

Mountain Empire High School

Home of the Redhawks

**3305 Buckman Springs Road
Pine Valley, CA 91962**

Mountain Empire Unified School District

**WASC Focus on Learning
Self-Study 2018**

WASC Visit Dates: April 15-18, 2018

ACS WASC/CDE Focus on Learning Accreditation Manual, 2017 Edition



Mountain Empire Unified School District

3291 Buckman Springs Road
Pine Valley, CA 91962
(619)473-9022

<http://www.meusd.k12.ca.us/>

MEUSD Board of Education

President – Ken Northcote
Vice President - Beryl Buchanan
Clerk - Chris Anderson
Member - Tina Heimerdinger
Member – Danny Nunez
Member – Bill Troutt
Member – Jeff Morrison
Student Member – Sujhey Rosas

MEUSD Superintendent

Dr. Kathy Granger

Mountain Empire High School

3305 Buckman Springs Road
Pine Valley, CA 91962
(619)473-8601

<http://mountain-empire-high.mountain-empire-unified-school-district.schoolblocks.com/>

MEHS School Administration 2017-2018

Principal – Patrick Keeley
Administrator – Jim Bloch
Administrator – Heather Westgaard
Counselor- Peter Krahling
Counselor – Cherie Foraker

MEHS Department Chairpersons

English Language Arts – Mari Mann
Mathematics – Liz Ann Parker
Social Science – Jana Nichols
Science – Dr. Ev Nusic
ELD – Raphael Miravete
CTE – Dave Etnire
Agriculture – Kelly Tulloch
ASB – Jarrod Sills
Fine Arts/Music – Jarrod Sills

MEHS WASC Focus on Learning

WASC Coordinator

Mari Mann

WASC Focus Group Leaders

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff,
and Resources - Darren Pyle

Category B: Standards-based Student Learning: Curriculum - Liz Ann Parker

Category C: Standards-based Student Learning: Instruction - Mari Mann

Category D: Standards-based Student Learning: Assessment and Accountability -
Christine Goss

Category E: School Culture and Support for Student Personal and Academic
Growth - Heather Westgaard

WASC Focus Group Members

Jim Bloch, Susan Briel, Rita Carroll, Tessa Dierkop, Maggie Doolittle,
Dave Etnire, Nev Evans, Cherie Foraker, Patrick Garrett, Afton Gonzalez,
Amanda Gonzales, Mary Hall, Theresa Herald, Susan Jenkins, Peter Krahling,
Bill Leblanc, Rafael Miravete, Nancy Mora, Jana Nichols, Ev Nusic, John Olson,
Alex Otero, Kerry Parsons, Gary Priester, Ricky Prince, Janis Reeder,
Jennifer Reid, Haley Ritchins, Elizabeth Rodarte, Emily Rodgers,
Debbie Schwab, Jarrod Sills, Dina Sterner, Lindsay Sutton,
Sydney Thren, Kelly Tulloch, Roger Wynn

Table of Contents

Preface.....	vii
Chapter I: Progress Report.....	1
Chapter II: Student/Community Profile and Supporting Data and Findings.....	3
Chapter III: Self-Study Findings.....	25
Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources	25
Category B: Standards-based Student Learning: Curriculum.....	54
Category C: Standards-based Student Learning: Instruction.....	70
Category D: Standards-based Student Learning: Assessment and Accountability	87
Category E: School Culture and Support for Student Personal and Academic Growth.....	107
Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs.....	128
Chapter V: School wide Action Plan	129
Appendices:.....	149
Appendix A: Local Control and Accountability Plan (LCAP).....	149
Appendix B: Results of Student Questionnaire/Interviews	150
Appendix C: Results of Parent/Community Questionnaire/Interviews	151
Appendix D: School Climate Report Card	154
Appendix E: Master Schedule	158
Appendix F: Approved AP Course List.....	159
Appendix G: UC a-g Approved Course List.....	160
Appendix H: Additional School Programs	161
Appendix I: California Local Control Funding Formula (LCFF).....	163
Appendix J: School Accountability Report Card (SARC)	164
Appendix K: Graduation Requirements.....	165
Appendix L: MEHS Mid Cycle Progress Report (April 2015)	166
Appendix M: Budgetary Information, School Budget.....	167

Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement. The Mountain Empire High School Self-Study process began during the 2016-2017 school year.

Focus group leaders were selected and staff was split into focus groups accordingly. With a small school staff of 25 certificated teachers, it was not possible to put a member from every department in each focus group. Although our focus groups were notably small, the dynamics of the group discussions were distinctly different from previous WASC focus groups.

Historically, the WASC self-study process has been framed, guided and written by the principal and the Self Study Coordinator. From 2012-2015, both the full study and mid cycle survey were conducted in this way. In 2012 study, seven of our 25 teachers retired, including the WASC coordinator. This turn of events caused us, as a staff, to have little time to prepare for the visiting committee.

In the last six years, the chair of our visiting committee educated and encouraged the staff to become actively involved in the writing process of the WASC document since it is a living testament to both the positive changes at MEHS as well as our ever-changing areas of growth in demographics, administration, and the new curriculum challenges of Common Core State Standards. (CCSS).

In our current self-study process, all focus group members have had the opportunity to be involved in the writing process. This has been a new and exciting development in the way we have approached our upcoming WASC visit. Although the WASC Self-Study Coordinator led some staff discussions and meetings to gain feedback as to where we had made progress from our previous report and visit, our staff, consisting of approximately two-thirds who have never been through this process before, have led the way in actively participating in the writing process of this document for the first time in many years.

While both geographical constraints, transportation issues and scheduling made it difficult to bring parents and students into focus groups outside of the school day, some evening meetings were held with parents, and both constituencies were included in the process. We have a small but very active booster club, and many of those parents showed great interest in how this process will help us to grow as a community.

2. The clarification and measurement of what all students should know, understand, and be able to do through school wide learner outcomes and academic standards. Mountain Empire has had some challenges moving from the concept of ESLRs (Expected School Wide Learning Results) to SLOs (School wide Learner Outcomes).

The staff engaged in discussion and development of our mission and have attempted to marry the mission statement to the SLOs.

The staff have been focused on providing a safe school culture for our students, so our SLOs, as well as our mission statement, emphasize how respect and personal responsibility lay the groundwork for academic rigor in the classroom.

This will continue to be an ongoing process for us, and we are looking forward to seeing how the change in our culture results in higher academic success.

3. The analysis of data about students and student achievement.

An analysis of student data and student achievement is conducted throughout the year as information becomes available. Each fall, the data from the previous year is reviewed with School Site Council and the SPSA is adjusted. Both Math and English conduct regular interim assessments to assist in planning and preparing students for the CAASPP testing.

4. The assessment of the entire school program and its impact on student learning in relation to the school wide learner outcomes, academic standards, and ACS WASC/CDE criteria.

The WASC Self-Study process has been invaluable bringing staff together to formulate common goals and vision.

Despite having experienced a school with a changing climate in recent years including: a contentious staff/administration relationship, a climate where students and parents did not feel safe, and a school where the changing demographics were not addressed. The self-study process has allowed the staff to recognize where we are and where we need to focus our efforts to implement positive academic growth.

It has also helped us begin the transition to more academically focused discussions. While a WASC Accreditation requires significant time in preparation, the self-study requires all stakeholders to become involved in discussing the direction of the school.

The process causes us to reflect on our goals: “Are all students learning? Is the school doing everything possible to help students learn?” The school believes it is now on the right path, but the journey is not complete.

5. The alignment of a long-range action plan to the school’s areas of need; the capacity to implement and monitor the accomplishment of the plan.

Due to the recent years of top-down action plans, it is taking some time to incorporate a shared decision making mindset. In previous years, the principal has updated the SPSA, delivering it to the School Site Council on a regular basis. Recently, the SPSA has been aligned with the district’s LCAP. It is the goal to incorporate the WASC action plan into the SPSA as well. Structurally, the plan will be reviewed and monitored by the SSC and the Leadership Team.

Chapter I: Progress Report

Summarize progress on each section of the current school wide action plan that incorporated all school wide critical areas for follow-up from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up not in the current plan.

Each of the critical areas for follow up from the 2015 visitation directly informed the revision for the Action Plan of 2018. When we had our last full visitation in 2012, we were advised that our report was not a direct reflection of what we were doing as a staff or as a school as whole. With that input, and the committee's advice to revise our goals based on our critical needs rather than try to fit them into the five focus groups, we came up with four goals stated. These goals were based on the areas in each of the focus groups that were considered to be the most critical of our school needs. We then combined these into our Critical Areas for Follow Up.

Although we have changed our focus from goal #3 slightly because of a welcome change in administration leadership, we still consider it to be an ongoing focus for the staff. In the last three years MEHS has moved from a top down leadership style to a shared decision making style. This is an ongoing effort for staff to step up and assume leadership roles, so the focus has changed in goal #3 from a desire to move in this direction to actually focus on what it means to have shared decision making and collaboration with the administration.

Additionally, goal #4 was expanded due to another critical need identified by all focus groups to have an overall vision of continuing the work of building a culture of academic achievement and inclusivity. This includes a very active role by administrators, counselors, and staff in participating in activities that will increase our students' ability to manage socio-emotional interactions, communication and restorative practices with both their peers and staff. These two areas of critical need were combined into our present goal #4.

Goal #1 - ELL Students will maximize their achievement at all CELDT and CST levels.

Critical Areas for Follow-up include:

- Using research-based instructional strategies by all staff designed to obtain high levels of student engagement and critical thinking, as well as a great deal of active listening, speaking, reading, and writing.
- Review and possible revision of re-designation criteria
- Developing strategies which allow all teachers to build confidence in their ability to modify instruction to meet the needs of English Learners and all students
- Appropriate and on-going variety of standards-based assessments to monitor student progress and adjust instruction as needed.

Goal #2 - Increase the number of students achieving college readiness (UC a-g courses).

Critical Areas for Follow-up include:

- Using research-based instructional strategies by all staff designed to obtain high levels of student engagement and critical thinking, as well as a great deal of active listening, speaking, reading, and writing.
- Four-year plans for all students, beginning in the freshman year.
- Early interventions to keep students on track.
- Investigating the possibility of a College/Career Center.
- Monitoring Ds and Fs and provide interventions.
- Regular transcript review.
- Appropriate and on-going variety of standards-based assessments to monitor student progress and adjust instruction as needed.

Goal #3 - Develop a process for regular, collaborative, shared decision-making to face the challenges of all aspects of the school.

Critical Areas for Follow-up include:

- Leadership and staff should develop a process for regular collaborative, shared decision-making to face the challenges of all aspects of the school. A part of their work must be to assure development, implementation and monitoring of the action plan as a whole.

Goal #4 - Continue the work of improving the culture of the school, making it a safe, welcoming atmosphere where students will want to learn.

Critical Areas for Follow-up include:

- The areas for this particular goal were revamped because staff thought the objectives were too obscure, and the alterations would help to focus on the goal more effectively. Many of these areas are still developing.
 - Class assemblies.
 - ASB meeting calendar.
 - Mentoring of bubble students during the advisory period or other organized periods of time.
 - Orientation or Incoming 9th Grade Shadow Day.
 - Academic Rally to celebrate student achievement.
 - Clean Campus Day.
 - Cultural Awareness – integrate culture education within English and social science classes—Cultural displays by clubs such as MeCHA and Native Pride.

