

Rancho del Mar High (Continuation)

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Mr. Micah Farrell, Principal

Principal, Rancho del Mar High (Continuation)

About Our School

I am honored to have the opportunity to lead this school. I look forward to working with students and staff to create a safe, positive, and respectful learning environment in which all students can achieve their goals. Students will be challenged with high standards both academically and personally as we continue to guide them toward adulthood.

I believe that student connectedness through positive relationships with peers, participation in school groups/clubs/activities, and community service is a cornerstone of student achievement. Students are encouraged to get involved and stay involved from the first day to their last day as good habits and positive relationships will serve them long after they have graduated from high school.

Our staff is deeply committed to making a positive difference in the lives of our students, and assisting them in reaching their full potential. Our shared belief is that all students at Rancho del Mar can be successful! It is our responsibility to reach all students, to help them find their "why", their motivation. Parent involvement is also instrumental in the promotion of student success...We ask that you continue to play an active role in your student's education.

I am excited to lead this unique school, and look forward to developing relationships with our families and anticipate a rewarding and successful school year.

Contact

Rancho del Mar High (Continuation)
38 Crest Road West
Rolling Hills, CA 90274-5058

Phone: 310-377-6691
E-mail: farrellm@pvpusd.net

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Chemiss
E-mail Address	chernissa@pvpusd.net
Web Site	www.pvpusd.net

School Contact Information (School Year 2018—19)	
School Name	Rancho del Mar High (Continuation)
Street	38 Crest Road West
City, State, Zip	Rolling Hills, Ca, 90274-5058
Phone Number	310-377-6691
Principal	Mr. Micah Farrell, Principal
E-mail Address	farrellm@pvpusd.net
Web Site	http://rdm.pvpusd.net
County-District-School (CDS) Code	19648651933308

Last updated: 12/11/2018

School Description and Mission Statement (School Year 2018—19)

Rancho del Mar High School is the continuation high school for the Palos Verdes Peninsula Unified School District, one of the leading districts in the United States. Located approximately 25 miles south of Los Angeles on the Palos Verdes Peninsula, the District educates students in grades kindergarten through twelve on a traditional calendar system at ten elementary, three intermediate and three high schools.

Rancho del Mar has been designated a California "Model Continuation School" and in 2016, received its fifth consecutive six-year accreditation (the maximum term possible) from the Western Association of Schools and Colleges (WASC). The Rancho del Mar Visual/Performing Arts Program has been named an Exemplary Program by the California Continuation Education Association.

Each year an overwhelming majority of its graduates continue in post-secondary educational programs. The graduation requirements and course content expectations at Rancho del Mar are identical to the District's traditional high schools, although the instructional methodology differs. At Rancho del Mar, the educational environment allows each student to progress at his/her own rate with individual and small group instruction. The educational programs at Rancho del Mar are tailored to meet the needs of a disparate student population. Teachers, staff, and administration act on the principle that student needs come first. A comprehensive educational experience is provided by a dedicated staff.

At Rancho del Mar High School, we believe....

All students are entitled to a successful learning experiences.

A positive relationship between teachers and students creates an environment in which students will become active learners.

A safe, clean and substance-free environment promotes successful learning.

Feelings of confidence and self-worth are by-products of a caring and accepting school environment where each student can grow academically, emotionally and socially at a self-directed pace.

Instruction must be standards based and incorporate the varied learning rates and styles of the students.

A close working relationship among home, school and community through shared decision-making is essential and encouraged.

Students will leave Rancho del Mar High School with the ability to make positive choices, enabling them to realize their full potentials as students, graduates,

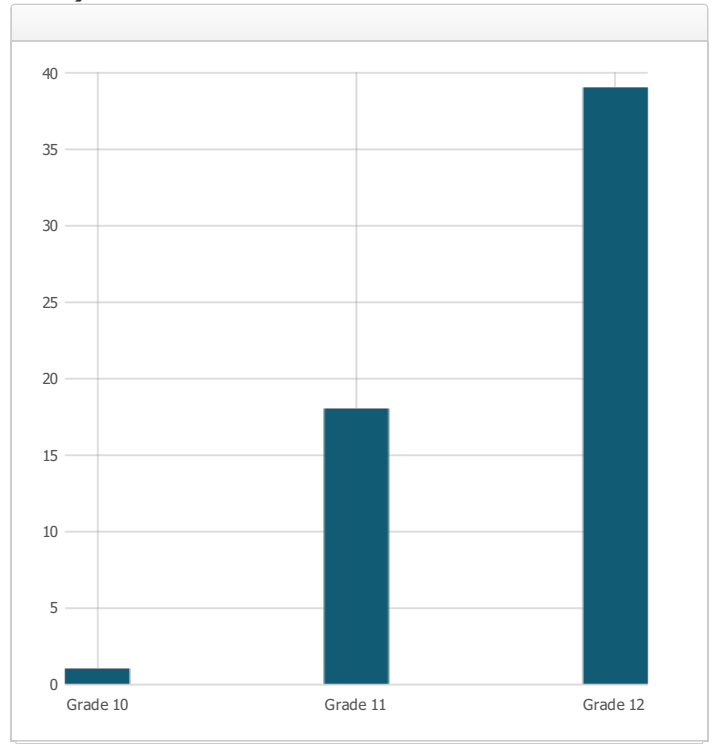
workers and citizens.

