

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

CALIFORNIA DEPARTMENT OF EDUCATION

FOR

Rio Mesa High School

545 Central Ave

Oxnard, Ca. 93036

Oxnard Union HS District

February 9-12

Visiting Committee Members

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NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

The visiting committee used genAI to synthesize data and findings from the school's report and conversations.

Introduction

Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.

Summarize the involvement and collaboration of educational partners in the self-study process.

Rio Mesa High School, established in 1965, is one of eight comprehensive high schools in the Oxnard Union High School District. It serves over 2,000 students in a predominantly rural area of Oxnard, California. The school has recently undergone significant facility improvements funded by Measure A, a local bond measure passed in 2019. These renovations include upgraded air conditioning systems, new paint, window replacements, and new flooring in most classrooms, complemented by updated furniture. The football stadium and gymnasium also received enhancements, such as new turf, refinished flooring, upgraded scoreboards, improved stands, and a new media booth.

Academic Programs

- **International Baccalaureate (IB):** Offers all three IB Programmes to provide rigorous academic opportunities.
- **Special Education:** Features robust support for students with disabilities, including hosting the Ventura County Deaf and Hard of Hearing program.
- **Instructional Pathways:** Includes credit recovery, English Learner support, college preparatory, Honors, AP, and IB, MYP(Middle Years Program), CP(Career Related Program) and DP (Diploma Program) courses designed to meet individual student needs.

Diversity, Equity, and Inclusion Initiatives

- Under the leadership of new principal Mr. Gary Peterson, efforts are focused on fostering diversity and community engagement.
- A Principal's Advisory Council has been formed with diverse student representatives to address concerns and develop solutions.
- Initiatives to rebuild parent and community involvement include reestablishing the Parent-Faculty Organization (PFO) and expanding participation in booster groups.

Mental Health and Wellness Support

- **Counseling Services:**
 - State funding allowed for two additional counselors starting in 2021-22, with one Restorative

- Intervention Counselor (RIC) currently providing support for academic and behavioral challenges.
- Increased caseloads for regular counselors due to enrollment changes.
- **Olympus Wellness Center:**
 - Established in 2021-22 to address mental health needs, offering individual and group counseling sessions facilitated by local professionals.
 - Services focus on grief, anxiety, and promoting positive life choices, supported by an additional Student Wellness Specialist.

Summarize the involvement and collaboration of educational partners in the self-study process.

In Spring 2023, Rio Mesa High School began its self-study process, engaging faculty, staff, students, and parents to evaluate progress on Schoolwide Learner Outcomes (PRIDE), address prior areas of need, and identify new priorities. A new WASC Coordinator was appointed in October 2023 to oversee the process, supported by the Principal, Assistant Principal, and Learning Instructional Technology Coach, who attended virtual WASC training. Focus groups of 25–30 members collaborated during staff meetings to complete assigned tasks, while educational partners, including students and parents, provided input through meetings, surveys, and feedback. Parent contributions were gathered via the School Site Council, district LCAP meetings, ELAC meetings, and annual school site surveys, ensuring a comprehensive and inclusive approach to shaping the school’s action Plan.

The involvement and collaboration of educational partners in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): *Highly Effective* ***Effective*** Somewhat Effective Ineffective

Narrative Rationale:

While the majority of staff, students, and stakeholders actively participated in the WASC and IB self-study, it's important to note that engagement from classified staff was notably lower. This discrepancy in participation highlights a potential area for improvement and further investigation in future self-study processes.

Chapter 1: Progress Report

Synthesize any significant developments since the last self-study visit and their impact on student learning.

Leadership Changes: Experienced significant leadership transitions with Gary Peterson becoming the principal for the 2024-25 school year., along with a new administrative team. Priorities under the new leadership include enhancing PBIS, grading for equity, restorative interventions, and overall school climate. Also, the IB programs have new coordinators focused on strengthening implementation and providing formal training.

Grading for Equity: Adopted a mastery-based grading approach emphasizing equity, ensuring assessments are fair and reflect students' progress toward mastering content standards. Ongoing efforts are in place to align this policy with Board Policy across all classes.

Professional Development and Collaboration: Provided increased collaboration time for teachers, particularly with delayed school starts on Fridays for unit creation and curriculum refinement. Introduced dedicated time for teachers to review IB exam reports and assess internal and external assessment data to improve curricular planning.

New Graduation Requirements: Updated graduation requirements, replacing Geography with Ethnic Studies, adding a mandatory year in Visual and/or Performing Arts, and requiring completion of a two-year CTE Pathway or World Language, along with a third year of science. These changes align with A-G standards and address diverse student needs but also pose scheduling challenges.

Campus and Demographic Changes: Redrawn attendance boundaries due to a new high school, resulting in a reduced incoming class size and a demographic shift to predominantly Oxnard residents at RMHS.

Adoption of the MYP: RMHS has newly adopted the MYP and is in the process of implementation school

wide for all 9th & 10th graders in order support the IB CP/DP programs.

Briefly describe the action plan/SPSA implementation process and how the school monitors progress.

RMHS has progressed in the implementation and monitoring of its Schoolwide Action Plan. The Principal, Assistant Principal, and the Principal’s Advisory Committee—which includes administrators, students, parents, a teacher, and a classified staff member, all serving two-year terms—work together throughout the year to conduct continuous, systematic evaluations of progress and effectiveness in achieving the program goals tied to growth areas and the Action Plan.

Each year, the review of the SPSA starts with the principal reviewing the Action Plan, assessing student learning needs, and identifying areas for ongoing improvement. Feedback is collected from various stakeholders, including the Principal’s Advisory Committee, School Site Council, ELAC, and the Athletic Director’s Advisory Committee, to inform this process.

Summarize the school’s progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last self-study and all intervening visits.

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).

Current Action Steps:

- **Restructured & Revitalized PBIS Team:** The PBIS (Positive Behavioral Interventions and Supports) team has been restructured and revitalized, now consisting of teachers from every department. The team also includes two compensated leaders to attend monthly meetings and develop a comprehensive PBIS plan that reflects IB Learner Profile traits.
- **Newly Introduced Student and Staff Recognition Programs:** New recognition programs for students and staff have been implemented to foster a positive school environment and acknowledge achievements.
- **Restructured and Revised:** General improvements and revisions have been made to existing programs and structures to enhance their effectiveness and alignment with educational goals.
- **Wellness Center Expansion:** The school's Wellness Center has been expanded to provide more comprehensive services to students, enhancing their emotional and mental health support.
- **Creation of LINK Crew:** A new initiative called the LINK Crew has been established to help incoming students adjust and feel more connected to the school community.
- **Addition of RIC Counselor:** A RIC (Restorative Intervention Counselor) has been added to offer targeted support and counseling services to students in need of target intervention. (5 week cycle)
- **Attendance Advisor Monitoring Program:** A new program has been implemented where an Attendance Advisor monitors student attendance, aiming to improve overall attendance rates.
- **New MTSS Synergy Module:** The introduction of a new Synergy Module in the Multi-Tiered System of Supports (MTSS) enhances the ability to support students academically and behaviorally.
- **Student Data Dashboard for Just-In-Time Monitoring and Prediction:** A new data dashboard has been created to enable real-time monitoring and predictive analysis of student performance and needs

Impact on Students: The data provided to the VC team indicates that there has been a decline in the number of discipline referrals over the past three years. The school has begun implementation of a restorative justice program and other corrective measures to reduce the use of suspensions. As a result,

suspensions and expulsions for targeted subgroups have decreased. Additionally, students have access to various services at the Wellness Center site as well as targeted interventions.

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.

- SMART Boards in classrooms
- 1:1 Student Chromebooks
- Smart Tech Calculators for
- Large variety of technology tools provided to teachers
- Students' suite of technology tools (Toddle, Screencastify, Storyblocks, Canva, Adobe Express, online textbooks)
- Visible Thinking strategies are used to increase all student skills while reinforcing
- Reading, Writing, Thinking and Speaking strategies

Impact on students: Increased collaboration allows students to see connections between subjects, making learning more engaging and relevant. **Improved vertical alignment** ensures a smooth progression of skills from one grade to the next, preventing learning gaps and reinforcing foundational knowledge.

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).