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- School performance indicators as organized by the Local Control Funding Formula's (LCFF) "Eight State Priorities" rubrics and local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
 - Implications of the data
 - Identification of 2–3 preliminary critical student learning needs (at this stage of analysis)
- Important questions to be discussed in the Focus Groups.

School History and Background

Mountain Empire High School is a comprehensive school serving the Mountain Empire Unified School District. Located in a rural area of San Diego County, it is 45 miles east of San Diego. We are bordered by the Mexican state of Baja California on the south and Imperial County to the east. The district encompasses 660 square miles, and approximately 90% of the students depend on district transportation to and from school. This mountainous district ranges in elevation from 2,000 feet to almost 6,000 feet.

Mountain Empire High School has been in existence for over 100 years. It has been located in four different sites: in Boulevard until 1926, in Kitchen Creek until 1948, in Campo until 1977, and it was moved to the present location in September 1978. We were called the Mountain Empire Emperors until World War II. At that time, it was determined that the mascot should be changed because Japan had an emperor. In 1944-45, the mascot was changed to Mountain Empire Redskins in honor and recognition of our large Native American population. During this time the mascot was seen as a symbol of bravery and dignity. In 1997-98, the name was changed to Mountain Empire Redhawks because of the negative connotation of the term "redskin." The students were encouraged to submit names. A student vote followed, and an overwhelming majority chose Redhawks as the new mascot.

The district serves the communities of Descanso, Guatay, Pine Valley, Campo, Potrero, Boulevard, Lake Morena, Jacumba, and Tecate, California. Each community has a different community culture and the location of each community contributes to that. Descanso and Pine Valley both have a smaller town community feel and residents live somewhat close together. Both communities have easy access to the 8 Freeway and many residents commute to town for work. Guatay, a small community, lies on Old Highway 80 in between in Valley and Descanso. To the east and south of the high school we have many different communities. The farthest east

community of Jacumba borders Mexico to the south and Imperial County to the east. For a time, Jacumba served as a resort destination during the 1930s for many movie stars and celebrities. Today, Jacumba is home to just over 500 residents. The community of Boulevard is located near Jacumba. Boulevard is centered around Old Highway 80. The most recent census indicates a population of 315 residents. Also located in this area are three Indian Reservations: La Posta, Manzanita and Campo. All three reservations are home to the Kumeyaay People. Potrero and Tecate are communities near the Mexican border that combined are home to approximately 1,000 residents although many people live there temporarily. Campo and Lake Morena are the most densely populated communities in our mountains with over 3,000 residents. During WWII, Campo was the home to Camp Lockett a US Army post. Camp Lockett was home to Buffalo Soldiers and Italian POWs at different times in its existence. Campo is also home to the terminus of the Pacific Coast Trail.

Until 2010, Mountain Empire Junior High was located on campus. Due to program improvement issues and the need to allow Junior High students their own space, the Junior High here was disbanded. Currently, three schools feed into the high school. Campo Elementary is a K-8 school, while Camp Lockett Middle School and Pine Valley Middle School are 6-8. Camp Lockett Middle School opened this year and combined students from Potrero Elementary and Jacumba Middle School. Beginning in the 2018-2019 school year, Campo Junior High students will be moved to the Pine Valley Middle School location. This will reduce the number of middle schools to 2. The long term middle school plan for the school district is to incorporate students from Camp Lockett Middle School and students from Pine Valley Middle School into one larger middle school at the site of the old Camp Lockett military base. The district also may maintain a smaller magnet program in Pine Valley. The reason for this plan is to centralize services and curricular expertise at the middle school level. We have found that it has been difficult to hire and retain single subject teachers at the all middle schools and centralizing them may allow us to have a need for fewer teachers.

There is no city or town that actually surrounds the school. This makes busing a requisite. There are only two houses within reasonable walking distance of the school, which means that the students who do not ride the bus either drive or are driven to school. With the implementation of an After School Safety and Enrichment for Teens (ASSET) program in the fall 2008-09, more students are able to participate in extracurricular activities and sports since there is a 5:30 p.m. bus that students can ride. This service started a few years ago and has had a positive impact in allowing more students to remain after school for tutoring, study time for homework, activities, sports, clubs, etc.

There are few major businesses within our district boundaries; the school district is a leading employer. Most of the workforce, within the surrounding communities, travels to jobs that are in or near the San Diego metropolitan area. The other major employers are the US Border Patrol, Golden Acorn Casino, and SDG&E. There are a few cattle and poultry ranches within the district.

Even though the population in the district continues to grow, most employment remains west of the district near or within the San Diego city limits.

Staff Description

The principal is the only full-time administrator on campus. We have a second administrator, our Director of Alternative Education, and he serves as a part time assistant principal at the high school. Our Athletic Director serves as the admin designee in the principal’s absence. Our staff is comprised of a fairly even split between veteran and beginning teachers. The overall staff turnover just came about in the last few years as a third of our veteran teachers retired. With a staff of 25, this led to a loss of over 100 years of teacher experience. Table 1 shows MEHS has over one third of its staff with five years of experience or less. Although this make-up lends itself to a dynamic group of educators, the teachers and instructional aides are still working to fuse pedagogy, instructional strategies and curriculum design ideas that will best serve our students. Table 2 summarize the education levels of MEHS teachers.

Table 1. Teacher Experience

Total Experience **	Years of Service District	Years of Service Teaching
0-5	9	7
6-10	5	4
11-20	9	11
21-30	4	4
30 +	1	2
** Includes teachers/counselors/administration		

Table 2. Teacher Education Levels

Type	Total	Master’s Degree	Doctorate
Teachers	24	12	1
Counselors	2	2	0
Administration	2	2	0

Parent/Community Organizations

Parent involvement at MEHS is reflected through a limited number of school affiliated organizations such as the Athletic Boosters Club, School Site Council, and English Learner Advisory Committee (ELAC). Community organizations that invest in the MEHS community include: The Pine Valley Men's Club, The Homemakers, Kiwanis, Military, UCSD TRiO and Grossmont-Cuyamaca Community College Districts. It is difficult to foster community business partners because of the rural and agrarian nature of our geographical location. FFA has had the most success in getting local businesses and parents to help our students with their highly successful FFA fair animal and plant based projects.

Demographic Data

The total enrollment of the school fluctuates between 360-380 students. Our student body reflects our community’s cultural and economic diversity and the diversity of the five separate communities that the senior high school serves. Due to the uniqueness of the area, we have new enrollees regularly and students moving from the area regularly.

Over the last ten years, there has been a change in the overall demographic and socioeconomic structure. A greater number of lower income families are moving into the district; however, most of the residents in Pine Valley tend to be higher income professionals without children. In contrast, as of December 1, 2017, 69% of our students qualify for the free and reduced lunch program. Following a continued trend, the senior high school numbers for the free and reduced lunch program may be lower because some students are embarrassed to sign up for the program. A concerted effort has been made to have eligible students sign up for the free and reduced lunch program as shown in Table 3. This effort includes informing students of the academic benefits to signing up for this program. Students who take the time to sign up for this program are then eligible for admission fee waivers to some colleges/universities and receive a reduced rate when taking the Advanced Placement tests, the SAT and the ACT tests.

Table 3. Students Receiving Free and Reduced Lunch

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Senior High	55%	65%	60%	66%	64%	69%
District	62%	51.6%	69%	74%	59%	62%

Current Enrollment Statistics

According to the October 2017 CBEDS, Mountain Empire High School’s enrollment is 375. This breaks down to 105 in grade 9, 103 in grade 10, 84 in grade 11, and 79 in grade 12. The gender makeup of the student body is 46.5% female and 53.5% male.

Five-Year Enrollment Trends

The enrollment within the last five years has declined as shown in Table 4. Traditionally, our high school has hovered around 400 students. Although there has been a slight decline in enrollment, we anticipate an increase in enrollment in the coming years due to larger cohorts in the junior high. There is a concerted effort this year to keep student enrollment steady throughout the four years by offering more CTE, AP and UC a-g courses. This is reflected in our WASC action plan.

Table 4. Student Enrollment Data

Enrollment	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
9 th	98	88	110	98	104	105
10 th	101	114	86	102	94	103
11 th	105	93	101	83	88	84
12 th	112	97	95	95	62	79
Total	416	392	392	384	351	375

Student Ethnic Distribution

Our ethnic distribution has changed drastically in the last five years. We have gone from a basically 44 to 46% White/Hispanic population in 2014 to a 34.9% to 53.3% White/Hispanic split in 2017/18 as shown in Table 5. This disparity has caused us as a staff to reevaluate our teaching methods, our community outreach and our socio/emotional programs. This data has guided and focused our areas of critical need, our hiring focus, and our master scheduling focus. Although MEHS has specific goals to address the change in population in our action plans, the staff is still in the process of realizing how the demographics affect the way MEHS staff needs to incorporate instructional strategies to continue academic rigor and positive school climate. Implementing SDAIE strategies, training EL teachers, and adding extra EL support classes are all ways to affect change in our curriculum, but the staff needs to understand that the change in demographics is now a part of who we are as a school.

School Programs

Agriculture

Our Agriculture program was founded in 1995 and FFA is perhaps the most developed and well known program at our school. Many students participate in Ag and benefit from the FFA leadership structure. Students have opportunities to raise animals for auction at Eastern San Diego County Junior Fair every year as well as the San Diego County Fair. Additionally, students are able to participate in Parli Pro competitions, speaking contests, college tours, and the state and national conventions.

Athletics

MEHS offers 9 CIF sports and fields 11 total teams. Student-athletes must be academically eligible and meet citizenship requirements to participate in the athletic program. Students may use a one-time probation to maintain eligibility. Our athletic program is very inclusive and there are rarely cuts from any team. Due to the lack of qualified bus drivers in the district, many of our student athletes are transported by district van and sometimes by private vehicle to athletic contests. Our larger teams (Football and Track) sometimes require charter bus transportation.

Table 5. Student Ethnic Data

Enrollment	2012-13	2014-15	2014-15	2015-16	2016-17	2017-18
African American	2.4%	2.5%	2.8%	2.9%	2.3%	1.9%
American Indian/Alaskan Native	3.8%	3.3%	2.8%	4.4%	2.8%	5.3%
Hispanic/Latino	46.7%	46.1%	46.7%	51.3%	57.3%	53.3%
Pacific Islander	0.4%	1.2%	1%	1%	0.9%	0.5%
Asian	0	0.5%	0.8%	0.5%	0.3%	1%
White	44.7%	43.8%	42.3%	38%	35.3%	34.9%
Two or more races	1.7%	1.2%	2.0%	1.6%	1.1%	2.4%

AP and Honors Program

We currently teach 7 AP courses and 8 Honors courses. This is an increase from the 2014-2015 school year as we only had 6 AP classes and 1 Honors English 9-10 combo class. The increase in Honors classes was implemented to begin to prepare students for the rigor and demands of the AP courses. Enrollment in the courses is open, however, we do provide guidance to students as to their readiness for the courses. We hope that the cohort of students coming through with greater access to Honors courses are better prepared for the AP courses.