Rancho del Mar High School celebrates the success of each student!

Last updated: 12/18/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 10	1
Grade 11	18
Grade 12	39
Total Enrollment	58



Last updated: 12/11/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	10.3 %
American Indian or Alaska Native	%
Asian	10.3 %
Filipino	5.2 %
Hispanic or Latino	25.9 %
Native Hawaiian or Pacific Islander	%
White	43.1 %
Two or More Races	5.2 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	29.3 %
English Learners	3.4 %
Students with Disabilities	27.6 %
Foster Youth	%

A. Conditions of Learning

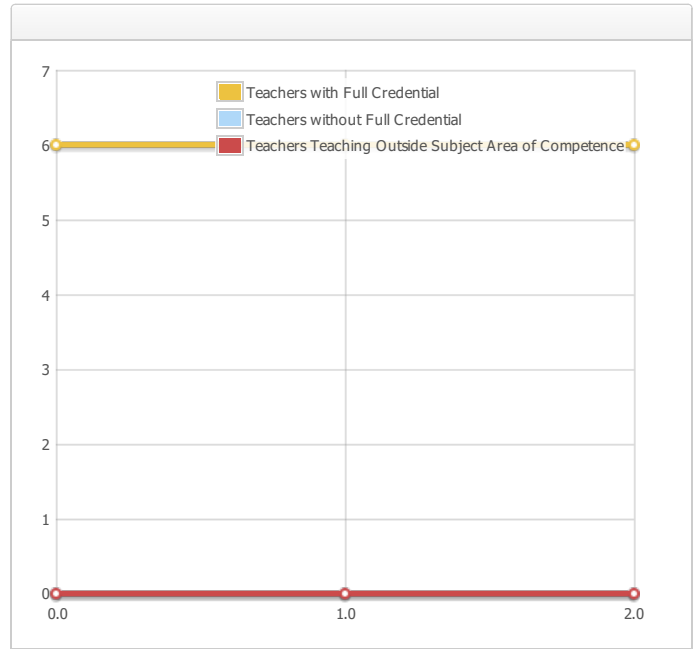
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

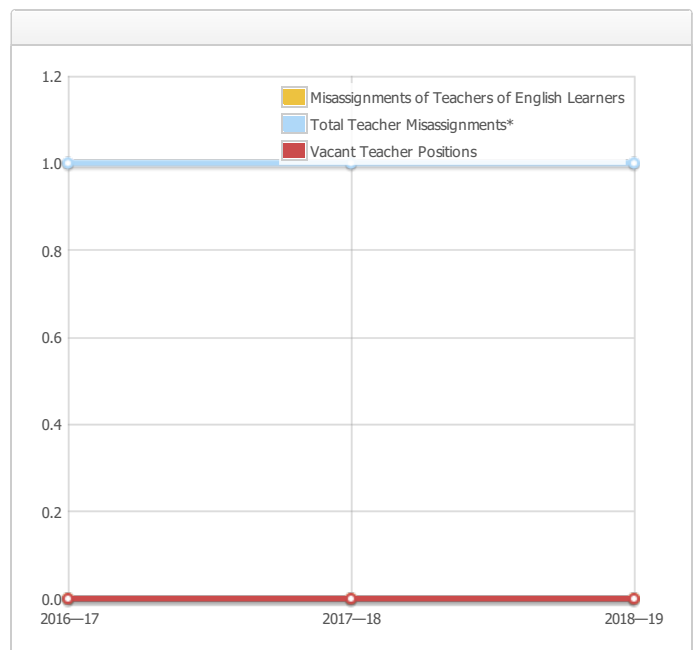
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	6	6	6	504
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/11/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/11/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
	Eng. 1, 1H, ELD 1		
	Holt Literature and Language Arts, Course 3, Holt, 2003		
	Holt Handbook (3rd Course), Holt, 2003		
	Eng. 2, 2H, ELD 2		
	Holt Literature and Language Arts, Course 4, Holt, 2003		
	Holt Handbook (4th Course), Holt, 2003		
	Eng. 3, 3H, ELD 3		
	Holt Literature and Language Arts, Course 5, Holt, 2003		
	Holt Handbook (5th Course), Holt, 2003		
	Eng. 4		
	Holt Literature and Language Arts, Course 6, Holt, 2003		
	Holt Handbook (6th Course), Holt, 2003		
	Reading/ Writing SK1		
	Holt Literature & Language, 3rd Course, Holt, 2003		
	Holt Handbook, 3rd Course, Holt, 2003		
	Interactive Reading Workbook, 3rd Course, Holt, 2003		
	Reading/ Writing SK 2		
	Holt Literature & Language, 4th Course, Holt, 2003		
	Holt Handbook, 4th Course, Holt, 2003		
	Interactive Reading Workbook, 4th Course, Holt, 2003		
	Reading/Writing SK 3		
	Holt Literature & Language, 5th Course, Holt, 2003		
	Holt Handbook, 5th Course, Holt, 2003		
	Interactive Reading Workbook, 5th Course, Holt, 2003		
	Reading/ Writing SK 4		
	Holt Literature & Language, 6th Course, Holt, 2003		
	Holt Handbook, 6th Course, Holt, 2003		
	Interactive Reading Workbook, 6th Course, Holt, 2003		
	AP Eng Lng		
	Holt Literature and Language Arts, Fifth Course, 2003		
	Holt Handbook, Fifth Course, 2003		
	AP Eng Lng		
	Classics in World Literature, Scotts Foresman, 1991		
	A Pocket Guide to Correct Grammar, Harcourt Brace, 1986		

