

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION  
FOR**

**Rancho Campana HS**

**4235 Mar Vista Drive  
Camarillo, Ca. 93010**

**Oxnard Union High School District**

**March 11-13, 2019**

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## Preface

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**
  - 1. The involvement and collaboration of all staff and other stakeholders to support student achievement**
    - a. RCHS has been meeting continuously over the past two years to develop their first self-study, since applying for their initial accreditation in 2016. The entire staff has been engaged in a collaborative process of determining needs, identifying areas of growth, developing their identify as a school, and resolving the day to day processes that are new for them, since they have been adding one grade-level per year for the last three years, and graduated their first-ever senior class just last June 2018.
  - 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*)**
    - a. RCHS has defined their expectations for academic standards and schoolwide learner outcomes via their college prep academy model, offering high level college prep coursework while focusing on one of three industry-aligned academies, Applied Engineering, Health and Medical Sciences, and Arts and Entertainment. Their mission statement states, "Through a digitally enhanced environment, RCHS students will pursue excellence through curiosity, participate in diverse learning opportunities, be creative thinkers, collaborative learners, and develop global perspectives to contribute in their community. As the MonaRCHS, they have encapsulated their learner outcomes in the acronym REIGN, representing Reliable, Effective Communicators, Innovative and Involved, Global Citizens, and Navigators.
  - 3. The gathering and analyzing of data about students and student achievement**
    - a. RCHS has examined all available data, including from the California Dashboard, PSAT, SAT, AP, California Healthy Kids Survey, and local surveys of stakeholders.
  - 4. The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
    - a. During the self-study process, the entire community of RCHS gathered to provide feedback. Because of its youth and annual growth, RCHS has been in a mode of continuous feedback and modification. Calendars, bell schedules, course offerings and staffing have changed each year to allow the school to come closer to settling on a model that meets the needs of their students and their academic model.
  - 5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**
    - a. The action plan is aligned with the school's SPSA and district's LCAP, and represents actions aligned with the developmental needs of the schools as they have added grade levels, revised their curriculum, refined their academy model and Project Based Learning processes, and identified areas in need of growth or change.
- **Include a copy of the school's schoolwide learner outcomes.**

# RANCHO CAMPANA

## VISION STATEMENT:

RCHS students and graduates will be innovative and excel academically and personally in the arts, engineering, and health sciences to succeed in a dynamic world.

**r**eliable

#traintoreign

**e**ffective communicators

**i**nnovative and involved

## MISSION STATEMENT:

Through a digitally enhanced environment, RCHS students will pursue excellence through curiosity, participate in diverse learning opportunities, be creative thinkers, collaborative learners, and develop global perspectives to contribute in their community.

**g**lobal citizens

**n**avigators



MONA RCHS

## Chapter I: Progress Report (2 pages)

### Since the last self-study:

- **Comments on the school's major changes and follow-up process.**
  
- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**
  - **1. Continue to develop the formative assessment program to guide the discussion of student outcomes and academic achievement.**
    - This has been an ongoing conversation. Assessment is now done in the form of CAASPP for juniors and classroom assessments. Assessments are discussed in department meetings and in informal conversations among teachers. In the fall of 2016, the school decided to adopt the DigiCoach app as a means of observing and watching other teachers. This process led to increased communication among all staff and valuable data during the process. Collaboration time was added to the schedule in the fall of 2017 to increase opportunities for faculty to meet with each other and other departments. Departments discuss assessments during department meetings, and interim assessments of the CAASPP are administered to all freshmen, sophomores, and juniors at least once a trimester. Teachers develop individual formative assessments that they then share with colleagues in their department and district-wide. Part of formative assessment for RCHS includes a discussion on the importance and place of project-based learning and common rubrics. RCHS is in the beginning stages of developing common rubrics to be used in all classes for any project. The interim SBAC assessments are administered in the spring so all students have awareness of the expectations. Certain departments have developed common assessments to gauge student mastery of the content standards, specifically in math and the NGSS standards for science. Teachers that share the same classes now have time to collaborate with each other to plan and analyze assessments. In terms of project-based learning, the plan for 2018 - 2019 is to replace the traditional spring open house with a showcase/exposition of project-based learning over the years. The expectation is that each student will have at least one project to share with the community in an evening showcase. Based on the evidence and continued need for formative assessments, this remains a work in progress.
  - **2. Continue to involve faculty, staff, parents, and students in the self-study process by rating yourselves and your practice according to the self-study criteria each year. In each constituency group and for each criterion, rate yourselves as Highly Effective, Effective, Somewhat Effective, or Ineffective**

**and provide a brief rationale for each rating every year to keep the self-study alive and functioning as a school improvement tool.**

- During the academic year of 2017 the faculty began looking at the accreditation status worksheet and broke it down into smaller chunks. This worksheet was then distributed to the faculty and each teacher completed it as a Google Form. The worksheet became the beginning of focus group assignments and data for the report. The process involved educating all stakeholders on the criteria and helped us monitor improvement over time. The criteria are lengthy and needed to be broken down into manageable chunks. The survey provided an introduction to the criteria. It allowed staff and faculty the opportunity to see what was included in the accreditation status worksheet. By allowing teachers to rank themselves, it started conversations on the extent to which we are on track and meeting the goals we set for ourselves. The survey revealed that good work is being done in classrooms but not always shared with the entire faculty. The process allowed new teachers a chance to learn the vision and mission of the school while discussing potential areas for growth. During the process we discovered that the vision and mission need to be integrated into the daily life of the school. The process of deciding critical learner needs was completed during a spring professional development day. The critical learner needs were also turned into a Google form to allow all teachers the opportunity to participate in the process. The results of the Google form used to complete the process can be found in the appendix. This recommendation will continue to be an issue, but may not be a critical area for follow up. As teachers and staff members participate in the self-study process they have reflected on the criteria. Ideally, a number of staff members will volunteer to serve on a visiting committee and get first hand knowledge of how the process works.
- **3. Continue the conversation about grading, homework policies, and assessment practices as a school, department, and individual with the goal of continuing improvement of student academic performance and achievement.**
  - This conversation led the faculty in the spring of 2017 to explore alternative bell schedules and options for credit recovery. This conversation led us to select the trimester option starting in the fall of 2017. The trimester allows us to build time into the school day for tutorial and credit recovery. Credit recovery is currently done through Cyber High, Edgenuity, and APEX. This conversation continues as we discuss academic integrity as a faculty and work together to minimize the number of students who fail classes. The trimester system is still in its infancy and

there are some issues to resolve, but the staff remain committed to the process. The development of a common syllabus and transition to a trimester system allows students to know the expectations at the beginning and possibly space out classes over the year. During the transition to trimesters, the staff talked about late work and the frustrations of turning in work at the last minute. Departments communicated on whether or not they would allow students to turn in late work. This also became part of the academic integrity issue and questions. The faculty will continue the conversation of how to avoid late work and prevent students from cheating online in the future. The faculty has not yet discussed common grading practices. The faculty discuss homework policies within departments and will communicate the dates for major projects to avoid any overlap. The school implements project-based learning on a regular basis in individual classrooms. When transitioning to the trimester system, each department met to discuss the core content that would be essential to teach in 12 weeks. During these conversations, departments planned units of study and can now collaborate monthly. This critical need remains a work in progress and has grown to include a conversation on academic integrity. The faculty continues to have conversations about the appropriate amount of homework and finding a balance between homework, assessments, and projects.

