

#### [Action Plan](#)

**As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.**

#### **Ongoing Follow-up Process:**

At Rio Mesa High School, the Leadership Team has the primary responsibility for implementation of the Schoolwide Action Plan; however, as an entire site, we continue evaluating all data for a three-year time period by investigating changes and looking for developing patterns. With the stability and consistency that we experience at RMHS, we are able to proceed easily with our Action Plans. We believe that the areas that we chose to work on are the core to improvements in all areas.

The Oxnard Union High School Board, district office, staff, students, families, and community have access to the Rio Mesa HS WASC report and annual progress reports both online and available at the site. The assistant principal and WASC Self Study Coordinator conduct presentations to all stakeholders every year in the fall to review results, determine needs, and answer questions to gather feedback for next steps. These data and presentations help support Rio Mesa's LCAP, SPSA, and WASC Action Plan planning processes. Students, families, staff, and community member representatives of Rio Mesa High School participate in the planning process to evaluate the current programs and operations and to make recommendations to the Board related to school improvement annually through the School Site Council and Leadership Team.

**Since the establishment of an ongoing improvement process, departments function under the following guidelines and timelines:**

**Fall:** Meet to review specific goals and responsibilities for the year which were developed in the summer. New members are apprised of the goals and assigned tasks. The Assistant Principals Aligned with WASC and IB monitor the progress of the Action Plan, keeps progress reports and data, and reports monthly to the Leadership Team, who also monitors the progress and reports to all educational partners.

**Winter:** Evaluation of progress on goals is on-going. The Leadership Team makes suggested revisions and continues to implement steps of the plan. The Assistant Principals Aligned with WASC and IB monitor the progress and reports to the Leadership Team monthly. The Leadership Team monitors the progress and reports to all educational partners.

**Spring:** Complete an evaluation of the Action Plan. The Assistant Principals Aligned with WASC and IB compile the findings. The Leadership Team analyzes the progress. The Leadership Team meets in August prior to school opening to analyze and prioritize the needs for the next year, and goals are established by the administration and the Leadership Team to ensure progress in student learning and achievement of the Schoolwide Learner Goals. Our Action Plans are funded by LCFF dollars, some volunteer time by the staff, and by our district.

Include hyperlinks to relevant evidence:

- A. [Local Control and Accountability Plan](#) (LCAP)
- B. [California School Dashboard Summary performance indicators](#)
- C. The most recent [California Healthy Kids Survey](#) Summary Results
- D. [Master Schedule](#)
- E. Approved AP course list: <https://apcourseaudit.epiconline.org/ledger/>
- F. [UC A–G approved course list](#)
- G. Additional School Programs: [EAOP](#), [DCAC](#), [Upward Bound](#), [RMHS CTE Programs](#), [District CTE Programs](#), [IB DP](#), [CP and MYP Programs](#), [AVID](#), [Oxnard Online Credit Recovery and A-G Credit Recovery](#), [Oxnard Online Credit Recovery Data](#)
- H. School accountability report card ([SARC](#))
- I. [Graduation requirements](#)
- J. [Glossary](#) of terms unique to the school
- K. Any additional local data: [IB Report](#)