AP Eng Lit

Classics in World Literature, Scott Foresman, 1991

A Pocket Guide to Correct Grammar, Harcourt Brace, 1986

Journalism 1

Journalism Today!, NTC/Contemporary Publishing Co., 2000

AP Stylebook and Briefing on Media Law, Associated Press, 2013

The Newspaper Designer's Handbook, McGraw-Hill, 1997

Mythology

Mythology, Mentor, 1969

Mathematics

Yes

0.0 %

Algebra 1, 1 MCR, Algebra A/B, Algebra 1 Honors

Big Ideas Math Algebra 1, HMH, 2015, ISBN #978-0-544-58568-3

Big Ideas Math Algebra 1: Student Journal, HMH, 2015, ISBN #978-1-608-40852-8

Algebra 2, 2H, 2 MCR

Big Ideas Math Algebra 2, HMH, 2015, ISBN #978-0-544-58604-8

Big Ideas Math Algebra 2: Student Journal, HMH, 2015, ISBN #978-1-608-40854-2

Advanced Calculus

Multivariable Calculus, Thompson Learning Inc., 2003

Calculus

Calculus of a Single Variable, 8th Edition, Houghton Mifflin, 2006

AP Calculus AB/BC

Calculus AP Edition, Pearson-Prentice Hall, 2007

AP Computer Science Principles

New Perspectives Computer Concepts 2016 Enhanced, Comprehensive, Parsons 19th Edition (Skills 2017) – ISBN #978-1-305-65628-4

3P-EBK: New Perspective Computer Concepts 2017 Comprehensive, Parsons/Oja 19th Edition (Skills, 2017), - ISBN #978-1-305-88776-3

Computer Science (A/AB AP)

Java Software Solution for AP Computer Science, Pearson Prentice Hall, 2004

Geometry, H, MCR

Big Ideas Math Geometry, HMH, 2015; ISBN #978-0-544-58586-7

Essentials of Algebra

Larson Big Ideas Algebra 1, HMH, 2015; ISBN #978 1-608-40675-3

Functions, Trig, Stats

College Alg. w/Trigonometry, McGraw Hill, 2001

Elementary Statistics: A Brief Version, McGraw Hill, 2003

Linear Algebra Stanford Online

Calculus: A New Horizon, Vol. 3, 6th Edition, by Howard Anton – ISBN 978-0-471-24349-3

PreCalc, PreCalc H, PreCalc W/Limits

Precalculus With Limits: A Graphing Approach, 5th Edition, Houghton Mifflin, 2008 - ISBN 978-0-618-85152-2

Stat. Analysis

The Basic Practice of Statistics, 5th Edition, WH Freeman 2010

Statistics Analysis, AP

The Practice of Statistics, Second Edition, W.H. Freeman, 2003

Science

Applied Physical Sci, AP Biology

Yes

0.0 %

Science Spectrum Physical Science, Holt, Reinhart & Winston, 2007

AP Biology Investigative Labs: An Inquiry-Based Approach Student Manual, CollegeBoard, 2012

Biology 1, 2

Biology, McDougal-Littell, 2007 – ISBN 9780618725106

Biology, McDougal-Littell, 2007 workbook – ISBN 978-0-618-72560-1

Biology 1H

Modern Biology, Holt, Reinhart & Winston, 2007

AP Chemistry

Chemistry (10th Edition), McDougal-Littell, 2017 – 9781305957732

Chemistry 1

World of Chemistry, McDougal-Littell, 2007 – 9780618562763

Chemistry 1H

Introductory Chemistry (6th Edition), McDougal-Littell, 2008 – 9780618803279

Civil Engineering & Architectural Design

Architectural Portable Handbook: First Step Rules of Thumb for Building Design, Guthrie, P. 2003 McGraw Hill

Dev. Phys Sports Med

Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2003

Digital Electronics

PLTW Digital Electronics, McGraw Hill, 7th Edition, 2008

Earth Science

Earth Science, Prentice Hall, 2006

Engineering Design & Development (EDD)