## **Chapter II: Student/Community Profile (2 pages)**

**Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:**

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

Rancho Campana High School (RCHS) is the newest comprehensive school in the Oxnard Union High School District. The school opened its doors for the first time in the fall of 2015. Rancho Campana High School is translated to Bell Ranch, the name of the family who owned the land purchased by the District. The school sits on 28 acres of former farmland adjacent to the Camarillo Public Library and in partnership with the City of Camarillo. The school facility includes both indoor and outdoor learning spaces for all areas of coursework as well as a performing arts center that serves both the school and the community. The first senior class graduated with a 100% graduation rate in the spring of 2018.

Camarillo is a middle to upper class community in Ventura County. The community of Camarillo sought a new school in this community for many years before the district had the funding to complete the request. The school is close to the Camarillo Public Library which allows all students access to the resources there. Camarillo is a residential community with one other comprehensive high school. There are multiple elementary school districts,

including Pleasant Valley, Somis, and several private schools, in the community that all feed into Rancho Campana High School. The community of Somis is also served by Rancho Campana High School. The school opened for the first time in September of 2015.

- **School's analysis of student achievement data (e.g., SBAC, AP, college SAT, and graduation rates)**
- **Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students)**
- **Appropriateness of identified critical student learning needs and their linkage to schoolwide learner outcomes**

**Note: Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.**

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

<DROP STUDENT ACHIEVEMENT DATA TABLES HERE, W/ NARRATIVE ON STUDENT PERFORMANCE GROWTH OVER PAST TWO YEARS . . . CAASPP, AP, SAT, GRAD, ENROLLMENT, >

<COMMENT ON CONNECTION BETWEEN CRITICAL LEARNER NEEDS AND SCHOOLWIDE DATA>

Due to its short life span so far, RCHS has limited long-term student performance data to analyze, but in the few years of data that do exist, the school has shown tremendous growth in student performance, including growth in their already best-of-district CAASPP scores, growth in both number and passing AP Exams, SAT scores. Notably, the school graduated 100% of their students in their first graduation class of 2018, and their first 4-year cohort of students is on track to graduate at 100% in June of 2019.

### **Chapter III: Quality of the School's Program**

**Based on the school's self-study and visiting committee findings, for each criterion in the following categories:**

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
  - B. Standards-Based Student Learning: Curriculum**
  - C. Standards-Based Student Learning: Instruction**
  - D. Standards-based Student Learning: Assessment and Accountability**
  - E. School Culture and Support for Student Personal and Academic Growth**
- **Summarize an analysis of what currently exists and its impact on student learning**
  - **Highlight the areas of strength (if any)**
  - **Highlight the key issues (if any)**
  - **List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.**

**Note: When writing the analytical summary for each criterion, use the indicators as a guide to**

ensure that all important aspects of each criterion are addressed (see the ACS WASC/CDE Accreditation Status Determination Worksheet).

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

**A1. Vision and Purpose Criterion**

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school’s purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

**Online Programs: iNACOL Standard A: Mission Statement:** The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program’s day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

**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.

**Vision – Mission – Schoolwide Learner Outcomes – Profile:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready, and aligned with district goals for students.

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

      RCHS has a thoroughly developed and clearly articulated vision and mission statement, developed by the staff and stakeholders as part of the formation of the school four years ago. The vision and mission statements, as well as learner outcomes and academy pathways have been revised and refined over the past several years, and are an integral part of the identity of the school and play a key role in students and families identifying RCHS as a school they wish to apply to attend.

**A2. Governance Criterion**

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

**Online Programs: iNACOL Standard B: Governance Statement:** Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work



hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

**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.

**Governing Board and District Administration:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**Governing Board and Stakeholder Involvement:** Parents, community members, staff, and students are engaged in the governance of the school.

**Uniform Complaint Procedures:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

There are clearly established school board policies and district administrator roles in relationship to the school and staff. Parents, community members, staff, and students are engaged in the governance of the school via School Site Council, PTSA, ELAC and ASB. The student body, as a whole, feel empowered to address concerns and needs of the student body via communication and planning with the school administration, faculty and staff. The school values the engagement of the student body, and takes seriously the learning outcomes centered around being involved, global citizens.

### **A3. Leadership: Empowerment and Continuous Planning and Improvement Criterion**

To what extent based on student achievement data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

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

**Online Programs: iNACOL Standard C: Leadership:** The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

**Online Programs: iNACOL Standard D: Planning:** A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

**Online Programs: iNACOL Standard F: Commitment:** In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

**Online Programs: iNACOL Standard I: Integrity and Accountability:** In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

**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.

**Broad-Based and Collaborative:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**Single School Plan for Student Achievement Correlated to Student Learning:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**Staff Actions/Accountability to Support Learning:** The school leadership and staff demonstrate shared decision-making responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**Internal Communication and Planning:** The school has effective existing structures for internal communication, planning, and resolving differences.

The collaborative, continuous improvement cycle is a core value of the staff at RCHS. They are proud to be part of the development of a new school, and as the school grew, took seriously the need to annually adjust policies and practises to adapt to the evolving needs of the school, staff, student body and community. Decisions have been data driven, based on student performance data. Now that the school has incorporated all four grade levels and graduated its first class in 2018, the need for dramatic, year to year adjustments has diminished, and the school is developing and settling into consistent routines, policies and practices. The school fully utilizes student achievement data, incorporated into SPSA goals and actions, and puts the needs of the students at the forefront of their shared decision making processes. With their fully digital learning environment come multiple avenues for communication between staff, administration, students, parents and stakeholders, which the school is learning to take full advantage of. The use of multiple student learning platforms by different teachers has, at times, confused parents, and managing multiple logins or multiple formats has been difficult for some.

#### **A4. Staff: Qualified and Professional Development Criterion**

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

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

**Online Programs: iNACOL Standard E: Organizational Staffing:** A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

**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.

**Qualifications and Preparation of Staff:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**Defining and Understanding Practices/Relationships:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Support of Professional Development/Learning and Measurable Effect on Student Learning:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

RCHS has a highly motivated, highly qualified, and highly dedicated staff. Whether certificated or classified, the staff is committed to the success of students. Because of the size of the school, teachers willingly accept multiple preps and take on the teaching of singleton courses to meet the needs of the students. Ongoing processes and written policies continue to be established as the school evolves, and much of their action plan is focused on more clearly defining expectations for student performance, student learning, and the ethical and social implications of functioning in a digital world.