ASSETs

Currently, we receive funds through the After School Safety and Enrichment for Teens (ASSET) grant. This helps fund after school tutoring, enrichment and transportation for students. Recently, the program has moved to the Redhawk Events Center (REC) as a central hub. Students congregate in the REC both before and after school to work on homework, access Wi-Fi, and socialize. Additionally, there are enrichment activities and occasional field trips.

ELD

Our ELD program has undergone some changes and renewed focus in the last two years. In past years, the some ELD classes were assigned to teachers who had extra room in their schedules. This was compounded by the lack of emphasis on using the adopted curriculum. In some cases, the teachers had some training or background to teach it. Recently, we have assigned two teachers who have embraced the program, are working with the district adopted curriculum and assisting with staff development in ELD. Additionally, we are working with Cuyamaca Community College to teach their ESL 50 course to our emerging students.

Health Sciences Pathway

Recently, MEHS was awarded a Grossmont Healthcare District grant to design and implement a Health Career Pathway at MEHS. Students may take a pathway of Honors Biology, Honors Chemistry and Anatomy & Physiology. The goals of the pathway are to increase students' awareness of health career opportunities, improve performance in high school and college science course and support student transition and completion of college programs. We are currently working with representatives of the Grossmont Healthcare District to partner with Mountain Health to develop externships beginning in the 2018-2019 school year.

ME Time/Advisory

Within our bell schedule, we have a 25-minute period built in to the school day to serve as an intervention period. Advisory takes place every Tuesday. The main goal of advisory is to allow for students to connect with and have at least one "go-to" adult on campus. During the first 2 weeks of the school year, all students attend Advisory so that the staff may cover the student handbook and PBIS matrix. ME time is an academic intervention period that takes place Mondays, Wednesdays, Thursdays and Fridays. ME time is a period in which students have the option to attend tutorials, club meetings, and make up missed assignments. Students may also be assigned a ME time tutorial if they have an F or 2 Ds on the previous grade report.

Mock Trial and We the People

MEHS has begun to participate in countywide academic competitions. During our first 2 years of competition in the We the People constitution competition, we have been selected to represent San Diego County in the statewide competition in Bakersfield. We the People will be embedded in the AP Government program beginning in the 2018-2019 school year. This year we have begun competing in the Mock Trial competition. The Mock Trial Program's main objective is to foster understanding and respect for the American legal system and for the rule of law.

Performing Arts

Students have an opportunity to participate in Performing Arts at MEHS. We offer Band, Music Appreciation and Choir. From time to time, we have had drama performances, but without a dedicated class, it is challenging to maintain a program.

Special Education Program

Our Special Education Program includes a Special Day Class for some students. We offer RSP Math and English as well as study skills courses. We support students in mainstream courses through aides and in some cases co-teachers. Advocate teachers schedule conduct IEPs in accordance with the law as well as

Graduating Seniors Meeting UC a-g Requirements

The CBEDs data from the fall semester 2017 show that among the different ethnicities, there is not an equal participation in the advanced math and science classes. Although American Indians make up 3% of the current student population, they only represented 0.7% of the students enrolled in upper division math and science classes. Hispanics represented 53.3% of the population, but were only 16.5% of the students taking upper division math and science courses. White students represented 34.9% of the student population, with 17% taking upper division math and science courses. We are concerned about this discrepancy.

The counselor and the faculty are working with the under-represented populations to encourage them to enroll in upper division math and science courses through different avenues.

We have expanded our UC a-g courses, encouraged our students to stay on the UC a-g track and added CTE courses. We have also started an UC a-g Health Sciences Pathways curriculum in the last two years which we hope to see relevant and positive data towards all our students choosing higher education as a possible career path. Advanced and UC a-g approved classes are shown in Table 6. We also hope to continue our high percentage of graduates eligible for UC-CSU colleges.

Table 6. Advanced and UC a-g Approved Classes at MEHS

	Grads 11-12	Met UC a-g Sub Requirements	IM3	Adv Mtrig/PreCalc/ Calc/Statistics	Chem	CTE
Am Ind	11	1	5	1	1	7
Asian	1	1	1	1	1	1
Pac Isld	3	0	1	0	0	1
Hispanic	82	17	51	19	47	69
Black	6	4	5	5	6	4
White	55	13	39	13	35	45
TOTAL	158	36	102	39	92	127
Males	86	17	54	18	49	76
Females	72	19	48	21	43	51

Career Based Programs (CTE and non-CTE)

Seven years ago, it was reported that 14.4% of all 9 through 12 students were enrolled in vocational education courses. The fall 2010 CBEDS data show that 49.5% are enrolled in vocational education classes which also include business and computer technology. White males make up the majority of students enrolled in vocational education courses. (All of the vocational education courses are offered through CTE.) Today, we have increased both the quantity and quality of our CTE and non-CTE courses by adhering to the UC a-g requirements and offering courses in which our student population has both an interest and affinity. Table 7 summarizes our CTE and non-CTE programs.

Table 7. CTE and non-CTE Programs

Sector	Course 1	Course 2	Course 3	Course 4
Health Science and Medical Technology	Medical Bio	Medical Chem	Anatomy	Externship
Information and Communication Technology/Arts Media	Photography	Graphic Communications	Graphic Communications Production	Journalism (yearbook)
Agriculture	Ag Mechanics	Ag Business	Ag Science	Floral Design
Information and Communication Technology	Exploring Computer Science	Technology (work with District IT staff)	Robotics	

LCFF Priorities

Priority 1: Basic Services

The Federal Elementary and Secondary Act (ESEA) requires that all teachers in core subject area meet minimum requirements to be considered “Highly Qualified.” These qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

In addition to all staff minimum day trainings which take place the second Wednesday of every month, our staff has multiple opportunities to attend trainings outside of our district. These trainings are shown in Table 8.

Table 8. Out of District Teacher Trainings

BTSA	Google Suite Trainings
AP By the Sea	Educon
AP Professional Development	CPI Training
SDCOE Trainings	ELD Trainings
Youth Mental Health First Aid Training	Family Engagement Conference
Restorative Practices	UC/CSU Conference
PBIS Training	National At-Risk Youth Conference

School Facilities

The Facilities Inspection Tool (FIT) was used by SDCOE to determine the condition of the facility. Copies of the detailed report were left with the school site. Table 9 shows eight school categories ranked as good, fair, or poor based on the percentage of the 15 areas evaluated to be in good repair.

Table 9. School Facilities Inspection

Systems Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Poor
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Poor
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Average percentage of 15 Areas in 8 Categories	91.39%
Overall School Rating	Good

Priority 2: Implementation of State Standards

Mountain Empire High School has fully implemented the California Common Core State Standards. Teachers are expected to follow the scope and sequence to ensure that students are meeting standards. In a school of our size most instructors belong to a multiple person department but don't have overlapping classes or teach a single prep. When there is crossover there needs to be collaboration and common assessments. The lack of collaboration time makes this very challenging. English Learners have access to CCSS in content areas.

Priority 3: Parental Involvement

The School Site Council oversees the development of/and approves the Single Plan for Student Achievement and the expenditures of site funds. This process is not perfect and still needs to develop a feeling of ownership amongst stakeholders. They are not the only group that provides input in the direction of the school, we have also developed interest in an ELAC recently, athletics has a booster club, and there is great parent participation in FFA. The counseling department communicates with parents regularly, sets SST and 504 meetings, and hosts college night, FAFSA nights and has a drop in advising week in March and the principal has an open-door policy. The Special Education Department regularly meets with parents and conducts IEP meetings regularly with input from all stakeholders.

Priority 4: Pupil Achievement

Various measures of student achievement or test outcome data is presented in the following pages.

CAASPP Testing Data English

We are diligently working on improving our ELA scores for the ELL students. We have strengthened our ELL department by adding two-part time ELL teachers into the Language Department and making one of those two the head of our ELAC team. This year we have worked hard to form an ELAC, first by hosting a meeting in Potrero to explain the purpose of ELAC. We have moved the meetings to the high school and most recently had 16 parents attend. While this may not seem like a high number, it is significant, as we normally do not have that many parents attend.

Our SPED population is increasing, and we are working to improve communication between SPED teachers and parents, general education teachers and the administration through updated IEP's, regular meetings and advisory teams. Tables 10 through 12 summarize ELA data.

Table 10. ELA Overall

English Language Arts	ELA Score	Total Students	% Not Met	% Nearly Met	% Met	% Exceeds
2015	2568.7	95	26%	30%	31%	13%
2016	2522.4	71	40%	30%	27%	3%
2017	2578.8	85	24%	27%	29%	20%

Table 11. ELA for SED

English Language Arts	ELA Score	Total Students	% Not Met	% Nearly Met	% Met	% Exceeds
2015	2559.1	52	29%	29%	27%	14%
2016	2534.7	47	38%	28%	30%	4%
2017	2544.3	52	37%	29%	21%	13%

Table 12. ELA for ELL

English Language Arts	ELA Score	Total Students	% Not Met	% Nearly Met	% Met	% Exceeds
2015	2501.5	21	52%	24%	19%	5%
2016	2501.5	20	50%	35%	15%	0%
2017	2480.6	16	69%	6%	25%	0%

CAASPP Testing Data Math

Although we have increased the percentage of students in each category of “Nearly Met”, we need to work on the percentage of “Met” for ELL and SED. This is one of our five areas of critical needs. Tables 13 through 15 summarize math data.

Table 13. Math Overall

Math	Math Score	Total Students	% Not Met	% Nearly Met	% Met	% Exceeds
2015	2523.2	92	62%	27%	9%	2%
2016	2496.1	71	72%	23%	6%	0%
2017	2529.2	85	50%	33%	12%	5%

Table 14. Math for SED

Math	Math Score	Total Students	% Not Met	% Nearly Met	% Met	% Exceeds
2015	2517.5	51	67%	22%	12%	0%
2016	2498.9	48	71%	25%	4%	0%
2017	2498.9.2	52	63%	23%	14%	0%

Table 15. Math for ELL

Math	Math Score	Total Students	% Not Met	% Nearly Met	% Met	% Exceeds
2015	2472.8	21	86%	14%	0%	0%
2016	2462.4	20	85%	15%	0%	0%
2017	2468.4	16	81%	19%	0%	0%

CAHSEE Results

Tables 16 and 17 display the results of the CAHSEE tests showing a high rate of success in the years it was administered. The CAHSEE data is not relevant to our current student success rate.

Table 16. English CAHSEE

Year	# of Test Takers	Overall Pass Rate	SPED Pass Rate	Economically Disadvantaged	English Learners
2015	82	69%	---	67%	40%
2014	103	78%	---	68%	52%
2013	97	73%	---	65%	45%
2012	106	78%	---	74%	70%
2011	121	84%	---	82%	77%

Table 17. Math CAHSEE

Year	# of Test Takers	Overall Pass Rate	SPED Pass Rate	Economically Disadvantaged	English Learners
2015	82	76%	---	52%	75%
2014	104	86%	---	82%	72%
2013	98	80%	---	67%	55%
2012	109	81%	---	78%	77%
2011	123	83%	---	79%	71%

AP Test Results

Although our AP results do not show as high a success rate as we would like to see from year to year, we have added several new AP courses in the last two to three years. Several staff members have been able to attend refresher AP curriculum courses during the summer at the AP by the Sea summer program at the University of San Diego. They applied for and received grant monies to attend through a rural grant program. Table 18 summarizes AP test results.

