SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Rim of the World Senior High School

27400 State Highway 18

Lake Arrowhead, CA 92352

Rim of the World Unified School District

March 18-20, 2019

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Preface

1. Rim of the World Senior High School (RHS) missed a year of self study during 2017-18 due to a labor dispute between Rim of the World Unified School District (RIMSD) and the teachers' union. Negotiations were settled in the summer of 2018, and the staff began the self study in earnest, devoting most of their six PLC meetings for this year to writing the report. The current WASC Coordinator, who has served in this capacity before, admitted that previous self studies were written largely by administrators with little input from the staff. After experiencing turbulent years of leadership changes and labor disputes, the staff is proud to have come together to complete this self study as a team and is willing to take a deep and critical look at their needs. About a dozen students participated during the PLC sessions, but it was not clear that classified staff or parents had much input.

2. As a direct result of the 2016 WASC visit, RHS's existing ESLRs were replaced with subject-specific Student Learning Outcomes (SLOs), which are now posted in most classrooms. These SLOs will drive instruction and assessment at RHS. Since this is the first year of implementation for the SLOs, it is a time for gathering baseline data.

3. Because the district's data and assessment system had changed three times since the last WASC visit, and each time teachers felt undertrained to utilize the new system fully, the staff is still in the beginning stages of working with achievement data. Their self study reflects this fact, rarely citing concrete data as supporting evidence when reporting findings.

4. While the staff is grappling with new standards and accountability measures, the school's strong ROP/CTE program continues to excel in offering solid career paths for RHS students. Many of the changes the school has undergone in recent years are directly tied to the self study process and the school's goal of continual improvement.

5. The alignment of a long-range action plan to the school's areas of need is evident. The school continues to address previous visiting committees' recommendations regarding equity and rigor, effective professional development, and stability in staff and leadership.

Rim of the World Senior High School Student Learning Outcomes

Mathematics Students will be able to:

- Graph functions and relations.
- Use analytic techniques to explore functions.
- Interpret data.
- Represent real world scenarios as mathematical relationships.
- Apply appropriate techniques to solve problems and present their solutions in context.
- Calculate and analyze statistical data.

English Language Arts Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in a text, including

figurative, connotative, and technical meanings.
- Analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Students will choose a path that they plan to pursue after high school, and will gather and create supporting documents to aid in their success.

Science Students will be able to:

- Read and understand the information presented in scientific text form.
- Communicate using appropriate scientific language in the construction of a laboratory artifact/report.
- Create, interpret, and analyze data sets to form an appropriate conclusion within the topic within a laboratory setting.
- Demonstrate the ability to relate the "Structure" of a living system/component/design to its specific "Function".
- Apply and correlate the concept of both "Unity" and "Diversity" within the fields of Physical and Life Sciences.
- Understand and model the formation and interactions of Atoms and Molecules across both Physical and Life Science.
- Understand and model the Flow of energy through a system.

Social Science Students will be able to:

- Identify and compare the characteristics of global economic systems.
- Identify and analyze the origins, characteristics, and development of different political systems over time.
- Identify and analyze the origins, characteristics, and development of different world historical cultures.
- Comprehend and apply the concepts of American history.
- Use a variety of sources to interpret human movement and environmental interaction.
- Evaluate evidence and create comprehensive arguments on current and historical topics.

Performing Arts Students will be able to:

- Identify and define basic terminology specific to their area of performing arts.
- Demonstrate measurable understanding of technique and skills pertaining to singing, acting, stagecraft and/or instrumental performance as it applies to their area of study.

Chapter I: Progress Report (2 pages)

RHS had its last full accreditation visit in 2012. At that time, the school received a 6-year accreditation with a mid-cycle visit in 2016. The 2012 Visiting Committee (VC) identified 16 critical areas for follow-up. In 2016, the mid-cycle VC offered 3 recommendations. The overarching concerns over the years were in the areas of equitable access to a rigorous curriculum, effective professional development that addressed the needs of the students and staff, and stability in leadership positions.

2012 to 2016 was a period of uncertainty which saw numerous changes in leadership at the school and district level. Then, a labor impasse in the 2017-18 school year meant little work could be done on the self study until the dispute was settled between the district and the teachers' union. During the 2018-19 school year, for the first time in memory, teachers at RHS largely wrote the bulk of the self study under the guidance of a stable administration and an experienced WASC Coordinator.

Due to the late start, an abbreviated schedule was used to complete the self study. Attempts were made to include all stakeholder groups: the faculty devoted its PLC time to writing the current report, and students were invited to participate during these morning sessions. Questions that couldn't be answered at the site were posed to the district's leadership, and School Site Council's chairperson worked closely with the WASC Coordinator in the preparation of the final document.

The repeated turnover in leadership since the last full study produced short-lived programs that were quickly phased out when new administration took over. The district added to the instability by switching its assessment and data platform three times, with staff not being adequately trained in each system before being required to learn a new one. Thus, a key component of the self study, the effective use of data, was never realized.

In 2012, the Visiting Committee offered 16 critical areas for follow-up:

1. The school's leadership increase student access to and enrollment in advanced level courses to more closely reflect the school's population.

- New courses, including those in AP and AVID, were added.
- The current VC observed an unbalanced distribution of students in AP and non-advanced courses. However, the AVID courses were observed to consist of mostly non-white students, indicating support is being offered to historically underrepresented groups at RHS.
- All ninth graders are enrolled in a technology course that teaches the fundamentals of academic computing.

2. The administration increase UC A-G completion rates by pursuing UC approval for existing elective and ROP classes.

- Courses were added or re-designed to offer students more opportunities to meet A-G requirements.

3. The administration and faculty integrate the use of technology in all classrooms to engage students, enhance learning, and differentiate instruction.

- All teachers have a laptop and projector in their classrooms for delivering engaging lessons.

- One PD day was added in 2018-19 for the purpose of training teachers to use technology in their classrooms. This session received such positive reviews that one more PD day was added to the 2019-20 calendar. This indicates teachers are receptive to learning about and delivering 21st century instruction that differentiates for all learners.

4. The district and site leadership implement procedures to increase their analysis and disaggregation of student achievement data in order to deploy staff and allocate resources.

- Conversations with focus groups revealed the staff is unclear about the types, uses, and analyses of student data. District and site leadership must provide staff with adequate training that allows them access to and understanding of achievement data.

5. The faculty continue to expand the use of data to drive pacing, reteaching, and differentiation of instruction.

- Six PLC late start days are planned into the school calendar for the purpose of data analysis. For the school year 2018-19, most of that PLC time was used for writing the WASC self study. The staff admitted they need training in analyzing and using data.

7. Under the direction of the school's leadership, the key stakeholders review the school's Expected Schoolwide Learning Results and revise them as necessary to ensure that the student outcomes are measurable and point to what all students should know and be able to do, and that the ESLRs become a driving force for instruction and decision-making.

- As a direct result of the 2016 WASC visit, RHS's existing ESLRs were replaced with subject-specific Student Learning Outcomes. The Visiting Committee observed SLOs posted in some, but not all, classrooms. These SLOs will drive instruction and assessment at RHS. Since this is the first year of implementation for the SLOs, it is a time for gathering baseline data for moving forward toward continual growth.

8. The administration, faculty, and counseling team create a culture of high academic expectations for all students.

- Developing the SLOs for each content area was a first step in aligning expectations across the curriculum.
- The AVID program was expanded to allow more students who traditionally are not academic achievers to receive the support they need to be college-ready.

9. The district leadership does everything in its power to increase stability of administrative positions at the school in order to support more significant gains in student achievement.

- Since the 2012 WASC visit, significant leadership turnover at the school and district level have contributed to a state contrary to one of continuous growth.

10. The staff, leadership team and district work, in concert, to increase the graduation rate at RHS, including identifying students who are at-risk at an early stage.

- This falls largely on the counseling staff. Professional development logs reveal RHS counselors are well trained and capable of increasing the graduation rate by identifying at-risk students. Interviews and surveys conducted with students parents revealed counseling support is an area of concern.
- Link Crew is a peer mentoring program in its second year at RHS. Its effectiveness has yet to be determined.

11. The faculty and staff develop and implement a comprehensive professional development plan which includes instructional priorities based on student and staff needs.

- For the first time in four years, the district provided RHS a day of professional development.
- Staff and leadership are aware PLC time is not currently utilized as effective professional development time.

12. The administration and faculty develop systems to improve student performance and proficiency rates on all state and local assessments, including the CSTs and CAHSEE CAASPP.

- Compared to the previous year, RHS students maintained scores on the ELA SBAC and slightly increased scores in math SBAC.
- The district is moving toward implementing CAASPP Interim Assessment Blocks (IABs) as formative assessments for grades 3-11. Provided teachers are given proper training, this is a promising step forward in improving student performance on state assessments.

13. The district and school administration increase staff collaboration time to provide more opportunities for staff to address students' needs and strengthen instruction.