- AP Course and Exam Revision
- Teachers collaboratively work with the ELD department to determine grade level
- Addition of EL Academic Support Classes: EL Chem, EL Math, EL English 101, 102, 103, LTEL Bridging Classes 104 and 105 Academic Support
- Pear Deck Online Tutoring account for every student
- In-person Teacher Tutoring
- Oxnard Online Credit Recovery
- Tutorial Studies Class
- CAASPP Opportunities for student grade bump based upon scores
- CAST Preparation embedded in science courses
- ELPAC Test Restructuring; Biliteracy Recognition Program

Impact on students: Stronger IB-aligned Social Science courses, increased cross-disciplinary collaboration, and rising graduation, CAST, and RFEP reclassification rates. Ethnically diverse and low socioeconomic students outperformed advantaged peers, while more students pursued advanced World Language courses, maintained 90%+ AP Spanish pass rates, and earned the Seal of Biliteracy. Our success was highlighted at the California Assessment Conference, reinforcing our commitment to equity, excellence, and global readiness.

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).

- Inviting Parents to Engage with School Leadership

- School Site Council meetings
- Monthly Special Education Parent Meetings
- ELAC (English Learner Advisory Committee)
- PFO (Parent-Faculty Organization) revival
- Increased Athletic Booster membership and fundraising
- Enhancing Accessibility and Communication
 - Implementation of translation devices at parent meetings and school events
 - Parent Vue,Canvas Parent Connect,Parent Square
- Expanding Parent Involvement Through Events & Celebrations
 - Back to School Night & IBDP Theory of Knowledge Exhibition
 - Open House & IB CP Service Learning & IB MYP Personal Project Exhibitions
 - IBDP/IBCP Information Night
 - Wellness Center Open House,College & Career Center Workshops
 - Spartan of the Quarter Celebrations
 - Family Movie Nights,Cultural Celebrations: Día de los Muertos & Posadas

Impact on Students: RMHS has strengthened family engagement by providing more opportunities for parents to connect with decision-makers and safety personnel, ensuring their voices are heard. Athletic Boosters now support all programs, fostering equity in student activities. Parents are more included and welcomed on campus, leading to increased attendance and participation in school events. Enhanced transparency through digital tools allows parents to track student progress, attendance, and communicate with teachers, creating a stronger partnership between families and the school.

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.

- New Grading for Mastery and Equity
- Board Policy Implementation
- MYP Cross curricular unit planning
- District Initiative: Restorative Intervention Campus Program
- Common Assessments

Impact on Students: The decrease in D and F rates suggests improved student academic performance, while the increase in students accessing Wellness Center services (~300 new students per year since 2021-22) indicates a growing recognition and utilization of mental health and well-being support.

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.

- California Colleges Implementation
- All students are provided with California Colleges accounts to assist with graduation planning, tracking A-G completions, college applications, and financial aid.
- Senior Checkout Process Revisions require FAFSA completion or an opt-out form.
- Senior Rally invitation
- IB and AP Course and Exam Expansion
- Juniors in HL1 courses taking AP Exams
- MYP alignment with 9th/10th grade AP courses
- EAOP/DCAC and Community College Partnerships Workshops

- College Exposure, Two & Four Year College Applications
- CTE Pathways Expansion to eight pathways
- New District Graduation Requirement option, Options at off-campus programs

Impact on Students: Student achievement and post-secondary readiness have steadily increased from 2022-23 to 2023-24, with a 2% rise in performance and greater awareness of A-G requirements. More students are recovering credits through Oxnard Online, enrolling in IB and AP programs, and taking college-level exams. Higher GPAs, increased financial aid applications, and expanded CTE pathways have contributed to more students pursuing college and career opportunities. With more graduates attending community colleges, four-year universities, or trade schools, and many gaining job skills through CTE programs, students are better prepared for their future, whether in higher education or the workforce.

Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

RMHS has begun to implement targeted strategies for improvement in multiple areas that address SPSA, WASC and District requirements. These improvement strategies were informed by prior accreditation findings and a wide range of data, which were systematically and examined by RMHS in its decision-making. RMHS administrative team needs time to implement and monitor progress towards defined goals.

Chapter 2: School and Student Profile and Supporting Data

Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.

RMHS is located in Oxnard, California, and serves students in grades 9-12. The student population is predominantly Hispanic or Latino (86.6%), with a significant number of English Learners (EL) and socioeconomically disadvantaged students. Enrollment has declined by 9.04% since 2020-21, attributed to the opening of a new high school and economic factors.

Include the school’s vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.

Mission & Vision:

Rio Mesa High School students, staff, parents, and community work together to embody the core values necessary for success as Global Thinkers.

Schoolwide Learner Outcomes (PRIDE): Prepared, Resilient, Inquisitive, Determined, and Empathetic.

Major Student Learner Needs:

- Academic Achievement: Improve performance in CAASPP and CAST testing, particularly for English Learners and socioeconomically disadvantaged students.
- Program Access: Increase enrollment in IB and CTE programs, ensuring equitable access for all student subgroups.
- Attendance and Engagement: Address chronic absenteeism and improve student motivation and engagement.

Include the CDE CA School Dashboard School Performance Overview data for the school in the report along

with other relevant local measures from the school profile as applicable

Current Data Trends: English Language Arts

- The number of students tested decreased from 512 in 2021-22 to 474 in 2023-24 due to changes in enrollment.
- The mean scale score remained stable, slightly decreasing from 2437.2 (2021-22) to 2436.9 (2023-24).
- Indicates room for improvement in English learners' academic performance.
- Additional support and tailored interventions may be needed.
- Significant decline in the percentage of English learners meeting Level 3 standards.
- Indicates a need for targeted interventions to address achievement gaps in language acquisition and academic support.
- Increase in Economically Disadvantaged Students Meeting Standards:
- Percentage of economically disadvantaged students meeting Level 3 standards increased.
- Reflects effectiveness of current support systems.
- Expanding these strategies could benefit other student groups, including English learners.

CAASPP Mathematics: Current Data Trends

Mean scale scores increased for most subgroups over the past three years, indicating an overall positive trend.

Percentage of EL Students Meeting Standards:

- Declined from 2.35% to 1.56% over three years.
- Hispanic or Latino Students & Students with Disabilities:
- Both subgroups increased their mean scale scores, showing some progress.
- Fluctuations in Student Achievement Levels:
- Levels 2, 3, and 4 saw significant drops, followed by slight increases, indicating instability in achievement levels.

Summary of Key Findings and Needs

College and Career Preparation

A-G Requirement Completion: Increased overall but declined for vulnerable subgroups (ELs, socioeconomically disadvantaged, and homeless students), possibly due to the CSU GPA requirement change.

Career Technical Education (CTE) Completion: Increased for underrepresented groups, providing valuable trade skills and job opportunities.

Advanced Placement (AP) & International Baccalaureate (IB) Trends:

- AP enrollment increased, but pass rates slightly declined.
- IB participation and candidates significantly grew over four years, reflecting higher student confidence.
- College & Career Readiness: Overall low preparedness, especially for students with disabilities. More support is needed to bridge the readiness gap.

Graduation and Post-Secondary Trends

- Graduation Rates: Consistently rising and exceeding district and state averages.
- College Enrollment: Stable and aligns with Ventura County trends, surpassing district and state averages.
- College Applications & Financial Aid: Steady increase in student applications and financial aid submissions, highlighting improved awareness and access to higher education resources.
- School Climate

- Suspensions & Expulsions:
- Overall suspension rate increased, with decreases among African American students but rises for Hispanic/Latino and White students.
- Multiple suspensions dropped by over 50%.
- Expulsions remain low.

Student Perception (CHKS Survey):

- Over 50% feel motivated, supported by adults, and safe at school.
- Low rates of reported suicidal thoughts, substance abuse, and violence.
- Bullying remains a concern (20% reported experiencing harassment).

Through analysis of the data, the school has identified the following as their Major Preliminary Student Needs:

IB Program Commitment & Support

- Increase IB Diploma (IBDP) and Career Program (IBCP) enrollment by encouraging 10th-grade MYP students to transition.
- Provide academic support (tutoring, time management, study skills) to prevent IB student attrition.
- Require full-year IB course commitment, unless a student is underperforming academically.

CAASPP & CAST Testing Preparation

- Integrate CAASPP and CAST practice into weekly lessons across departments.
- Align testing strategies with grade-level readiness, prioritizing juniors for engagement.
- Strengthen academic vocabulary and scaffolding, especially for English Learners (ELs).

Foundational Course Offerings

- Expand foundational math courses to prepare students for Math 1 and higher-level math.
- Ensure proper placement of incoming 8th graders to address skill gaps early.