Table 18. AP Exam Results

Year	Number Tested	Number of Exams	AP Score 1	AP Score 2	AP Score 3	AP Score 4	AP Score 5
2016-17	95	144	58	41	25	14	6
2015-16	85	113	34	46	15	10	8
2014-15	61	96	19	34	16	11	6
2013-14	76	117	39	49	13	12	4
2012-13	96	136	38	63	18	10	7

CELDT Results

Tables 19, 20, and 21 show the drastic change in our demographics in the last five years. Even though the number of students tested was over 10% less in 2016/17 than it was the year before, more EL students tested into the beginning level of all assessments when they came to MEHS last year. At least 6% of the students tested into the beginning level in ALL assessments, while over 50% of EL students scored at the beginning level in their initial assessment. Our first WASC goal continues to be to assist our ELL students as MEHS continues to become a more demographically disparate high school.

Table 19. All Assessments

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Advanced	16%	27%	32%	9%	10%
Early Advanced	38%	29%	19%	34%	19%
Intermediate	17%	20%	22%	28%	28%
Early Intermediate	18%	12%	13%	16%	14%
Beginning	11%	11%	12%	12%	18%
Number Tested	112	99	95	92	82

Table 20. Initial Assessments

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Advanced	NA	11%	0%	5%	5%
Early Advanced	NA	11%	10%	20%	35%
Intermediate	NA	11%	20%	10%	0%
Early Intermediate	NA	32%	10%	30%	5%
Beginning	NA	37%	60%	35%	55%
Number Tested	NA	19	10	20	20

Table 21. Annual Assessments

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Advanced	NA	31%	35%	11%	14%
Early Advanced	NA	27%	20%	38%	24%
Intermediate	NA	23%	24%	33%	32%
Early Intermediate	NA	8%	14%	13%	20%
Beginning	NA	5%	7%	6%	11%
Number Tested	NA	80	85	72	66

Priority 5: Pupil Engagement

Graduation Data

Table 22 shows graduation data for MEHS graduates with a high rate of four-year college eligibility. Tables 23, 24, and 25 list colleges and universities our graduates have attended since the last full six-year accreditation.

Table 22. Graduation Data

Class of 2017	Number of Graduates	Graduates Eligible for UC-CSU	Percent UC a-g	Percent Graduating
Class of 2017	65	23	35%	96%
Class of 2016	92	29	32%	96%
Class of 2015	77	29	38%	92%
Class of 2014	85	23	27%	92%
Class of 2013	80	27	34%	86%

Table 23. UC/CSU Four Year Colleges

Cal Poly San Luis Obispo	Humboldt State	UC Riverside
CSU San Bernardino	San Diego State University	UC Santa Barbara
CSU Fullerton	Sonoma State University	UC San Diego
CSU Long Beach	UC Berkeley	University of Redlands
CSU San Marcos	UC Davis	San Francisco State University
Fresno State	UC Irvine	

Table 24. Community Colleges

College of the Desert	Grossmont	San Diego City Mira Mesa
Cuyamaca	San Diego City Mesa	Southwest College
Rogue Community College		

Table 25 Other Colleges/Institutions

Art Institute of California	Hastings College	Point Loma Nazarene University
Azusa-Pacific University	Kansas Wesleyan	Stanford University
Boston University	Liberty College	University of Idaho
Fashion Institute of Design	Menlo College	University of San Diego
George Washington University	Pepperdine University	Channel Islands
Air Force Academy	Purdue University	Northern Arizona University
Fort Lewis College		Grand Canyon University

Graduation Requirements:

Table 26 outlines our minimum graduations requirements as required by the Board of Education. Although we encourage our students to meet these requirements, our goal as a staff at MEHS is to provide our students with several different educational pathways that go beyond the basic requirement of our high school diploma. These include the newly developed medical pathway program in our science department, and our newly designed CTE classes including Floral Design, Computer Science, Robotics, and Photography.

Table 26. Graduation Requirements

Subject	Credits
English (four years)	40
Math (three years)	30
Social Science (four years)	40
Science (two years)	20
Physical Education (two years)	20
Fine Arts / Foreign Language (one year)	10
Electives	60
Total	220

Priority 6: School Climate

California Healthy Kids Survey

Each year for the past 3 years, the 9th and 11th graders have taken the California Healthy Kids Survey (CHKS). The CHKS is a measures resiliency, protective factors, risk behaviors and school climate. We have worked diligently in this area with improvements summarized in Table 27. For full detailed information, please see the School Climate Report Card in Appendix D.

Table 27. School Climate Index Summary

School Climate Index	2015	2016	2017	Change
SCI Score	238	282	326	+88
SCI State Percentile	10	38	74	+64
SCI Similar Schools Percentile	22	63	91	+69

Student Behavior: Attendance, Referrals, Suspensions and Expulsions

Our total suspensions have decreased substantially due to our implementation of PBIS, Camp LEAD, Mending Matters Counseling, Crossroads Counseling, Mountain Health Counseling and our ongoing Girls and Boys weekly groups with ancillary counselors. We also show a rise in both parent and student awareness of school safety according to our California Healthy Kids Survey (CHKS). Our 5-year attendance rate has remained relatively flat as shown in Table 28. Suspension data is shown in Table 29.

Table 28. 5-Year Attendance Rate

2012-2013	2013-2014	2014-15	2015-16	2016-17
91.56 %	92.56%	92.08%	91.96%	92.96%

Table 29. 5-Year Suspension Data

Year	Enrollment	Total Referrals	Total Suspensions	Total Expulsions
2016-17	351	853	66	0
2015-16	384	497	72	0
2014-15	392	641	189	0
2013-14	392	567	114	0
2012-13	416	367	106	2

Priority 7: Course Access

All MEHS students have access to a broad course of study in a seven-period day (including ME Time/Advisory), as reflected in our Master Schedule, in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others that prepare them for college and careers. Students have access to their counselors regularly to discuss progress toward graduation.

Our master schedule for 2017/2018 shown in Table 30 reflects some of these new opportunities such as the newly developed Health Sciences Pathways Program classes in our science department, and our newly designed CTE classes including: Floral Design, Robotics, Computer Science, and Photography.

Table 30. Master Schedule

Mountain Empire High School
Master Schedule Spring 2017-18

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Per 5	Period 6	Period 7
Etnire D	S-13	GraComm	PREP	Tech Support	GraComm	ME/Adv	ExplrCompSci	Python ROBO
Gonzales A	S-16	IntgrMath III	IntgrMath III	PREP	IntgrMathIII	ME/Adv	IntgrMath I	Hon IntMath I
Goss C	Q-1	Journalism	PREP	English III	AP Eng Lang	ME/Adv	Photography	English III
Garrett P	P-3	GEOG/TECH	PREP	GEOG/TECH	Guided Study	ME/Adv	PHYS ED	PHYS ED
Leblanc B	S-5	Government	AP Govt	Intro to HonGeog	AP Govt	ME/Adv	Government	PREP
Mann M	A-9	H Eng II	ERWC	AP Eng Lit	ERWC	ME/Adv	PREP	BTSA
Miravete R	A-11	ELD 1	AP Span Lang	Co-teach	Off Campus		Off Campus	Off Campus
Nichols J	S-9	US History	US History	AP US History	PREP	ME/Adv	US History	Intro to HonGeog
Nusic E	S-4	Anatomy	Honors Biology	PREP	Biology	ME/Adv	Honors Chem	Biology
Olson J	S-17	Intgr Math I	Math Interv	PREP	Inter Algebra	ME/Adv	Trig/Precalc	IntgrMath I
Parker L	S-11	PREP	IntgrMath II	HONIntegMathIII	IntgrMath II	ME/Adv	AP Calc/Calculus	IntgrMath II
Parsons K	S-14	SDC	PREP	SDC	SDC	ME/Adv	SDC	SDC
Priester G	L-4	Ag Mechanics	Ag Mechanics	Ag Mechanics	PREP		Off Campus	Off Campus
Pyle D	S-8	PREP	Study Skills	Study Skills	Co-teach	ME/Adv	Study Skills	Guided Study
Reeder J	S-2	Math 9 - 10	Math 11-12	English 11 - 12	English 9 - 10	ME/Adv	Math Interv	PREP
Richins H	S-6	PREP	GEOG/TECH	World History	AP World Hist	ME/Adv	World History	World History
Rodgers E	S-15	PREP	Art 1 - 4	Study Skills	Art 1 - 4	ME/Adv	Co-teach	Art 1 - 4
Sills J	L-1	ASB PREP	PREP	Music Apprec	ADV Band	ME/Adv	Concert Choir	ASB
Sterner D	A-13	English II	ELD III	ELD 2	PREP	ME/Adv	English II	English II
Sutton L	A-12	Spanish II	Spanish III	Spanish I	Spanish I	ME/Adv	Spanish II	PREP
Thren S	A-10	English I Hon	English I	English I Hon	English I	ME/Adv	English I	PREP
Tulloch K	L-3	Ag PREP	PREP	Ag Chemistry	Ag Science	ME/Adv	Ag Chemistry	Floral Design
Westgaard H	gym	PHYS ED	PHYS ED	PHYS ED	PHYS ED	ME/Adv	PREP	Admin
Wynn R	S-1	Earth Science	Chemistry	PREP	Earth Science	ME/Adv	Earth Science	Chemistry

Priority 8: Pupil Outcomes

Mountain Empire High School participates in numerous grant-funded programs. These include the CCTP Grant CTE Incentive Grant (CTEIG), ASSETs, and the TRiO grant. This funding has been instrumental in District aiding the school and the District to continue to maintain as well as augment programs that serve students. These have been especially helpful in the new College and Career model. Table 31 lists school site expenditures relative to students and teachers.