Engineering Your Future: A Comprehensive Approach-4th Edition

Engineering Your Future: A Project Based Intro to Engineering

Engineering Your Future: A Student's Guide

Environmental Sci AP

Environmental Science: Earth as a Living Planet (6th Edition), Wiley, 2007

Foundations of Scientific Thought/Method

Science Rules: A Historic Introduction to Scientific Methods, The Johns Hopkins University Press, 2004

Geology, Geo H

An Introduction to Physical Geography, Prentice Hall, 2006

AP Human Geography

An Introduction to Human Geography, 9th Ed, Prentice Hall, 2007

Intro to Eng Design

Project Lead The Way: Introduction to engineering Design, 2006

Life Science, Marine Biology, Marine Bio H, Marine Science

Biology, Glencoe, 2007

Introduction to Marine Biology, Thompson/Brooks/Cole, 2006

Physics

Physics, Holt, 2002

AP Physics 1

Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole Publishing, 2006

AP Physics 2

Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole Publishing, 2006

AP Physics C Mechanics

Physics for Scientists & Engineers, Thomson, 2007

AP Physics C E & M

Physics for Scientists & Engineers, Thomson, 2007

Physiology & Anatomy

Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2005

Physiology & Anatomy H

Essentials of Human Anatomy & Physiology Benjamin Cummings, 8th Edition, 2006

Principles of Engineering

Project Lead The Way: Principles of Engineering 2006

History-Social
Science

Yes

0.0 %

Adv. Philosophy/Religion

From Socrates to Sartre: The Philosophic Quest, Bantam Books, Lavine, 1989

American Government/AP American Government

Magruder's American Government, Prentice Hall, 2006

American Government, 10th Edition, McDougal-Littell, 2006

AP Comparative Government/ Politics

Introduction to Comparative Politics, 4th Edition, Houghton-Mifflin, 2007

Comparative Religions

The World's Religions: Our Great Wisdom Traditions, Harper, San Francisco, 1991

Economics

CA Economics: Principles in Action, Prentice Hall, 2007

AP Macroeconomics

Economics: A Contemporary Introduction (7th Edition), Thomson learning, 2006

AP Microeconomics

Economics: A Contemporary Introduction (7th Edition), Thomson learning, 2006

Economics for Living Ethics

Economics Today and Tomorrow, Glencoe/McGraw-Hill, 2006

Selected books, essays, newspapers, medical journals and articles

AP European History

A History of Western Society, 8th Edition, Since 1300, McDougal Littell, 2006

AP Human Geography

Introduction to Human Geography, 9th Edition, Pearson Prentice Hall, 2008

Psychology

Psychology: Principles in Practice, Holt, 2007

AP Psychology

Psychology, 8th Edition, Worth, 2006

Sociology

Sociology, 3rd Edition, Prentice Hall, 2003

US Gov & Politics AP US History, H

American Government, 10th Ed., McDougal Littell 2006

The American Reconstruction to the 21st Century, CA Edition McDougal Littell, 2006

Americans: Workbook, McDougal Littell, 2006

AP US History

The American Pageant, 13th Edition, McDougal Littell, 2006

Preparing for the AP US History Exam, McDougal Littell, 2006

World History, H, AP

Modern World History: Patterns of Interaction, McDougal Littell, 2006

Modern World History Reading Study Guide, McDougal Littell, 2006

Women's Studies

History of Gender in America, Prentice Hall, 2003

Writing Workshop

Inside Writing, Write Source, a Houghton Mifflin Co., 2003

Writers Inc., Write Source, a Houghton Mifflin Co., 2001

Sourcebook, Write Source, a Houghton Mifflin Co., 2000

Foreign Language

Yes

0.0 %

Chinese 1

Integrated Chinese Level 1 Part A: Simplified Characters, 2nd Edition, Cheng & Tsui, 2005

Simplified Workbook, 2nd Edition, Cheng & Tsui, 2006

Chinese 2

Integrated Chinese Level 1, Part II, Cheng & Tsui, 2006

Chinese 3, 3H

Integrated Chinese, Simplified Character Edition, Level 2, Cheng & Tsui, 2005

Chinese 4

Integrated Chinese, Simplified Character Edition, Level 2, Part 2

Chinese 5

Harvest-Intermediate Chinese, Compiled by XU Jialu, Cengage Learning Asia Pte Ltd and Beijing Normal University Press, 2008

Master Works Chinese Companion: Expressive Literacy through Reading and Composition, Compiled by Qin-Hong Anderson, Cheng & Tsui Company, 2004

How to Read A Chinese Poem: A Bilingual Anthology of Tang Poetry, Translated and annotated by Edward Chang, BookSurge Publishing, 2007

Chinese Legends & Folk Tales

Tales and Traditions, Readings in Chinese Literature Series Vol. 1-2, Compiled by Yun Xiao et al, Cheng & Tsui Publishers 2007