English Learner (EL) Redesignation & Support

- Maintain ELPAC performance while increasing redesignation of fluent English proficient (RFEP) students.
- Implement targeted interventions (Saturday academies, pre-ELPAC sessions) to improve engagement and performance.
- Incorporate sentence frames and structured listening, speaking, and writing in all subjects.
- Foster safe spaces for risk-taking to boost EL student confidence.
- Promote listening and speaking practices in all subjects, not just ELA.

Attendance & Chronic Absenteeism

- Address transportation barriers by offering mid-morning pick-ups for students who miss the morning bus.
- Improve staff home visits for chronically absent students and provide families with absenteeism impact resources.

Student Recruitment & CTE Integration

- Increase awareness of IB and CTE programs as college and career pathways.
- Align CTE pathways with A-G requirements to support both career readiness and college eligibility.
- Promote CTE as a respected alternative to traditional college routes.

Social-Emotional & Wellness Support

- Provide mental health resources for students in rigorous programs like IB.
- Integrate time management and wellness strategies into all classes.

Student Engagement & Academic Incentives

- Offer meaningful incentives for students to excel on standardized tests and academic goals.

Professional Development & Teacher Support

- Provide professional development in EL strategies and NGSS/CAST-aligned instruction for math and science.
- Expand Visible Thinking Strategies across subjects to enhance critical thinking.

Long-Term Data Analysis & Goal Setting

- Use longitudinal data to improve placement, redesignation rates, and test performance.
- Track IB diploma and certificate completion to refine program support.
- Use performance data to target student needs, particularly for moving students from “Standard Not Met” to higher levels on CAASPP.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

RMHS has made progress in several areas, including overall academic achievement, graduation rates, and college readiness. However, challenges remain, particularly for English Learners, students with disabilities, and vulnerable subgroups. The school has identified clear needs and actionable strategies to address these gaps, focusing on academic support, social-emotional wellness, and equitable access to rigorous programs. By continuing to refine its data-driven approach and implementing targeted interventions, RMHS can further enhance student outcomes and ensure high achievement for all.

Chapter 3: Quality of the School’s Program**Based on the school’s self-study and visiting committee findings:**

- For each category of criteria, summarize the findings about the school’s effectiveness in addressing each of the *criteria and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *WASC/CDE Accreditation Status Determination Worksheet*).

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

A1: Vision and Purpose

The school has a clearly articulated vision and purpose that aligns with students’ needs, incorporates current research-based educational practices, and emphasizes diversity, equity, inclusion, and the belief that all students can learn and succeed. This vision is reinforced by the governing board and the district’s Local Control and Accountability Plan and is further defined through schoolwide student goals, a graduate profile, and academic standards. “Rio Mesa High School students, staff, parents, and community work together to embody the core values necessary for success as Global Thinkers.”

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

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 and congruent with research, 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 educational partners/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 educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Visiting Committee Comments

RMHS’s vision and mission, developed collaboratively with leadership and academic departments, emphasize that all students can learn, succeed, and become global citizens. All 9th and 10th graders have open access to MYP, AP, and AVID, while 11th and 12th graders are encouraged to pursue IBDP, IBCP, or individual IB courses, alongside various CTE pathways. The VC team highlighted the need for deeper integration of student needs, international-mindedness, and measurable learner outcomes into the vision. Ongoing efforts aim to strengthen educational partners’ understanding of equity and inclusion. The School Site Council leads an annual review of the vision, incorporating feedback from faculty, students, and key committees. Communication remains a priority for all educational partners to include classified staff, teachers and parents. IB Learner Attributes and schoolwide goals need to be consistently reinforced through classroom instruction and public displays. While communication strategies exist to share the vision and goals with educational partners, there is a need to make these processes more intentional, consistent, and accessible to ensure a shared understanding and commitment among *all educational partners*. Strengthening these efforts will foster a unified school culture centered on high expectations and collective responsibility for student success. Processes are in place to involve all educational partners in the development and periodic refinement of these goals, ensuring their input and ownership

Vision and Purpose that supports high achievement for all students. :Defining of the school’s vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective_ Ineffective

Narrative Rationale:

RMHS has developed a clear, coherent vision, purpose, and schoolwide learner goals aligned with high-quality standards, research-based practices, and district goals, reflecting a commitment to equity and inclusion and the

belief that all students can achieve.

A2: Governance

To what extent is school’s purpose aligned with governing board goals and policies and focused on student achievement and well-being through data-driven decisions to prepare students for college and career readiness?

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

A2.1 Relationship between the Governing Board and the School: 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.

Visiting Committee Comments

VC observed that RMHS’s school community recognizes that the governing board plays a key role in leading initiatives that improve academic achievement and student well-being. The board promotes the IB program and an environment that encourages participation from both students and families. Furthermore, the board has provided funding for IB to ensure tha. It also supports the identification, evaluation, and implementation of instructional resources that engage both students and educators. The governing board should conduct a thorough assessment of resource allocation to the IB program to ensure its sustainability and accessibility for all students.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The governing board's support for the school's programmatic priorities is beneficial. In addition, consistent leadership will allow RMHS to maintain its focus on improving academic performance for all students. A thorough assessment of resource allocation for the IB program will ensure its sustainability and accessibility.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school’s purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

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

A3.1 Broad-based and Collaborative: 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.

A3.2 Leadership Role in Accountability: 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.

A3.3 School Action Plan/SPSA Correlated to Student Learning: 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.

Visiting Committee Comments

RMHS leadership, faculty, and staff use data to identify student needs, implement targeted interventions, and refine instructional strategies. The Data Team analyzes test scores and grades to design support systems, while the School Site Council sets Title I goals based on data insights. Counseling staff track student progress through grade reports and credit monitoring, while attendance data informs Student Study Team meetings. IB teachers adjust instruction based on exam performance, PBIS utilizes Youth Truth survey results to enhance learning strategies, and IEP Case Managers monitor student progress through data collection and observations. Collaboration and accountability drive continuous improvement, with professional development supported through MYP job-alike sessions, where teachers update assessments and refine curriculum. Leadership funds co-taught classes to integrate special education students into general education, ensuring individualized support. Teachers actively check for student understanding, leveraging instructional technology to enhance engagement. The Schoolwide Action Plan (SPSA) aligns with the district's Local Control and Accountability Plan (LCAP), emphasizing data-driven decision-making and community engagement, with a specific goal of increasing parent involvement to further support student success.

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

School-wide collaboration and data-driven decision-making require improvement to achieve tier 1 continuous improvement objectives. Although many departments have initiated data analysis, this analysis has not yet resulted in consistent, data-driven decision-making at the tier 1 level.

A4: Qualified Staff and Professional Development

To what extent do 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?

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

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

A4.1 Qualifications, Preparation, and Supervision of Staff: 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.

A4.2 Professional Learning and Impact on Student Learning: 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.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator, faculty, and staff written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

The school ensures that leadership and staff are qualified through comprehensive hiring and evaluation processes. Teachers must possess current teaching credentials for their subject areas, and additional training is required for those teaching AP or IB courses. The district employs formal evaluations and walkthroughs for

professional growth, providing timely feedback and fostering open communication. The Peer Assistance and Review (PAR) process addresses significant issues. The focus group identified this area as effective, despite noting that changes in leadership have impacted clear policy development and implementation.

Key initiatives include Friday morning collaboration sessions, Lesson Studies, MYP Job-Alikes, and IB recertification training. A Literacy Coach supports resource integration, while classroom walkthroughs and data from CAASPP, CAST, IB, and AP exams ensure alignment with standards and college readiness. The counseling department also engages in professional development for Social/Emotional and Academic/Career growth. However, limited professional development for World Language educators presents an area for improvement.

The school has a clear system for communicating policies, procedures, and handbooks to staff, with annual distribution of board policies and a "New Teacher" handbook in development by the PBIS team. Regular updates are shared through faculty meetings, professional development, and email, while an administrative responsibilities chart is available online. Decision-making and leadership-staff relationships are supported through PBIS initiatives, site-based meetings, faculty feedback sessions, and leadership team meetings, ensuring transparency and collaboration across the school community. Communication channels can be improved by employing a distributive leadership for messaging and accountability.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Targeted professional development (PD) is recommended to address the needs of specific student subgroups, particularly those requiring Tier 1 (universal) and Tier 3 (intensive) interventions, with a focus on research-based strategies and regular evaluation of its impact on teacher practices and student learning outcomes

A5: Resources

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

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

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and 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 current.

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.