RCHS has imbedded professional development time in their schedule, allowing for collaboration approximately three Fridays per month, and have expressed a desire to maximize that time and utilize it to make progress on their Project Based Learning and Intervention goals. Because of a low percentage of unduplicated students, RCHS operates with a small amount of targeted funding, but does benefit from direct district support in the areas of 1-1 technology, new school infrastructure, and some district-funded additional staff positions. The school benefits from a highly motivated, highly engaged staff that is willing to continually reassess their practices and make adjustments based on the needs of the students and evolving programs at the school.

#### **A5. Resources Criterion**

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

**Online Programs: iNACOL Standard G: Financial and Material Resources:** A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

**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.

**Allocation Decisions and Their Impact:** There is a relationship between the decisions about resource allocations, the district's LCAP, and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**Practices:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**Facilities:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**Instructional Materials and Equipment:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**Well-Qualified Staff:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

**Long-Range Planning:** The district and school's processes for regularly and effectively aligning the Local

Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

RCHS is a brand new facility that has received significant financial support from the district, with ongoing plans for expansion to meet their enrollment goal of approximately 1000 students. They are the first school in the district to implement a 1-1 technology plan, have a strong technology infrastructure, and have effective modern facilities and instructional materials and equipment. The school develops a school plan that is aligned with the district LCAP and student learning needs, and appropriately allocates resources to agreed-upon actions and services, although with a low percent of unduplicate students, RCHS has minimal additional Supplemental and Title III funding, and no Title I funding. The school benefits from academy grants and its share of CTE Incentive Grant monies, of which the district just received an additional \$2+ million dollars. The district funds in-year and summer professional development for teachers, and funds site-based leadership positions and district academic support positions.

#### **A6. Resources Criterion [Charter Schools only]**

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

**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.

**Long-range Financial (and Other Resources) Plan and Stakeholder Involvement:** The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

**Regular Accounting and External Audit Procedures:** The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

**Processes for Implementation of Financial Practices:** The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

**Budgeting Process — Transparency:** The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

**Adequate Compensation, Staffing, Reserves:** The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

**Marketing Strategies:** The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

**Informing the Public and Appropriate Authorities:** The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

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

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

- RCHS fosters and maintains a culture of leadership by teachers and administration.
- The staff of RCHS is committed to student success by being approachable and accessible.
- The counseling staff of RCHS is focused on the best interest of students by being responsive, dedicated, and available to all students.
- The staff of RCHS comes from diverse backgrounds and brings a wide range of experiences and multiple credentials.
- The parent organization at RCHS is involved and willing to help fund programs and fundraise for various activities on campus.
- The academies and their advisory boards provide community involvement and a variety of business partnerships.

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

- There is a need to be consistent in terms of how technology is used and acquired and the continued implementation of programs by all stakeholders.
- There is a need for improved and strengthened communication among all stakeholders.
- There is a need for an increased budget designed to strengthen the programs of RCHS.
- There is a need for additional classrooms to be added to the school to ensure proper facilities for teaching.
- There is a need for increased and effective district office support and communication, especially in areas such as curriculum, budget, leadership training, and organization.
- There is a need for continued training and experiences for administration and teacher leadership.

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

Clearly articulated mission, vision and learner outcomes that are thoroughly communicated to all stakeholders and embraced by staff, students and parents alike.

A strong sense of pride in the school among all stakeholders and a commitment by all staff and administrators to continually improve practices and policies for the benefit of student learning.

Continued increases in enrollment and student performance in all areas since the opening of the school four years ago.

Evolving practices, adjusted bell and term schedules, and embedded professional development and tutorial time in the schedule reflective a commitment to meeting student and staff needs.

## CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

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

**Online Programs: iNACOL Standard J: Curriculum and Course Design:** A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

**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.

**Current Educational Research and Thinking:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**Academic and College- and Career-Readiness Standards for Each Area:** The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**Congruence:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**Integration among Disciplines:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**Articulation and Follow-up Studies:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Rancho Campana High School (RCHS) is trying to define and establish its school culture by incorporating Project Based Learning. The goal is to have every student participate in at least one of these projects per year. The school staff is committed to becoming technologically savvy and integrating technology into the learning process. Technology at RCHS is embedded into the curriculum and allows students to access learning activities that support and/or enhance student learning experiences. Teachers use technology to incorporate real life experiences and scenarios into the learning process. Teachers are working on becoming Google level one certified to support the District's shift to an all Google platform. RCHS is also a Certified Linked Learning Site and all academies must meet the requirements as such. RCHS and the District promote college and career readiness by partnering with the National Academy Foundation (NAF). The school offers a multitude of NAF courses and job shadows that lead to NAF certifications for students. RCHS staff offers a wide variety of AP courses and a science curriculum that is based on NGSS. Math is aligned to the Common Core state standards, and Social Studies to the new framework. RCHS offers its students a variety of academies and career pathway choices within those academies whose curriculum was written and developed by teachers at the curriculum institute hosted by the UC system.

Students at RCHS are exposed to a rigorous course of study that fulfills multiple state and national standards. Students who complete a sequence of College and Career Readiness courses

and work-based learning events aligned to an academy pathway are rewarded with an academy cord at graduation. The District has supported the school in making sure that courses that are A-G eligible appear in the UC Doorways. The District has also supported the school by making sure that all core subjects meet requirements to be A-G, and revising graduation requirements so that they mirror the A-G requirements. The trimester system allows students the opportunity to earn 75 credits per year which helps them advance or remediate as necessary.

Students at RCHS are exposed to a variety of college and career readiness opportunities. Classes are designed to teach students how to write a resume, interview, and continually practice work-based learning. Each academy class possesses a career component that includes job shadowing with the opportunity to possibly participate in internships. Every freshman participates in a Career Exploration Day and every sophomore participates in Speed Interviewing. During their junior year, students participate in a career exploration boot camp and they spend time preparing college applications. Seniors start the year by requesting letters of recommendation from their teachers. The District supports college and career readiness at RCHS by sponsoring a career expo for juniors and seniors. Junior and Seniors are given the opportunity to participate in variety of certifications including but not limited to CPR, AED, and First Aid. By the end of their senior year, every student is given multiple opportunities to visit workplaces that directly connect to their academy and may secure an internship while they are still in high school in an area of their interest.

The school is working toward establishing Project Based Learning that is integrated into all academic departments. The goal of this is to promote cross-curricular experiences for students and allow them to practice real world skills. The academy model helps promote flexibility and collaboration amongst teachers in the different academies. The curriculum is teacher-driven and provided to all students with collaboration from multiple departments. This is evidenced by some classes being taught by current and prior professionals that promote first-hand experiences. For example, the engineering classes are taught by current or past professionals in the field, and Medical Science Academy classes are taught by athletic trainers and other health care professionals. The real world experience for students is a focus for the school and each current academy lead possesses a CTE credential that allows them to access additional funding and outsourced curriculum. Each NAF course possesses a portfolio component and end of course exam.

