

# Rancho del Mar High

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Rancho del Mar High
<b>Street</b>	38 Crest Road West
<b>City, State, Zip</b>	Rolling Hills CA 90274-5058
<b>Phone Number</b>	(310) 377-6691
<b>Principal</b>	Brett Egan
<b>Email Address</b>	eganb@pvpusd.net
<b>School Website</b>	<a href="https://rdm.pvpusd.net/">https://rdm.pvpusd.net/</a>
<b>County-District-School (CDS) Code</b>	19 64865 1933308

## 2023-24 District Contact Information

<b>District Name</b>	Palos Verdes Peninsula Unified
<b>Phone Number</b>	(310) 378-9966 Ext. 404
<b>Superintendent</b>	Devin Serrano
<b>Email Address</b>	serranod@pvpusd.net
<b>District Website</b>	<a href="http://www.pvpusd.net">www.pvpusd.net</a>

## 2023-24 School Description and Mission Statement

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 transitional kindergarten through twelve on a traditional calendar system at ten elementary, three intermediate, three high schools, and a distance learning school. Rancho del Mar has been designated a California "Model Continuation School" and 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 unique and diverse 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.

## 2023-24 School Description and Mission Statement

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!

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	4
Grade 11	22
Grade 12	24
Total Enrollment	50

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38%
Male	62%
American Indian or Alaska Native	2%
Asian	12%
Black or African American	6%
Filipino	6%
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	2%
Two or More Races	2%
White	38%
English Learners	12%
Foster Youth	2%
Socioeconomically Disadvantaged	20%
Students with Disabilities	30%

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.70	66.91	410.60	89.55	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.90	0.22	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.40	2.94	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	32.84	11.50	2.52	12115.80	4.41
<b>Unknown</b>	0.00	0.00	21.80	4.76	18854.30	6.86
<b>Total Teaching Positions</b>	4.00	100.00	458.50	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	4.00	85.47	411.30	91.15	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.40	0.09	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	9.30	2.08	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	14.32	9.90	2.20	11953.10	4.28
<b>Unknown</b>	0.00	0.00	20.10	4.47	15831.90	5.67
<b>Total Teaching Positions</b>	4.70	100.00	451.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.30	0.60
Total Out-of-Field Teachers	1.30	0.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2023-September	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Eng 1, 1H, ELD 1, Eng 9 MGR Literature and Language Arts, Course 3, Holt, Rinehart & Winston, 2003	Yes	0.0 %

	<p>Eng 2, 2H, ELD 2, Eng 10 MGR Literature and Language Arts, Course 4, Holt, Rinehart &amp; Winston, 2003</p> <p>Eng 3, 3H, AP Eng Lang, ELD 3, Eng 11 MGR Literature and Language Arts, Course 5, Holt, Rinehart &amp; Winston, 2003</p> <p>Eng 4, AP Eng Lit, Eng 12 MGR Literature and Language Arts, Course 6, Holt, Rinehart &amp; Winston, 2003</p>		
<b>Mathematics</b>	<p>Algebra 1, 1 MCR, Algebra A/B, Algebra 1H Big Ideas Math Algebra 1, Houghton Mifflin Harcourt, 2015</p> <p>Algebra 2, 2H, 2 MCR Big Ideas Math Algebra 2, Houghton Mifflin Harcourt, 2015</p> <p>Advanced Calculus Multivariable Calculus, Thompson Learning, Inc., 2003</p> <p>Calculus Calculus of a Single Variable, Houghton Mifflin Harcourt, 2006</p> <p>AP Calculus AB/BC Calculus AP Edition, Pearson-Prentice Hall, 2007</p> <p>AP Computer Science Principles New Perspectives Computer Concepts 2016 Enhanced, Comprehensive, Cengage Learning, 2017</p> <p>AP Computer Science, Adv Comp Sci Fundamentals of Java: AP Computer Science Essentials, Cengage Learning, 2011</p> <p>Essentials of Algebra Big Ideas Math Algebra 1, Houghton Mifflin Harcourt, 2015</p> <p>Geometry, H, MCR Big Ideas Math Geometry, Houghton Mifflin Harcourt, 2015</p> <p>PreCalc, PreCalc H, PreCalc W/Limits Precalculus With Limits: A Graphing Approach, Houghton Mifflin Harcourt, 2008</p> <p>Statistics Analysis Statistics and Probability with Applications, Bedford, Freeman &amp; Worth, 2021</p> <p>Statistics Analysis, AP Updated Version of The Practice of Statistics, Bedford, Freeman &amp; Worth, 2020</p>	Yes	0.0 %
<b>Science</b>	<p>Biology 1 Experience Biology: The Living Earth, Savvas Learning Company, 2020</p> <p>Biology 1H Essentials of Biology, McGraw Hill, 2024</p>	Yes	0.0 %

