

Rancho del Mar High (Continuation)

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

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

DataQuest

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

Internet Access

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



Dr. Richard Licciardello, Principal

Principal, Rancho del Mar High (Continuation)

About Our School

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

Contact

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

Phone: 310-377-6691
Email: licciardello@pvpusd.net

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Palos Verdes Peninsula Unified
Phone Number	(310) 378-9966
Superintendent	Alex Chemiss
Email Address	chernissa@pvpusd.net
Website	www.pvpusd.net

School Contact Information (School Year 2019—20)	
School Name	Rancho del Mar High (Continuation)
Street	38 Crest Road West
City, State, Zip	Rolling Hills, Ca, 90274-5058
Phone Number	310-377-6691
Principal	Dr. Richard Licciardello, Principal
Email Address	licciardello@pvpusd.net
Website	http://rdm.pvpusd.net
County-District-School (CDS) Code	19648651933308

Last updated: 12/18/2019

School Description and Mission Statement (School Year 2019—20)

Rancho del Mar High School is the continuation high school for the Palos Verdes Peninsula Unified School District, one of the leading districts in the United States. Located approximately 25 miles south of Los Angeles on the Palos Verdes Peninsula, the District educates students in grades kindergarten through twelve on a traditional calendar system at ten elementary, three intermediate and three high schools. Rancho del Mar has been designated a California "Model Continuation School" and in 2016, received its fifth consecutive six-year accreditation (the maximum term possible) from the Western Association of Schools and Colleges (WASC). The Rancho del Mar Visual/Performing Arts Program has been named an Exemplary Program by the California Continuation Education Association. Each year an overwhelming majority of its graduates continue in post-secondary educational programs. The graduation requirements and course content expectations at Rancho del Mar are identical to the District's traditional high schools, although the instructional methodology differs. At Rancho del Mar, the educational environment allows each student to progress at his/her own rate with individual and small group instruction. The educational programs at Rancho del Mar are tailored to meet the needs of its student population. Teachers, staff, and administration act on the principle that student needs come first. A comprehensive educational experience is provided by a dedicated staff.

At Rancho del Mar High School, we believe all students are entitled to:

A successful learning experience.

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

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

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

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

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

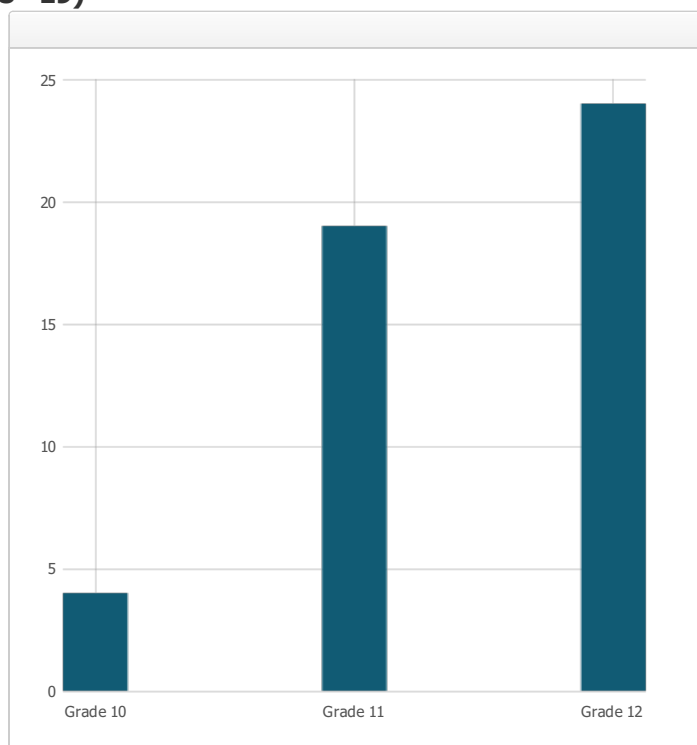
Students will leave Rancho del Mar High School with the ability to make positive choices, enabling them to realize their full potential as students, graduates, workers and citizens.