- PLC Late Start Days have been in place for the past 6 years. There are 6 PLC days spread throughout the school year that consist of 3 hour blocks each. Moving forward, this time needs to be structured in order to be of use.
- Department meetings are once a month for one hour after school. Staff meetings also occur once a month.
- In 2018-19, one PD day was added to the calendar; 2 are scheduled for 2019-20.

14. The school's leadership implement an effective, formalized system of intervention for students who are at-risk.

- Suspension and A-G completion rates remain areas of focus.
- PBIS was implemented in 2015-16, only to lose traction the following year. There are plans to train more teachers in the future.
- Counselors identify students with D/F grades in AERIES (student information system) and summon them to attend tutoring after school four days per week.
- CBI is used as a method of grade- and credit-recovery.

15. The teaching staff build an articulation model between the local feeder school's content teachers and higher education professors and instructors.

- Administrators and counselors from RHS and the feeder school met in winter of 2015 to discuss articulation. The results were not reported.

16. The school ensure that the restrooms and other facilities be kept at an acceptable level of cleanliness throughout the school day.

- This remains an area of concern. According to the self study, "At the beginning of the 2017/18 school year the Superintendent ordered all bathrooms be pressured washed with approved cleaning chemicals. During the day, custodians patrol each bathroom several times, and every bathroom is cleaned throughout each night. The 300 wing restrooms have been permanently closed due to sewer leakage. Work orders have been put in, so the district can address the issue, once money from the state is available."

After the mid-cycle visit of 2016, the VC left RHS with 3 areas of Critical Needs:

1.   Revise and update the school's "Assessment Model" to identify the major indicators of student achievement, students' progress on these indicators over time, and the progress of the school's special populations of students (especially English language learners) compared to the norm of the school. Include student outcomes on the school's expected schoolwide learning results (the SCOTS) in the assessment model.

- The SCOTs were eliminated, and subject-specific SLOs were adopted in 2018. The SLOs are are now posted in most classrooms. The "Assessment Model" is a work in progress, as the SLOs are mostly re-wordings of content standards and not schoolwide learning results.

2.   The district and school leadership needs to provide Professional Development opportunities for teachers with clear areas of focus and time for staff to collaborate, especially in such areas as conducting effective Professional Learning Communities (PLCs), in teachers' and students' effective and comfortable use of technology in the classroom, in the analysis and disaggregation of student achievement data in order to inform instruction and allocate resources, and in support for English language learners.

- The district granted one PD day for the 2018-19 school year, and two for the 2019-20 year. The focus for this year's PD was the integration of technology into teaching. Six PLC late start days are on the calendar at 3 hours each, but structuring this time effectively is a work in progress.
- With the district making the transition to a new data and assessment system for the third time since the initial visit in 2012, teachers still need training in gathering, analyzing, and using student achievement data.
- Over the years, computer carts (COWs) were purchased; there are currently 10 COWs available for use by the teachers. In addition, 10 Chromebooks were purchased specifically for the special education department.
- Starting with this school year, all freshmen now take an Intro to Computing course that teaches foundational skills for academic computing.

3.   The district's and school's leadership, in collaboration with the faculty, need to develop systems and implement procedures to improve student performance and proficiency rates on all state and local assessments.

- Compared to the previous year, RHS students maintained scores on the ELA SBAC and slightly increased scores in math SBAC.
- RIMSD adopted High Performing Schools standards for its schools, and RHS staff voted to adopt 3 of the standards to focus on for this year: high expectations, safe school, and a heart for all.
- The district is moving toward implementing CAASPP Interim Assessment Blocks (IABs) as formative assessments for grades 3-11. Provided teachers are given proper training, this is a promising step forward in improving student performance on state assessments.

Chapter II: Student/Community Profile

Rim of the World Senior High School (RHS), home of the Fighting Scots, is a comprehensive high school serving 916 students in the rural Lake Arrowhead community high in the San Bernardino Mountains. First opened in 1955 as the sole high school in the TK-12 Rim of the World Unified School District (RIMSD), RHS has seen its student body slowly diversify and decline in number. Students living in affluent Lake Arrowhead homes rub shoulders on campus with those from high-poverty, remote areas. The largest employer in the region is the school district, and a high percentage of students have parents or other family members working for RIMSD. In addition, a significant number of the current faculty and staff are also alumni of the RHS, adding to the small community atmosphere of the school.

RHS serves students living in a mountainous region along 23 miles of Highway 18.The school itself is situated on the highway, without perimeter fences, and vulnerable to extreme weather conditions. While RIMSD builds 5 snow days into its school calendar to insure against time lost to inclement weather, the school has already been closed for 8 snow days this year. Many of the school's students are reliant on RIMSD's small fleet of school buses for transportation to and from school.

The majority of students at RHS, 60%, are White (not of Hispanic origin), and the rest are composed of 31% Hispanics, 2% Asians, 1% American Indian/Alaskan Native, 1% Black/African, and 5% multiple races. 43% of the students received free or reduced lunches in 2017-18, and that percentage has increased slightly every year.

School Purpose: The purpose and goal of Rim of the World High School is to develop and provide a rigorous, comprehensive academic program to meet the needs of our diverse student population. Our purpose as educators is to lead students on a pathway of academic success and empower them to be problem solvers and lifelong learners.

Mission Statement: Rim of the World High School provides each student a safe environment and the opportunity to succeed academically, while fostering the personal and social responsibility needed for a healthy, productive, and independent life in an increasingly diverse and global society.

CAASPP Data

CAASSP- English Language Arts	2015-16	2016-17	2017-18
Exceeded -Level 4	19%	27.1%	27.2%
Met- Level 3	40%	35.4%	37.1%
Nearly Met- Level 2	26%	24%	20.8%
Not Met- Level 2	15%	13.5%	14.9%

CAASSP- Mathematics	2015-16	2016-17	2017-18
Exceeded -Level 4	5%	5.8%	7%

Met- Level 3	14%	15.5%	20%
Nearly Met- Level 2	31%	27.4%	28.5%
Not Me- Level 2	50%	51.3%	44.5%

Last year's SBAC scores increased slightly in math, and in both subjects RHS students outperform the state average.

Graduation Requirements

Students Meeting Graduation Requirements	2015-16	2016-17	2017-18
All Students/Percentage of total	94.2%	241/92.5%	226/95.1%
EL	na	20/85%	22/90.9%
Foster Youth	na	*	*
Homeless	na	20/90%	15/86.7%
Socioeconomically Disadvantaged	na	119/91.6%	140/94.3%
Students with Disabilities	na	25/76%	27/88.9%
African American	na	*	*
Hispanic	na	69/88.4%	74/95.9%
2 or more Races	na	16/100%	14/92.9%
White	na	154/94.2%	133/94.7%

Overall, RHS's graduation rates are significantly higher than the state's average.

College and Career Readiness

Despite the school's high graduation rate, RHS's College and Career Readiness percentage of 35% is lower than the state's average. The school reports it is researching ways of preparing students for careers, but college readiness in the form of increasing grades in A-G courses was not addressed.

Advanced Placement

The school prides itself on the variety of AP courses it provides. Thirteen unique AP courses are

offered at RHS, but demographic data was not available. Equitable access to a rigorous curriculum is difficult to determine without this data.

ROP

RHS has a distinguished ROP program that offers 17 classes in 9 industry sectors. Five ROP classe are A-G approved, and all freshmen now take the Introduction to Technology course, which is offered through ROP.

English Learners

About 8% of RHS students are classified as English Learners. Last year, only one EL reclassified. This low number was attributed to stringent reclassification criteria well above other districts' requirements. This year, the district reduced the number of criteria and has seen an improvement in reclassification numbers. Anecdotally, 8 students were reported to have reclassified this school year.

D/F Rate

The school is reporting a trend toward increases in the D/F rate among students, particularly underclassmen. Last year, 20% of freshmen earned Ds or Fs, while 25% of sophomores earned those marks. RHS implemented an after-school tutoring program for students with low grades, but results have not been reported yet.

Chronic Absenteeism

RHS has an overall chronic absenteeism rate of 22.1%, which is higher than the district's (19.1%), and significantly higher than the county's (12.1%). The school attributes this statistic to local weather conditions. A new Saturday program encourages students to make up absences.

Suspension Rate

The latest suspension rate for 2017-18 is slightly lower than the previous year's, but is still fairly high at 14.8%. The school is exploring restorative practices and PBIS to further reduce this number.

Perceptual Data

Low participation numbers from students (6) and parents (34) is a concern. The participation size is too low provide generalizations, but one obvious trend concerns the maintenance of school facilities.

Chapter III: Quality of the School's Program

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?

RHS has a statement of school purpose and mission statement. During the focus group discussion, the principal expressed the need to develop a vision statement to help drive the cohesiveness of the school's priorities and schoolwide goals.

School Purpose: The purpose and goal of Rim of the World High School is to develop and provide a rigorous, comprehensive academic program to meet the needs of our diverse student population. Our purpose as educators is to lead students on a pathway of academic success and empower them to be problem solvers and lifelong learners.