	<p>AP Biology Campbell Biology in Focus, Pearson/Savvas, 2020</p> <p>Chemistry 1 Inspire Chemistry, McGraw Hill, 2020</p> <p>Chemistry 1H Introductory Chemistry: A Foundation, Cengage Learning, 2019</p> <p>AP Chemistry Chemistry AP, McDougal-Littell, 2017</p> <p>Developmental Physiology &amp; Sports Medicine Athletic Training: An Introduction to Professional Practice, McGraw Hill, 2005</p> <p>Earth Science Inspire Earth Science, McGraw Hill, 2020</p> <p>AP Environmental Science Exploring Environmental Science for AP Updated, Cengage Learning, 2021</p> <p>Intro to Engineering Design Parametric Modeling, Schroff Development Corporation, 2010 Starting out with C++, Pearson, 2014</p> <p>Life Science Inspire Biology, McGraw Hill, 2020</p> <p>Marine Biology, H Marine Science, McGraw Hill, 2019</p> <p>Physics Experience Physics, Savvas Learning Company, 2022</p> <p>AP Physics 1, 2 College Physics: A Strategic Approach AP Edition, Pearson/Savvas, 2019</p> <p>AP Physics C Mechanics, E &amp; M Physics for Scientists and Engineers, Cengage Learning, 2019</p> <p>Physiology &amp; Anatomy, H Essentials of Human Anatomy &amp; Physiology, Savvas, 2022</p>		
<b>History-Social Science</b>	<p>Adv. Philosophy/Religion From Socrates to Sartre: The Philosophic Quest, Bantam Books, 1985</p> <p>American Government Magruder's American Government Interactive, Savvas Learning Company, 2023</p> <p>American Government AP American Democracy Now AP Edition, McGraw Hill Education, 2022</p>	Yes	0.0 %



	<p>AP Comparative Government/ Politics Introduction to Comparative Politics AP Edition, Cengage Learning, 2019</p> <p>Comparative Religions The World's Religions, Harper Collins, 2009</p> <p>Economics Economics: Principles in Action, Pearson/Savvas, 2019</p> <p>AP Economics Economics: A Contemporary Introduction, Cengage Learning, 2017</p> <p>AP European History A History of Western Society Since 1300 for AP, Bedford, Freeman &amp; Worth, 2020</p> <p>AP Human Geography The Cultural Landscape: An Intro to Human Geo, Pearson Prentice Hall, 2008</p> <p>Psychology Psychology: Principles in Practice, Holt, Rinehart &amp; Winston, 2007</p> <p>AP Psychology Updated Myers' Psychology for AP, Bedford, Freeman &amp; Worth, 2020</p> <p>Sociology Sociology, Prentice Hall, 2003</p> <p>US History, H United States History: The Twentieth Century, Pearson/Savvas, 2019</p> <p>AP US History The American Pageant AP Edition, Houghton Mifflin Harcourt, 2006</p> <p>World History, H World History: The Modern World, Pearson/Savvas, 2019</p> <p>AP World History 1200 Update Ways of the World with Sources for the AP Modern Course, Bedford, Freeman &amp; Worth, 2020</p>		
<b>Foreign Language</b>	<p>Chinese 1 Integrated Chinese 1: Simplified Characters, Cheng &amp; Tsui, 2016 Integrated Chinese 1: Traditional Characters, Cheng &amp; Tsui, 2016</p> <p>Chinese 2 Integrated Chinese 2: Simplified Characters, Cheng &amp; Tsui, 2017 Integrated Chinese 2: Traditional Chinese, Cheng &amp; Tsui, 2017</p> <p>Chinese 3, H</p>	Yes	0.0 %