Table 31. School Site 2017-2018

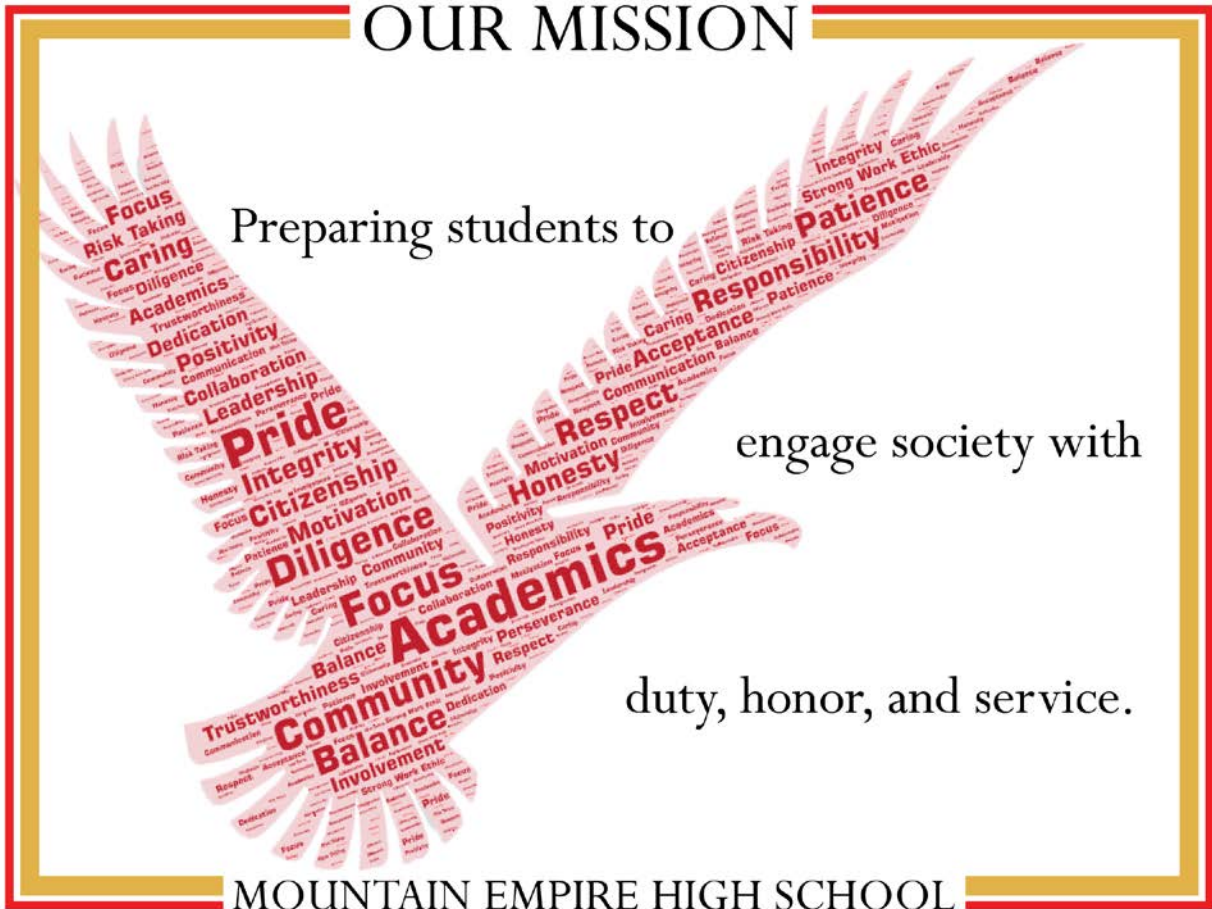
Per Pupil Spending	\$10,053.69
Restricted expenditures per pupil	\$1,655.33
Unrestricted expenditures per pupil	\$8,398.36
Average teacher salary	\$59,138.43
Unrestricted expenditure per pupil	\$10,055.85
Average teacher salary	\$42,101.36

Summary

Our five focus groups need to instill in our students the importance of higher education, career readiness, cultural differences, and self-awareness. Our staff needs to focus and model SLO traits. Then we can begin to focus our students’ energy and goals in the same direction.

We, as a staff, need to come together to understand the overall vision of the district and the school, and use student demographic, socio-economic, cultural, and academic data to inform our teaching practices. To obtain the desired goal of creating an atmosphere of safety, ownership, and academic success at MEHS, we are reevaluating the educational system as it pertains to our school.

OUR MISSION



Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by school wide learner outcomes and the academic standards.

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

Vision – Mission – School wide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>The revision of the school’s mission statement began last school year. We began with a goal of simplifying the mission statement and tying it to the School-wide Learner Outcomes. The overriding feeling amongst staff was that our mission should be something that all staff and students could adhere to. While we made progress in this area, it is fair to say it is not fully embedded in the school culture at the time of this writing.</p>	<ul style="list-style-type: none"> • Visual evidence in classrooms
<p>Our mission and vision statements are posted in nearly every classroom. These statements have been based upon community, parent, staff, and student survey input. Healthy Kids survey, perceptions of future skill needs, social goals, literacy and competency are used to make these documents. A committee of</p>	<ul style="list-style-type: none"> • Healthy Kids survey evidence

<p>parents, teachers, and administrators was assembled by the superintendent to review the LCAP goals and how they tie to the overall belief that all students can learn and be college career ready. The WASC report link needs to be added to our school webpage.</p>	
<p>The California Healthy Kids Survey provided an opportunity to access information regarding the emotional and social needs of our students. The CHKS has been instrumental in guiding much of the work in recent years. In looking at the data initially in 2015, it was determined that mental health needs for students were not fully met by the school. Additionally, the data in the survey regarding school safety showed a need for more interventions and activities to make students feel welcome at the school.</p>	<ul style="list-style-type: none"> • Guest Speakers • Camp LEAD • Mending Matters
<p>At the beginning of the 2017-2018 school year, the staff began a book study of “How to Build a Culture Achievement in Your School and Classroom” by Doug Fisher. Each month at staff meetings we read a chapter and conduct small group text based discussions. The book focuses on both the customer service aspect of making people feel welcome at the school as well as instructional and relationship practices to increase student achievement.</p>	<ul style="list-style-type: none"> • <i>How to Build a Culture of Achievement in Your School and in Classroom</i>

Development/Refinement of Vision, Mission, School wide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and school wide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and school wide learner outcomes.*

Findings	Supporting Evidence
<p>The staff reviewed the mission statement and student learner outcomes from previous years. Multiple hours of staff development related to developing mission statement and aligning it with our alma mater and core values of duty, honor, service. District geography has made it difficult for parents to regularly attend meetings at the high school. What made the process more challenging in previous years was a lack of a welcoming environment at the high school. Students and parents met with administration to revise the student handbook. We are now working in an atmosphere that invites more parental involvement to make sure all parties have a means of participation and at the same time be heard. In the last year we have seen an increase in involvement from parents in ELAC, School Site Council, and Back to School Night. This positive trend will allow us to gather more input as we continue to refine our mission and embed it within the school.</p>	<ul style="list-style-type: none"> • Staff development agendas • Language in the WASC document • Student and staff handbooks • Sign in Sheets

Understanding of Vision, Mission, and School Wide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the school wide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and school wide learner outcomes.*

Findings	Supporting Evidence
<p>The school site council, school job fairs, outside speakers, positive or motivational speakers all are aligned with our vision and mission statements. CTE courses are developed meeting local career oriented needs. Further enhancing our CTE offerings through creating better connections with the larger business Also, aligning mission statement with alma mater has increased student and community member awareness. A bench with our core values on it is placed in front of the main office, which helps spread this message. Furthermore, our school has an auto-dialer feature in Aeries and at least weekly will call all stakeholders and disseminate information in both English and Spanish. Teachers may also create class based all calls with the system as well. MEHS also has a Facebook page, which keeps the community informed and allows instant feedback and two-way communication. Finally, our Aeries Student Information System (SIS) allows parents, students, and teachers real time grading information with the ability to see missing assignments.</p>	<ul style="list-style-type: none"> • SSC minutes • Speaker programs/schedules • All calls • Bench • Facebook • Aeries parent portal with teacher and student access. • Aeries Communication
<p>The LCAP meeting is held at the district office and parents are provided opportunities for input. The LCAP is presented annually to the school board in a public meeting.</p>	<ul style="list-style-type: none"> • Sign in sheets

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the school wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school wide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, school wide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>The school board consists of 7 members. Each member is elected to represent an individual community in the area. Each member serves 4-year term with 3 and 4 members being elected on offsetting election cycles. The superintendent works under their direction. The board approves the school’s Single Plan for Student Achievement which is tied to the district’s LCAP. In addition, the board also approves the School Accountability Report Card (SARC)</p>	<ul style="list-style-type: none"> • SPSA • LCAP • SARC
<p>The school district website contains links to the grading portal, uniform complaint procedures, enrollment links, district boundary maps, board meeting minutes, agendas and packets.</p>	<ul style="list-style-type: none"> • District Website • Board Agendas • Board Minutes • Board Packets • Boundary maps
<p>The annual welcome back day provides an opportunity for the entire staff of the school district to participate in shared vision and goals. The school board is present and provides a luncheon for all employees. The staff handbook outlines expectations and procedures for staff, which outlines board policies, bylaws, and clearly define the role of the school board and the administrative team. Those policies are easily accessible to all stakeholders.</p>	<ul style="list-style-type: none"> • Staff handbook

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
<p>There are school board policies and bylaws in a series of binders, soon to be updated and online. Board policies and procedures comply with California Education Code. The School Board attends the CSBA conference to stay updated on the new legislation and trends in education.</p>	<ul style="list-style-type: none"> • Bylaw binders • Staff handbook • Board meeting minutes
<p>The principal attends all monthly school board meetings in order to stay informed of the changes, direction and improve communication between the school board and staff. All staff are reminded of monthly board meetings. META and CSEA representatives attend each board meeting. Staff is given an opportunity to participate in the governance of the high school through board meetings and volunteering for different committees. i.e.: SSC, PBIS, META, negotiating team, etc.</p>	<ul style="list-style-type: none"> • META reports

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: Evaluate the ways the school community and parents are a) informed as to how they can participate in the school’s governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
Parents are encouraged to attend school functions via all call and Facebook. Parents are invited to participate in School Site Council, Booster Club, DELAC, and have also been surveyed as to school climate and needs.	<ul style="list-style-type: none"> • Facebook page • District Home page
Parent attendance and participation ins SSC and ELAC has increased within the last 3 years. Parents are invited by the superintendent to attend the LCAP meeting. It has been difficult to get parents to commit to that meeting.	<ul style="list-style-type: none"> • SSC, Booster Club, ELAC Minutes and sign in sheets
The principal has an open door policy where parents may come in and discuss pertinent issues such as discipline, athletics, teacher/student conflicts, incidents of bullying, parent concerns, fundraising ideas, and facility maintenance/improvement ideas.	<ul style="list-style-type: none"> • Results of parent survey

Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
<p>The school board evaluates the Superintendent annually. Each principal is evaluated annually by the Superintendent. Principals speak to the board monthly and attend principal meetings regularly with the superintendent. Each month a different principal within the district addresses the school board as to the state of their school. Furthermore, the superintendent reviews the LCAP annually and makes sure that it aligns with district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and fiscal health of the school. The SPSA is tied to the LCAP and goals are aligned.</p>	<ul style="list-style-type: none"> • Board minutes are kept and are public record. • Evaluations • LCAP
<p>The Assistant Superintendent of Business Services is responsible for monitoring and updating the School Board on the fiscal health of the district during the monthly board meetings.</p>	<ul style="list-style-type: none"> • Budget

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>Uniform Complaint Procedure is included in each student registration packet, and is written in both Spanish and English. The Uniform Complaint Procedure is clear, conspicuous, and is in compliance with state and federal laws, and is available on the district website and in the district office. Typically, complaints are resolved at the school site level. If a resolution cannot be reached at the site level, the complaint may be taken to the district level.</p>	<ul style="list-style-type: none"> • Uniform Complaint Procedures
<p>Parents’ rights handouts are provided at IEP meetings and 504 meetings.</p>	<ul style="list-style-type: none"> • Parents’ Rights forms
<p>State law requires the “Williams Act Complaint” forms be posted in every single classroom. This is checked by administration at the beginning of the school year.</p>	<ul style="list-style-type: none"> • Classroom postings

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the school wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school wide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