School leadership and staff collaborate on resource allocation, aligning with student and staff needs, the SPSA, and LCAP goals. LCAP funding supports all departments, providing materials, field trips, and professional development, such as science lab experiments. Teacher representatives on the School Site Council help guide fund decisions. Leadership meetings address trends and priorities, while student feedback informs discussions

on safety and arts funding. Arts education is expanding through partnerships and Prop 28 funding. The master schedule strategically assigns teachers to EL and team-taught classes, and head coaches are prioritized for 5th period preps to reduce substitute needs, balancing student and teacher needs effectively.

Transparent budgeting and financial oversight are maintained at both the district and school levels. Annual budgets, audits, and accounting practices are carefully developed and reviewed. District budgets are examined during board meetings, while Title 1 budgets are discussed in School Site Council meetings. Department chairs receive annual allocations to address their specific needs.

The Business Services department and Director of Fiscal Services provide detailed financial reports at board meetings. ASB budgets at RMHS are managed and reviewed collaboratively with student, site, and district leadership. Budget and expenditure reviews take place in School Site Council meetings, Site Prop 28 meetings, and district LCAP meetings. Meeting minutes and budget documents are publicly accessible on the district and school websites, ensuring accountability and transparency for all stakeholders.

Resources that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Despite declining enrollment, RMHS demonstrates efficient resource allocation by involving leadership and staff in decisions that align with student needs, personnel goals, and the schoolwide action plan/SPSA and LCAP. The governance board is advised by VC to conduct a thorough assessment of resource allocation to the IB program to guarantee its continued viability and equitable access for the entire student body.

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

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

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 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. 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.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

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.
5. To enhance alignment with program standards, promote consistency, and ensure best practices are effectively implemented, VC recommends that International Baccalaureate (IB) policies be collaboratively developed, thoroughly discussed, and reviewed.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus group meetings with staff, parents and other educational partners.
- Focus group discussions with board members and leadership team.
- Classroom visit by IB and WASC teams.
- Collaborative feedback between IB/WASC teams

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do 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 standards in order to meet graduation requirements?

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

B1.1 Current Educational Research and Thinking: The school provides a 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 and integration among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and college and career indicators.

B1.3 Academic Standards and College- and Career-Readiness Indicators: 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.

B1.4 Community Resources and Articulation: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Visiting Committee Comments

The visiting committee notes that Rio Mesa High School (RMHS) demonstrates its commitment to rigorous academic programs through its implementation of the International Baccalaureate (IB) framework. The Middle Years Programme (MYP), while still in its early stages, is being integrated across departments with varying degrees of implementation. Teachers in the IB programs emphasize inquiry-based learning, fostering student engagement and critical thinking. In the majority of classrooms, the Statement of Inquiry and Approaches to Learning strategies were listed on teacher whiteboards.

MYP leaders also collaborate with special education instructors to ensure that students receiving specialized academic instruction are supported effectively. Team teaching classrooms utilize both teachers effectively.

The visiting committee notes that across classrooms, inquiry-based and student-centered learning is evident in multiple subject areas. Social science teachers create real-world connections using Statements of Inquiry (SOI) to guide student work, while IB Math HL students take ownership of their learning by selecting their own Internal Assessment (IA) topics. Similarly, students in Video & Film courses engage in creative projects, producing short films as part of their curriculum. The Art department encourages peer and self-critiques, and World Language teachers implement guided inquiry and reflective writing strategies to deepen student understanding. Critical thinking skills are prioritized in all subjects.

The curriculum at RMHS is designed to align with academic standards and college and career readiness indicators. Schoolwide learning goals emphasize critical thinking, communication, and student agency, with the

ELLRT Team implementing Visible Thinking Skills across disciplines to enhance student discussion, reading, and writing.

In math, students engage in collaborative exploration of concepts and support their analyses with evidence, reinforcing Common Core learning objectives. IB Math HL courses have been strategically realigned, preparing students for the AP Statistics exam in year one and the IB Math Applications and Interpretations exam in year two. To further support student readiness, an introductory MYP Math course was created to ensure smooth progression through the Math 1, 2, and 3 MYP sequence, ultimately leading to IB Math SL and HL.

The VC observed Career and Technical Education (CTE) programs that align with California’s CTE Model Curriculum Standards. Programs such as Patient Care, Video Broadcasting, and Transportation Technology integrate hands-on learning experiences and mirror local college curricula, ensuring students gain practical industry knowledge. Special education students also receive college and career guidance through the Transition Partnership Program (TPP), which connects them with resources for job training, resume writing, and interview preparation.

A strong emphasis on college and career readiness is evident in multiple initiatives across campus. RMHS has structured its academic requirements to exceed state graduation mandates, requiring students to complete either two years of a world language or a two-year CTE pathway and a third year of science is required. The school has been proactive in implementing the ethnic studies requirement, integrating it into the curriculum for the class of 2024, well ahead of the state’s 2030 deadline.

Collaboration among educators exists in curriculum development and instructional improvement. Teachers engage in job-alike meetings and interdisciplinary planning to ensure consistency across subjects. These professional learning communities attempt to foster reflective teaching practices and continuous curriculum refinement. More time and intentionality are necessary for this to be an area of strength.

Student engagement extends beyond the classroom through various enrichment opportunities. The IB Art Show provides a platform for students to develop and showcase professional-level artistic series, while the RMHS Science Fair encourages scientific inquiry, with students presenting experiments reviewed by industry professionals. Participation in these events has grown annually, with students achieving success at county and state levels.

Community partnerships further enhance the student experience, connecting them with local industries and higher education institutions. CTE students gain real-world experience through internships with local businesses, including restaurants, television stations, and auto shops. Dual enrollment agreements with community colleges provide students with college credit opportunities, financial aid guidance, and on-site counselor support. CSU Channel Islands collaborates with RMHS to provide research resources for IB students completing their Extended Essays.

Through a combination of inquiry-based instruction, career-focused education, and strong community engagement, RMHS creates an academic environment that prepares students for both post-secondary education and the workforce. The school’s efforts to integrate interdisciplinary learning, real-world applications, and student agency reflect a commitment to fostering lifelong learners equipped with the skills necessary for future success.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school leadership team is committed to enhancing interdisciplinary connections and ensuring that curriculum aligns with academic standards and college/career readiness goals. Additionally, they recognize the need to foster

stronger collaboration and communication with feeder schools to ease the transition process for incoming students. A key component of this work is the establishment and maintenance of consistent learning goals and targets across all disciplines and grade levels.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school’s entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do 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?

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

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 or pathways, preparation for postsecondary education for all students.

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.

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.

Visiting Committee Comments

The Visiting Committee notes that at RMHS, is working toward equity and access to curriculum in classroom instruction, student engagement, and campus-wide initiatives. Students have access to varied curriculum support through a variety of technology and software to support and advance their learning. Students have a variety of choice for their post high school plans.

The VC observes that students have opportunities for real world experience with all of the CTE and Career pathways. General education classrooms reflect the diversity of the student body, with DHH students receiving real-time ASL interpretation and students with disabilities learning alongside their peers with paraeducator support. Special education students participate in mainstream classes with individualized accommodations, reinforcing RMHS’s emphasis on fostering independence and high expectations for all learners.

Additionally, AP, IB, and honors courses maintain a diverse student enrollment, and leadership roles in ASB and clubs are filled by a variety of students.

Student support and community engagement efforts are visible throughout campus. Counselors are accessible to students both in structured one-on-one meetings and informally before school, during lunch, and after school.

Career guidance is consistently reinforced through College & Career Center workshops and individualized meetings with advisors. While parent engagement efforts are ongoing, challenges remain in increasing participation from Spanish and Mixteco-speaking families due to the need for additional interpreter support. However, RMHS continues to prioritize outreach through school-hosted events and communication platforms. The “open-door” policy of administrators and staff is evident, as students regularly seek guidance and support from faculty throughout the school day. VC recommends

- Continue to develop job-alikes and utilizing department time for common formative assessments and to develop grade and department level schools.
- Systemize 9th - 12th grade articulation and education about pathways and student academic and career

- opportunities for all post-secondary options.
- Continue to develop Tier One, best first instruction strategies into all classes.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

The VC observed teachers utilizing ways to support students in the classroom. These efforts are not just policies but visible actions in classrooms, counseling offices, and campus-wide initiatives, reinforcing RMHS's dedication to student success.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. Comprehensive IB and CTE Offerings:
 - a. RMHS provides a rigorous curriculum through its IB Programmes (Diploma, Career and Middle Years) and Career Technical Education (CTE) pathways, aligning with college and career readiness standards and industry expectations.
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. Strong College and Career Readiness Support:
 - a. Students benefit from academic counseling, the Early Academic Outreach Program (EAOP), the Transition Partnership Program (TPP), and dual enrollment opportunities with local colleges.
4. Community Collaboration and Resources
 - a. 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. Support for Diverse Learners (i.e. Deaf and Hard of Hearing)
6. Developing common formative assessments and pacing guides in departments.