Mission Statement: Rim of the World High School provides each student a safe environment and the opportunity to succeed academically, while fostering the personal and social responsibility needed for a healthy, productive, and independent life in an increasingly diverse and global society.

In response to the 2016 WASC recommendations, SLOs were developed in 2017-2018 by department and list what students will be able to do in each content area. These were developed by teachers and brought to School Site Council (SSC) and Parent Teacher Student Association (PTSA) for approval. The SLOs are displayed in nearly all classrooms. The SLOs focus on standards-based learning by content, and are posted in classrooms by subject. According to the self-study, the current mission statement was developed in the same year with input from all staff members, but did not specify a structure for periodic refinement.

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?

Board policies and procedures are defined and posted online. The LCAP advisory committee is composed of all stakeholder groups and meets several times per year. At least 8 students from RHS participate on the LCAP advisory committee. Three of the five school board members were newly elected this year, so they are still training to become effective educational leaders.

The self-study reports that parents are kept informed via the website, school app, and automated phone calls home. Parents participate in ELAC, SSC, PTSA, and PAB. Community members participate in PTSA. Local Rotary groups are highly involved at the school site, volunteering in programs like AVID, senior interviews. The local Rotary groups also donate money to different teams and programs at the site, including student scholarships and interviews. Rim of the World Education Foundation raises money throughout the year to support the AVID, ROP, and school grants and scholarships each year, and the members routinely volunteer at school events, like the annual Career Fair and senior interviews. During focus group interviews, the principal indicated that the majority of school governance decisions are made by the District and administration at the school site. Occasionally staff members are asked to vote or respond by survey to help make decisions. Other than those issues which are under the purview of SSC, most governing decisions are made "top-down." However, the principal indicated that he would like to involve more staff and students in a shared-decision-making process. According to the self study report, teachers and staff provided input on the development of the Mission statement for RHS in the 2017-18 school year. The team consisted of an administrator and a few teachers who brought the information back to the staff.

Observations and interviews by the VC validated that students were not a part of the initial development of PBIS. The students are, however, promoting PBIS schoolwide using the Audio Visual class to develop promotional video and pushing it out a new message to the student body every two weeks. Under the direction of the assistant principal overseeing PBIS, the student leadership group will also develop posters to be posted around campus. The focus group would like to include more students in the process of expanding PBIS rewards system.

The Williams Act is posted in most offices and classrooms, and is available online. Parents who contact administration about site specific complaints are informed of the Uniform Complaint Policy if they are seeking further resolution.

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 does 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?

RHS is benefiting from new leadership at the board, district, and school level. Three new board members were elected as a direct result of the discord and labor issues from the 2017-18 year. The superintendent and associate superintendent were both hired in the past two years. The principal is new this year, but he was an assistant principal for several years at RHS. A new assistant principal, who is Hispanic, provides some diversity on the leadership staff.

LCAP Advisory Committee takes input from staff, parents, and most importantly, students contribute greatly during these discussions. Multi-year data, including AP pass rate, D/F rate,

A-G pass rate, graduation rate, suspension data, chronic absenteeism, sports and club participation rates, etc, are shared yearly each fall with staff, parents, and students at PTSA, ELAC, staff meetings, board meetings and SSC meetings.

The SPSA is directly correlated to and driven by the analysis of student achievement data and is aligned with the district LCAP. During focus group meetings and interviews the SSC coordinator provided several examples of outcomes of meetings with the SSC team to review the SPSA and how data is reviewed to drive decision making.

Each year, the principal reviews the previous year's CA Dashboard data with all stakeholder groups in order to get input on the SPSA Action Plan. This data includes attendance, discipline, Advanced Placement, chronic absenteeism, D and F rates, graduation rate, sports and club participation, and A-G completion rates. This data is also shared with School Site Council, PTSA, ELAC, and School Board. The VC did not find evidence of self-reflection on actions and accountability. When asked what led to growth in SBAC math scores, for example, staff could not identify a cause. Also, the assistant principal shared that they are have implemented mandatory tutoring after school for students receiving a D or F. When the VC visited the tutoring session, there were 6 students present and the teacher monitoring the session did not know how students were selected to participate in the program, although he was aware many more students had been summoned who were not present.

During the focus group meeting, the VC learned that occasionally staff members are asked to vote or respond by survey to help make decisions. Other than those issues which are under the purview of SSC, most decisions are made "top-down." However, the principal indicated that he would like to involve more staff and students in a shared-decision-making process.

The Principal sends out a "Weekly Recap and Week Ahead" email to the staff, informing them of what has recently happened and what is coming up soon. In the self-study, it was reported that he also conducts weekly counselor/principal meetings and weekly administration meetings. The ELD team meets twice monthly, AVID meetings monthly, and ELAC quarterly. The self-study revealed that the union came to an impasse last year with negotiations, which led to lowered teacher morale. However, members of the leadership team shared that going through the WASC process helped them feel more connected through collaboration.

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?

RHS does its best to hire qualified teachers for all content areas, but because of its remote location, the school district struggles to attract qualified candidates. Consequently, many teachers hold multiple credentials and teach several different subjects. Teachers in specialized programs receive the necessary training (i.e. AVID, AP) to further curricular and instructional strategies.

The development of the master schedule for RHS, previously developed by the counseling office, will now be directly supervised by the principal, and involve department chairs and members of the counseling staff. The development of the master schedule will be based on student course requests. With the use of teacher preference sheets, input will be provided from department chairs with the Principal make the final decision on teacher assignments for classes. In order to facilitate co-planning, courses will be spread out to multiple teachers, instead of the current model of isolating teachers into having all sections of a particular course.

The *Student and Staff Handbook* outlines procedures and expectations for students and information about the school including operational practices, but does not state expectations for staff. The VC did not observe a clear system to communicate administrator and faculty written policies, charts, or handbooks that define responsibilities relationships of leadership and staff.

The School Site Council budgets funds for teacher professional development time. This year, the teachers were given one day of PD, and they are scheduled to have two days next year. During the school year, there are six late-start days when teachers have 3.5 hours of time to meet in Professional Learning Communities (PLCs). When teachers express interest in attending trainings, they seek funding from SSC (categorical programs) to attend. Recently, teachers have attended AVID, CUE Conference, PBIS, and NGSS PD. Occasionally, resources such as time, substitutes, money, and location are barriers to teachers attending PD (both on and off-site). Administrators reported that they get into about 80% of classrooms each week. A shared Google spreadsheet is used to provide accountability of the principal and two assistant principals in completing the weekly walkthroughs. The identified "look-fors" include standards, engagement and interaction. The feedback provided to staff is limited because of their understanding of the language in the teacher contract. Two first-year teachers this year reported that they were visited often by administration and felt supported.

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?

The SSC aligns their SPSA with LCAP goals, which are both based on school data. Ultimately, the SSC makes decisions on allocations of funds with input from staff. Based upon student survey and suspension rate data, the school plan includes more focus on the development of MTSS including Link Crew, a Wellness Center, full commitment to PBIS, development of restorative justice program, and piloting of new 30-minute support classes on shortened student schedule days due to PLC. These recommendations were all provided with input from the entire staff. The site budget allocations tied to the goals and actions in the school plan are emailed to the Department Chairs for input for departmental needs. Their feedback is incorporated into the school plan's goals & actions and budget allocations.

The district develops their budget in alignment with the LCAP. The Governors May revise budget assumptions are used to project State revenue over a three year period. Enrollment is

projected based on historical trends. Personnel is budgeted based on staffing ratios. Site discretionary funds are allocated on a per pupil basis and other site budgets are based on prior year expenditures or district need. Each year Rim of the World Unified School District works with independent auditors to conduct the districts annual audit. A business handbook was developed to ensure practices are followed. In addition, the district's oversight by San Bernardino County Schools involves random audits of all expenditures. The district follows the SBCSS audit guide in accounting practices. The ASB FCMAT guide is used by all ASB's to protect us from any mishandling of funds.

The VC recognized the need for updating facilities. District funds are allocated for physical upgrades during 2019, which will include new stucco, paint, and windows on the outside. PTSA adopted school beautification as a focus and began repainting the inside of the school and planting fruit trees this year. During focus group meetings it was shared by students and staff the need to address the issues of the restrooms. The VC had a few interactions in which there were noticeable issues with the students' restroom facilities. Students shared that they felt safety was an issue because the campus is very open, and there are many entrances that are left unlocked and unattended. Although the front desk has a modern security system (Raptor) that requires visitors to provide ID, the VC witnessed students sneaking in *and* out through side doors.

The school indicated they have a school manual for staff for emergency procedures (SEMS). Lockdown/Active Shooter Drills are held twice a year and involve local law enforcement in at least one of those drills. RHS uses the Raptor System which scans IDs of school visitors and cross references Megan's Law database and employs a full-time security person at school entrance. There are also four full-time and one part-time campus security officers on RHS campus. RHS is a closed campus for students and has 6 video cameras positioned in outside locations. RHS is working with Rim Family Services and Mountain Counseling and Training to establish a Student Wellness Center at the school site as a place to provide counseling and support groups to students.