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

Last updated: 12/19/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 10	4
Grade 11	19
Grade 12	24
Total Enrollment	47



Last updated: 12/18/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	6.40 %
American Indian or Alaska Native	2.10 %
Asian	6.40 %
Filipino	2.10 %
Hispanic or Latino	23.40 %
Native Hawaiian or Pacific Islander	%
White	51.10 %
Two or More Races	8.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.90 %
English Learners	8.50 %
Students with Disabilities	29.80 %
Foster Youth	%
Homeless	2.10 %

A. Conditions of Learning

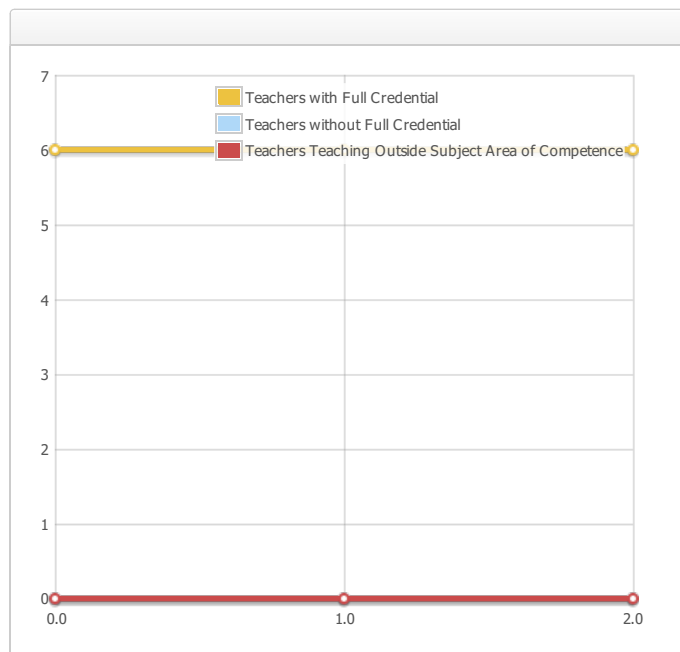
State Priority: Basic

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

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

Teacher Credentials

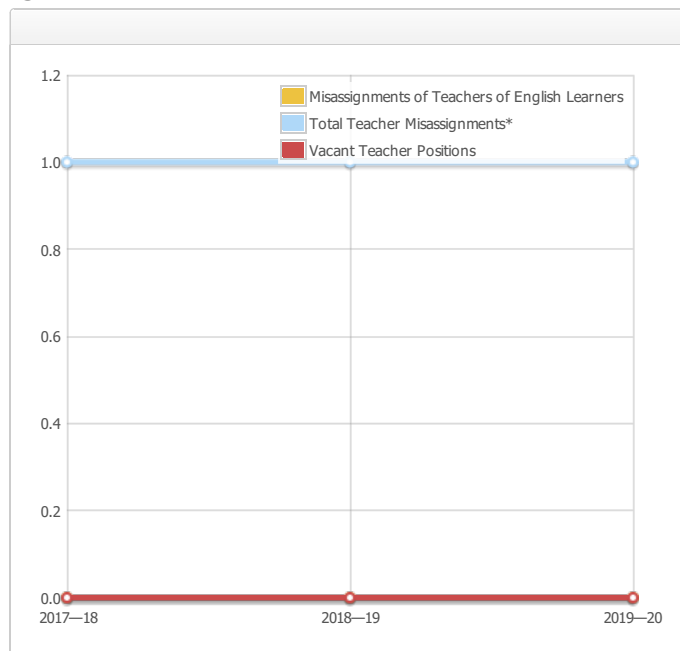
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	6	6	6	504
Without Full Credential	0	0	0	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/18/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English/Language Arts 9-12</p> <p>Eng.1, 1H, ELD 1 Holt Literature and Language Arts, Course 3, Holt, 2003 Holt Handbook (3rd Course), Holt, 2003</p> <p>Eng. 2, 2H, ELD 2 Holt Literature and Language Arts, Course 4, Holt, 2003 Holt Handbook (4th Course), Holt, 2003</p> <p>Eng. 3, 3H, ELD 3 Holt Literature and Language Arts, Course 5, Holt, 2003 Holt Handbook (5th Course), Holt, 2003</p> <p>Eng. 4 Holt Literature and Language Arts, Course 6, Holt, 2003 Holt Handbook (6th Course), Holt, 2003</p> <p>Reading/ Writing SK1 Holt Literature & Language, 3rd Course, Holt, 2003 Holt Handbook, 3rd Course, Holt, 2003 Interactive Reading Workbook, 3rd Course, Holt, 2003</p> <p>Reading/ Writing SK 2 Holt Literature & Language, 4th Course, Holt, 2003 Holt Handbook, 4th Course, Holt, 2003 Interactive Reading Workbook, 4th Course, Holt, 2003</p> <p>Reading/Writing SK 3 Holt Literature & Language, 5th Course, Holt, 2003 Holt Handbook, 5th Course, Holt, 2003 Interactive Reading Workbook, 5th Course, Holt, 2003</p> <p>Reading/ Writing SK 4 Holt Literature & Language, 6th Course, Holt, 2003 Holt Handbook, 6th Course, Holt, 2003 Interactive Reading Workbook, 6th Course, Holt, 2003</p> <p>AP Eng Lng Holt Literature and Language Arts, Fifth Course, 2003 Holt Handbook, Fifth Course, 2003</p> <p>AP Eng Lng Classics in World Literature, Scotts Foresman, 1991 A Pocket Guide to Correct Grammar, Harcourt Brace, 1986</p> <p>AP Eng Lit Classics in World Literature, Scott Foresman, 1991 A Pocket Guide to Correct Grammar, Harcourt Brace, 1986</p> <p>Journalism 1 Journalism Today!, NT C/Contemporary Publishing Co., 2000 AP Stylebook and Briefing on Media Law , Associated Press, 2013 The Newspaper Designer's Handbook, McGraw -Hill, 1997</p> <p>Mythology Mythology, Mentor, 1969</p>	Yes	0.00 %
Mathematics	<p>Mathematics 9-12</p> <p>Algebra 1, 1 MCR, Algebra A/B, Algebra 1 Honors</p>	Yes	0.00 %