Integrated Chinese 3: Simplified & Traditional, Cheng & Tsui, 2017		
Chinese 4, AP Integrated Chinese 4: Simplified & Traditional, Cheng & Tsui, 2018		
Chinese 5 Harvest Intermediate Chinese, Beijing Normal University Press, 2007		
French 1 T'es branché? 1, Carnegie Learning, 2019		
French 2 T'es branché? 2, Carnegie Learning, 2019		
French 3 T'es branché? 3, Carnegie Learning, 2019		
French 4 T'es branché? 4, Carnegie Learning, 2020		
French 4 AP Themes, Vista Higher Learning, 2016		
Japanese 1 Adventures in Japanese, Level 1, Cheng & Tsui, 2003		
Japanese 2 Adventures in Japanese, Level 2, Cheng & Tsui, 2003		
Japanese 3, H Adventures in Japanese, Level 3, Cheng & Tsui, 2003		
Japanese 4, AP Adventures in Japanese, Level 4, Cheng & Tsui, 2003		
Korean 1 Epic Korean 1, Foundation for Korean Language & Culture in the USA, 2021		
Korean 2 Epic Korean 2, Foundation for Korean Language & Culture in the USA, 2021		
Korean 3, H Epic Korean 3, Foundation for Korean Language & Culture in the USA, 2021		
Korean 4, H Epic Korean 4, Foundation for Korean Language & Culture in the USA, 2021		
Latin 1 Latin Course Unit 1, Cambridge University Press, 2001		
Latin 2 Latin Course Unit 2, Cambridge University Press, 2001		
Latin 3, H Latin Course Unit 3, Cambridge University Press, 2001		

	<p>Latin 4, AP Vergil's Aeneid, Latin Edition, Bolchazy-Carducci Publishers, 1999</p> <p>Spanish 1 Encuentros 1: Comunicación y Cultura, Vista Higher Learning, 2022</p> <p>Spanish 2 Encuentros 2: Comunicación y Cultura, Vista Higher Learning, 2022</p> <p>Spanish 3, H Encuentros 3: Comunicación y Cultura, Vista Higher Learning, 2022</p> <p>Spanish 4 Perspectivas, Vista Higher Learning, 2022</p> <p>AP Spanish Lang TEMAS: AP Spanish Language &amp; Culture, Vista Higher Learning, 2014</p> <p>AP Spanish Lit Azulejo, Wayside Publishing, 2014</p> <p>Spanish 5 Civilizacion y Cultura, Thomson/Heinle, 2004 Revista, Vista Higher Learning, 2010</p>		
<b>Visual and Performing Arts</b>	<p>Art History AP Gateways to Art + Digital Extended Access, W.W. Norton &amp; Company, 2018</p> <p>Music Theory AP Theory Essentials, Cengage, 2013</p>	Yes	0.0 %

## School Facility Conditions and Planned Improvements

PVPUSD sites have not seen significant Modernization Projects in many years. School sites are in "Fair" condition and are kept safe and functional by requests made through the District's Work Order System. Recommendations from a 2019-20 Facilities Advisory Committee led the Board of Education to place a general obligations bond measure on the March 2020 ballot; however, this bond (Measure PV) did not pass. The District, along with the Operations Advisory Committee, continues to identify priorities and make the necessary repairs and upgrades as noted in actions taken below.

**Year and month of the most recent FIT report**

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Regular maintenance of the systems and work order requests keep the systems operational. Sewer lines are jetted to clear blockages on a preventative maintenance schedule.
<b>Interior:</b> Interior Surfaces		X		Routine maintenance and repairs are ongoing as needed. Repair needs are managed using the work order system.

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X	Daily cleaning in classrooms, restrooms, and office spaces. Integrated Pest Management program is in place to mitigate pest infestation.
<b>Electrical</b>	X		Electrical system is in good repair and maintained through a preventative maintenance program. Sub panels and feeders are around 10 years old.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	Original galvanized water lines are supporting restrooms and fountains. Regular maintenance and repairs keeps the plumbing system operational.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Annual fire alarm testing completed, fire system is in good repair. Annual service of the fire extinguishers completed.
<b>Structural:</b> Structural Damage, Roofs		X	Routine maintenance is performed to extend useful life of roofs. Roof leaks are addressed through the work order system.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	Asphalt, doors, windows, and gates are repaired through submittal of work orders as needed.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	44	35	80	81	47	46
Mathematics (grades 3-8 and 11)	0	4	72	74	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	38	26	68.42	31.58	34.62
<b>Female</b>	15	8	53.33	46.67	--
<b>Male</b>	23	18	78.26	21.74	33.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	11	61.11	38.89	36.36
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	7	50.00	50.00	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	37	24	64.86	35.14	4.17
<b>Female</b>	15	6	40.00	60.00	--
<b>Male</b>	22	18	81.82	18.18	5.56
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	10	55.56	44.44	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	6	46.15	53.85	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	9.09	9.38	65.05	66.12	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	52	32	61.54	38.46	9.38
<b>Female</b>	19	8	42.11	57.89	--
<b>Male</b>	33	24	72.73	27.27	12.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	16	9	56.25	43.75	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	23	12	52.17	47.83	8.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	7	63.64	36.36	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	9	42.86	57.14	--