The Director of Student Services is in charge of technology and staff development at the district level and reviews proposals from principals regarding new purchases, including technology and staff development. The SSC oversees implementation of the budget in alignment with the principal and the SPSA based on the school site plans and entertains proposals of new projects or trainings as long as they are aligned with the goals of the SPSA.

The Williams Act is posted in each classroom and ensures that students have all textbooks and required materials for classes. Lab materials, online resources, and art manipulatives are purchased out the site budget based on yearly allotments.

The district faces challenges in the hiring and retaining of teachers due to their location and weather conditions. The limited pool of substitutes hinders off site professional development and the school needs to work with the district to look at other opportunities to provide onsite professional learning for staff.

The SSC aligned the LCAP with the SPSA and developed a timeline for the review and annual update which follows the cycle of Plan-Do-Study/Check-Act. The SSC provides oversight of the school plan and allocates resources to areas of need as identified in the needs-assessment. The LCAP annual measurable objectives are also reflected in the SPSA, and include data on college and career readiness, academic achievement, graduation rate, suspension rate, chronic absenteeism, and EL performance. California School Dashboard data is reviewed with site staff, School Site Council and LCAP stakeholders. Students from the high school are participants in the LCAP stakeholder meetings, provide important input, and represent students from significant subgroups.The leadership team recognizes the need to complete a more thorough analysis of this data to drive decision making on allocations of funding.

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):

RHS has:

- a strong sense of community within and without the school.
- strong ROP/CTE pathways.
- promising new programs to ensure equity for all: AVID, PBIS.
- promising new programs for socio-emotional support: Wellness Center, Link Crew.

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

RHS needs:

- a clear vision statement to articulate future progress.
- teacher leadership in core content areas to drive instructional improvement.
- better priorities in allocation of resources.
- improved facilities: clean and functional bathrooms, vermin control, and a secured school safe from unregistered visitors.

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

- Self-Study
- Classroom Observations
- Interviews with staff, students, parents, and community members
- SPSA
- Focus Group feedback
- Board Policy
- RHS Website
- RIMSD Website
- Parent group meetings

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?

RHS seeks to provide a meaningful instructional program that prepares students for college and career. The staff has begun developing a framework of effective methodologies to ensure the needs of all students are being met. Common SLOs were developed within each department and are based on the California State Standards. However, the SLOs were self-contained within each academic subject.

Teachers at RHS have an awareness of current educational standards in their subjects. Although there was some inconsistency of the posting of standards, objectives, and the content SLO poster in each classroom, teachers were observed teaching content relevant to the standards for the subject taught. VAPA classes observed listed their standards and objectives. Evidence of what students learned are shown through students' artwork displayed and music heard. An AP History Teacher showed materials published by College Board. The students in that class were addressing content standards through a DBQ.

English teachers reported that English classes are using a "hybrid model" for curriculum planning. They are combining selected modules from ERWC with novels and other lessons they see fit to teach the Common Core State Standards. From English classes visited, it was observed that students are using Common Core State Standards rubrics for essays. The use of rubrics was not observed in all classrooms and departments. The district benchmark assessments revolve around standards chosen from modules taught in ERWC.

The self study report provided a variety of current educational research and meaningful instructional program that prepares students for college, career, and life. This was verified in a few classrooms observed by the VC in 12th grade English and AVID classes. Teachers prepare students for life after college with a written Senior Portfolio by requiring career research, a job application, resume, thank you letter, interviewing preparation sheet, setting goals, etc. Each student addressed the topics above and placed them in a binder. AVID classes follow the AVID curriculum to prepare students for college. In an interview with an AVID teacher, 95-100% of AVID students move on to a four-year university after graduating from RHS. According to the AVID school counselor, 100% of AVID students get accepted to at least one 4-year university.

It is confirmed that the ROP/CTE courses provide current educational research and meaningful instructional program that prepares students for college, career, and life. In the required freshman course Intro to Tech, students worked on projects using Microsoft Suite (Word, Excel, PowerPoint) and Google Classroom (Doc, Sheet, and Slides). Students used an engaging movie themed computer application to design lessons and the teacher showed student samples in Google Classroom with corresponding rubrics.

The ROP/CTE courses have received ample donations from local community and school grants for RHS's welding, art, and auto tech classes. RHS has a strong ROP/CTE program providing a large sampling of courses preparing students for completion of a CTE pathway. For example, the fire science program prepares students to matriculate into a fire science program at local community colleges.

The ROP and CTE Departments are in contact with local industry and community colleges to ensure that students are meeting the standards for ROP and the expectations in the fields involved. Many students taking an ROP class move on to a 2-year or 4-year college after graduating from RHS. A Special Ed teacher conducts a program called Workability to help Special Ed students make the transition from high school to the work world by helping them with customer service, being responsible, and developing general work skills.

AVID Training was provided for AVID teachers. The AVID teachers on campus incorporate AVID teaching methodologies in their AVID classrooms and in their English classes, which they also teach. Evidence of AVID methodologies observed were Cornell Notes, Interactive Notebooks, AVID Tutorials, and the Socratic Seminar. Some teachers spoken with who do not teach AVID have heard about how effective the program was and would like the opportunity to receive some AVID Training in the future.

Even though courses meeting A-G Requirements are offered, only 37% of students from the most current year have met the requirements. Students often make up classes online because they are not offered after school since transportation back home after class is an issue. Both credit recovery (credit/no credit) and grade recovery classes are offered, but they are not available for lab sciences or foreign language. Many online courses are offered for school credit because the school is small, so they cannot afford to hire more teachers to teach a wider array of classes. The local community college, Crafton Hills College, is not close to all of the students' homes in this rural, mountain community.

There is some congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards were observed in classroom walk-throughs and evidenced by completed student work. It was noted in some VC observations that students were using academic language while discussing a topic at hand while answering questions the teacher asked. In an interview with one student, it was apparent that students were using vocabulary related to the subject taught to explain what he was learning or working on to the interviewer. Teachers provide students with scoring rubrics for essays and projects that meet the current state standards in various subjects, such as seen in classes observed. This provides students with expectations needed to attain a good grade on an assignment.

VC confirmed that RHS teachers are in the process of evaluating and revising their curriculum to ensure courses are fully aligned to the CCSS. RHS offers college-prep Expository Reading and Writing Course (EWRC) to all seniors. This course was developed by the California State

University system and is aligned to the standards Cal State schools have for ELA. The science department is in the very beginning stages of aligning its curriculum to the Next Generation Science Standards (NGSS). This is the first year of implementation of NGSS in Biology. Math classes are CCSS based, including CCSS text, online resources and supplemental materials. Foreign Language classes are CCSS based, augmenting textbooks with music, video, interviews, news, history and authentic texts. History and Social Science are currently transitioning to new frameworks currently being adopted at the state level. ROP/CTE courses adhere to the CTE Model Curriculum Standards for each industry sector. CTE SLOs are developed based on these standards. Each course also adheres to the SBCSS ROP Major Instructional Units, which include California CTE Foundation Standards and relevant CA Academic Content Standards. World Languages Department has created a "long-range" plan for each level of each language. The "Long-range" plan cites individual standards to ensure that all standards are addressed within the school year.

The AVID elective course helps students develop the skills they need to be successful in college. The program places special emphasis on strengthening writing, critical thinking, teamwork, organization and reading skills. RHS AVID students complete formal writing domains based on anticipated college-level writing experiences. Students also participate in weekly tutorials, binder checks, focused note taking, SAT prep and college field trips. AVID at RHS provides a system of supports to assist students successfully navigate rigorous coursework and maintain a college and career ready mindset.

Departments participate in activities with other departments to enrich student learning. Often curriculum will be aligned in order to maintain a productive learning environment. For example, music incorporates history in each song/piece to increase awareness of historical context and Art students design sets for Drama. Art is initiating a project together with English, ROP Digital Design, and Print Shop to illustrate student written short stories to be published on campus. English students have also created literature projects that promote art, music and the use of multimedia. Students in various levels of Spanish analyze literature, read novels and short stories, express opinions, and write summaries in weekly journals/learning logs. The Spanish Language classroom has a reading library, consisting of a variety of leveled readers.

RHS teachers have attended limited professional development, but they desire to maintain meaningful instruction and incorporate the standards and objectives addressed in each class in each content area. The District leadership shows interest in strengthening expectations, subsequently making professional development days a regular part of the contract year. Moreover, the site leadership should establish the practice of encouraging both course-alike and vertical teams to take advantage of release days that provide faculty time to develop curriculum, common formative and summative assessments and reflect on refinements moving forward.

RHS faculty has expressed greater interest in the Professional Learning Community (PLC) model as a means of developing curriculum and facilitating student learning. PLCs will provide the opportunity to develop assessments and gain a greater understanding of where gaps in student learning appear, and to note trends in those gaps. This year, PLC time was devoted to writing the self study. Staff would benefit from stronger professional development on how PLC time can be

structured to meet students' and teachers' needs.