Big Ideas Math Algebra 1, HMH, 2015, ISBN #978-0-544-58568-3
 Big Ideas Math Algebra 1: Student Journal, HMH, 2015, ISBN #978-1-608-40852-8

Algebra 2, 2H, 2 MCR

Big Ideas Math Algebra 2, HMH, 2015, ISBN #978-0-544-58604-8
 Big Ideas Math Algebra 2: Student Journal, HMH, 2015, ISBN #978-1-608-40854-2

Advanced Calculus

Multivariable Calculus, Thompson Learning Inc., 2003

Calculus

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

AP Calculus AB/BC

Calculus AP Edition, Pearson-Prentice Hall, 2007

AP Computer Science Principles

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

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

Computer Science (A/AB AP)

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

Geometry, H, MCR

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

Essentials of Algebra

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

Functions, Trig, Stats

College Alg. w /T rignonometry, McGraw Hill, 2001

Elementary Statistics: A Brief Version, McGraw Hill, 2003

Linear Algebra Stanford Online

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

PreCalc, PreCalc H, PreCalc W/Limits

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

Stat. Analysis

The Basic Practice of Statistics, 5th Edition, W H Freeman 2010

Statistics Analysis, AP

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

Science

Science 9-12

Yes

0.00 %

Applied Physical Sci, AP Biology

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

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

Biology 1, 2

Biology, McDougal-Littell, 2007 – ISBN 9780618725106

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

Biology 1H

Modern Biology, Holt, Reinhart & Winston, 2007

AP Chemistry

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

Chemistry 1

World of Chemistry, McDougal-Littell, 2007 – 9780618562763

Chemistry 1H

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

Civil Engineering & Architectural Design

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

Dev. Phys Sports Med
Essentials of Human Anatomy & Physiology Benjamin Cummings, 7th Edition, 2003

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

Earth Science
Earth Science, Prentice Hall, 2006

Engineering Design & Development (EDD)
Engineering Your Future: A Comprehensive Approach-4th Edition
Engineering Your Future: A Project Based Intro to Engineering
Engineering Your Future: A Student's Guide

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

Foundations of Scientific Thought/Method
Science Rules: A Historic Introduction to Scientific Methods, The Johns Hopkins University Press, 2004

Geology, Geo H
An Introduction to Physical Geography, Prentice Hall, 2006

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

Intro to Eng Design
Project Lead The Way: Introduction to Engineering Design, 2006

Life Science, Marine Biology, Marine Bio H, Marine Science
Biology, Glencoe, 2007