Growth Areas for Continuous Improvement for Curriculum

1. Standardized Academic Achievement Improvement: Schoolwide academic performance is below expectations, necessitating further curriculum alignment, vertical articulation, and the incorporation of research-based resources.
2. 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.
3. 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.
4. 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.
5. 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.

6. 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.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- It was communicated by many staff members that more collaboration with feeder schools to help with articulation and transition of incoming students to RMHS is desired.
- Majority of teachers had Statements of Inquiry and ATL strategies written on their whiteboards.
- Students were often integrating technology into their learning.
- Students were often collaboratively solving questions, emphasizing critical thinking and problem-solving.
- Students were often working on writing assignments, reinforcing analytical and argumentative writing skills.
- Students working on technical writing projects and engaging with high-interest reading materials from a curated series.
- Students are engaged in conversations about protests, linking history and social movements to civic engagement.
- Students use technology to engage with content.
- Teachers encourage student voice in discussing societal themes, making learning relevant to their personal experiences.
- There is a strong effort in backward planning, vertical alignment, and interdisciplinary work across departments. Teachers are working together to align assessments, rubrics, and curriculum. This is an area that needs continued work, but is underway.
- Teachers are aware of a need for continuous review of data to refine and improve curriculum, including common assessments and pacing guides.
- With the addition of the MYP more students see themselves as IB students, with strong community college articulation and extracurricular engagement.
- There is a clear vision for expansion in IB, CTE, and articulation with feeder schools to improve student preparedness.
- Teachers communicate that there is a need for continued efforts needed to get all teachers aligned with common unit plans, assessments, and curriculum expectations.
- Discrepancies in student readiness require more targeted articulation and assessment strategies.
- Expanding and refining strategies to ensure EL students receive equitable access, particularly in math and science.
- While teachers review assessment data, more focus may be needed on actionable interventions for student success.
- Some departments have strong SEL frameworks, but others may need more structured implementation.
- While some departments have equity-focused grading, ensuring consistency across subjects can further support student success.

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college- and career-readiness indicators?

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

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

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.

Visiting Committee Comments

RMHS has implemented several effective initiatives that highlight the strengths of the school’s academic programs and community engagement. Funding for programs like AP and IB ensures that students have equal opportunities to engage in rigorous academic pursuits.

Community partnerships help connect classroom learning to real-world experiences. CTE courses and programs like Farm to School give students hands-on learning that links academic theory with practical application. Administrators and teachers say these partnerships boost student engagement and strengthen the school’s connection with local organizations.

CTE pathways offer clear career readiness opportunities, including industry-recognized certifications. For example, students in these programs have earned credentials from organizations like the Carpenter’s Union and FEMA;s Incident Command System. These certifications demonstrate the skills students have learned and help them transition successfully into the workforce.

Students at RMHS report feeling comfortable seeking help from both teachers and peers, which indicates a supportive environment. They expressed that they value when meaningful feedback is provided by some of their teachers. Students appreciate that some programs, like CSF and AVID, push toward service and action, which supports real-world connections and personal growth.

While progress has been made, there are still areas to improve. The school is working to enhance equity-based instruction, especially for English Language Learners, and to boost student agency and engagement. Administrators see a need for common strategies, like a unified classroom agenda, to clearly communicate learning expectations and outcomes. Even though many technology tools are used, more intentional teaching strategies are needed to maximize their effectiveness and check to ensure student focus and engagement. There has been training and the foundation for UDL strategies has been laid, so movement toward implementation is in process and needs to be supported.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

While classrooms show some evidence of providing challenging learning experiences, deeper inquiry and consistent technology use are often lacking. Similarly, shared expectations are developing, but a uniform system of agendas and learning objectives is still emerging. School leadership is addressing these gaps, but many students remain unclear about learning goals. Overall, RMHS shows commitment to high-quality instruction, but more consistent implementation of intentional strategies is needed to fully engage students and support high achievement.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do 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 skills, problem solving, and application of learning?

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

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

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.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

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.

Visiting Committee Comments

At RMHS, some teachers are using visible thinking strategies such as the TQE method and seminars to promote critical thinking and deeper understanding. Digital tools like Desmos and Toddle are beginning to support student learning by allowing for immediate feedback and test retakes. Additionally, ELD and SPED utilize sentence frames to help students structure their responses effectively.

In several courses, students are given choices in project topics and group formations, which encourages them to take ownership of their learning. This is evidence in activities like the Science Fair, art projects, and Internal Assessments, where students are encouraged to pursue individual projects that foster creativity and independent thought. However, questions remain about how consistently students are pushed to enroll in more rigorous pathways.

Job-alike positions allow for time for teachers to help develop common rubrics and common assessments so data can be collected to help drive teaching. The implementation of Mastery Based Grading has reduced confusion for students on grading practices with the school reducing the number of grading mark bands from 27 to 4 and allowing for consistency and opportunity for students to demonstrate learning. Many teachers are in the beginning stages of utilizing the IB Statements of Inquiry and Approaches to Learning skills as seen posted on many boards in classrooms.

Counselors and the College and Career Center take the time to meet with students through one-on-one meetings and the CCC to ensure students are moving toward pursuing their individual goals and interests regarding pathways. The variety of opportunities provides students with choice, however, more work needs to be done with parent communication of options and placement to ensure students are on the best pathway for their interests and goals. Some students are encouraged to start their career-focused learning in 9th grade which allows for development of skills over time. However, students also identified a gap in communication regarding course offerings, particularly with UC A-G eligibility, stating that while they receive lists of classes, they often lack detailed information about what each course and program entails.

There is some concern about the perceived push for the IB without sufficient explanation of the rationale behind these choices, leaving many students unclear about the "why" behind their academic pathways. While digital tools are used to support learning, distractions from personal devices have been noted as a challenge, indicating a need for more intentional strategies in technology integration.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

There is evidence that some teachers at RMHS are using a variety of strategies and resources to create an equity-centered learning environment. In many classrooms, direct teaching is prevalent and teachers incorporate technology and digital learning platforms to support instruction. Some teachers extend learning opportunities beyond the textbook - preparing students for college and career - yet the overall approach lacks consistency. While there is some evidence of active student engagement, the implementation of student-driven strategies remains limited. Collaboration is in early stages of development, but does not always appear deeply integrated into the learning process. Overall, the visiting committee found that although some teachers provide rich, varied learning experiences, the effectiveness of student-centered instruction is uneven across the school.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. Rigorous and Relevant Learning Opportunities in the CTE Pathways
2. Student Agency and Ownership of Learning
3. Career and College Preparedness
4. Assessment equity and access for IB and AP - funded by district/school (money is not a barrier to take the test)

Growth Areas for Continuous Improvement for Learning and Teaching:

1. Equity-Centered Learning Environment evident in all classrooms
2. Engagement with Challenging Curriculum
3. Development of Student-Centered Instruction (i.e. UDL strategies)
4. Expanding Real-World Application Opportunities
5. Enhanced Communication of Learning Expectations

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Research projects, Internal Assessments, and participation in events like the annual Science Fair allow for emerging inquiry-based learning.
- Students participate in challenging work through clubs, CTE pathways, and fitness programs (e.g. Pre-Hospital Care)
- The Special Education department employs inclusive practices such as mainstreaming and team-taught classes, ensuring that all students, including those with additional needs, have access to challenging curriculum.
- Directed studies and smaller class sizes in programs like IEMM provide personalized attention and further support diverse learning needs.
- Some teachers communicate learning expectations using course syllabi and weekly goals. Many teachers state learning objectives at the beginning of lessons, helping students understand how their work connects to broader content goals and real-world applications.
- In 9th and 10th grade courses, the emerging use of standardized MYP rubrics is helping clarify performance expectations. Ongoing work is focused on aligning these rubrics with state standards and integrating them into interdisciplinary MYP units
- Some teachers utilize a variety of strategies to ensure students can demonstrate mastery of the content (interactive & collaborative projects, assessments, teacher-led discussions, journaling, reflection, etc.)
- Some teachers at RMHS use visible thinking strategies like TQE Annotation methods and seminars.
- Mastery based learning at times allows for test retakes and immediate feedback by using tools like Desmos, Geogebra, Delta Math, and MyLab Math.
- The College & Career Center offers workshops that guide students through community college and university application processes. Information about workshops is pushed out through social media.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

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

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

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

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 educational partners.