Classical

Greek 1

Ancient Greek Alive! 99th Edition, Paula Saffire & Catherine Freis, Univ NC Press

French 1

Discovering French, Nouveau!, Level 1, McDougal, Littell, 2004

French Workbook 1, McDougal Littell, 2004

French 2

Discovering French, Nouveau!, Level 2, McDougal, Littell, 2004

French Workbook 2, McDougal Littell, 2004

French 3, 3H

Discovering French, Nouveau!, Level 3, McDougal, Littell, 2004

French Workbook 3, McDougal Littell, 2004

French 4 AP

Allons au-delà, Pearson, 2012

AP French Preparing for Lang & Culture Exam wkbk, Pearson, 2012

Japanese 1

Adventures in Japanese, Level 1, Cheng & Tsui, 2003

Japanese 2

Adventures in Japanese, Level 2, Cheng & Tsui, 2003

Japanese 3,3H

Adventures in Japanese, Level 3, Cheng & Tsui, 2003

Japanese 4 (College1)

Adventures in Japanese, Level 4, Cheng & Tsui, 2003

Korean 1

Dynamic Korean 1, 1st Edition Textbook; Foundation for Korean Lng & Culture; ISBN 978-8-955-18759-5

Dynamic Korean 1 Workbook, Foundation for Korean Lng & Culture; ISBN 78-8-955-18762-5

Korean 2

Dynamic Korean 2 Textbook; Foundation for Korean Lng & Culture; ISBN 978-0-578-04865-9

Dynamic Korean 2 Workbook, Foundation for Korean Lng & Culture; ISBN 978-0-578-04864-2

Active Korean 2, 1st Edition; Pub: Moonjin; 2007; ISBN 978-8-953-91233-5

Korean 3, 3H

Dynamic Korean 3 Textbook; Foundation for Korean Lng & Culture; ISBN 978-0-578-07075-9

Dynamic Korean 3 Workbook, Foundation for Korean Lng & Culture; ISBN 978-0-578-07076-6

Active Korean 3, 1st Edition, Pub: Moonjin, 2012; ISBN 978-8-953-91234-2

SAT Subject Test Korean; ISBN 978-89-5518-657-4

Korean 4, 4H

Integrated Korean Intermediate 1, 2nd Edition, U of H Press; ISBN 978-0-8248-3650-4

Integrated Korean Workbook: Intermediate 1; ISBN 978-0-8248-3651-1

Latin 1

Latin for Americans (Book 1), Glencoe, 2003

Latin 2

First Year Latin, Prentice Hall, 1990

Latin 3, 3H

Latin for Americans (Book 2), Glencoe, 2004

AP Latin

Vergil's Aeneid, Bolchazy-Carducci, 1998
 Vergil's Aeneid (books 10 & 12), Bolchazy-Carducci, 1998

Spanish 1 (grades 6-12)

En Espanol, Level 1, McDougal, Littell & Company, 2004
 Espanol Workbook 1, McDougal Littell, 2004

Spanish 2, 2MCR

En Espanol, Level 2, McDougal, Littell & Company, 2004
 Espanol Workbook 2, McDougal Littell, 2004
 Aventuras Literarias, Houghton Mifflin, 1999

Spanish 3, 3MCR, 3H

En Espanol, Level 3, McDougal, Littell & Company, 2004
 Espanol Workbook 3, McDougal Littell, 2004
 Vistas, Vista Higher Learning, 2008

Spanish 4

Continuemos, 8th Edition, Cengage Learning, 2013
 Continuemos Workbook, 8th Edition, Cengage Learning, 2013
 Aventuras Literarias, Houghton Mifflin, 1999

AP Spanish Lng

TEMAS: AP Spanish Lang & Culture, Vista Higher Learning, 14th Edition, 2014
 AP Spanish Lang & Culture Exam Pre (wkbk), Vista Higher Learning, 14th Edition, 2014

Spanish Lit AP

Azulejo, 2nd Edition, Wayside Publishing, 2014
 Abriendo Puertas, Houghton Mifflin Harcourt, 2013
 Momentos Cumbres de las literaturas hispanicas, Rodney T. Rodriguez

Spanish 5

Momentos Cumbres de las literaturas hispanicas, Rodney T. Rodriguez
 Reflexiones de la Literatura Hispanica, Rodney T. Rodriguez
 Civilizacion y Cultura, 2004, 8th Edition, Thomson & Heinle

Health	Lifetime Health, Holt, Reinhart and Winston, 2004	Yes	0.0 %
Visual and Performing Arts	<p>Art History AP</p> <p>Art Through the Ages, 11th Edition, Thomson Wadsworth, 2001</p> <p>Music Theory AP</p> <p>Theory Essentials, Volume 1, Thomson Schirmer, 2003</p> <p>Workbook for Theory Essentials, Volume 1, Thomson Schirmer, 2003</p>	Yes	0.0 %
Science Lab	N/A	N/A	0.0 %

Eqpmt (Grades 9-12)

Note: Cells with N/A values do not require data.