Interviews with special education teachers revealed that RHS is moving toward mainstreaming Special Education students. This was only confirmed by the VC by observations of students in VAPA classes. Thus, the school is ensuring students with disabilities (SWD) are placed in the least restrictive environment in a limited amount of courses on RHS campus. SPED teachers push for the successful transition into and through mainstream college preparatory coursework. Special education teachers provide specially designed instruction and rely heavily on modified curriculum within the self-contained classroom. RHS SPED teachers meet with middle school teachers at the end of the year regarding incoming freshmen. During this time, teachers discuss IEPs goals and conduct transition IEPs for the new 9th graders. Accordingly, all incoming RSP/SDC ninth grade SPED students visit RHS for a half day tour of the campus. Through WorkAbility, RHS SPED teachers build connections with Crafton Hills College by way of a campus tour for 11th and 12 grade students.

Presentations are given to 8th graders to explain grad requirements, A-G requirements, and go over course selection. Once these students arrive at RHS, Freshman Orientation Night is held during Open House. Incoming 9th grade students and their parents attend a presentation in the PAC and attend Readiness Days the week prior to school starting, where students get their schedules and pick up textbooks. Freshmen then participate in Link Crew.

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?

Counselors report they meet with students so that they can register for classes and that students have the opportunity, with help from their counselor, to select classes that would meet college entrance requirements or prepare students for a career through ROP or CTE. However, during interviews and meetings, students expressed confusion in the registration and college prep planning process with counselors. Many students voiced their concern about not getting enough guidance from their counselors. The counselors have expressed that they are available to help students at any time, and this has been verified by the students at the meetings. However, students felt that they had to advocate for themselves and seek out their counselors for help in applying to college.

At RHS, 10th grade students and parents have an opportunity to collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. The counselors do not systematically meet with all of their students at any other time in their 4 years. A counselor would schedule a meeting with a 10th grader to discuss course selections and college. The parent is invited to attend during school hours, but according to one counselor, only around 25% of the parents attended the meeting.

Counselors explained that they seek to develop, monitor, and revise a student's personal learning plan and their college and career and/or other educational goals. Counselors reported that they monitor grades at every progress/quarter/semester. Guidance also provides all 9-11th grade students with access to the PSAT. Although all RHS students have open access to A-G and CTE courses, only 37% of students complete these requirements for college admission.

RHS provides a College and Career Fair offering students the opportunity to learn about local colleges, trade schools, and careers. Many community members provide knowledge of their careers when teachers or staff invite them talk to students. Also, teachers would give advice to students about certain careers based on what they know.

The Senior Portfolio provides students an opportunity to explore a career they would be interested in. The ROP or CTE classes help students meet the basic requirements for their field of choice or to further their education in that field at a community college or 4-year college.

All students are eligible to take courses available at Rim as long as they meet the prerequisites. ROP, CTE, and more specific career skills-based courses may be more apparent in offering real world applications to students due to the nature of those classes. During classroom observations, the level of rigor varied greatly. It was observed that English and Math were the only core subjects using current textbooks.

The CTE Teacher in the College and Career Center gets to collaborate with her students with the career goals since her room contains information about different colleges and careers. She uses a software program called "Virtual Job Shadow" where students can learn about different careers. She also discussed a project she was assigning students the next day where they had to go home to take a photo of themselves dressed professionally for an interview. To accommodate students who cannot afford business attire, students can bring in a photo of a person wearing what is appropriate for an interview.

It was verified that online instruction is available to match students' diverse learning styles. For example, students can opt to take a course online through Odysseyware versus a conventional classroom. Students can also decide to get Credit/No Credit after retaking a class they originally earned an F in, or they can take a longer version of the class and earn a better letter grade for it.

There were some integration and alignment among academic and career technical disciplines at the school, but there are also some inconsistencies. For example, counselors and students mentioned that students have scheduling conflicts with choosing classes they would truly would like to take to prepare them for their future. Some students had to choose between an ROP, AP, or AVID course, and not being able to take 2 or 3 of them because certain classes were only offered during certain periods during Periods 1 to 6. No extra classes are offered after school or during summer school. One student had to leave AVID to take an ROP class. Another student could not take a particular AP class because it conflicted with the period he was taking AVID. As noted in Category A4, this issue is being addressed by the principal, who has taken over the

planning of the master schedule from the counselors.

One continuing area of concern is the low reclassification rate for English Learners who, until they reclassify, are precluded from taking enrichment electives. This has been addressed with the district's adoption of new reclassification criteria that will allow more students to reclassify and therefore have access to the wider curriculum.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

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

Teachers have identified essential standards to teach in each content area.

Some teachers in the science department are making the transition to NGSS.

AVID is taught with fidelity.

Strong ROP and CTE pathways.

Odysseyware allows for credit- and grade- recovery.

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

Teaching resources--textbooks and technology--are outdated.

Staff collaboration time lacks structure and purpose.

Students with special needs do not have full access to the curriculum.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- Self-Study
- Classroom Observations
- Interviews with staff, students, parents, and community members
- SPSA
- Focus group meetings
- Student group meetings
- Student interviews

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?

Observations in some classrooms by the VC confirmed students engaging in challenging and relevant work. In the visual arts, students are able to choose their medium and design their own work using appropriate materials as evidenced by the Art Gallery and displays of student work throughout the hallways. The performing arts groups are very student-driven, and students take pride and ownership of their work. Both parent and student groups expressed high regard for the theater productions and music performances. The VC observed high levels of discourse in AP Language, student choice of prompts to write to in Honors English 2, and high levels of questioning in ERWC. Students were working on a Data-Based Question (DBQ) in AP US History, and using inquiry to explore evolution in a Biology lab. In the AVID classes, students were using AVID Weekly for close reading and text annotation. Cal State University San Bernardino students held AVID Tutorials for AVID students.

Students were observed working on challenging and relevant projects in ROP and CTE classes. Many of the products created in ROP classes are meant for direct use in the school. For example, the media class produces professional quality news broadcasts that are streamed throughout the school. Meanwhile, the welding class is working on decorative metalwork to display at the front of the school.

Although the work was relevant to the standards, there was little evidence of student engagement observed by the VC in math classes. The main instructional strategy observed in non-honors and non-AP classes was the teacher verbally delivering information, posing questions to the class for students to call out answers, and students passively receiving information. Less than half of the classes visited by the VC had any kind of student-to-student interaction or group-work. Seating arrangements in most classrooms reveal that collaborative group work is not being done. Some classrooms displayed evidence of student work in the form of colorful posters (both large and small). However, most classrooms did not have on display student work relevant to the standards being taught. Classroom environments lacked displays high levels of depth of knowledge (DOK) and little to no evidence were observed by the VS of writing or rubrics. One example of use of SBAC Performance Task rubrics were observed in two English classrooms.

The VC confirmed the presence of objectives posted in most classrooms. Some objectives were broad (e.g. Apply a variety of reading strategies) or were implied within an essential question. Teachers reported that some content areas use rubrics to help students understand the expected performance level. Most classrooms observed by the VC had standards are posted on the board. According to the self study report the course syllabi is used to communicate course expectations. The self-study mentioned ways teachers used technology and multimedia to differentiate instruction, however, the report did not evaluate the extent to which it impacts student learning. During the focus group meeting, other forms of differentiation were shared with the VC that were not mentioned in the self-study. During focus group interviews, a majority of teachers

reported differentiation occurring during class when students are provided a choice in the assignment and project. Some teachers differentiate using a tiered approach to assignments or projects, where there is a certain level of work to get a grade of C, another level for a B, and a third level for an A. There is some use of technology to differentiate instruction, but teachers admitted that using technology is often a challenge due to there being only one COW for each department to share. Although it was not observed by the VC during classroom visitation, teachers shared in focus group meetings the use of student cell phones as powerful learning tool. Students use their cell phone to access online content to help their learning. Examples include: Google Classroom, YouTube, TED Talks, online textbooks, and Google Translate. When asked about its impact on learning, all teachers emphatically stated that when utilized, differentiation strategies have a tremendously positive impact. By empowering students to use the devices they carry with them and allowing them choice, their motivation improved. Teachers also shared that technology can be used to differentiate when students need to have an independent study option.

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?

The self-study reported the teaching staff at RHS uses multiple teaching strategies to present the rigorous curriculum. Teachers engage students through lab experiments, Socratic Seminars, online math instructions, science simulations, cooperative group work and presentations in order to meet standards, objectives, assessments, and review (SOAR). Teachers in multiple departments have attended a mixture of professional development, conferences and trainings to stay current on subject matter. This would include: AVID, Aleks, NGSS, English Learner trainings, ERWC, Naviance, and PBIS. Teachers employ online resources such as: Quizzizz, Kahoot!, Google Classroom, Mind Play, Desmos, KUTA, Quizlet, Duolingo, Plickers, and Microsoft 365. Several of these applications were observed being used in classrooms by the VC.