RCHS is a lottery school so students come from a variety of feeder schools. As a result, the District Office is working on articulation plans for all incoming 9th graders and developing recommendations for math and English placements. In order to help with the transition to high school, RCHS offers freshmen a seminar class that provides freshman an opportunity to explore a variety of issues and learn about the college culture. This class coupled with follow-up activities allows all freshmen to earn five community college credits and earn credits toward the "E" A-G requirement. The school is also planning to incorporate an Academy Bridge Program during the summer that helps incoming 9th graders transition to RCHS. In order to track their Seniors progress, the school had all seniors participate in a survey. The school staff is still working on developing a formal study on how to track students as they progress in the post-secondary realm in order to measure the success of their programs in real world application. The RCHS administration also attempts to track the success of their programs by completing an Exit Meeting with all students seeking a transfer.

## B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan and prepared for the pursuit of their academic, personal, and career goals?

**Online Programs: iNACOL Standard H: Equity and Access:** A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

**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.

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

**Accessibility of All Students to Curriculum, including Real World Experiences:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**Student-Parent-Staff Collaboration:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**Post High School Transitions:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

The staff at RCHS works tirelessly to provide students with chances to gain real world experience and work-based learning opportunities. Students have the opportunity to visit a variety of workplaces and go on job shadow tours. As a result of community connections and articulations, students can earn internships and participate in meaningful community service. The district and school also provide students with a multitude of opportunities to become college and career ready. The District pays for all students to take the PSAT and the SAT. The ASVAB is also offered yearly and the college and career center organizes a variety of college field trips. A small group of juniors and seniors are selected to participate in a five college tour. The college and career center on campus further supports student access by putting together a monthly scholarship bulletin and advertises in a special google classroom that all students can access. Some freshmen are supported in their transition to high school by a College and Career Seminar that gives them college credits. The English department also supports College and Career Readiness by arranging after school sessions that help students revise and critique the answers to college application prompts. The department also provides career exploration and modified assignments for students that are choosing non-college post-secondary options.

All students are exposed to work-based learning experiences that include but are not limited to speed interviewing, college road trips, and resume writing throughout their time at RCHS. Partnerships are created with community institutions such as RCMakes that provide work-based internships that employ a number of students to complete projects for the community. There is free access for students to get into classes such as US History and Public Health. An example of the real life application of learning includes students writing and delivering a revised emergency plan to address potential threats on campus. Other examples



include students creating self-published books on war poetry and oral history, and engineering students tackling real life scenarios. RCHS students also have access to a wide variety of AP courses that stress real life application of learning. In AP Statistics, students learn first hand about the statistics of change by organizing a gauntlet for students to participate in. The gauntlet allows the AP students to gather and analyze data with other students who participate in games and other forms of popular entertainment. Real life application is also evidenced in Anatomy and Physiology. Students become CPR and First Aid Certified and with the help of EMS personnel do presentations to the entire student population.

Collaboration with all stakeholders is an area of emphasis for the staff at RCHS. This collaboration begins during the registration process, where each academy advisor meets with each student to review progress toward graduation and specific requirements of the different academies. The counselors then arrange conferences with parents as necessary to discuss the personal preferences of each students. Parents, students, and staff meet to assess student progress and to provide motivation on assessments. The counselors engage in yearly meetings with parents, teachers, and students to choose the proper placement for students. If students are struggling academically, counselors schedule Student Study Teams. The counselors and administrators assist with the monitoring and scheduling of meetings for students that are on 504 plans. The special education department is responsible for scheduling IEPs and monitoring student progress towards meeting their individual goals. Parents have the ability to track student progress including their grades through Canvas and Google guardian summaries. Teachers can easily communicate with parents through the use of the Synergy note option.

RCHS staff help students transition to college, career, and postsecondary options in a myriad of ways. Students that are enrolled in English 4 get assistance for their UC personal insight questions or write a professional letter of introduction. During their senior year, students fill out a survey that tracks where they applied to college, what their plans are after high school, and any scholarships they received. The school hosts an annual Senior Awards Night that celebrates the accomplishments of the entire class. Graduates have been informally tracked using social media accounts. The school encourages graduates to come back and share their experiences with current members of the school. The school utilizes NAF as a way to track some student data regarding the number of hours spent in internships, job shadows, and postgraduate data. The program also provides students who qualify a NAF certification and a guaranteed job interview with an industry partner. The three academies at RCHS are a key component in attracting students and providing students with work-based learning and creating students that are college and career ready.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

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

- The academy structure at RCHS provides students with work-based learning experiences on a regular basis
- RCHS provides an innovative curriculum on a daily basis

- RCHS provides a digital learning environment for each student with one to one devices.
- RCHS provides a rigorous college prep curriculum to all students

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

- **There is a need for increased communication with parents on the varied uses of the technology used by the school and teachers.**
- **There is a need for increased support for the digital one to one environment including training, integration with Synergy, and student mastery of the technology**
- **There is a need to continue research and implementation of project-based learning in every classroom and at every grade**
- **There is a need to collect additional data for past and future graduates and analyze trends to find ways to best suit future students**

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

- **Classroom observations**
- **Conversations with teachers**
- **Student Focus Groups**
- **Staff focus groups**
- **Student work examples**

## CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

### C1. Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

**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.

**Results of Student Observations and Examining Work:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work. Students at RCHS are exposed to challenging projects designed to support learning and critical thinking. Students are given multiple opportunities to demonstrate their knowledge and understanding of the subject matter. Students with IEPs and 504 plans participate in the same projects with accommodations as necessary. Teachers use a variety of methods to measure student progress. Teachers are working towards implementing Project Based Learning in at least one class during the year. In hopes of implementing school wide PBL, the staff developed an initial draft of a rubric that could be used in any class to measure student progress toward a particular SLO. The examination of student work is done by a department to norm and revise projects.

**Student Understanding of Learning Expectations:** The students understand the standards/expected performance levels for each area of study. AP students are consistently exposed to College Board free response questions and evaluated using released rubrics. The science department has a standard for science lab practicums. Multiple members of the math department collaborate regularly to create common formative assessments and compare student results to modify instruction or determine topics that need to be retaught. Ensuring utilization of the 8 math practices to emphasize the soft skills necessary for success in mathematics in addition to the academic skills.

#### **Differentiation of Instruction:**

The school's instructional staff members differentiate instruction in various ways and based on student and class needs. Most teachers at RCHS integrate multimedia and technology in their daily lessons, assign Project based learning assignments, conduct hands on experiments in science, encourage group discussions, and provide hands on activities that promote student learning. Collaboration among students is inherent in the layout of most classrooms. Students demonstrate learning through research based projects across the curriculum in the various subjects taught. Students incorporate technology, both formally and informally in the classroom on a daily basis to turn in assignments, collaborate on group presentations, conduct class projects, and build upon their academic skills.