Last updated: 12/18/2018

School Facility Conditions and Planned Improvements

Information about the safety, cleanliness and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms may be obtained by speaking with the school principal. The site underwent a full modernization in 2004, a full paving and plumbing renovation summer 2012, and is painted annually. There is a full time custodian/groundsman on site.

Last updated: 12/4/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Repairs ongoing using work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Continued contract with rodent removal contractor for fields and landscaped areas.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt repair/replacement plan to be developed. Staff have maintained concrete pathways but will continue to evaluate to determine replacement schedule.

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 12/18/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	15.0%	0.0%	78.0%	77.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	3.0%	0.0%	72.0%	72.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/11/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	26	89.66%	
Male	15	14	93.33%	
Female	14	12	85.71%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	16	13	81.25%	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	11		90.91%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/11/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	24	82.76%	
Male	15	13	86.67%	
Female	14	11	78.57%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	16	12	75.00%	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners	--	--	--	
Students with Disabilities	11		81.82%	
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/11/2018

Career Technical Education (CTE) Programs (School Year 2017—18)

A variety of CTE programs are available at Rancho del Mar High School. Students are also encouraged to enroll in SoCal ROC. A SoCal ROC liaison is on site once a week. Students enter the workforce successfully following post secondary study and training. Courses included, but are not limited to:

Accounting 1,2

Architectural Drawing

Broadcast Journalism

Business

Comp App & Digital Graphics

Computer Technologies A, B, C

Cooking Skills For IND

Creative Cooking

Guided Study

Harbor OCC

Industrial Technology

Internetworking 1,2,3,4 (Cisco Acad)

Internship

Journalism 1,2,3,4

Mechanical Drawing 1,2

Media Assistant

Metals 1, 2

Metals Advanced

Office Assistant

Office Suite App (Microsoft)

Photo Journalism

Photo Yearbook

Post-Secondary Transition

Practical Living Skills 1,2,3,4

Public Speaking

School Aide

Technology Aide

Vocational Study SDC Metal

Web Page Production 1,2,3,4

Web-based Telecommunications

Woods 1, 2

Woods Advanced

Word Processing

Work Experience

Yearbook 1,2,3,4

*Last updated: 12/11/2018***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	7.9%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents are involved in the partnership of their child's education from the moment he/she enrolls at Rancho del Mar. An Initial interview process takes place with regular and ongoing written, verbal and face-to-face communications throughout the entire school year. Parents are also invited to participate in the School Site Council team and meetings that occur three times per year. Back to School Night is another opportunity able to meet teachers, staff and administration.

State Priority: Pupil Engagement

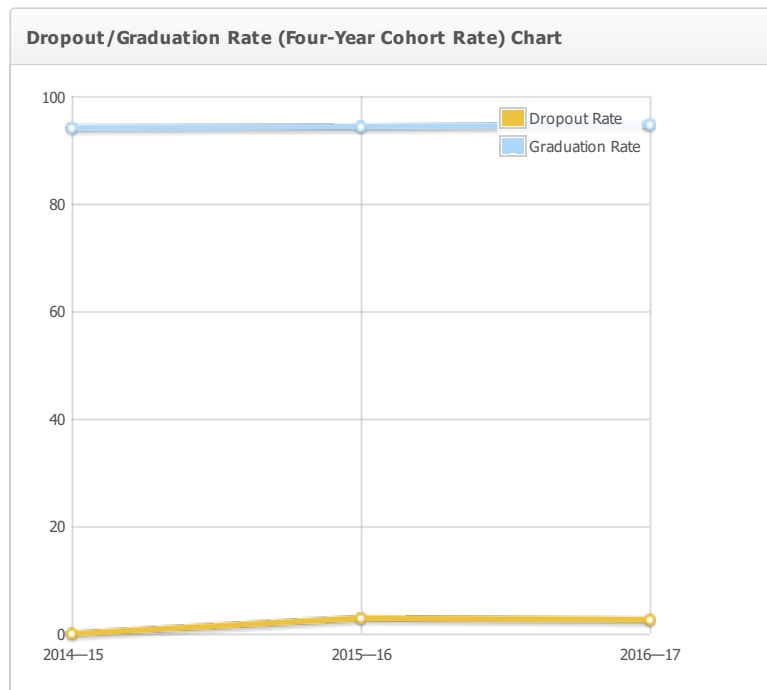
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.0%	2.9%	0.2%	0.3%	10.7%	9.7%
Graduation Rate	94.1%	94.3%	98.7%	98.5%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	2.6%	0.2%	9.1%
Graduation Rate	94.7%	98.4%	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	50.0%	100.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	100.0%	99.6%	92.1%
Two or More Races	0.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	100.0%	76.5%	56.7%
Students with Disabilities	100.0%	94.1%	67.1%
Foster Youth	0.0%	0.0%	74.1%