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

Physics
Physics, Holt, 2002

AP Physics 1
Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole Publishing, 2006

AP Physics 2
Enhanced College Physics 7th Edition, Serway, Faughn & Vuille, Brooks/Cole Publishing, 2006

AP Physics C Mechanics
Physics for Scientists & Engineers, Thomson, 2007

AP Physics C E & M
Physics for Scientists & Engineers, Thomson, 2007

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

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

Principles of Engineering
Project Lead The Way: Principles of Engineering 2006

History-Social
Science

History-Social 9-12
Adv. Philosophy/Religion
From Socrates to Sartre: The Philosophic Quest, Bantam Books, Lavine, 1989

Yes

0.00 %

American Government/AP American Government
Magruder's American Government, Prentice Hall, 2006
American Government, 10th Edition, McDougal-Littell, 2006

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

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

Economics
CA Economics: Principles in Action, Prentice Hall, 2007

AP Macroeconomics
Economics: A Contemporary Introduction (7th Edition), Thomson Learning, 2006

AP Microeconomics
Economics: A Contemporary Introduction (7th Edition), Thomson Learning, 2006

Economics for Living Ethics
Economics Today and Tomorrow , Glencoe/McGraw -Hill, 2006
Selected books, essays, newspapers, medical journals and articles

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

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

Psychology
Psychology: Principles in Practice, Holt, 2007

AP Psychology
Psychology, 8th Edition, Worth, 2006

Sociology
Sociology, 3rd Edition, Prentice Hall, 2003

US Gov & Politics AP US History, H
American Government, 10th Ed., McDougal Littell 2006

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

AP US History
The American Pageant, 13th Edition, McDougal Littell, 2006
Preparing for the AP US History Exam, McDougal Littell, 2006

World History, H, AP
Modern World History: Patterns of Interaction, McDougal Littell, 2006
Modern World History Reading Study Guide, McDougal Littell, 2006

Women's Studies
History of Gender in America, Prentice Hall, 2003

Writing Workshop
Writers Inc., Write Source, a Houghton Mifflin Co., 2001
Sourcebook, Write Source, a Houghton Mifflin Co., 2000
Inside Writing, Write Source, a Houghton Mifflin Co., 2003

Foreign Language

World Language – Secondary
Chinese 1

Integrated Chinese Level 1 Part A: Simplified Characters, 2nd Edition, Cheng & Tsui, 2005
Simplified Workbook, 2nd Edition, Cheng & Tsui, 2006

Chinese 2

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

Yes

0.00 %

Chinese 3, 3H

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

Chinese 4

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

Chinese 5

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

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

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

Chinese Legends & Folk Tales

Tales and Traditions, Readings in Chinese Literature Series Vol. 1-2, Compiled by Yun Xiao et al, Cheng & Tsui Publishers 2001

Classical

Greek 1

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

French 1

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

French 2

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

French 3, 3H

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

French 4 AP

Allons au-delà, Pearson, 2012
AP French Preparing for Lang & Culture Exam workbook, Pearson, 2012

Japanese 1

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

Japanese 2

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

Japanese 3, 3H

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

Japanese 4 (College 1)

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

Korean 1

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

Dynamic Korean 1 Workbook, Foundation for Korean Lng & Culture; ISBN 978-8-955-18762-5

Korean 2

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

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

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

Korean 3, 3H

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

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

	07076-6 Active Korean 3, 1st Edition, Pub: Moonjin, 2012; ISBN 978-8-953-91234-2 SAT Subject Test Korean; ISBN 978-89-5518-657-4		
	Korean 4, 4H Integrated Korean Intermediate 1, 2nd Edition, U of H Press; ISBN 978-0-8248-3650-4 Integrated Korean Workbook: Intermediate 1; ISBN 978-0-8248-3651-1		
	Latin 1 Latin for Americans (Book 1), Glencoe, 2003		
	Latin 2 First Year Latin, Prentice Hall, 1990		
	Latin 3, 3H Latin for Americans (Book 2), Glencoe, 2004		
	AP Latin Vergil's Aeneid, Bolchazy-Carducci, 1998 Vergil's Aeneid (books 10 & 12), Bolchazy-Carducci, 1998		
Health	Grades 8-12 Lifetime Health, Holt, Reinhart and Winston, 2004	Yes	0.00 %
Visual and Performing Arts	Art History AP Art Through the Ages, 11th Edition, Thomson Wadsworth, 2001 Music Theory AP Theory Essentials, Volume 1, Thomson Schirmer, 2003 Workbook for Theory Essentials, Volume 1, Thomson Schirmer, 2003	Yes	0.0 %
Science Lab Eqpmt (Grades 9- 12)	N/A	N/A	0.0 %