D1.2 Basis for Determination of Performance Level: 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.

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.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Visiting Committee Comments

Rio Mesa High School (RMHS) has made notable progress in using assessment data to guide instruction, promote equity in grading, and enhance student learning. The school has developed common assessments in core departments and integrates multiple standardized measures, such as CAASPP, CAST, IB exams, and ELPAC, to track student progress. IB programs (MYP, DP, CP) and CTE pathways have successfully incorporated data-driven instruction, ensuring assessments align with mastery-based learning and postsecondary expectations. However, there is still a need to ensure schoolwide consistency in assessment practices, grading calibration, and the use of data to inform real-time instructional shifts.

The school has prioritized equity in grading by implementing the Oxnard Equity Grading Scale in core departments, while IB assessments provide structured rubrics and mastery-based grading to support a consistent evaluation framework. Progress monitoring tools like ParentVue, StudentVue, and Synergy SIS ensure transparency, helping families and educators track student achievement. In addition, RMHS offers targeted intervention programs, including AVID, SSTs, tutoring, and credit recovery, to provide additional academic support.

Despite these strengths, assessment practices are not yet fully aligned across all courses and departments. Rubric calibration remains inconsistent, leading to grading variability that affects student understanding of performance expectations. While some teachers adjust instruction using formative assessments, real-time data-driven adjustments are not consistently applied schoolwide. In many cases, students are not given structured opportunities for self-assessment and reflection, which limits their ability to take ownership of their learning. Furthermore, some departments rely on retests rather than modifying instruction to close learning gaps, underscoring the need for professional development on using formative and summative data as instructional tools rather than just evaluative measures.

RMHS has taken steps to strengthen data-driven decision-making. Math and IB teachers analyze formative and summative assessment data, such as Check for Understanding (CFU) assessments, to reteach concepts and address learning gaps. Similarly, the Science department has successfully adjusted course sequencing based on CAST data, leading to improved student outcomes. Counselors and administrators closely monitor student progress through Synergy SIS data, implementing early intervention programs to support at-risk students. IB and CTE programs align assessment data with college and career readiness goals, reinforcing the importance of real-world skill development.

However, the use of assessment data to inform instruction remains inconsistent across departments. Teachers have limited structured opportunities to engage in collaborative data discussions, making vertical and horizontal alignment of assessments an ongoing challenge. Expanding structured data review meetings across all departments will ensure that teachers analyze student performance trends and implement instructional shifts accordingly.

Additionally, while RMHS has made strides in using credit recovery and early intervention strategies to reduce failure rates, teachers need additional support in linking assessment data with instructional adjustments.

Formative assessments should be used more consistently to identify and address learning gaps before summative evaluations, allowing for proactive, rather than reactive, interventions.

Moving forward, RMHS must prioritize grading calibration and alignment across all courses to ensure equity

and consistency. Strengthening teacher collaboration on using assessment data to differentiate instruction will help provide targeted and personalized learning experiences for all students. Furthermore, expanding structured self-assessment opportunities will empower students to actively track their academic progress and set meaningful learning goals. By enhancing assessment consistency, embedding data-driven instructional practices, and reinforcing student ownership of learning, RMHS will continue to foster a culture of continuous improvement where assessment is used as a tool for growth rather than simply evaluation.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school has made progress in equitable assessment practices, but grading variability affects students' understanding. Formative assessments are not always used to adjust instruction, and students need more self-assessment opportunities. Additionally, using assessment data to inform instruction is inconsistent across departments. To address these gaps, departments should enhance rubric calibration, grading consistency, and professional development focused on using assessment data to adjust instruction. Structured data review meetings will also help refine instructional strategies and increase collaboration on differentiated instruction.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

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

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

D2.1 Monitoring Student Growth: 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.

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.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Visiting Committee Comments

Rio Mesa High School (RMHS) is committed to using assessment data to monitor student growth, enhance engagement, and ensure accountability in student learning. Through structured progress monitoring, targeted intervention programs, and IB-aligned reflective assessments, students have access to multiple pathways for academic success. While IB (DP, CP) and CTE programs effectively integrate inquiry-driven and real-world assessments, schoolwide alignment in self-assessment, formative feedback, and student understanding of assessment expectations remains an area for improvement.

The school has a strong foundation for measuring student progress, with counselors, AVID, and intervention teams analyzing grades and transcripts using Synergy SIS. IB students engage in structured self-reflection as part of assessments like the TOK essay, Extended Essay, and ATL (Approaches to Learning) skills, reinforcing metacognitive abilities. MYP and DP courses incorporate inquiry-based assessments that mirror real-world applications, preparing students for postsecondary education and career pathways. Additionally, early intervention programs, including tutorial studies and credit recovery, provide timely support for students who

need additional academic assistance.

Despite these strengths, student self-assessment is inconsistently implemented outside of IBDP courses. While some students in CTE and IB (DP) programs engage in structured reflection, some MYP non-IB courses lack uniform opportunities for students to assess and evaluate their learning progress. Furthermore, some students feel unprepared for college and career expectations due to a lack of real-world applications in assessments, highlighting the need to expand experiential learning and performance-based evaluations across all subjects. To address these gaps, RMHS must extend IB-style self-reflection and goal-setting strategies across all courses, ensuring students develop ownership of their learning progress. Additionally, real-world assessment practices should be integrated into non-IB courses to connect classroom learning with postsecondary readiness.

Student engagement in assessments is reinforced through multiple feedback channels, including ParentVue, StudentVue, Google Classroom, and direct teacher feedback. Many teachers utilize formative assessments, such as Quizizz, CFUs, CommonLit, and DeltaMath, to assess student understanding and provide timely instructional adjustments. The Social Science department is a model for real-world assessment integration, using discussions, debates, and simulations to foster critical thinking. Additionally, IB and CTE programs incorporate project-based assessments, emphasizing student inquiry, problem-solving, and skill application.

However, not all students fully understand grading expectations or how assessments align with learning outcomes, which can lead to confusion and disengagement. Formative assessments are not consistently used across all departments to inform instruction, limiting their potential impact. Furthermore, some courses lack real-world applications in assessments, making it difficult for students to see the relevance of their learning beyond the classroom. To improve student engagement, RMHS must ensure all students clearly understand learning expectations and grading criteria through transparent communication and explicit connections between assessment tasks and learning goals. Teachers should receive targeted training on effectively using formative assessments to adjust instruction in real time and differentiate lessons based on student needs. Additionally, inquiry-based and real-world learning assessments should be expanded across all subjects to enhance student engagement and application of knowledge.

A student-centered approach to assessment is evident in IBDP and some CTE courses, where structured self-reflection and peer feedback are embedded into learning experiences. ELD and IELD students measure their language proficiency using Rosetta Stone and teacher-led evaluations, reinforcing targeted skill development. Additionally, some teachers administer end-of-term feedback forms, giving students an opportunity to reflect on their learning experiences and provide input on their educational needs. However, structured self-monitoring of academic progress is not consistently embedded across all courses, limiting student autonomy in the learning process. Many students rely on retests rather than using feedback to improve learning strategies, reducing opportunities for deeper learning and growth. Furthermore, student-led assessment practices are underutilized, preventing students from actively reflecting on their progress and setting meaningful goals.

To address these challenges, RMHS must implement structured self-assessment practices for all students, ensuring that reflection and goal-setting become integral to the learning process. Students should be encouraged to use feedback as a tool for improvement rather than simply as a justification for grade changes. Finally, student-led assessment reviews should be expanded, giving students a stronger voice in evaluating their progress and shaping their learning experiences.

RMHS has made important progress in monitoring student growth, increasing engagement in assessments, and supporting student learning through targeted interventions. However, ensuring schoolwide consistency in self-assessment practices, formative feedback use, and real-world applications of assessment remains an ongoing priority. By refining assessment alignment, reinforcing student ownership of learning, and embedding real-world inquiry into all courses, RMHS will continue to cultivate a data-informed, student-centered learning environment that promotes growth, equity, and success.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective **Somewhat Effective** Ineffective

Narrative Rationale:

Teachers use formative assessments but don't consistently communicate grading expectations or explain how assessments connect with learning goals. This leads to inconsistencies in student engagement and self-assessment. Some departments use formative assessments well, but inconsistent real-time instructional adjustments limit timely feedback and improved learning outcomes. Professional development for teachers on formative assessment strategies and effective feedback practices can help. More inquiry-based, real-world assessments can further enhance student engagement and postsecondary preparedness.