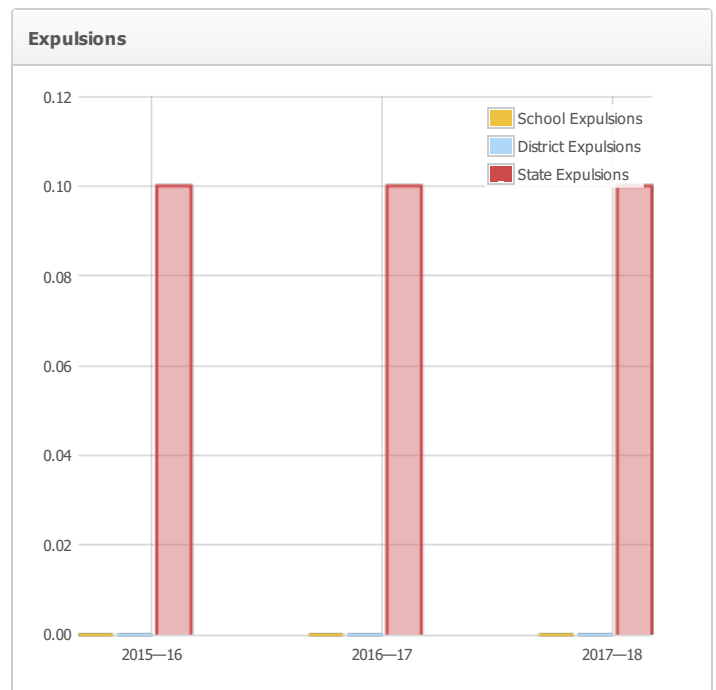
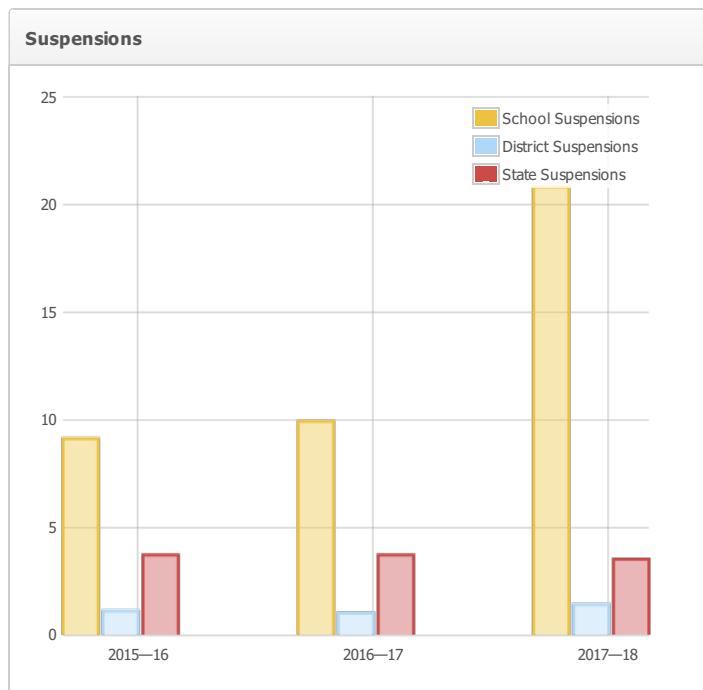
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	9.1%	9.9%	20.8%	1.1%	1.0%	1.4%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/11/2018

School Safety Plan (School Year 2018—19)

A review of our school indicates that the students, parents and staff of Rancho del Mar are safe on campus, off campus at school sponsored events and traveling directly to and from school.

Rancho del Mar performs regular practice drills, drop and cover drills, lock down, earthquake drills, evacuation drills, etc. Rancho del Mar participates in the "Great American Shakeout" and monthly district-wide Ham Radio drills and is constantly seeking feedback to improve our earthquake and emergency preparedness.

Visitor are required to sign in/out in the school office and are given a badge. Appropriate signs are posted. There is one security staff member. Emergency exit routes are posted in all rooms and all doors can be locked with a push bar emergency exit access.

2017-18 Comprehensive School Safety Plan was adopted by School Site Council on January 19, 2018 and approved by District Governing Board on February 28, 2018.

Last updated: 12/13/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	41		
Mathematics	2.0	28		
Science	2.0	19		
Social Science	3.0	39		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	42		
Mathematics	2.0	22		
Science	2.0	17		
Social Science	3.0	36		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	4.0	16		
Mathematics	2.0	14		
Science	2.0	17		
Social Science	6.0	15		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/11/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	60.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/12/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12166.5	\$192.4	\$11974.1	\$77979.1
District	N/A	N/A	\$10550.7	\$79966.0
Percent Difference – School Site and District	N/A	N/A	15.0%	-2.0%
State	N/A	N/A	\$6574.0	\$79128.0
Percent Difference – School Site and State	N/A	N/A	5.0%	-1.0%

Note: Cells with N/A values do not require data.