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

Last updated: 12/18/2019

School Facility Conditions and Planned Improvements

PVPUSD sites have not seen significant Modernization Projects in many years. School sites are in "Fair" condition and kept safe and functional by requests through Work Order System. Recent recommendations from a Facilities Advisory Committee have been presented to the Board of Education with a request for the Board to investigate methods to fund these priorities.

Last updated: 12/18/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Older systems require continuous maintenance to insure function.
Interior: Interior Surfaces	Fair	Repairs ongoing using work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Continued contract with Rodent removal contractor for fields and landscaped areas.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restroom upgrades included in Facilities Modernization Plan.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof repairs performed Summer 2019 continued monitoring for future repairs.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Asphalt needs replacement as budget is available. Staff have maintained concrete pathways but will continue to evaluate to determine replacement schedule.

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Fair
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Last updated: 12/18/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	0%	30%	77%	78%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0%	7%	72%	72%	38.0%	39.0%

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

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

Last updated: 12/19/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	30	93.75%		30.00%
Male	17	17	100.00%		29.41%
Female	15	13	86.67%		30.77%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	--	--	--		
Filipino					
Hispanic or Latino	--	--	--		
Native Hawaiian or Pacific Islander					
White	21	19	90.48%		31.58%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	--	--	--		
English Learners	--	--	--		
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 12/19/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	32	30	93.75%		6.67%
Male	17	17	100.00%		11.76%
Female	15	13	86.67%		0.00%
Black or African American	--	--	--		
American Indian or Alaska Native					
Asian	--	--	--		
Filipino					
Hispanic or Latino	--	--	--		
Native Hawaiian or Pacific Islander					
White	21	19	90.48%		5.26%
Two or More Races	--	--	--		
Socioeconomically Disadvantaged	--	--	--		
English Learners	--	--	--		
Students with Disabilities	--	--	--		
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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Last updated: 12/19/2019

Career Technical Education (CTE) Programs (School Year 2018—19)

Many of our Career Technical Education courses are available as additional offerings in the Visual and Performing Arts Department, which is among the most diverse to be found in most high schools. Offerings are UC/CSU approved and include Ceramics, Drawing & Painting, Printmaking, Animation, Photography, Sculpture, Video Production, Drama, Jazz Orchestra, PE Band/Marching Band, Dance, AP Art History, AP Studio Art 2-D and 3-D, Broadcasting, Web Design, Programming, AP Music Theory, Concert Band, Musical Theater, and more.

Students are able to advance to second and third year courses in Web Design, Programming, Animation, Photography, Video, Sculpture, Dance, Orchestra, Jazz, and Drama. Staff is dedicated to its mission of creating a comprehensive school experience within the context of a publicly-funded high school. At the introduction level, we provide a diverse population of aspiring artists and art scholars with access to quality education by combining a broad-based experience with a firm historical, theoretical, and practical foundations curriculum. There are also specialized areas of study where students can advance their level by emphasizing opportunities to explore private and corporate supported partners, participate in student leadership and/or competitions, access dual enrollment or continuing education opportunities, and improve college/career readiness while tailoring their programs of study. Corporations, in collaboration with schools, include Boeing Corporation, Northrop Grumman, Honda and others, which have helped students gain the knowledge they need to prepare for College and to excel in professional fields.