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

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

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

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>The Leadership Team consisting of Principal, Department Chairs, CTE Coordinator and Counselors meets to discuss both organizational and instructional issues facing the high school. At the beginning of the school year the principal reviews school-wide data with staff and goals are shared based on that data.</p>	<ul style="list-style-type: none"> • School calendar, principal’s calendar
<p>Enough data now exists where Healthy Kids Data can be compared over the course of a few years and plans can be adapted to meet changing needs.</p>	<ul style="list-style-type: none"> • Healthy kids survey • Healthy kids survey data
<p>To ensure broad-based collaboration, MEHS has a leadership in place that meets regularly to discuss mission, goals, and progress.</p>	<ul style="list-style-type: none"> • Leadership team meeting notes
<p>The School Site Council (SSC) is composed of parents, students, teachers, other staff, and administration, and meets regularly.</p>	<ul style="list-style-type: none"> • SSC sign in sheets/agendas
<p>The District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) meet on a regular basis to discuss strategies to improve results for our English Language Learners (ELL) as well.</p>	<ul style="list-style-type: none"> • DLAC and ELAC agenda and meeting minutes
<p>Academically, we administer placement tests for all incoming freshmen in both Math and English to determine present levels. The Math and English department chairs work with counseling and registrar to select and schedule students into intervention classes that are designed to remediate critical skills. Furthermore, all students are administered Math and English interim assessments through California Assessment of Student Performance and Progress (CAASPP) online assessments. The assessment results are then used to modify instruction to accommodate the needs of the students. Lastly, MEHS math department belongs to the small school</p>	<ul style="list-style-type: none"> • List of number of students in each program. • English and math placement tests • Interim CAASPP tests • Small School Consortium agenda/notes

<p>consortium that meets regularly throughout the school year for professional development and planning.</p>	
<p>Student course selection drives master schedule. In the spring, counseling and special education visit middle schools to present options and have students select courses for freshman year. Walk-in guidance appointments are available in the afternoon during scheduling in the spring for parents and students.</p>	<ul style="list-style-type: none"> • Counseling schedule • Education specialist and counseling school calendars

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, school wide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>The LCAP is review by the superintendent, administrators, parents, and the assistant superintendent to ensure that the LCAP and SPSA are directly correlated to and driven by the analysis of student achievement. The School Site Council (SSC) the school Single Plan for Student Achievement was read, explained and accepted by the School Site Council. The plan was driven by analysis of student achievement and other data, in order to make sure we are committed to school wide learner outcomes, and academic and career-readiness standards.</p>	<ul style="list-style-type: none"> • Single Plan for Student Achievement, reviewed three times yearly.
<p>The lack of collaboration time does make it difficult to meet in smaller groups to examine data weekly or even biweekly. The staff does meet nearly every month on minimum days for professional development. Professional development sometimes includes examination of data.</p>	<ul style="list-style-type: none"> • School Calendar

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
There is currently no collaboration time within our schedule. Some groups of teachers meet on their own to work on supporting student learning.	<ul style="list-style-type: none"> • Bell Schedule • Interviews with staff. • CAASPP Data
Test data is shared out at the beginning of the school year and discussed. However, there is little indication of its impact on classes outside of Math and English.	<ul style="list-style-type: none"> • Department meeting • CTE Industry Partner meetings
It is difficult for staff to collaborate due to time constraints in the master schedule. We are a small school, and teachers have no time other than non-contractual time to discuss benchmark or assessment results within departments. Some departments use their thirty-minute lunch to discuss these and other student academic and emotional issues, but it is rarely enough time. Some departments or groups of teachers meet after school on their own time to discuss these issues. Rarely, teachers receive an hourly stipend to collaborate after school for special issues such as IEP meetings, SST meetings or grading incoming ninth grade English assessment tests.	<ul style="list-style-type: none"> • Master Schedule
Administration uses “shared decision-making” philosophy to encourage staff to implement desired practices. This is at times challenging, as it has not been part of the staff and school culture for many years.	<ul style="list-style-type: none"> • Leadership meetings • Staff meetings
The school leadership team discusses the concerns brought forth by members of each department where it is then discussed and actions are taken.	<ul style="list-style-type: none"> • Leadership meetings

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Members of MEHS staff communicate in several ways. The most common and efficient method is through email. All classrooms have a phone and extension. Each Monday, the principal and the counseling department send an all staff email to give an update on the week’s events. The principal has an open door policy and staff often come to see him as needed and through formal meetings as well. In some cases, shared Google documents and forms are a good way to compile information and informal surveys.</p>	<ul style="list-style-type: none"> • Emails • School personnel calendars • Principal’s “Happy Monday” email • Google applications
<p>Conflicts are addressed within departments if they cannot be resolved additional actions are taken sometimes involving counselors, department heads, and principal. Furthermore, Leadership Team has been re-established and meets regularly. Administration meeting takes place most Friday mornings. Grade level Advisory planning as well.</p>	<ul style="list-style-type: none"> • Department heads • Leadership meetings

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

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

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
Every four years MEUSD office conducts a thorough credential audit and ensures all teachers are properly credentialed and all credentials are current. Similarly, an audit is conducted annually to comply with the Williams Act. Principal, credentialing, and counselors ensure scheduling of courses are properly assigned to different subject areas. Where possible the principal and department heads use knowledge and skills to place staff members. Classified personnel have to pass a written tests, background check, and drug test to be hired.	<ul style="list-style-type: none"> • Valid teaching credentials and corresponding master schedule • Mandated reporter training records • Personnel files • Williams compliance
Jobs are posted via Edjoin with job descriptions and candidates are interviewed in the district office by committee. Recently, the district has had great success advertising classified positions via social media.	<ul style="list-style-type: none"> • Edjoin website
Professional development activities happen during minimum days for the high school. There are also multiple opportunities through the San Diego County Office of Education for classified and certificated staff members to obtain additional training. AP teachers are offered the opportunity to go to one day trainings in the fall and apply what they've learned to the	<ul style="list-style-type: none"> • School calendar • AP Conferences

<p>classroom. Some AP teachers received grants last year to attend the AP by the Sea conference during the summer.</p>	
<p>ELD trainings have happened staff-wide and the ELD Coordinator works individually with teachers as needed to provide guidance and support. Last school year we had a one day SDAIE refresher.</p>	<ul style="list-style-type: none"> • ELD Handouts and trainings
<p>The school district offers district-wide trainings before the school year and usually one day during the spring. Most recently, our entire school attended a one-day workshop with George Couros. The training prior to the school year certified all district staff members in Youth Mental Health First Aid. During Spring 2018, the entire district staff that works directly with students will attend a training by Ernie Mendez.</p>	<ul style="list-style-type: none"> • District calendar
<p>Staff has had trainings conducted in Google Docs, classroom, drawing, sheets, sites and forms.</p>	<ul style="list-style-type: none"> • Google training
<p>New teachers are evaluated during their probationary period and permanent teachers are evaluated on a rotating basis. However, in some cases, teachers' evaluation periods had been missed. Our current administration is trying to get all evaluations caught up.</p>	<ul style="list-style-type: none"> • Evaluation list

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>New employees meet in Human Resources to fill out paperwork upon hiring. New staff members are also taken on a tour of the district by the principal prior to starting. This helps them gain a greater understanding of the population of students and the challenges they face. Focused staff development days are held at least monthly and department training days have been scheduled both on and off site. Furthermore, our administration promotes and funds many staff trainings both on and off campus as well.</p>	<ul style="list-style-type: none"> • HR procedures • Training schedules • Professional development request forms
<p>New teachers are provided a BTSA mentor who meets with them regularly. The BTSA program, recently renamed the Teacher Induction Program, is a countywide program through San Diego County Office of Education. We have one District Hub Leader, and one support provider for each participating teacher. MEHS follows the SDCOE Teacher Induction curriculum. Trained support providers assist participating teachers through classroom observations, reflective conversations and assistance with lesson planning and classroom management. Our district provides this two-year program free of charge to our new teachers to assist them in clearing their provisional teaching credential.</p>	<ul style="list-style-type: none"> • BTSA
<p>The principal, counselors and department chairs meet annually to review the course selection sheet as well as discuss teaching assignments.</p>	<ul style="list-style-type: none"> • Calendared meetings

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
A staff handbook was written at the end of the 2015-2016 school year. There had not been an updated staff handbook available prior to that since 2003. Teachers were consulted and allowed input during minimum day staff development. The handbook underwent some minor changes after the 2016-2017 school year. The current plan is to do major updates and revisions every two years with the exception of major board or school policy changes. The staff will be reviewing and updating handbook during the May minimum day.	<ul style="list-style-type: none"> • Staff handbook
From time to time, the staff is asked to review policies that require change or are not universally applied.	<ul style="list-style-type: none"> • Staff meetings
Monthly staff meetings/trainings are held to disseminate information regarding policies and procedures that define responsibilities.	<ul style="list-style-type: none"> • Department meetings • Staff meetings
Curriculum and texts are adopted by the school board and curriculum pacing determined by each individual department.	<ul style="list-style-type: none"> • Board meeting minutes • Department meetings

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school wide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
<p>Leadership often encourages professional development, shares opportunities with staff, and usually will approve professional development requests brought forth by staff. Furthermore, we have had collaborative county wide professional development that incorporated trainings of technology and online resources and keynote speaker, George Couros.</p>	<ul style="list-style-type: none"> • Professional development requests
<p>The MEHS staff has been trained in the use of the Positive Behavioral Intervention and Support (PBIS), Restorative Practice, Trauma Informed Care, and Youth Mental Health First Aid. The combination of these systems and techniques have proven to be effective improving students feeling towards the school environment as measured by the annual California Healthy Kids Survey data. The data is positive in that we have made significant strides in school climate which directly impacts learning.</p>	<ul style="list-style-type: none"> • Staff schedule / Calendar • Training agenda • School Climate Report Card • California Healthy Kids Survey
<p>Math has benefitted from the small schools consortium. In particular, the Math department has increased the use of CAASPP interim tests to continue to familiarize students with the test. Early results from this practice have yielded a significant increase in achievement.</p>	<ul style="list-style-type: none"> • Math Interim Assessment

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
NA	

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>In previous years, staff had not been evaluated regularly. Standard evaluation procedure and new portfolio based evaluation system in trial phase that allows for a Tier 1 or Tier 2 Evaluation. Tier 2 includes a portfolio and is good for 5 years.</p>	<ul style="list-style-type: none"> • Evaluation forms • Principal's calendar
<p>All new teachers are formally observed 2-3 times per year. The third formal observation is determined by mutual agreement between the teacher and the principal. Teachers develop an Individual Development Plan (IDP) and choose a teaching standard to focus on. The evaluation process involves multiple pre and post meetings as well as reflective writing on the part of the teacher.</p>	<ul style="list-style-type: none"> • Principal's calendar
<p>The principal conducts informal walkthroughs regularly. Although the superintendent is a frequent visitor to campus, she conducts one to two formal visits a year in which she conducts walkthroughs with the principal and provides feedback to the principal. The purpose of the superintendent's visit is to provide feedback to the principal about what was observed in the walk-through.</p>	<ul style="list-style-type: none"> • Principal's calendar • Superintendent's calendar