To further promote student ownership of learning, structured self-assessment practices and encouraging students to use feedback for growth will increase opportunities for students to recognize connections in their courses and pathways. A commitment to strengthening self-reflection, formative feedback processes, and instructional alignment will ensure that assessments are consistently used as a tool for learning rather than solely for evaluation.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Data-Driven Decision Making

Teachers and counselors analyze data to inform instructional strategies and academic interventions.

2. Collaboration and Assessment Refinement

Some departments, such as English, Math, and Science, collaborate to develop and update assessments and standards across courses.

3. Professional Development Support

Resources are allocated for teacher professional development, enabling educators to refine their instructional practices and align with schoolwide goals.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Norming Grade Level Expectations and Vertical Alignment

2. Use of Assessment Data to Inform Instruction

Teachers require professional development on using formative and summative assessment data to reteach and adjust lessons rather than relying on students to take responsibility for retests.

3. Soliciting and Utilizing Student Feedback

Many teachers do not actively solicit or utilize student feedback to adjust learning experiences, particularly in college-prep courses. Expanding feedback mechanisms and incorporating student voice into instructional planning can improve engagement and instructional relevance.

4. Increasing Engagement with Assessment Tools

Use of assessment tools, such as data chats and formative assessment tools, should be expanded to improve student performance. Teachers require more training in leveraging technology and digital platforms.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Data-Driven Decision Making

- Teachers and counselors use Synergy SIS, grade checks, and transcripts to monitor student progress and identify intervention needs.
- Focus group dialogue and classroom visits confirm that the Science department uses data to modify instruction and improve student performance.
- Focus group dialogue validates the analysis of assessment data by counselors and instructional leadership team members to inform instruction, engagement, and wellness.

Collaboration and Assessment Refinement (report and focus groups)

- English, Math, and Science departments collaborate on common formative and summative assessments to ensure consistency in curriculum standards and grading.
- Student group discussion confirms that select classes allow for reflection of learning.
- Classroom observation of select departments demonstrated consistency in grading expectations and instructional practices.

Professional Development Support

- Report and focus groups confirmed professional development focused on Mastery-Based Grading (MBG) and equitable assessment practices.
- Focus groups and report confirms that professional development sessions support teachers in refining inquiry-based assessment strategies and targeted instructional strategies for select subgroups.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

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

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

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, families, and the community, valuing the identities of all individuals..Family & Community Engagement

Visiting Committee Comments

Rio Mesa High School (RMHS) promotes family and community involvement through culturally sensitive strategies. The school provides flexible meeting times, transportation, interpreters, and food to encourage parent participation in events like ELAC meetings, School Site Council, and Special Education Parent/Principal meetings. The Athletics Department incorporates Positive Coaching Alliance training and emotional wellness support for student-athletes through the SAGA program. RMHS also fosters strong alumni involvement in school activities.

RMHS demonstrates a strong commitment to cultural sensitivity, family engagement, and fostering a positive school climate through a variety of intentional strategies and programs. Culturally sensitive initiatives, such as the Positive Coaching Alliance and SAGA Program, support student-athlete wellness, while family engagement

efforts—including flexible meeting times, interpreters, and food provisions—encourage participation from diverse communities. Parent involvement is further promoted through ELAC meetings, booster clubs, and alumni engagement in school events, creating a collaborative and inclusive environment. Counselor outreach to feeder schools and parent-student nights ensure families are well-informed about high school expectations and opportunities, while partnerships with organizations like DLAC and EAOP provide critical college and career support, including FAFSA and CADA application assistance. Communication platforms like social media and Parent Square enhance transparency and involvement.

The school’s leadership prioritizes cultural inclusivity and global citizenship, as evidenced by inclusive learning materials, cultural awareness initiatives, and the promotion of diversity through the IB World Program and community service projects. Student work is showcased through events like the IB Art Show and CTE Open House, while cultural programs such as Folklorico, Dia de los Muertos, and the Mariachi CTE Pathway celebrate the school’s diverse community. Student clubs like WE:IB, BSU, LASO, and GSA further promote inclusivity, and multilingual communication ensures all families are informed and engaged. The curriculum, including courses in Spanish, Mexican/Chicano Literature, and Ethnic Studies, reinforces cultural understanding and representation.

A welcoming and supportive school climate is cultivated through daily staff greetings, PBIS initiatives, and events like "Lunch on the Lawn." Student recognition programs, such as PRIDE Certificates and Spartan of the Quarter, celebrate achievements, while student leadership opportunities through ASB, the Principal’s Advisory Council, and School Site Council empower student voice. Staff collaboration is encouraged through PBIS "One-Liners" and the Sunshine Committee, fostering a positive and cohesive work environment. Family support services, including the Caring Closet and holiday drives, address the needs of McKinney-Vento families, while community engagement initiatives like summer swim lessons, youth sports programs, and CTE partnerships with local agencies strengthen ties with the broader community. Together, these efforts create a nurturing, inclusive, and engaging environment that supports student success and well-being.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The appreciation and understanding of student, family, and community culture are central to creating an inclusive and supportive learning environment. Recognizing the diverse backgrounds, traditions, and values that students bring into the classroom fosters a sense of belonging and respect. Educators who actively observe and engage with these cultural dynamics gain valuable insights into the unique experiences of their students. This understanding not only enhances classroom interactions but also strengthens connections with families and the broader community.

Culture is not just acknowledged; it is celebrated and highlighted throughout the educational experience. By integrating cultural references into the curriculum, showcasing diverse perspectives, and encouraging students to share their heritage, schools create vibrant, dynamic spaces where every voice is heard and valued. This approach promotes cultural pride among students and fosters mutual respect among peers, ultimately enriching the educational journey for all.

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a nurturing learning environment?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed.

Add any additional reflections based on the criterion.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a nurturing learning environment for all students, including internet safety.

E2.2 Trust, Respect, and Equity: 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.

E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

The VC team observed RMHS prioritizes campus safety and cleanliness, with custodial staff maintaining a welcoming environment. The Raptor System manages visitor identification, though emergency drills have highlighted areas for improvement. Students can report concerns anonymously via We Tip or trusted adults, fostering a culture of accountability.

Student wellness is central, with counselors and the Wellness Center offering emotional support through an open-door policy. A full-time nurse, health clerk, and athletic trainer ensure medical needs are met. Initiatives like “Wow Week” introduce school norms, while Minga tracks attendance and movement for accountability.

Digital safety is emphasized through an Acceptable Use Policy (AUP) for Chromebooks, with tools like Go Guardian, Smarter Things, and BARK Alert monitoring online activity. Parents receive internet safety resources to reinforce digital literacy at home.

The school fosters an inclusive culture with events like Preview Days, Spartan Ambassadors, and ASB-led activities. Athletics, including E-sports, recognize Scholar Athletes, while Unified Games ensure students with disabilities feel supported. Instructional strategies like Think/Pair/Share and See/Think/Wonder enhance engagement and critical thinking.

Equity and academic excellence are embedded in school practices. Staff collaborate to ensure inclusivity, while PBIS strategies strengthen respect and trust. Grading for equity—such as 10-day assignment extensions and the exclusion of behavior and attendance from grading—promotes fairness. SIS alerts help teachers support students with Special Education or 504 plans.

The VC recommends that an effective learning environment can be created and maintained by ensuring consistent messaging about academic and behavioral expectations. These expectations should be consistently reinforced through norms, instructional practices, and policies. Additionally, an equitable environment where all students are held to rigorous standards and provided with tailored supports to meet their diverse needs is essential. The VC also recommends making expectations visible through classroom displays, teacher interactions, and celebrations of student work. The physical environment should be clean, organized, and decorated purposefully to reflect learning objectives and student achievements. Finally, the VC emphasizes the importance of fostering a growth mindset culture where effort is valued, mistakes are seen as learning opportunities, and teachers model high expectations while providing appropriate support and challenge.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rational

The focus on cultivating an educational environment where high expectations for ALL students are not just a guiding principle but a clearly developed and visible standard across the board. The goal is to ensure that every student, regardless of background or ability, is held to rigorous academic and behavioral standards, fostering a culture of excellence and continuous growth.

E3: Academic, Social-Emotional, and Multi-tiered Supports

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success?

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

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

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership implements and assesses the effectiveness of multi-tiered support for students’ social-emotional learning needs.