### C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

**Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

**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.

**Current Knowledge:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Teachers at RCHS value ongoing professional development to stay current in the instructional methodologies. Professional development is focused in the areas of content learning and delivery. Teachers in all content areas stay current by collaborating with site, district, and experts in their content areas. As a 1:1 school, teachers at RCHS have a broad range of multimedia and technology available to enhance instruction. Although teachers have varying degrees of expertise in technology, most staff attends events such as CUE conferences (Computer Using Educators), the gamified professional development (Alludo) in order to effectively use technology in the classroom. In addition, having site technology coaches offers multiple entry points to learning about ways to incorporate technology in the classroom.

Teachers at RCHS attempt to develop activities in the classroom that do not always rely directly on the textbook. Students have access to some online textbooks, and there is a class set available in every room. Teachers are constantly creating materials that require students to learn in new and different ways. Through the use of technology, teachers use hyperdocs to introduce or reinforce a concepts. Students have access to Khan Academy, edpuzzle, commonlit, the google suite, canvas, and many other sites with a google single sign on. Students are presented with a variety of experiences that allow them to compete in the real world. Each year the entire school has participated in the Hour of Code during the school day as well as a means of having students experience the world of computer engineering. The Hour of Code is completed in the first week of December as part of National Coding week. Students are encouraged to try their hand at a variety of activities. With access to the Internet from the minute a student steps on campus there are a multitude of activities that are done during the day involving the internet. The potential downside is when the server is down and there is no access.

**Teachers as Coaches:** Teachers facilitate learning to engage all students and build rapport. As coaches, teachers model the information and what the expectations are before giving the students power to create learning. Several teachers are experimenting with the concept of genius hour, which allows the student to participate in a project that has a direct connection to his or her passion. Teachers are modeling the 4Cs on a regular basis to then allow students to further their own understanding of collaboration, communication, critical thinking, and creativity. Through ongoing coaching and mentoring, RCHS students feel supported and can reach out to any of their teachers for academic buildup, college and career guidance, or simply life after high school advice.

**Examination of Student Work:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities. Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings. Teachers use a variety of techniques to increase engagement from random name generators to padlet. Teachers experiment with the Question Formulation Technique (QFT) to teach students how to write their own questions. There is work being done to have students develop their own essential questions in their work. Project based learning starts with an essential question. PBL is currently the expectation for every teacher in at least one class each trimester. Each teacher sets the parameters as long as there is an authentic audience, a driving question, and an artifact.

**Students use technology to support their learning.** Students use a variety of materials and resources beyond the textbook. Most teachers incorporate technology on a daily basis and in a variety of ways to support teaching and learning. Each teacher at RCHS uses a learning management system (LMS) of choice that best fits their personality and comfort level. The LMS allows teachers to organize the

curriculum in such a way as to facilitate student mastery and the ability to know where things are and what is coming next. Most teachers have the standards posted in the LMS or in the room. Students understand the expectations for each class and can provide feedback on the learning objectives being addressed. Teachers develop rubrics to guide students in what is required during the learning process. In order to effectively demonstrate proficiency in school projects, teachers include rubrics and clearly communicate the expectations of the assignments. Teachers display student work as a model of the process and what quality finished products contain. Teachers use essential questions when planning a unit of study and provide students with learning goals and objectives throughout the unit. Students frequently share progress with each other and participate in peer evaluation before teacher evaluation. Technology plays a major role in the academic development of students. The school has a tech coach to help with implementation of new tech tools.

**Real World Experiences:** All students have access to and are engaged in career preparation activities. Students and teachers at RCHS work together to increase engagement, provide real world examples, and facilitate learning. Students are introduced to the possible careers that connect to their academes starting in the freshmen year with a one day career fair. This is followed by speed interviewing and resume development in the sophomore year and job shadows and potential internships for juniors and seniors. The school is in the process of developing a Spring Academy Bootcamp designed to introduce internships and job applications for all junior students. The goal is to have students meet all of the requirements for NAF Track certification which guarantees a job interview in the academy sector from a participating partner. Although securing an internship for each student in the field of study for that particular academy is not guaranteed, the school is reaching out to businesses and organizations in the community to build partnerships and support students. There is an on-site makerspace run by student interns called RCMakes. This business is funded by a donor and open to the community. Students are constantly informed by the academy leads of upcoming events and encouraged to participate in many job shadows and field trips. Overall, RCH offers multiple opportunities for real world experiences.

## **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

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

- RCHS provides all students with relevant career skills and prepares them for college and career.
- RCHS offers rigorous instruction in classes at multiple levels and with student choice.
- RCHS utilizes a common syllabus in each department with clear expectations and transparency of information.
- RCHS integrates technology daily in class and outside of class by providing access to a device and planning activities that utilize technology frequently.

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

- There is a need to continue research and implementation of project-based learning in every classroom and at every grade.
- There is a need to research and provide appropriate classes and additional support/intervention for lower performing students.
- There is a need for communication and discussion to help students navigate digital platforms,

- understanding the norms and structures of LMS and clarity of expectations.
- There is a need for design and implementation of meaningful digital citizenship information and to elicit meaningful feedback from students about the effectiveness and use of digital tools.

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

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

### D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

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

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

**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.

**Professionally Acceptable Assessment Process:** The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**Basis for Determination of Performance Levels:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**Monitoring of Student Growth:** The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

**Assessment of Program Areas:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**Schoolwide Modifications Based on Assessment Results:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Student data is collected regularly and shared with all stakeholders as needed. The assessment data is shared at the beginning of the academic year and at staff meetings as needed. Parents are informed of academic success at back to school night and through school site council and PTSA. Every year the school publishes a School Accountability Report Card (SARC) with yearly updates on test scores, facilities, and other information as required by the state. The California Dashboard results are available online as well for the public to access. AP test scores are distributed to each teacher and available on the AP website with proper authorization. The CDE dashboard allows teachers and administrators to understand student progress and the criteria being used to assess all students. There is a need for further instruction and orientation into how to access, interpret, and evaluate the data provided on the dashboard.

The staff at RCHS developed a common syllabus before the school opened. This common syllabus is designed for use in every department and addresses the grading breakdown and performance levels. It is still used by some teachers to show students and parents what to expect over the course of a trimester. It is not fully implemented schoolwide and is currently being revised. Standards-based grading is used when evaluating projects and written assessments by some teachers. The staff transitioned to the trimester system in 2017 to allow for students to make up credit if they failed a class. Performance levels and grades are discussed within departments.