## 2022-23 Career Technical Education Programs

High School Students at PVDLA may enroll in classes offered by SCROC and LA Harbor College; these classes offer dual enrollment/credit opportunities and/or CTE pathways. High School Students at PVDLA may also enroll in CTE and VAPA programs through the comprehensive high schools as outlined below:

### PVPHS

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, and Sculpture and 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 and 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 combining a broad-based experience with a firm historical, theoretical, and practical foundations curriculum. There is also specialized areas of study where students can advance their level, emphasizing opportunities to explore for private and corporate supported partners, student leadership and competitions, dual enrollment or continuing education, and college/career readiness while as students tailor their programs of study among a community of students. Corporations in collaboration with schools include Aerospace, Boeing Corporation, Northrop Grumman, and Honda and more, which has helped students gain the knowledge they need to prepare for College and to excel in professional fields.

### PVHS

Many of our Career Technical Education courses are elements of our Visual and Performing Arts Department that offers highly specialized and diversified curriculum. Our department programs are primarily funded by our generous Booster Club and PTSA. The Visual and Performing Arts Department is among the most comprehensive and diverse to be found in most any high school, in the country, public or private. All courses are UC/CSU approved.

At the introduction level, course offerings include: Ceramics, Drawing & Painting, Animation, Photography, Video Production, Drama, Jazz Orchestra, PE Band/Marching Band, Dance.

At the more advanced levels, the departments offer more specialized curriculum in AP Art History, as well as AP Studio Art 2-D and 3-D, Live from 205, a live student news broadcasting team, AP Music Theory, Concert Band and Musical Theater.

Students are able to advance to second and third year courses in Animation, Photography, Video, Choro, Orchestra, Jazz, and Drama.

The Department of Visual and Performing Arts is dedicated to its mission of creating a comprehensive art-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 combining a broad-based experience with a firm historical, theoretical, and practical foundation art curriculum. There is also specialized study in the areas of 3-D art, art history, and studio art.

At the advanced level, our programs are designed with a dual emphasis on tailoring programs of study to individual students while fostering shared experience among a community of students.

Our faculty is committed to the belief that an education in the visual arts and related scholarship can be grounded in tradition while geared toward innovation, can foster both discipline-centered and interdisciplinary activity, and can achieve a fusion of informed dialogue, practice, and production.

The Palos Verdes Institute of Technology (PVIT) opened at PVHS in 1987 and featured one of the first high school robotics programs in the nation. When the school was reopened in 2001, PVHS students continued the PVIT tradition by becoming the only high school to field a DARPA "Grand Challenge" autonomous vehicle. The PVHS team competed with entries from Cal Tech, MIT, Virginia Tech and the winning vehicle from Stanford. With this established record of success, there was interest in developing a PVIT program that would offer pre-College engineering/technology courses while continuing opportunities for competitions, internships, mentoring and research.

Project Lead the Way (PLTW) offers this type of program through a flexible sequence of courses which builds students engineering/technology skills and knowledge. PVHS has linked math/science classes with PLTW courses which are recognized

## 2022-23 Career Technical Education Programs

by UC and CSU and meet the “g” admission requirement. PLTW program comes from the UC faculty who have reported that they are impressed with PLTW and believe that these courses offer a great opportunity for students. Corporations here in our South Bay, including Aerospace, Boeing Corporation, Northrop Grumman, and Honda have enthusiastically advised our school to join with Project Lead the Way (PLTW), a national nonprofit organization, to help our students gain the knowledge they need to prepare for College and to excel in engineering and other high-tech fields.

In addition to these corporations, the University of California (UC) and other major universities have recognized PLTW, and many including Duke University and Purdue University offer credit or advanced placement for the PLTW coursework to students when they enroll. Rochester Institute of Technology also makes transferable College credit available to PVHS PLTW students.