A5. Resources Criterion

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

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

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the school wide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the school wide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
The School Site Council was recently re-established in 2015-2016. The SSC meets quarterly and, includes parents, students, certificated, and classified staff. School Site Council reviews, provides feedback and approves the Single Plan for Student Achievement (SPSA) and the corresponding budget. SSC focuses primarily on budgeting and aligning school programs with LCAP and SPSA.	<ul style="list-style-type: none"> • SSC minutes and sign in sheet • SPSA • LCAP • www.ed-data.org
Thus far, the allocation of resources has improved the culture of the school as measured by improved student connectivity according to the Healthy Kids Survey. When comparing the results of the CAASPP in math and English Language Arts (ELA) from 2015/16 to 2016/17 there was a decrease in students in the category “standard not met”. In ELA, students in the category standard not met went from 1:40 in 2015/16 to 1:23 in 2016/17. In math, students in the category standard not	<ul style="list-style-type: none"> • California Healthy Kids Survey. • LCAP

<p>met went from 1:72 in 2015/16 to 1:50 in 2016/17. Furthermore, students graduating with UC a-g certification improved in all ethnic categories, including our targeted Hispanic/Latino, from the most recent reported year 2013/14 to 2014/15. These trends point to the fact that the allocation of resources made a positive impact on student learning. To begin to increase capacity amongst staff to reach our English Learner students, some of the budget was allocated to an ELD Coordinator to drive the effort. Additionally, a bilingual tutor program is in the early implementation stages.</p>	
<p>Additionally, each teacher is allocated \$250 in discretionary funds to spend on classroom materials.</p>	<ul style="list-style-type: none"> • School site budget

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Our district uses the LCAP Community, School Site District/Meetings, School Site Council Meetings, and the PeopleSoft program is used to ensure site expenditures are properly tracked and adhere to the site budget.</p>	<ul style="list-style-type: none"> • LCAP • SPSA and SSC Meeting minutes/ sign in sheets
<p>Principals in the district are asked to give input in the LCAP during principals’ meetings in the fall.</p>	<ul style="list-style-type: none"> • LCAP • Meeting minutes
<p>With the district office so close in proximity, there is an open door policy with the Assistant Superintendent of Business. Questions and concerns are readily addressed. Initial budget projections are given to principals in the Spring and during the “admin advance” in early August.</p>	<ul style="list-style-type: none"> • District Finance Office
<p>All principals in the district as well as site secretaries are trained in the PeopleSoft accounting system.</p>	<ul style="list-style-type: none"> • District Finance Office

Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the school wide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>The school facility shows the wear and tear of a 40-year-old facility. In general, our classrooms are maintained and adequate. They are in need of updates however. The science labs are in need of major updates. Our teachers certainly make the best of these facilities.</p>	<ul style="list-style-type: none"> • Williams Survey
<p>Recent improvements of current facilities include the new locks on entry doors which allow staff easier access to building, as well as remodeling a classroom into the counseling center and the remodeled Redhawk Event Center (REC) have been a step in the right direction. Furthermore, our school has had water testings at each site. Also, our summer crew works to clean and improve the look of our campus. It is important to note however, that the remodel of the REC was made possible through donations rather than district funds.</p>	<ul style="list-style-type: none"> • Williams Survey • Water testing results data • Summer work crew schedule
<p>Some maintenance needs more attention like roof leaks, unfinished projects, and water stained ceiling tiles.</p>	<ul style="list-style-type: none"> • Williams Survey
<p>The district is in the research phases of placing a bond on the local ballot in the near future. The district has tried twice before during recent election cycles and has not been successful in attaining the required amount of votes.</p>	<ul style="list-style-type: none"> • School Board and Superintendent

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Our school went to 1:1 Chromebooks during the 2015-2016 school year which has allowed our teachers to teach using many more web based technologies including Google classroom. The Chromebooks are maintained and updated often to keep them in good working order. From time to time Wi-Fi connectivity issues occur. Some of this is due to infrastructure.</p>	<ul style="list-style-type: none"> ● Chromebook inventory
<p>All classrooms have whiteboards, projectors, and some have a document camera. As for our district, it has begun using the “Textbook Tracker” program and that has greatly reduced the amount of missing items and has saved the district close to \$40,000.</p>	<ul style="list-style-type: none"> ● Visual inspection of classrooms. ● Inventory/budget
<p>Our high school acquiring current textbooks has been an area where there is room for improvement. Many of our materials are outdated or in disrepair.</p>	<ul style="list-style-type: none"> ● Lottery funds
<p>The healthcare grant has allowed more consumable laboratory materials to be purchased.</p>	<ul style="list-style-type: none"> ● Healthcare grant
<p>CCTP, CTEIG, and Perkins grant supports the purchase of instructional materials, equipment, and professional development to support various courses within the CTE department.</p>	<ul style="list-style-type: none"> ● CCTP grant (expires June 2019) ● CTEIG grant (expires June 2019) ● Perkins Grant renews annually

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
Recent certificated contract allows for all years of qualified teaching experience to count on the salary schedule, which will improve recruitment and retention of highly qualified teachers.	<ul style="list-style-type: none"> • META Contract
We recruit staff through Edjoin. New teachers take part in the BTSA induction program	<ul style="list-style-type: none"> • Edjoin • BTSA
Some AP teachers qualified for an AP rural scholarship and were able to attend the AP by the Sea program.	<ul style="list-style-type: none"> • AP by the Sea program Training
Edmentum PLATO online coursework account is available to all students which aides in the recovery of missed credits Teachers who work with the Edmentum PLATO program are offered online training and support from our Ed Tech TOSA. In special cases, school may pay for APEX online AP courses as well. Finally, all staff are encouraged to sign up and attend trainings.	<ul style="list-style-type: none"> • Access to the programs: Edmentum Plato and APEX • Professional development request forms • Ed Tech TOSA
MEHS Math and English departments have attended full day trainings to improve professional practice. All English teachers have been trained through SDCOE to teach ERWC.	<ul style="list-style-type: none"> • SDCOE Training Schedule
There have been monies available from various sources such as effective educator money and the Cal Well Grant. The Cal Well Grant has funded multiple trainings in Restorative Practices, PBIS, Trauma Informed Care, and Youth Mental Health First Aid. Improving capacity in these areas has had an effect on how we work with our students. The effective educator money was used on a variety of conferences supporting working with at-risk students	<ul style="list-style-type: none"> • Budget expense records • Cal Well Grant • Effective Educator

Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the school wide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The school district invites parents to the LCAP process yearly. The Single Plan for Student Achievement Goals are aligned with the LCAP goals. While the staff has received a copy of the SPSA, it is fair to say that the SPSA has not been the driving force at the school in recent history. The goal of the administration is to continue to address this and embed this in discussion amongst the Leadership Team.</p>	<ul style="list-style-type: none"> • School Site Council meeting • Minutes/ sign in sheets

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

Mountain Empire High School maintains a healthy relationship with the district office and there is regular communication between district office personnel and the high school. Considerable change is occurring at the high school especially in how we work with students and how we work together as a staff. We have transitioned from top down transactional leadership style to a transformational, shared vision leadership model. This has been at times challenging as staff are included more in decisions and given more opportunity to lead. The challenge comes in the form of staff feeling more confident to take ownership of various programs at the school.

Our school has established a clearer vision and mission of what students should know and demonstrate as well as how our school should feel as a community. We are moving toward high-quality standards and infusing more research and current practices.

Considerable change has occurred in school climate over the last three years. The California Healthy Kids survey was used as benchmark data. The data was clear that there were issues on campus regarding school safety and connection. The research of this data coupled with the Cal Well grant provided a great opportunity for staff to be trained and apply practices to improve the school climate and culture. Some of the programs that have been implemented due to these collaborative meetings are: Camp LEAD, Mending Matters, Mix-it-Up Lunches, and Freshmen Flight. We are excited about our progress in this area, and we will continue to build from these successes to grow our positive school culture.

Our administration shares the results of Healthy Kids survey, 8th grade placement tests, and smarter balanced assessments with the staff and then collaboratively discusses and makes shared decisions. These discussions are done in full staff meetings, department meetings, and/or in the leadership meetings.

Although our school is adequately maintained by custodians and the summer work crew, there are still necessary facilities capital repairs that have gone unresolved. Science and technology are critical educational areas to the success of the 21st Century Learner and our science and CTE classrooms are in need of updates. In addition, our high school's aging roof continually leaks during rain or snow thaw and requires buckets and trash cans to be placed awkwardly across the school campus to catch drippings from the ceilings. Furthermore, there are also some aesthetic repairs that are long overdue, such as our crumbling parking lot and some warping exterior walls. It is our hope that in the near future the needed funds to shore up some of these repairs become available so that our high school is safe and portrays that we respect our staff, students, and parents with facilities that live up to our school's vision.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Transformational, shared vision leadership model that uses data to drive decisions
- Clear, coherent vision and mission of what students should know and demonstrate
- We have developed and added many activities and resources to improve school climate
- The relationship with our district office is supportive and strong

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- More stakeholder input and support
- Improve and maintain facilities
- Continue to enhance our instruction with English Learners
- Continue to develop policies and procedures to formalize processes around campus

Category B: Standards-based Student Learning: Curriculum

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

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

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
The staff receives and reviews a weekly article related to current educational research. The articles vary between instructional practices, building relationships, tech tools, and blogs of current educators in the field. There is no formal process for picking the articles. Individual teachers may implement this learning into their instructional programs. The overall purpose is to keep conversations alive on campus about current trends in education.	<ul style="list-style-type: none"> • Principal’s “Happy Monday” emails
Visual Arts program follows the National Core Arts Standards using multiple approaches with modifications and accommodations. A student’s level of creativity may be measured via the artist statement as opposed skill level.	<ul style="list-style-type: none"> • National Core Arts Standards
Special Ed attends WorkAbility Conferences (2 per year). The WorkAbility conference provides information and resources to support helping our students transition to post-academic life. It also keeps us current on laws that impact schools and students regarding post-graduation life.	<ul style="list-style-type: none"> • WorkAbility 1 (state program)
Mathematics department is part of the Back -Country PLC small schools consortium from the East County run through SDCOE which meets 5-6 times each year. Initially, the consortium met to design the Integrated Math Pathway. The consortium is now focused on creating pacing guides, common assessments, and breaking down CAASP interim assessments	<ul style="list-style-type: none"> • Back-Country PLC • Pacing Guides