Last updated: 12/14/2018

Types of Services Funded (Fiscal Year 2017—18)

For the 2017-18 school year, Palos Verdes Peninsula Unified School District spent an average of \$10,922.28 to educate each student (based on 2017-18 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction and certain other expenditures. This calculation is required by law annually and is compared to other districts statewide. In addition to general fund state funding, Palos Verdes Peninsula Unified receives federal, state and local funding for special programs. For the 2017-18 school year, the District received approximately \$753.20 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I

Special Education IDEA Local Assistance

Special Education IDEA Preschool

Special Education IDEA Preschool Local Entitlement

Special Education IDEA Mental Health

Special Education IDEA Preschool Staff Development

Career and Technical Education

Title II

Title III

Restricted Lottery

Special Education (AB602)

Special Education Mental Health Services

Tobacco Use Prevention Education

Specialized Secondary Programs

Music Donation Grant

State Library Grant

AXA Foundation Grant

PEF-STEM

PEF Site Grant

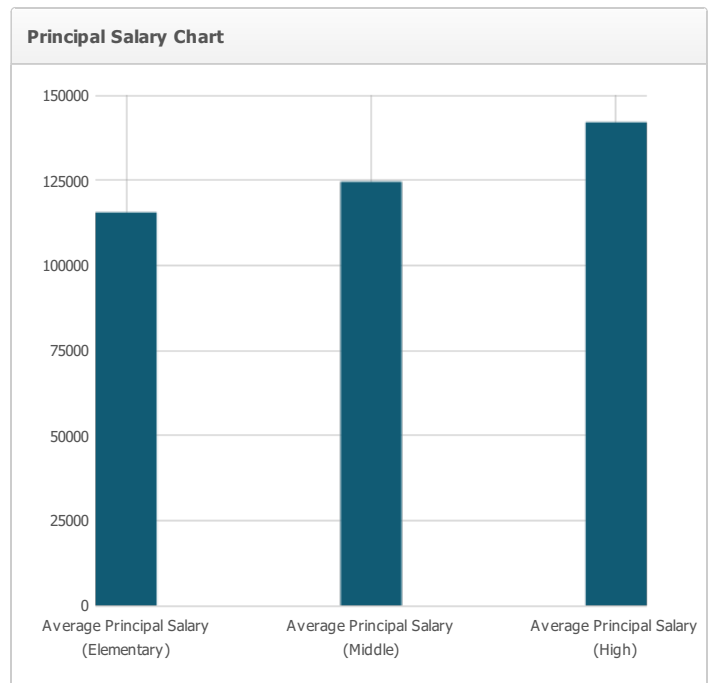
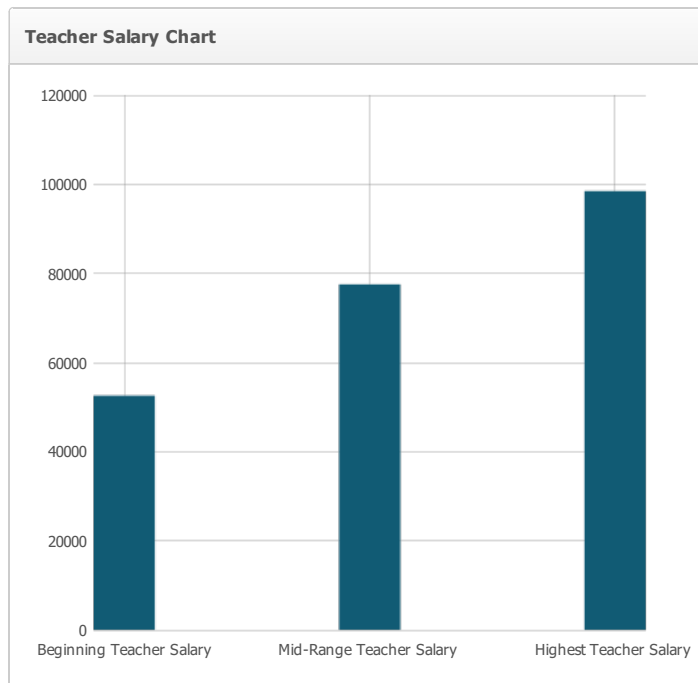
Special Children's League

Los Angeles County Arts Commission

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52,571	\$49,512
Mid-Range Teacher Salary	\$77,531	\$77,880
Highest Teacher Salary	\$98,471	\$96,387
Average Principal Salary (Elementary)	\$115,528	\$123,139
Average Principal Salary (Middle)	\$124,573	\$129,919
Average Principal Salary (High)	\$142,026	\$140,111
Superintendent Salary	\$281,576	\$238,324
Percent of Budget for Teacher Salaries	38.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 12/4/2018

Professional Development

Professional development is ongoing throughout the school year and include the following:

- Active Shooter Training
- District-wide Professional Development for all district staff
- Drug and Alcohol Impairment Training
- DELAC Training
- Science Workshops

Last updated: 12/11/2018