Last updated: 12/19/2019

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
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Number of Pupils Participating in CTE	49
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/16/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

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

State Priority: Pupil Engagement

Last updated: 1/6/2020

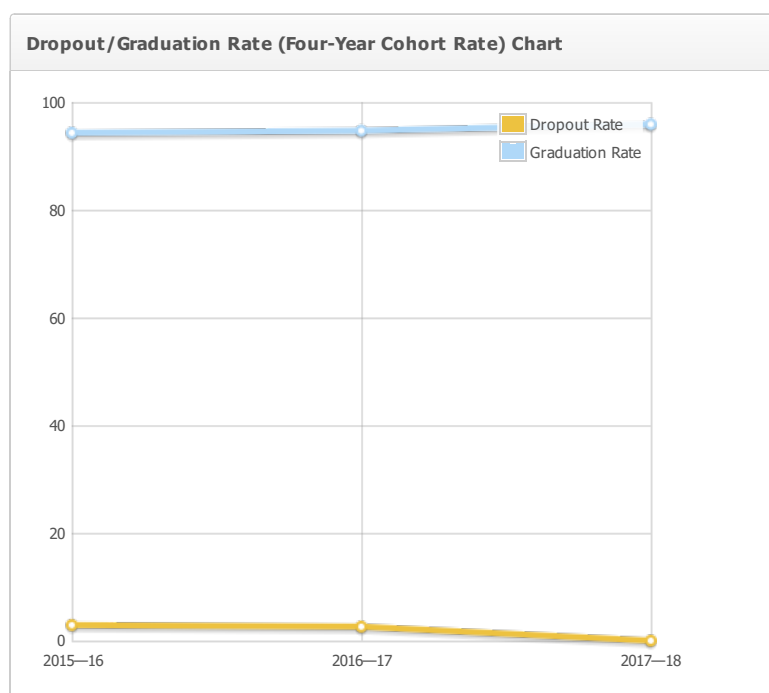
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	2.90%	0.30%	9.70%
Graduation Rate	94.30%	98.50%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	2.60%	0.00%	0.20%	0.30%	9.10%	9.60%
Graduation Rate	94.70%	95.90%	98.40%	98.10%	82.70%	83.00%



For the formula to calculate the 2016—17 and 2017—18 adjusted cohort graduation rate, see the 2018—19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	9.90%	20.80%	12.30%	1.00%	1.40%	1.30%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 12/19/2019

School Safety Plan (School Year 2019—20)

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

Rancho del Mar performs regular practice drills, drop and cover drills, lock down, earthquake drills, evacuation drills, etc. Rancho del Mar participates in the "Great American Shakeout" and monthly district-wide Ham Radio drills and is constantly seeking feedback to improve our earthquake and emergency preparedness. Visitor are required to sign in/out in the school office and are given a badge. Appropriate signs are posted. There is one security staff member. Emergency exit routes are posted in all rooms and all doors can be locked with a push bar emergency exit access.

2018-19 Comprehensive School Safety Plan was adopted by School Site Council on January 11, 2019 and approved by District Governing Board on February 27, 2019.

Last updated: 1/6/2020

D. Other SARC Information

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	42		
Mathematics	2.00	22		
Science	2.00	17		
Social Science	3.00	36		

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

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

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	4.00	16		
Mathematics	2.00	14		
Science	2.00	17		
Social Science	6.00	15		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	3.00	20		
Mathematics	2.00	12		
Science	2.00	16		
Social Science	5.00	14		

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

Last updated: 12/19/2019

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	47.00

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

**Average Number of Pupils per Counselor

Last updated: 12/19/2019

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.60
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Last updated: 12/20/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$23068.08	\$1317.44	\$21750.65	\$85097.67
District	N/A	N/A	--	\$83508.00
Percent Difference – School Site and District	N/A	N/A	1.09%	0.02%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	0.90%	0.05%

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

Last updated: 1/6/2020

Types of Services Funded (Fiscal Year 2018—19)

For the 2018-19 school year, Palos Verdes Peninsula Unified School District spent an average of \$11,654.82 to educate each student (based on 2018-19 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction and certain other expenditures. This calculation is required by law annually and is compared to other districts statewide. In addition to general fund state funding, Palos Verdes Peninsula Unified receives federal, state and local funding for special programs. For the 2018-19 school year, the District received approximately \$1,020.95 per student in federal, state and local aid for the following categorical, special education and support programs:

Title I

Special Education IDEA Local Assistance

Special Education IDEA Preschool

Special Education IDEA Preschool Local Entitlement

Special Education IDEA Mental Health

Special Education IDEA Preschool Staff Development

Career and Technical Education

Title II

Title III

Specialized Secondary Programs

Restricted Lottery

Special Education (AB602)