Four teachers attended the CUE conference to learn strategies to incorporate technology into instruction to impact student learning and utilize technology in the classroom. One teacher reported the inability for the iPad to support the changing software and frustration of having outdated technology to implement the tools learned from the conference..

The VC witnessed the AVID teacher using current, research-based cognitive strategies such as AVID Weekly for close reading and annotation strategies. AVID strategies were observed being implemented in classrooms other than AVID by the VC evidenced through the use of Essential Questions. During the student interviews, the prompt, "What would be one wish you would have to make RHS better?" one student answered, "Teachers need to be more updated in their curriculum. There are chunks of missing information, and some teachers are setting students up for failure." Teachers shared during focus group meetings and interviews the struggle to attend trainings due to weather, location and shortage of substitutes.

The integration of technology and multimedia was observed in a small sampling of classrooms, which is exacerbated by the lack of technology available. Teachers do their best to have students use their smart phones when possible.

According to the self-study report teachers guide students through material via inquiry processes and experimentation. The VC observed this in two science courses during classroom observations. The self-study indicated that the Socratic method is applied in courses in the departments of ROP, English, Science, Math, and History; however, the VC did not observe any evidence of this, nor was it referenced in any interviews.

The ROP and CTE programs help make core content standards relevant to students by connecting material to real-world issues using artifacts, problem-solving, technology, and a variety of digital media and programs. This was evidenced by classroom observations in a digital media course in which a student role-played and storyboarded a computer animation. AVID techniques for inquiry in science creates continuity in learning to create a fluid learning experience for those participating in the AVID program. In the arts and sciences, it was observed student's questions are explored through experimentation with creative methods, materials, and laboratory or studio equipment.

During the focus group meeting, teachers admitted to having no common instructional practices or strategies that are expected or emphasized schoolwide. The self-study reported a common instructional practice at RHS is accessing students' prior knowledge in order to create strong connections with academic content. With these strong foundations, students are often encouraged to research and discover academic content on their own. Through assignments such as projects, presentations, speeches, debates, Socratic seminars, and essays students have the ability to access, process and communicate information. During the focus group meeting, these claims were verified by the History department teachers.

Through the sponsorship of the Rim of the World Educational Foundation, RHS has been able to send several teachers to AVID training. In the AVID program, students frequently use Costa's levels of Questions. Additionally, there are frequent Binder Checks, Writing Inquiry Collaboration Organization and Reading (WICOR) and tutorials. These strategies are used mostly in the AVID classes, but teachers reported that some strategies are spreading into content courses as well.

RHS teachers struggle to use technology to support student learning since they are limited in their access to technology. There is a computer lab on campus and each department has a shared "Cart on Wheels" (COW) of Chromebooks, which some teachers end up using more than others. However, the teachers choose to view cell phones as a powerful learning tool, and have students use them to support their learning and differentiate instruction. Teachers and students expressed a desire to improve and update the technology they have at school.

ROP/CTE classes utilize specialized industry equipment.

The VC confirmed students have access to a wide range of ROP/ CTE classes on campus such as: Customer Service, Law Enforcement, Graphic Design, Fire Technology, Emergency Medical Response, Medical Core, Woodworking Occupations, Welding Technology, TV Video Production, Automotive Technologies, Media Arts, Introduction to Technology, as well as

advanced sections of many of these courses. These classes allow students to explore possible areas of future study. All ROP/CTE courses are A-G approved. One of ROP/CTE's primary focuses is on career exploration and research for the students, which include field trips (to colleges and businesses), guest lectures from industry professionals, and projects with community organizations. Automotive Technologies regularly competes in drag tournaments as well as takes a yearly trip to Sweden for job training. Media Arts has visited Warner Bros. Studios. Medical Core students visit the local hospital regularly to participate in career programs or to job shadow. It was reported to the VC the school has purchased an online program called Virtual Job Shadow that all students have an account for.

ROP/CTE courses are accessible to all students at RHS, and students are often encouraged by the counselors to take at least one during their 4 years. During the student focus group and interviews, some students reported that they elect not to take any of these courses due to impacted schedules. The ROP/CTE teachers reported that they estimate about ⅔ of the student body has taken at least one of their courses.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction (if any):
- RHS has ROP/CTE courses with career awareness accessible to students.
- RHS has AVID strategies that are being used with fidelity in the AVID classes, and some teachers are utilizing them in their core classes as well.

Key issues for Standards-Based Student Learning: Instruction (if any):
- RHS needs engaging, current, research-based instructional strategies. Minimize teacher-centered delivery of information to whole class, with students acting in a passive role.
- RHS needs access to updated technology for teachers and students in order to enhance student learning and help differentiate instruction.
- RHS needs to have uniformity of delivery of standards and expectations for learning.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- Self-Study
- Classroom Observations
- Interviews with staff, students, parents, and community members
- SPSA
- Focus group meetings
- Student group meetings
- Student interviews

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

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

To what extent does 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?

RHS is provided the California Assessment of Student Performance and Progress (CAASPP) data from the Director of Educational Services. This data is to be used to assist teachers, administrators, students, and parents by promoting high quality teaching and learning though the use of a variety of assessment approaches for English Language Arts, Mathematics, and Science. Interviews by the VC validated that although the data is provided to the English and Math department chairs the data is not reviewed by the teachers at the school site or used within PLCs to inform instruction. When asked what type of data the teachers would like to use they reported the need for more relevant data to analyze the CAASPP data for the middle school students. This indicates the district office has not made accessible the necessary reports to all stakeholders. The district already has in place AERIES, a tool used to disseminate a variety of data.

Staff members are at the initial phase of understanding the use of data to inform instruction. RHS is transitioning to the use of a revised form of EADMS, known as Illuminate IO. As a district, there has been an inconsistent use of data analysis systems over the past 6 years which initially started with Data Director. Currently, training of all staff on this new data software/system is occurring. English teachers are provided common benchmark assessments written by secondary instructional teams and currently do not see the relevance in continuing its use. During the focus group meeting, a science teacher shared their use of EADMS by creating department wide common assessment on the CA NGSS standards. A common benchmark is taken by all students in the department no matter which subject they are enrolled in. It was not seen or shared by other departments that benchmarks or common assessments are used to inform instruction.

Teachers have developed the Student Learning Objectives (SLOs) and are in the process of developing rubrics to meet this goal. Currently teachers only use the SLOs as components of objectives they put on the board. They have yet to develop as schoolwide system to gather data to effectively measure the SLOs for each department. The school has reported that the newly developed Student Learning Objectives (SLO) are tied to how the teachers would like to assess students. Within the focus group discussions teachers stated they are in the beginning stages of implementing the SLO's and will use the SLOs as a tool to measure student growth. The English department views the SLOs as a building block for vertical alignment and the VaPA teachers use the SLOs as main elements to larger project. The ROP/CTE program uses the CTE Model Curriculum Standards and course outlines to measure performance levels and students complete and or advance each level of course instruction.

RHS uses the AERIES Parent Portal as a primary tool for communicating student progress to parents and students. At the site level, program coordinators are responsible for monitoring those students who are participants within special programs (i.e. SPED, AVID, ELD).

ROP/CTE courses are scheduled in 2-year pathways with students moving on after successfully completing each course level. Physical Education department uses fitnessgram testing to provide teachers a clear understanding for overall fitness and deficient areas requiring more time for the students to develop. and attention.

The SSC reviews data to provide funding for various programs based on need. PBIS and AVID have been two programs in which money has been allocated to provide administrators and teachers the necessary training to bring back ways to implement or build out the program. Feedback from meetings with leadership and administration indicated there is new movement to involve more staff in the development of the master schedule to allow for more transparency. The counseling department is aware that a low number of students are meeting A-G requirements and are seeking to further understand the reasons and committed to working on improving this percentage.

RHS is a member of San Bernardino County ROP Consortium. The program participates in course and curriculum evaluations and updates and makes necessary changes to insure completion of pathways and articulation of courses with local community colleges. Through Industry Advisory meetings and CTE Model Curriculum Standards, the College and Career Coordinator ensures the courses provide a challenging, coherent, and relevant curriculum. Although data is provided school wide to staff in a powerpoint at the beginning of the school year, the staff struggles to put a structure in place to identify ways in assessing programs to ensure students are meeting graduation requirements as well as A-G requirements. For example, the counseling staff knows of the deficiencies in the students graduating not meeting A-G requirements, yet have not examined any data to identify any contributing factors.

There is evidence of RHS SSC using assessment results to make changes in the school program, such as the expansion of AVID, funding Scots Academy, an after school freshmen/sophomore intervention tutoring, and increase of ROP/CTE courses and pathways. The SSC also provided professional development activities (PBIS and NGSS training). Resource allocations to support ALEKS and release time for English and Math teachers demonstrate a result- driven process. The use of CAASPP data and the decrease in ELA scores would indicate the need to allocate funds towards technology to further support students success on state exams.

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?