E3.3 Student Involvement: 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.

E3.4 Student Self Advocacy: 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.

Visiting Committee Comments

RMHS offers several academic support programs tailored to student needs, including in-person tutoring, 24/7 Pear Deck Tutoring, and Spartan Academy for credit recovery and enrichment. Targeted interventions, such as Intervention Counselors and the Restorative Intervention Counselor (RIC), support students struggling with grades or attendance. Credit recovery options like Summer School, Oxnard Online Credit Recovery (OOCR), and Tutorial Studies Class help students stay on track for graduation, while instructional strategies, including differentiated instruction and SST meetings, ensure personalized support. Advanced academic opportunities, such as IB courses, dual enrollment, and weekly counselor support, provide rigorous learning pathways.

Beyond academics, RMHS prioritizes student well-being through social-emotional and wellness initiatives informed by CHKS and CoVitality assessments. The Wellness Center offers counseling, crisis intervention, and health education, addressing mental health and basic needs, including support for homeless students. College and career readiness is reinforced through AVID, CTE pathways, bilingual STEM classes, internships, and partnerships with local businesses. The school fosters global awareness and self-identity through IB and SEL integration while encouraging student engagement in clubs, leadership, and extracurricular activities. Supportive relationships with staff and post-graduation resources empower students to advocate for themselves, ensuring success in college, careers, and beyond. However, the VC did indicate an inconsistency of implementation of MTSS support at the Tier 1 level.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.
Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective
Narrative Rationale
 The school fosters a strong sense of connection and inclusion among students, creating an environment where they feel valued and involved in both academic and extracurricular activities. Despite this positive climate, there is an overarching challenge related to the knowledge and consistent implementation of Tier 1 Multi-Tiered System of Supports (MTSS) across classrooms. While the school offers a wide range of opportunities that cater to diverse student interests and needs, there are indications that not all students fully benefit from these offerings. This gap may be linked to inconsistencies in the application of Tier 1 supports. To address this, it is crucial that identified Tier 1 strategies are implemented with fidelity and are clearly observable in all classrooms, ensuring equitable access to high-quality instruction and support for every student.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Culturally Inclusive Family and Community Engagement
2. Strong Tier 2 and 3 social-emotional supports include the Counseling team, Restorative Intervention Counselor, the Wellness Center, and CoVitality screenings for early intervention.
3. Student Engagement and Extracurricular activities
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, and IB MYP for 9th and 10th grade students
6. Positive teacher and student relationships
 - a. Alumni and staff family presence

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. Consistency in implementation in use of Multi-Tiered Systems of Support (MTSS)
 - a. 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.
 - 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.
6. Expand multi-cultural opportunities.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Caring Closet
- VC team observations
- Wellness Center
- RIC Counselor

- Focus group meetings
- Student and parent focus groups
- Counseling department
- Interaction between students and teachers
- Cultural connections
- Local partnerships

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. Clear Vision and Purpose – RMHS has a well-defined vision integrating IB Learner Attributes and PRIDE qualities, ensuring a strong foundation for student development.
2. Culturally Inclusive Environment & Community Collaboration – Engagement with parents, student advisory committees, and local partners fosters a collaborative and inclusive school culture.
3. Comprehensive IB and CTE Offerings – The school provides academic and career pathways through IB and CTE programs, providing pathways for students for college and career options.
4. Strong College and Career Readiness Support – Programs like EAOP, TPP, and dual enrollment opportunities demonstrate a commitment to postsecondary preparedness.
5. Equity and Accessibility – Expanded course offerings, bilingual classes, IB MYP for 9th and 10th graders, and inclusion initiatives support diverse student needs.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school’s identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school’s continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize school wide growth areas for continuous growth and list numerically. Be sure that these can be documented by other sections of the report.

- Ensure that all Growth Areas have a “who,” “what,” and a “why” in relation to the impact on student learning
- Confirm areas already identified by the school in the action plan sections
- Confirm areas to be strengthened within the already identified areas
- Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

The visiting committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school’s growth areas for continuous improvement are explained below.

1. Consistency in implementation of Multi-Tiered Systems of Support (MTSS)

- Expand monitoring and evaluation of the effectiveness of tiered interventions to ensure consistent implementation of tier one interventions across departments.

2. Enhanced Parent and Community Engagement

- Increase parent participation in programs (e.g., PFO, School Site Council, ELAC, and Booster Clubs) through targeted partnerships, outreach, and education.
- Strengthen alumni engagement beyond events to leverage mentorship and networking opportunities for current students.

3.Fostering Student Self-Advocacy

- Promote self-advocacy skills across grade levels through intentional curriculum integration throughout all courses in programs (e.g., MYP, IB, and CTE).
- Increase student voice in curricular and co-curricular planning through expanded roles in advisory councils and clubs.

4.Addressing Disparities in Program Access

- Encourage greater diversity and inclusion in advanced academic programs (e.g., IB, AP, and Honors) by eliminating enrollment barriers for underrepresented groups.
- Leverage data to identify and support underrepresented student populations in all academic programs.
- Continue to expand dual enrollment and internship opportunities, ensuring equitable access for all students.

5.Building Staff Capacity for SEL and Equity Practices

- Enhance professional development by focusing on equity-centered grading practices and culturally responsive teaching strategies.
- Foster collaboration between the Wellness Center, counseling department, and teachers to bolster SEL instruction.
- Facilitate instructional rounds to allow teachers to observe and learn from best practices.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed: **Include a Who, What and Why for each growth area for continuous improvement. (Note: Show the relationship to what the school has already identified, if possible.)**

- 1.Improve Tier 1 interventions, curriculum alignment, and articulation, especially for MTSS.
- 2.Consistent, collaborative data usage for instruction, interventions, and planning.
- 3.Address enrollment disparities in advanced programs (IB, AP) and ensure equity for all students.
- 4.Improve IB MYP implementation and refine CP curriculum.
- 5.Improve communication of processes, procedures, and programs for staff, students, and parents.educational partner engagement.

Chapter 5: Ongoing School Improvement

Include a brief summary of the schoolwide action plan/SPSA

Evaluate the school improvement issues:

- **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
- **The level of commitment to accomplish the action plan, schoolwide and systemwide**
- **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**

- **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan/SPSA.**

Goal #1: Build powerful futures for every student, the Oxnard Union High School District will utilize Educational Partner input to develop and implement an instructional program that supports the high school diploma as a minimum and provide college and career and life readiness to every student through accessible, engaging, equitable learning experiences.

Goal #2: Establish vertical alignment of curriculum and Approaches to Learning (ATLs) across all programs to ensure skill progression and consistency in academic expectations throughout grade levels.

Goal #3: Expanding Equity and SEL support through Professional Development and MTSS.

In addition, the visiting committee has identified additional concrete, specific growth areas to be addressed:

1. **Consistent MTSS Support:** Ensure all relevant staff are trained and supported in implementation of Tier 1 intervention strategies.
2. **Clear Learning Expectations:** Develop a schoolwide system for communicating learning objectives and assessment criteria that are in line with PRIDE attributes.
3. **Student Self-Advocacy:** Integrate self-assessment and reflection practices across all courses.
4. **MYP Implementation:** Provide ongoing training and support for consistent MYP implementation for all 9th & 10th grade students.
5. **Student-Centered Instruction:** Ensure all teachers are trained in student-centered & collaborative strategies.
6. **Parent Engagement:** Develop targeted outreach strategies to engage underrepresented families.
7. **Distributive Leadership:** Increase involvement of all staff, particularly classified staff in schoolwide initiatives, procedures and protocols.

The alignment of a long-range schoolwide action plan to the school’s areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

RMHS’s SPSA has identify high priority needs to address and support high achievement for all students. There is a strong foundation and culture to support an inclusive environment for all students.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

To ensure long-lasting benefits for all students, the administrative team requires time to develop a sustainable and implement a consistent leadership plan. This plan will foster trust within the school community and align with SPSA goals, enabling RMHS to create a unified framework that combines IB, AVID, and CTE programs.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.		X		
Acceptable progress by all students			X	
Vision and Purpose (A1)		X		
Governance (A2)		X		
Leadership for Learning (A3)		X		
Qualified Staff and Professional Development (A4)		X		
Resources (A5)	X			
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)			X	
Student-Centered Instruction through a Variety of Strategies and Resources (C2)			X	
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			X	
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Multi-tiered Personal, Social-emotional, and Academic Support (E3)			X	
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA		X		