The schoolwide learner outcomes were developed during year one of the school and need to be reexamined for the ability to measure success. The SLOs are soon to be posted in every classroom and common area on campus. There is a beginning understanding of what is included and measured in the SLOs that needs to be addressed. The standards can be measured by looking at overall grade distribution and connection to other assessments. Students are aware of the requirements to be UC a-g certified. Academy classes emphasize the college and career readiness standards in a variety of ways. The academy leads help each student register for classes in the upcoming year by reviewing their progress towards graduation and NAF track certification. Grades in each class are determined by the quality of student work.

#### Schoolwide Learner Outcomes:

- Evaluating the effectiveness of the SLOs is still developing.
- Students interviewed in October of 2018 felt confident that the projects they complete in various classes allow them to express themselves in a variety of ways. The use of technology is part of the daily culture of the school. Students feel comfortable to ask for help and would like to see more reliable WiFi available all the time. There was one week in the fall of 2018 where the district was upgrading the WiFi hotspots on campus. During that week, there was no access on campus.

#### Academic Standards:

- Decreased D/F rate in Class of 2018 and 2019 as students progressed towards graduation

#### College and Career Readiness Indicators:

- Students across all academies participate in curriculum and Work-Based learning activities in accordance with the National Academy Foundation (NAF).
- Academy Leads meet with all students within their academy to complete registration, to ensure student are working towards A-G requirements.
- Teachers incorporate college readiness activities in both CTE and core curriculum.

The district establishes the graduation requirements and recently edited them in the spring of 2018. The current graduation requirements mirror the UC a-g requirements and will be implemented for the class of 2024. The teachers and administrators met and worked together to pursue the trimester system and voted to implement as a way to provide more opportunities for all students. There is no standard homework policy at the site, but there is a standard grading policy in the district. The counseling staff works with each student to check their status and progress towards graduation. The implementation of a common syllabus allows every teacher that shares a prep to implement a common grading scale, assignments, and an outline of the curriculum. In the spring, students are given the opportunity to select their own courses and meet with the academy lead to guarantee progress toward graduation. There is a continued need for teachers to discuss homework and grading policies.

Spring assessment results are shared with the faculty in the beginning of the next academic year and can be used to inform instruction and modify curriculum. These results are used by the administration to modify teacher assignments and the master schedule if necessary based on student need. AP teachers are required to submit a syllabus to the College Board and each course is reauthorized every year by administration. If there is a need to bring in a new AP teacher, the administration discusses the change with the teacher in question. The math and



English teachers give the interim assessments prior to students taking the CAASPP in the spring. With the trimester system, students that need specific academic classes but have a scheduling conflict can be enrolled in an online version of the class. During the trimester, each student will be assigned a credentialed teacher to help with assessments and periodic checks for progress.

- Teachers and administrators analyze test data to determine implementation of practice tests for improved student performance
- Teachers constantly improve technology in the classroom to meet student needs in the 1 on 1 environment. This can happen in the form of online instruction, new programs, and implementation of learning management systems.

Each academy lead has established an academy four year plan and a suggested path of courses to take. The curriculum plan is designed to make sure that student has an opportunity to meet the career pathway and graduate with an academy cord. When the block schedule was no longer conducive to student progress, there was a committee developed to explore alternatives. As a result of this committee, the trimester system was voted on and implemented in the fall of 2017. The trimester system allows for student flexibility and the chance to remediate previously failed courses. When new courses are added to the curriculum, they are written by teachers and approved by the district curriculum committee.

- RCHS moved to a trimester system to allow students greater opportunities to remediate and have greater opportunities for elective coursework.
- Teachers participated in curriculum writing to develop CTE pathways and the AP transition to the trimester system.

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

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

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

**Online Programs: iNACOL Standard L: Assessment of Student Performance:** A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

**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.

**Appropriate Assessment Strategies:** Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

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

**Student Feedback:** Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Teachers use a plethora of assessment strategies to ensure that all students are learning. Teachers give assessments regularly to ensure that students are learning and understand the standards being taught. Teachers use google forms, canvas self-assessments, class discussions, and summative and formative assessments to evaluate student performance. Every 9th, 10th, and 11th grader is given the opportunity to take the PSAT for free on the national test date. In the spring of 2018, every junior was given the chance to take the School Day SAT and send score reports to up to four colleges at no cost. The interim assessments are given to underclassmen as an opportunity to be exposed to the questions and format of the exam. In physical education, students must pass 4 of the 6 parts of the Physical Fitness Test for successful completion of the PE curriculum. Teachers offer retakes on an individual basis to allow students an opportunity to raise a score after completing tutoring or another assignment based on teacher discretion.

Assessments used at RCHS:

- SAT in all grades / PSAT
- CAASPP
- Interim Assessments
- PFT - freshmen pre-test; take in 3rd tri; sophomores - one tri in PE; juniors - will take the Physical Fitness Test each trimester until they pass
- Daily checks for understanding
- Summative assessments
- Turn in work that is graded
- Talking in class - evaluate presentation
- Canvas - self-assessment
- Google Forms - used by a variety of teachers
- Math - Daily Warm Ups
- Current Events - discussed in most social science classes
- Effectiveness - Rubric in advance on what they will be assessed on;
- Physical Fitness Test (PFT) - goal is posted in google classroom
- Retakes available on an individual teacher basis

RCHS has a large number of courses currently taught only by one person, or a singleton. This increases the difficulty of creating common assessments. When transitioning to the trimester system, RCHS also added a built in collaboration time to allow time for teachers to work together and plan projects and other assessments. During collaboration time, there is a concerted effort to give teachers time to meet together and discuss issues that might arise. If there is more than one teacher teaching the same class, they will attempt to work together to create and evaluate and analyze the student work. Departments work together during collaboration time and outside of the school day for planning effective assessments. There are also times that teachers will work with teachers in other departments to plan projects. Students with IEPs are given goals to demonstrate growth and mastery of the issue to be addressed.

In October of 2018 RCHS had a minimum day in order to meet as focus groups. On that day, parents and students were invited to attend to provide answers and input in the self-study process. During the course of the afternoon, students were interviewed by members of Focus Group D and the faculty. The students in attendance represented every academy and grades 10 to 12. The following is a summary of the conversation from that day while discussing the areas of strength and growth of RCHS. Students at RCHS benefit the most from conversations with teachers and classmates on the expectations and assignments. Students get feedback on

completed assignments in a variety of ways depending on the individual teacher. Students feel that the feedback received is consistent with the work effort put in by the individual. Some teachers give independent comments and feedback while others do whole class conversations. Students commented on the availability of teachers to answer questions or help with assignments. Students feel comfortable to email teachers for advice or help and believe that it will be resolved. Students expressed that being at RCHS also teaches them the importance of deadlines and how to prepare for the unexpected. Students feel confident that the skills they are learning at school will translate to later events in life. They expressed a desire to focus on the ability to adapt and be flexible. When there are issues with technology, some students expressed a difficulty in figuring out an alternative so opted to do nothing instead. Students expressed being overwhelmed at times and felt that there was too much work applied in certain classes.