The self-study report provided examples of formative assessments. Examples observed was the calling-on of students seen in a Spanish class, Governments, and ELD class, the use of thumbs

up/down in Honors English 2, and the use of Plickers in the chemistry class. Other types of formative assessment was not observed. Within the focus group meeting, the English teacher, along with the Special Education teacher, shared the use of 4 corner data collection for a visual way to determine student understanding. The VC visited every teacher and almost all classes, but checks for understanding tended to be at a low DOK level and did not provide students the opportunity to relearn the material. Off task behavior was frequently not redirected by the teachers.

RHS's current summative assessment procedures includes a mixture of traditional multiple-choice assessments, essays, and performance tasks. World history demonstrated an online form of a summative assessment using Bookwidgets. PE teachers shared the collection of student data for the 9th grade physical fitness test. The teachers reported that they use chapter or end of unit tests, benchmark assessments, and quizzes to collect data.

There was not enough evidence to allow the VC to determine if teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches. The self study report and meetings with focus groups also recognizes that the teachers at RHS do not use a systematic collection or analysis of achievement data to drive instruction.

Students within leadership positions have been providing administration and leadership continuous feedback on learning experiences. The administration has shown to be approachable and open to listening to concerns and new ideas. Students have access to their individual school AERIES account for updated grades in all subjects. In the 10th grade parents/students had the opportunity to schedule appointments with their child's counselor to discuss the course placement, graduation requirements, A-G requirements and other college and career indicators (CTE). During interviews with counseling staff, feedback provided during parent meetings and parent survey indicates that students have limited exposure to counseling services during the 9th, 11th and 12th grade years for students to have guidance on their scheduling of classes and future plans after graduation at RHS. There is no systematic plan to meet with students each year to develop and revise a four year plan.

At the site level, program coordinators are responsible for monitoring those students who are participants within special programs (i.e. SPED, AVID, ELD).

Despite the lack of evidence supporting effective use of assessment data, it should be noted that RHS's SBAC Summative Assessment scores are comparable to the state's average, and participation rates are high. ELA scores exceed the state's average, and while math scores are below the state's average, they increased by 18 points from the year before. Even though only one student reclassified last year, the reason appears to be too stringent criteria rather than language proficiency, as RHS students outperformed the state on the ELPAC Summative Assessment as well.

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

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

Rim of the World has

- high participation rates in the 2018 summative SBAC.
- summative assessments present in classes.

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

Rim of the World needs
- departmental benchmarks to collect formative data.
- a systematic collection and analysis of achievement data.
- data driven instructional decisions.
- constant and regular formative checks for understanding in every classroom.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:
- Self-Study
- Classroom Observations
- Interviews with staff, students, parents, and community members
- SPSA
- Parent/Community/District group meetings
- Focus group meetings
- Student group meetings

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?

RHS communicates with parents and community through a variety of media. For example, the school website, the Scots Scoop, social media, the Rim of the World High School app, and an all-call system with messaging in both English and Spanish. Through these resources the school is able to communicate campus events and activities, parent information meetings, student academic achievement, and athletic competitions. Parent and community volunteer opportunities are also promoted through RHS communication. PTSA is an active and integral part of the RHS campus. It serves as a bridge between the campus and parent outreach efforts. Members provide volunteer hours, support for school-wide projects, teacher appreciation, and The recent school beautification project was a way for families to work alongside each other in conjunction with PTSA, RHS Leadership, Staff, and Community volunteers to improve aesthetics through painting and sprucing up planters. The school is pushing to post positive news stories through a variety of media sources, such as Twitter and the local newspaper. RHS staff want to ensure that the community understands what is truly taking place on campus and celebrate student accomplishments.

RHS conducts school-wide events that welcome parents to the campus such as Back to School Night, Undergrad Awards Night, Freshman Orientation, AP Score Night, sporting events, and music and drama performances. Scots University takes place during the months of September and October. During Scots University, information is offered to parents and students on different topics that relate to continuing education. A bilingual Spanish translator is available on campus for parent meetings and conferences. PTSA and School Site Council consists of community members, parents, students and staff. Collectively, the SSC develops a plan to financially support the school, meets once a month and aligns with WASC and the LCAP. Ninth Grade Orientation takes place at the end of the school year and eighth grade parents and students are invited to tour the campus and hear information regarding the transition to high school. All students and parents are provided with the information necessary to create an account on the AERIES Parent portal. Teachers post class assignment scores and grades to the portal through the AERIES gradebook system.

RHS is deeply connected to the surrounding community. WorkAbility for example aims to provide pre-employment skills and training for special education students. These students are then employed by local businesses. Students within the WorkAbility program also participate in community college field trips, guest speakers, certification programs such as Food Handlers and CPR, ASVAB support, and lessons in labor laws. Students in the Medical Core class and EMR volunteer with the local hospital as well as attend special trainings. Medical Core class and EMR attend Annual Nurses Fair at Mountain Community Hospital. ROP/CTE Pathways have one community outreach contact per pathway.

The Rim Education Foundation supports RHS by giving grants to be best utilized as determined by the principal. Over the years the school has received thousands of dollars that have helped cover the cost of AVID tutors. ROP/CTE meets with a Rim Education Foundation sub committee to ensure that resources are appropriately allocated. Rotary Club is also a strong community supporter of campus programs. Rotary heavily supports the school both financially and with volunteers. School staff and students are invited to meetings to request funding for projects. RHS partners with many local businesses for fundraising purposes. Community members volunteer their time to conduct Senior Scholarship Interviews and Senior Portfolio Interviews to prepare seniors for future job interviews and assist in the scholarship process. Students benefit greatly from local community generated scholarships that totaled $140,000 last year.

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?

Discipline continues to be an issue that RHS struggles to manage effectively. Although teachers and administrators report progressively looking at the whole student and not just the offense, suspension rates remain a concern. All RHS students are required to attend grade-level assemblies where the school's expectations and code of conduct are communicated. Teachers also reinforce their own individual classroom expectations. The Athletic Department requires students to read and sign the Athletic Code of Conduct. ROP/CTE have their own expectations that are sometimes at a higher standard due to the autonomy of certain labs and projects. AP students are required to meet with the guidance clerk and understand and sign the AP contract before they are enrolled in an AP course. WorkAbility has criteria and standards that must be met before students are placed in a job position.

During interviews with student groups, both high-level leadership students as well as randomly chosen students by the VC vehemently expressed their displeasure in the student restrooms. Cleanliness, privacy, and fears of intimidation or harassment were concerns that were voiced. The self-study revealed that bathroom upgrades and cleanliness are being addressed, but the students were unaware. When asked about one thing they did not like about RHS, several students noted the overall poor cleanliness and vermin. When asked if students feel safe on campus, some students told the VC that they felt it was too easy to enter campus from non-monitored, unlocked doors. Several students felt the security staff unfairly harassed them, while others noted the security staff "played favorites." The phrase "wrong priorities" came up several times when asked about campus security. Students felt like adults wanted to catch students in trouble rather than presume positively or help students make better decisions.

RHS leadership recognizes that relationships are the key to strong discipline policies. Teachers find meeting with students and contacting parents are the best methods of resolving issues. Leadership indicated they are currently working with DO on PBIS and continual communication with feeder middle school, and following certain protocols that progress in an appropriate direction. Leaning toward PBIS and having consistency with feeder school makes a difference.

Leadership expressed that they want to keep students in class as much as possible. This comes

from asking students about the choices they made and giving them the opportunity to express their frustrations and challenges. Also, addressing the influence of outside circumstances.

RHS is investigating the use of alternative means of counseling and Odysseyware anti-vaping course to reduce suspensions. With multiple resources and a venue for students to speak with a counselor helps gives students the tools and necessary skills to make good decisions. Students are given access to outside resources for support and these are a central component toward serving the needs of students experiencing trauma that often translates into discipline issues.

RHS has aspirations of establishing a climate of trust, respect and inclusiveness. One indicator of this effort is the Teen Truth Assembly held for all students. The assembly addresses bullying and inclusiveness. Although the majority of students were raised in the neighboring community, teens need to continue hearing the message that all students matter. Through conversations with RHS Leadership, it was reported to VC that increasing numbers of students struggle with social-emotional issues. These students are referred to the counseling department for follow up. In most cases this follow up is done within the same day. Counselors meet with these students and determine a necessary course of action. This is the first step toward comforting students in need and students are referred for further mental health services through local community providers. Rim Family Services and Mountain Counseling are local counseling groups that work with the school to provide mental health counseling to students along with drug and alcohol classes. They are on campus twice a week to offer services. Students reported they often find the comfort they seek by connecting with a teacher they trust. Comments during our meeting with student groups confirmed that RHS leadership and teachers are, for most part, personable and approachable. The majority of students also feel there is someone on campus they can talk to. Additionally, during student interviews, several students stated that their favorite part of RHS is their teachers. Many students have very positive relationships with their teachers, and feel that most teachers do care about them. It was evident, however, through these conversations, that RHS still has some work to do regarding the emotional well-being of its students. In order to move forward in this student care, a Wellness Center Committee was created. The committee is currently in the planning stages of implementing a safe space on campus where students struggling with social-emotional issues can meet with counselors from Rim Family Services and Mountain Family Counseling. Counselors from both of these organizations are currently on campus two days a week. Student Site Council has budgeted and allocated $2,000 for the committee to continue progressing toward the goal of opening a resource for continuing emotional support.