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	7.41

## B. Pupil Outcomes

### 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.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We have opportunities to volunteer ranging from being on School Site Council to assisting our students and school in a variety of areas. Potential volunteers contact the principal to determine what is in the best interest of the volunteer and the school.

C. Engagement

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	7.1	3.1	0.2	0.4	1.3	9.4	7.8	8.2
Graduation Rate	100	92.9	96.9	98.3	97.8	97.3	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	32	31	96.9
<b>Female</b>	12	12	100.0
<b>Male</b>	20	19	95.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	17	16	94.1
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	85	82	69	84.1
Female	33	31	27	87.1
Male	52	51	42	82.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	12	11	10	90.9
Black or African American	3	3	2	66.7
Filipino	4	4	2	50.0
Hispanic or Latino	23	22	19	86.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	5	5	4	80.0
White	35	34	29	85.3
English Learners	9	9	9	100.0
Foster Youth	2	2	2	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	18	17	13	76.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	28	27	21	77.8

## C. Engagement

### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.47	0.00	0.00	0.87	1.02	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

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 safety drills, drop and cover drills, lock down drills, 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. Visitors are required to sign in/out in the school office and are given a badge. Appropriate signs are posted and 100% of students feel "safe" or "very safe" via our school climate survey done in the fall of 2022. Emergency exit routes are posted in all rooms and all doors can be locked with a push bar emergency exit access.

The 2022-23 Comprehensive School Safety Plan was adopted by School Site Council on February 8, 2023 and approved by District Governing Board on February 22, 2023. We will start our review of the 2023-24 CSSP in January 2024.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	4	1	
Mathematics	2	11		
Science	4	5		
Social Science	9	7	1	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	13		
Mathematics	2	13		
Science	2	13		
Social Science	2	21		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	20	0	0
Mathematics	2	18	0	0
Science	2	17	0	0
Social Science	2	24	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	100

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$30,557.91	\$0.00	\$30,557.91	\$104,197.52
District	N/A	N/A	\$15,053.23	\$93,375
Percent Difference - School Site and District	N/A	N/A	68.0	11.0
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	120.3	17.6



## Fiscal Year 2022-23 Types of Services Funded

For the 2022-23 school year, Palos Verdes Peninsula Unified School District spent an average of \$15,097.95 to educate each student (based on 2022-23 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 2022-23 school year, the District received approximately \$2,660.91 per student in federal, state and local aid for the following categorical, special education and support programs:

Expanded Learning Opportunities Program

Title I

ESSER I

ESSER II

ESSER III

Expanded Learning Opportunities Grant

Special Education IDEA Local Assistance

Special Education IDEA Preschool

Special Education IDEA Mental Health

Special Education IDEA Preschool Staff Development

Title II

Title III

Title IV

American Rescue Plan-Homeless Children and Youth

Universal Pre-K

Restricted Lottery

Special Education (AB602)

Special Education Mental Health Services

Special Ed Early Intervention Preschool

Tobacco Use Prevention Education

Arts, Music and Instructional Materials Discretionary Block Grant

Child Nutrition KIT Funds

In Person Instruction Grant

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$59,026	\$54,190
<b>Mid-Range Teacher Salary</b>	\$82,859	\$85,111
<b>Highest Teacher Salary</b>	\$110,563	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$130,604	\$132,492
<b>Average Principal Salary (Middle)</b>	\$139,869	\$140,987
<b>Average Principal Salary (High)</b>	\$168,090	\$153,884
<b>Superintendent Salary</b>	\$295,000	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	34.95%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	3.66%	5.25%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

2023-24

More than 24 professional development opportunities over 48 school days have been/will be offered at the site & District levels.

District training topics include:

- Training for curriculum pilots: EL Newcomer supplemental materials and AP U.S. History
- New textbook/curriculum adoption support: Writing K-12, TK adoptions, Elementary science, Elementary social studies, and World Languages
- Grade level standards and frameworks, planning and pacing in various subject areas: TK-12
- State testing training and support
- Formation of Artificial Intelligence Committee
- Articulation and review of district math pathways and protocols

Teachers are further supported through professional learning opportunities with their principals, grade-level teams, or department teams. In addition, the District's instructional coaches provide support for any teachers/teams in need.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	47	48	48