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

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

- RCHS uses multiple forms of assessment in multiple classes.
- RCHS allows students to retake tests with the assistance of a built-in tutorial program.
- RCHS offers accommodations for all applicable standardized tests.
- RCHS develops and implements common assessments in several departments, including mathematics.

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

- There is a need for all stakeholders to have access to and a detailed analysis of all available assessment data.
- There is a need to develop and implement an academic integrity policy for digital and other assessments.
- There is a need to discuss the planning and timing of assessments on the trimester system.
- There is a need to examine the policy and process of handling assessments between repeated trimesters and modify as needed.
- There is a need for reflection and discussion on the best way to implement and improve the tutorial system.

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

## CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

### E1. Parent and Community Engagement Criterion

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

**Online Programs: iNACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

**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.

**Regular Parent Involvement:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

The school employs a wide range of strategies to encourage family, business, and industry and community involvement, but are still working on establishing ways to make it easier for parents to communication through the website and the multiple Learning Management System platforms. School use these platforms to RCHS involve families on a regular basis with the active PTSA group and communicates with families in a variety of ways. Teachers can regularly update parents on the events happening in classes by inviting parents to be observers in Canvas and sending guardian summaries in Google Classroom. Academies consistently include community members and industry partners. Each academy has an advisory board made up of community partners and teachers to plan academy based events. Parents are typically in regular communication with counselors, teachers, and administration if there is a concern.

**Use of Community Resources:** The school uses community resources to support student learning.

The academy structure at RCHS allows for close partnerships with a variety of businesses to bring real-world, work experiences to the students. Because of the academy and linked learning model, they have partnered with many local businesses to have the students intern. The creation of a community makerspace also known as RCMakes allows students to work as interns while learning to build a business. The Medical Science Academy partners with the hospital, located 2 blocks away for student interns and volunteer opportunities. The Visual and Performing Arts Academy works with Studio Channel Islands to find internships and artistic opportunities for students. Each student is required to participate in so many worksite tours to qualify for an academy cord at the time of graduation. The academy leads have worked tirelessly to develop partnerships and opportunities for career exploration outside of the classroom.

### E2. School Environment Criterion

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

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

**Online Programs: iNACOL Standard P: Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

**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.

**Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**High Expectations/Concern for Students:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Atmosphere of Trust, Respect, and Professionalism:** The school has an atmosphere of trust, respect, and professionalism.

The school is a new, beautiful facility and has maintained its grounds well and provides adequate spaces for the students learning. The school has classrooms designed for optimal student learning and each teacher uses the layout to meet the needs of the lesson. As a new school, RCHS prides itself on this environment. If there is an issue, teachers can notify the maintenance crew for assistance.

There is a high level of respect among students, staff, and the administration. The staff are active participants of the daily operations of the school and have been instrumental of implementing new programs and ideas. The faculty feels supported by administration to try new things and help each other when necessary. The union representatives are given time at the beginning of each faculty meeting to address the faculty and bring up any potential issues that might arise. The union reps are available to talk to if an issue comes up. There are multiple means of communication available to all employees of RCHS. In discussion with students and staff, there is a strong connection and admiration for what the school community has been able to establish in this short amount of time the school has been in existence. The teachers seek to improve curriculum by meeting and collaborating with other teachers in their department and across grade levels.

### **E3. Personal and Academic Student Support Criterion**

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

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

**Online Programs: iNACOL Standard N: Organizational Support:** A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

**Online Programs: iNACOL Standard O: Guidance Services:** A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

**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.

**Adequate Personalized Support:** The school has available and adequate services to support student's personal needs.

**Support and Intervention Strategies Used for Student Growth/Development:** Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

**Support Services – Multi-Tiered Interventions and Student Learning:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**Equitable Support to Enable All Students Access to a Rigorous Curriculum:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**Co-Curricular Activities:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide, learner outcomes, academic standards, and college- and career-readiness standards.

The school provides adequate personalized support for students through staffing and the range of classes offered support the different needs of the students in their chosen academy. Most teachers also serve on the Instructional Leadership Team: administration, academy leads, school content leads, department leads. There also out-of-classroom support staff such as campus security, a behavior intervention specialist and administration. Staff meets regularly to make decisions and talk about collaborative projects and the Project Based Learning model. The staff is extremely flexible with their own classroom space and number of different classes they teach in order to meet the needs of the academy and the students.

School is working on providing specialized support and intervention for the students. In the fall of 2017, RCHS changed the bell schedule to allow for a period of tutorial twice a week on Tuesdays and Thursdays. The purpose of this time is to allow students time to work on assignments and take assessments. Tutorial is a time for class assemblies and grade monitoring by a teacher that might not be a student's regular daily teacher. The teachers use this time to support students who need additional support with an assignment and for check-ins with the academy leads to ensure they are meeting the work-based requirements. The school is considering moving to a different model of tutorial to best support all students.

The school also moved to the trimester system from the traditional semester system about two years ago. With the trimester system, classes are combined from time-to-time to alleviate crowding and might not be available every year. The trimester system has also allowed more flexibility with offering more elective classes and intervention courses for the students. With this schedule, the master schedule is created in collaboration with department chairs and administration on a yearly basis. The schedule tends to involve teacher choice in the subjects and classes they wish to teach.

The school is working on developing a consistent structure for student intervention both for students academic and socio-emotional growth. The district has implemented Positive Behavior Intervention Systems (PBIS) for the last two years, and PBIS at RCHS has resulted in the creation of a series of one-liners used by faculty and staff to address student behavior immediately. These one-liners are used by all staff to correct behavior, and the students from the Video Production class has made videos in order to show the behavior expectation is to show to students during Monarch Mornings live broadcast. The one-liners include the following: HABLA, Catch and Release, Classy not Trashy, Wak and Talk, and Inside out of Sight. They also have recently implemented “Reign Cards” designed to support student recognition by providing incentives for students that are meeting the academic and behavior expectations of the school community. While PBIS systems have been used schoolwide for behavior expectations and modification, school is also working on creating a student handbook in which this protocol is reviewed by the staff at the beginning of the year and the students have access to all year long.

In addition to the PBIS team, the school also has a discipline committee which includes the campus police officer and campus supervisor to support student behavioral expectations. The head campus supervisor has also been trained in restorative justice and is working with administration to make this shift in behavioral policy more transparent to the students and parents. When there is a need, Saturday school is used as a means for students to complete missing assignments, raise grades, and as a punishment for excessive tardies. Teachers can submit discipline issues via Synergy the online student information system. There is a report in synergy that will notify teachers as to the administration’s response to each submitted infraction. Selected students from ASB have been trained by the district in peer mediation techniques that can be used as necessary.