Students in need also receive support by way of the Fighting Scots Student Store. Items purchased help provide funds for gift cards to local grocery stores and/or online outlets. The gift cards are given to the student families struggling financially to make ends meet.

Interviews with student groups revealed conflicting reports regarding "what RHS is" and "what RHS is not." While some regard the school as inclusive and diverse, others commented that diversity is not celebrated enough. The EL coordinator does meet with English department regularly and discuss how staff can better serve EL students as well as support the EL counselor. Student Leadership is aware of the growing Hispanic population and recently held a movie night for EL students as a way that demonstrate the desire to connect with them. All students do have the opportunity to start a club on campus and staff looks for ways to include students of color

through projects. One project is based on the idea that every student is a student of color. According to teachers, they want to make sure all students feel included in the goings-on of their campus.

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?

The Link Crew was started two years ago as a means to help incoming freshman transition successfully into high school. Freshman cohorts are led by upper-classmen with the intention of developing relationships that would guide students through a challenging year of academics and social pressures. Although the program has gotten off the ground, a sampling of students, during interviews with the VC, indicated that the mentorship and benefits did not occur at a level hoped for by the advisors.

A Student Study Team (SST) can be requested by a teacher or a parent. Depending on the outcome, a student may be referred to a 504 plan or they may be recommended to an Individualized Education Plans (IEPs). From there the student is tested by the school psychologist who works closely with the Counseling and Special Ed department to come up with goals for the student. Students are placed in appropriate classes to give them the academic support needed. Students at RHS have the opportunity to enroll in a computer based instruction program to receive original credit and for credit recovery. Credit Recovery is available through Odysseyware and is offered within the regular schedule. It is a comprehensive online program in which an on campus teachers resides over to ensure students are staying on track with the work. Students who prefer to enroll in the district's virtual academy can take classes for original credit both off campus or as a hybrid version of both on campus and off-campus computer access. When a student's schedule is impacted, he/she may also enroll in UCScout to receive original credit for CP and AP courses. Teachers serve as resources for tutoring and assessment during the CBI period. The VC confirmed through interviews with teachers and counseling staff that students are limited in the A-G credit received with being enrolled in credit recovery.

RHS currently offers limited academic support and interventions. Although some programs exist, there is not a clear way of referral or path for all students. Scots Academy does target students with failing grades in math, English and science. According to the self-study report students are identified by counselors or referral and receive tutoring from RHS teachers after school. The VC observed an after school intervention with only 6 students. The teacher who was monitoring the intervention, when asked about the Scots Academy program, had little understanding of its purpose. Students who are seeking tutoring in preparation for the AP exam are also encouraged to attend. Students mentioned in focus groups that teachers make themselves available during lunch and after school for informal tutoring sessions and support. Students also appreciate access to the Remind App to stay current with assignments and due dates of upcoming projects and tests. Saturday School courses are offered throughout the year in which students can prepare for

the SAT and AP exams. Although these academic supports are provided, students voiced concern that they would benefit from an on-campus Writing Center.

School Site Council (SSC) is a valuable asset at RHS and it plays a key role in the ongoing support of programs benefiting the staff and students. SSC is made up of administrators, teachers, students, parents and community members. It meets monthly to create and support the SPSA within the school. LCAP meetings include staff, parents, students and community members and are held quarterly.

RHS students have the opportunity to choose from 31 clubs on campus and one-third of the student body participate in at least of the clubs offered. Club rush is held every year at the beginning of the second quarter in order to give students information and solicit sign ups. A total of 17 sports are offered at RHS. Just over one-third of students participate in one or more sports on campus. However, it must be noted that two-thirds of students are disconnected from campus co-curricular activities. During student interviews, several students shared that they wished RHS had more school spirit and that more students participated in spirit days or attended sporting events. The RHS Student Leadership has made efforts to increase school spirit and student participation in thematic days and dances. One approach has been to plan spirit days that are more accessible to all students and discounted tickets for dances. The Athletic Director is currently looking at releaguing certain sports toward more leagues that are more equitable given the size of the RHS student population. The hope is that bolstering the spirit of the team through an improved win/loss record, students self-esteem will improve as well as an increase in moral, school spirit and attendance at sporting events. Accordingly, more on-staff coaches have been hired this year in an effort to continue efforts to promote a positive school culture.

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):

Rim of the World has

- a variety of sports and club opportunities exist for student participation.
- active PTSA involvement and support.
- strong relationships that exist among students, teachers, and the community.

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

Rim of the World needs

- to address a lack of academic support and intervention for struggling students.
- a developed and fully implemented MTSS and PBIS
- to continue to address the school's high suspension rate.
- to celebrate the diversity of the campus.

Important evidence about student learning from the self-study and the visit that supports these

strengths and key issues include the following:
- Self-Study
- Classroom Observations
- Interviews with staff, students, parents, and community members
- SPSA
- Parent group meetings
- Focus group meetings
- Student group meetings
- Student interviews
- Classroom visitations
- Leadership/administrator meetings
- Observations of the grounds before and after school, during passing periods, at lunch and at break.
- Talks with individual staff members i.e. teachers, counselors etc.

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

Schoolwide Areas of Strength
1. Strong sense of community within and without the school
2. Strong ROP/CTE pathways
3. Promising new programs to ensure equity for all: AVID, PBIS
4. Promising new programs for socio-emotional support: Wellness Center, Link Crew
5. Stability in leadership

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. Build a culture that uses common formative assessments in a process of ongoing collection and analysis of achievement data to drive decision making and serve the needs of all students.
2. Effectively use PLC time for structured collaboration and data analysis, and increase professional development opportunities for all based on student needs.
3. Decrease suspension and D/F rates through the use of prevention programs such as Link Crew, PBIS, and Restorative Justice, and interventions such as the Wellness Center and Multi-Tiered Systems of Support (MTSS).

In addition, the visiting committee has identified critical areas for follow-up that need to be addressed:
1. Create cohesive and universal Schoolwide Learning Objectives, similar to the former ESLR's, which are not isolated by department, to support all student needs.
2. Implement current research-based instructional practices, including effective use of technology, that engage all students in meaningful learning in all classrooms schoolwide. Differentiate instruction to meet the needs of all learners.
3. Ensure all facilities are maintained to provide students an overall positive learning environment so that students feel comfortable and safe.

Chapter V: Ongoing School Improvement

After six intense months of collaboration, the staff at RHS agreed upon four specific school improvement goals:

1. Build an assessment system using common benchmarks, current data collection, and analyzation [sic] of this data to better serve the needs of the students.
2. Implement SLOs daily into the classroom. Standardize how students are shown what they are learning so that it is recognizable, and create a common department rubric to measure SLOs.
3. Effectively use PLC time for collaboration, data assessment, and increase professional development opportunities.
4. Decrease suspension and D/F rates through the use of prevention programs such as Link Crew, PBIS, and Restorative Justice and by using interventions like counseling and other Multi Tiered Systems of Support (MTSS).

The Schoolwide Action Plan conforms to the following LCAP goals:

- LCAP Goal #1: Student Learning: All students have equitable access to rigorous, relevant, and engaging learning experiences for life-long individual success. District Goal # 1: Student Learning.
- LCAP Goal #3: Highly Qualified Staff: All students receive high quality education and services from caring, highly qualified and competent staff. District Goal #3: Highly Qualified Staff.

Success is ensured if RHS follows the plan they have set out for themselves. The district has already committed to improving building and grounds, and school leadership made promises to provide continued stability.

- If the plan is followed and guided by the VC's current recommendations, the critical areas for follow-up should be adequately addressed. Proper training is needed in order for some steps to be successful, such as the structuring PLC time to be more productive.
- One of the VC's recommendations is to implement current research-based instructional practices. Strengthening instruction at RHS will only lead to increased student learning.
- The plan in its current format is not easy to read, but it was pointed out by the WASC Coordinator that the pages printed incorrectly. The plan has detailed steps for implementing many of the previous recommendations, including PLC time and use of technology, as well as new recommendations, such as training for research-based teaching strategies.
- With assistance from the district, the action plan is fully achievable.
- Interviews with staff and community provided evidence that they are committed to further school improvement.
- The plan is tightly aligned with LCAP and SPSA.

The success of the plan relies heavily on proper training of the staff. It was evident that the staff needs guidance with certain elements, such as the development of SLOs. It is incumbent upon school and district leaders to provide the necessary support. RHS already has a wealth of resources few schools have access to: a loving community, local organizations dedicated to the success of its schools, and passionate staff. Proper use of these resources could lead to unimaginable outcomes.