SELPA Regionalized Program

Special Education Mental Health Services

Tobacco Use Prevention Education

Classified Employee PD Block Grant

Low Performing Student Block Grant

Music Donation Grant

CalMHSA Grant

PEF-STEM

PEF Site Grant

Special Children's League

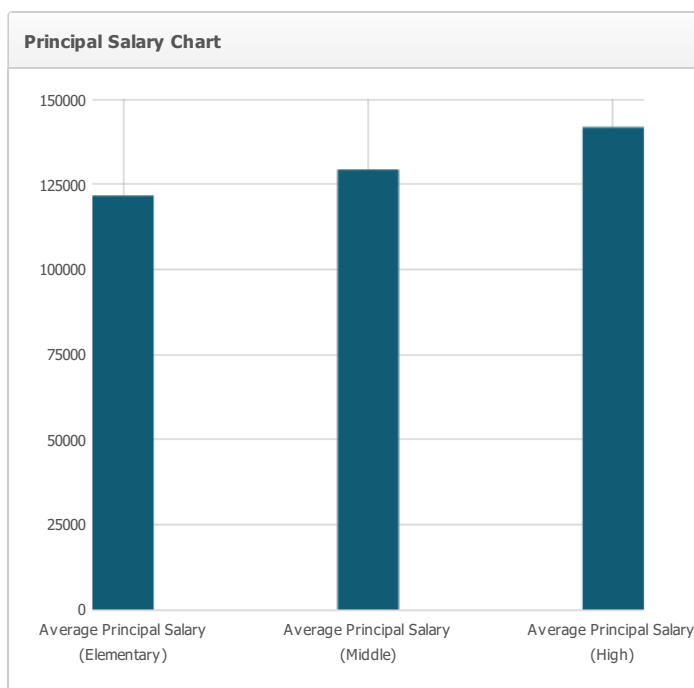
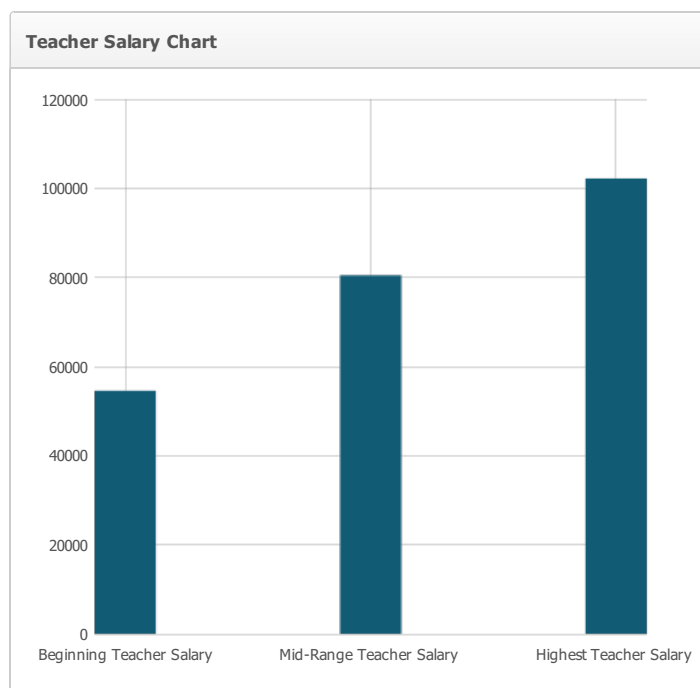
Los Angeles County Arts Commission

Last updated: 12/19/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,557	\$51,374
Mid-Range Teacher Salary	\$80,459	\$80,151
Highest Teacher Salary	\$102,189	\$100,143
Average Principal Salary (Elementary)	\$121,629	\$126,896
Average Principal Salary (Middle)	\$129,279	\$133,668
Average Principal Salary (High)	\$141,722	\$143,746
Superintendent Salary	\$296,952	\$245,810
Percent of Budget for Teacher Salaries	37.00%	35.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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



Last updated: 12/19/2019

Professional Development

2017-18 = 5 Full Days, 10 Partial Days

2018-19 = 6 Full Days, 10 Partial Days

2019-20 = 10 full days, 10 partial days

2017-18 = 5 Full Days, 10 Partial Days

2018-19 = 6 Full Days, 10 Partial Days

2019-20 = 10 full days, 10 partial days

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	15	16	20

Last updated: 12/20/2019