RCHS strives for inclusion of all students regardless of background. Students have the freedom to create their own student clubs. They have created a variety of clubs to embrace different cultures and experiences from Girl Up to French Club and Kiwin’s along with Saga Club. The teachers and staff have been in constant dialogue on how to resolve student tension and conflict as they arise, and they are confident in the support they are providing the students.

## **CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

- RCHS has a high level of pride and respect for all students and staff, very strong rapport
- RCHS implements project-based learning and provides an authentic opportunity to showcase student work
- RCHS develops college and career skills with the help of academies and work-based learning

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

- There is a need for improved and strengthened communication among all stakeholders, including how decisions are made, resolving conflict, use of multiple platform and

- learning management system, expectations, and electronic means of expression
- There is a need to design, revise, and implement rubrics within departments and to increase cross-curricular learning at all levels
- RCHS needs to continue working on implementing project-based learning and provide an authentic opportunity to showcase student work
- There is a need to develop a structured support system for student intervention

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

- A strong sense of pride in the school among all stakeholders and a commitment by all staff and administrators to continually improve practices and policies for the benefit of student learning. As evidenced by the multiple teacher-leader roles teachers and preps.
- Students have a strong sense of pride and deep connection with the teachers. Some student comments were as follows: “I love coming to school everyday,” “We have really special teachers,” and “I can come to my teacher for anything.”
- Teachers were observed to be immediately responsive to student needs/questions during lunch and nutrition and during class time.
- Staff and students in focus groups express concern in need to create a clear protocol in regards to student conflict and disciplinary actions.



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

**Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.***

### **Schoolwide Areas of Strength (list numerically)**

1. The academy model is extraordinarily valued by all stakeholder groups and is the primary motivation for students and parents to choose RCHS.
2. The mission and vision of the school is strongly embedded in the student learner outcomes and is a key source of pride and identity for all RCHS stakeholders.
3. Students have a strong respect and appreciation for the care the teachers show students. Teachers are committed to the success, emotional well-being, and future opportunities for all students at RCHS.
4. RCHS has a high level of pride, respect and very strong rapport between all students and staff.
5. The academy structure at RCHS provides students with work-based learning experiences on a regular basis
6. RCHS provides all students with relevant career skills and prepares them for college and career.
7. RCHS integrates technology daily in class and outside of class by providing access to a device and planning activities that utilize technology frequently.

**Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.***

- **Ensure that all Critical 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.***

### **Schoolwide Critical Areas for Follow-Up**

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

1. There is a need to continue research and implementation of project-based learning in every classroom and at every grade.
2. There is a need to research and provide appropriate classes and additional support/intervention for lower performing students.
3. There is a need for reflection and discussion on the best way to implement and improve the tutorial system.

4. There is a need for improved and strengthened communication among all stakeholders, including how decisions are made, resolving conflict, use of multiple digital platforms and learning management systems, expectations, and electronic means of expression.
5. There is a need to examine the design of the master schedule in order to address the needs of all academies and students.
6. There is a need to develop and implement an academic integrity policy for digital and other assessments.
7. There is a need for design and implementation of meaning digital citizenship information and to elicit meaningful feedback from students about the effectiveness and use of digital tools.

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

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

1. Develop an intentional approach to ongoing professional development to support the achievement of the Project Based Learning, Intervention and Tutorial goals in the Action Plan.
2. Revise the Schoolwide Action Plan to include long-term timelines for achievement of the Project Based Learning, Intervention, and Tutorial goals in the Action Plan.

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

- Include a brief summary of the schoolwide action plan
- Comments on the following school improvement issues:
  - Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
    - Do the action plan sections address the critical areas for follow-up?
    - Will the action plan steps enhance student learning?
    - Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?
    - Is the action plan feasible within existing resources?
    - Is there sufficient commitment to the action plan, schoolwide and systemwide?
    - Is the schoolwide action plan aligned to the Local Control and Accountability Plan (LCAP)?
  - Existing factors that will support school improvement
  - Impediments to improvement that the school will need to overcome
  - Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

Action Plan Goal 1:

**RCHS will continue to research and implement project-based learning in every classroom and at every grade level.**

Action Plan Goal 2:

**RCHS will develop and implement an academic integrity policy for digital and other assessments. This policy will include discipline and the development of a student handbook. RCHS will design and implement meaningful digital citizenship information designed to educate students about the effectiveness and proper use of digital tools.**

Action Plan Goal 3:

**There is a need to research and provide appropriate classes and additional support/intervention for lower performing students.**

Action Plan Goal 4:

**There is a need for improved and strengthened communication among all stakeholders, including how decisions are made, resolving conflict, use of multiple digital platforms and learning management systems, expectations, and electronic means of expression.**

Action Plan Goal 5:

**There is a need to examine the design of the master schedule in order to address the needs of all academies and students.**

The RCHS Action Plan is well-aligned with the school mission and vision, schoolwide learner outcomes, critical learner needs, district LCAP, and school SPSA. The Action Plan

focuses on areas that will enhance student learning, particularly in the areas of Project Based Learning, Intervention, and Tutorial. The action plan, while ambitious and multi-faceted, containing both short and long term actions, is feasible and achievable. There is significant commitment among the staff, students and stakeholders to ensure widespread support of the action plan, and there are structures in place to ensure follow-through on the action plan over time.

RCCHS has already begun modifying their action plan to incorporate the two additional critical areas for follow up that will include structured, intentional professional development as part of their PBL, Intervention, and Tutorial goals, and extended timelines to address the long-term needs of the PBL, Intervention and Tutorial goals of the action plan to align the duration of the action plan with the desired term of accreditation.

There are significant existing factors that support school improvement and will enable RCCHS to achieve their action plan goals:

- An extraordinarily strong sense of pride for the school and its values among teachers, staff, students, parents and stakeholders.
- A strong Academy model that is highly valued by students, parents and community stakeholders, and that provides an identity and sense of purpose for students and staff.
- A strong desire on the part of the faculty and staff to support all students in their learning.
- A highly motivated staff, committed to putting in the work required meet the needs of the students.
- A shared schoolwide mission and vision.
- A collaborative spirit among all staff.
- An openness and creativeness to finding solutions that align with the school's unique identity and needs.

There are no internal impediments to achievement of the action plan. The school is committed, willing and capable. School and district leadership must work to overcome the financial challenges of supporting the professional development needs, unique master schedule and staffing needs, and Academy leadership needs of the schoolwide action plan.

There is a sound follow-up process built into the action plan. Action steps, timelines and areas of responsibility are clearly delineated in the action plan. The school's shared leadership structure, including administrators, counselors, academy leads, department chairs, site content leads, and support staff, provides a strong foundation for maintaining the core values of the school while addressing the growing pains of a young school and progressing the school through its action plan. Even with the financial challenges that all schools face, there are no reasons why RCCHS should not be highly successful in implementing all aspects of their action plan over the next six years.