<p>to drive the pace and the types of instruction needed.</p>	
<p>Our Social Science department has used their research on project-based summative assignments to launch mock trials, debates, stock market projects, and a “We the People” competition to engage our students.</p>	<ul style="list-style-type: none"> • Mock Trials, “We the People” competition, debates
<p>The Language department engages students through group presentations, persuasive speeches and discussions on current events and happenings throughout the world. They also bring in speakers to address the several different career and college pathways that are available to them after high school</p>	<ul style="list-style-type: none"> • English Language Development Standards
<p>ELD has been an instructional focus these past 2 school years with significant changes made. In past years, the ELD classes have been given to teachers to fill their course load. Little training was provided and district adopted curriculum was not used. Our ELD classes now use the EDGE curriculum to help improve the literacy skills of our English Language Learners. The ELD 1 teacher is fluent in Spanish and English to better provide a transition for the students from their home language to the target language. The teacher in charge of ELD 2 and 3 has been provided with ELA/CLAD trainings to help correlate the ELD standards with those of ELA to provide college-ready reading and writing so that the students can have a greater chance to be reclassified and move out of the program. The ELD 3 course was approved as an UC a-g elective course for the 2017-2018 school year. Both teachers collaborate to better serve the students by providing CELDT scores, benchmark tests, results of informal meetings with students, and student input to other teachers outside the ELD classes. This provides input to the teachers about our ELD population based on the Proficiency Level Descriptors for each incoming or returning student.</p>	<ul style="list-style-type: none"> • EDGE Curriculum • Bilingual ELD 1 teacher • ELD/ELA Teacher Trainings • ELD 3 UC a-g approval • Student data shared with content area teachers
<p>Throughout the school year, the ELD 1 teacher serves as an ELD coordinator by providing teachers different suggestions for instructional scaffolds (SDAIE), techniques, suggestions, and support to help students comprehend the subject material. During minimum days, the ELD Coordinator expands on specific strategies for working with English Language Learners.</p>	<ul style="list-style-type: none"> • ELD Coordinator collaboration with content area teachers • Staff Development Days

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>ELD III course syllabus was approved as an UC a-g course. The English Department has implemented the CA Common Core State Standards in English Language Arts and Literacy. All courses are UC a-g approved.</p>	<ul style="list-style-type: none"> • EDGE Curriculum • English Language Arts Department
<p>English Language Arts requires seniors to take an Expository Reading and Writing Composition class (ERWC) if not enrolled in an Advanced Placement English Language or Literature class. They also require a minimum of one ERWC unit each semester for grades 9-11. ELA teachers have been provided curriculum training, as well as technology training.</p>	<ul style="list-style-type: none"> • ERWC • AP Course Audits
<p>The Advanced Placement courses are rigorous and allow students to understand and challenge themselves with a rigorous curriculum. Several of our teachers have attended the AP Summer Institute “AP by the Sea” through grants in order to refresh their knowledge of the AP curriculum.</p>	<ul style="list-style-type: none"> • AP refresher summer courses
<p>Special Education focuses on student-centered Individual Education Plans (IEP’s). These are updated yearly to identify the progress on student goals. We also have three special education aides in the classrooms helping our students who are mainstreamed into the core and elective classes.</p>	<ul style="list-style-type: none"> • Special Education
<p>Physical Education follows the state standards. They have benchmark tests for the students during the year, and then test them at the end of the year for the physical fitness testing requirement.</p>	<ul style="list-style-type: none"> • PE Standards • Physical Fitness Testing
<p>Integrated Math 1,2 and 3 are UC a-g courses which use the Common Core State Standards, as well as CAASPP Interim and practice tests to determine the curriculum. Freshmen</p>	<ul style="list-style-type: none"> • Math Department • MDTP Test

students are also enrolled in a math support class when deemed necessary using the MDTP High School Readiness Test and 8th grade teacher recommendations as a determination of their aptitude level.	
All Science courses are UC a-g approved and have started to incorporate the new standards (Next Generation Science Standards). Students complete labs throughout their courses. The Grossmont Healthcare District Grant has enhanced our science curriculum. Labs are in need of upgrades to fully meet all standards completely.	<ul style="list-style-type: none"> • Science Syllabi
All Social Studies courses (World History, U.S. History, Economics, Government, GeoTech) are UC a-g approved courses. Advanced Placement classes are offered in World History, US History, and American Government.	<ul style="list-style-type: none"> • Social Studies Syllabi
In the 2016/17 and 2017/18 school years, CTE courses have been added and existing CTE course curriculum has been revised and updated. New CTE courses include Exploring Computer Science, and Robotics. Existing Computer Graphic Arts has been revised and renamed to Graphic Communications with a production class call Graphic Communications Production. All CTE courses are aligned with California Department of Education CTE Model Curriculum Standards, and approved UC a-g electives.	<ul style="list-style-type: none"> • All CTE classes are approved as UC a-g elective classes

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
Math, English, Science, and Social Studies departments all have curriculum that is consistent with current standards, concepts and skills in order to provide readiness for college and career outcomes.	<ul style="list-style-type: none"> • Math, English, and Science, Social Studies departments
English uses the Expository Reading and Writing (ERWC) program, which is congruent with college readiness standards.	<ul style="list-style-type: none"> • English department

<p>Interim CAASPP Tests are administered to 9, 10 and 11 grade students in both mathematics and English. Results are discussed and adjustments to instruction.</p>	<ul style="list-style-type: none"> • Interim CAASPP Results
<p>The AP Spanish course follows the World Language Content Standards for California, which is followed and implemented by all Spanish Language Teachers. All Spanish courses are UC a-g approved.</p>	<ul style="list-style-type: none"> • World Language Content Standards for California
<p>New Temas curriculum includes a “Supersite” online site where students practice and do assignments related to AP Spanish Language curriculum. In the Advanced Placement Spanish class (Spanish Language and Culture), the teacher follows all appropriate guidelines provided by the College Board.</p>	<ul style="list-style-type: none"> • Online access to content • College Board approval
<p>All AP Course syllabi are submitted and approved by the College Board. Classes are designed to be taught at a college-level pace so that students are successful in the AP test each year.</p>	<ul style="list-style-type: none"> • AP Tests
<p>Every year, the Spanish courses participate in a voluntary “Day of the Dead” altar making to comprehend the nature of the culture and one of its important aspects. To top off the experience, there is a culminating cultural field trip to expose the students to the reality of the importance of this event. This includes traveling to the Los Angeles Forever Cemetery for the annual “Day of the Dead” celebration. The passing rate of the AP Spanish test has been strong year after year</p>	<ul style="list-style-type: none"> • Day of the Dead Field trip • Cultural Experience
<p>The WorkAbility program is funded by CDE. It provides comprehensive pre-employment skills, employment placement and follow-up for high school students in special education who are making the transition from school to work.</p>	<ul style="list-style-type: none"> • Workability Program
<p>CTE course curriculum aligned and consistent with current standards, and industry concepts and skills in order to provide readiness for career preparation.</p>	<ul style="list-style-type: none"> • All CTE courses are aligned to California CTE Model Curriculum Standards, and are approved as UC a-g classes. • Industry partner meetings and course approval.

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
With no collaboration time, there is little opportunity to collaborate between departments. However, due to the small size of the school, we do have many ad hoc discussions about curriculum.	<ul style="list-style-type: none"> School calendar
Various departments utilize outsourced technology related curriculum to present information and require assignment participation.	<ul style="list-style-type: none"> Google Applications, Kahn Academy, RobotC, Scratch
Art incorporates portfolios online; math uses online presentations and assignments; social studies includes Geo-Tech as a part of their curriculum; English involves presentations based on online research and development; math also uses online resources as a support/intervention to aid students with challenges to progress.	<ul style="list-style-type: none"> Google Classroom

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
A change to our freshman orientation program has been created to support incoming students from local middle school programs. The counseling department evaluates students through one on one conferences, parent conferences and	<ul style="list-style-type: none"> Freshmen Flight

<p>transcript records; assesses readiness for the various academic programs at the high school; meets with students and parents to create plans for entering high school and plan for the /upcoming four years.</p>	
<p>Many programs are used to work with both feeder schools and local colleges, universities and technical schools</p>	<ul style="list-style-type: none"> • Grossmont/Cuyamaca Community Colleges • Military, UC speakers, Art Institute
<p>Students have access to a program called “OverGrad” to help them self-evaluate how their interests might guide them to a potential career field. OverGrad then provides suggestions for courses during high school, future planning for post high school education programs and tracks their own progress in the effort to earn grades, score well on appropriate testing programs and possible scholarship resources.</p>	<ul style="list-style-type: none"> • OverGrad
<p>The TRiO talent search program from UCSD visits the campus weekly, and supports the students in their endeavors to apply for post high school education programs, financial aid and various resources for financial possibilities (grants, loans, scholarships) and how to apply. They also present at our annual College Night in the fall, and they hold classes after school for students who need help with the FAFSA process. They also assist students with their personal statements for colleges and encourage students to continue their education after high school.</p>	<ul style="list-style-type: none"> • TRiO • https://trio.ucsd.edu • Meeting notes
<p>We have recently begun partnership with Cuyamaca College to begin teaching their ESL 50 course beginning 2018-2019 school year. Students will get dual credit enrollment and get the chance to advance through the curriculum to prepare for the English 120 course at Cuyamaca.</p>	<ul style="list-style-type: none"> • Cuyamaca representative
<p>Electives such as Spanish and Ag Mechanics/woodshop are offered at the junior high levels. Ag Mechanics has a mobile woodshop program (bus) with articulated curriculum in grades 6-8.</p>	<ul style="list-style-type: none"> • Ag Mechanics • Spanish
<p>FFA also includes two college trips for their students, visiting potential UC and California state and private universities that specialize in FFA related professions</p>	<ul style="list-style-type: none"> • FFA program

B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

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

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Our Agriculture FFA Program gives students experience in hands on programs working with animals, plants, woodworking, and record keeping. They also introduce students to the art of persuasive speeches and the rules of the parliamentary process. There are many opportunities within the Ag program to explore college and career.	<ul style="list-style-type: none"> • FFA Program
The ICT Pathway gives students hands on experience working with computers and the applications that might support them in a potential career in the field. Exploring Computer Science and Robotics CTE courses expose students to coding, computer science principles, and electro-mechanical robot building. The program also gives students hands on experience working with the district IT staff to repair, install, and support computers hardware and software, providing students an opportunity to explore a computer support career.	<ul style="list-style-type: none"> • CTE Exploring Computer Science, CTE Robotics, Technology Club
The Science department has added the Health Science Pathways curriculum through the Healthcare Grant. This curriculum includes adding Honors Biology, Honors Chemistry, and an externship program in a clear pathway towards experience in the medical field. Students can learn	<ul style="list-style-type: none"> • Health Sciences Pathways Grant and Curriculum

<p>about radiology, phlebotomy, physical therapy, and other promising careers.</p>	
<p>We have a few clubs that support life skills (cooking, sewing, etc.) in our after school program as well.</p>	<ul style="list-style-type: none"> • After School Program Calendar
<p>All Sophomores take the PSAT and results are used in guidance to discuss AP readiness.</p>	<ul style="list-style-type: none"> • PSAT
<p>In the last four years, we have introduced several different Advisory Class curriculums to both our staff and our students. This evolving process currently consists of students meeting with their assigned advisory teacher once a week for 25 minutes to discuss grades, social issues, extracurricular opportunities and class activities. We will continue to evaluate this as we explore bell schedule options.</p>	<ul style="list-style-type: none"> • Advisory curriculum
<p>We also have a new software program this year called OverGrad. The counselors developed a short term curriculum to introduce the program to the students during the advisory period. We will continue to have students update their individual OverGrad program during English classes.</p>	<ul style="list-style-type: none"> • OverGrad Program
<p>We have a partnership with UCSD and the TRiO Talent Search Program. The goal of the TRiO Program is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education. The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling and encourages participants to graduate from high school and continue on to and complete their postsecondary education. The program publicizes the availability of financial aid and assists students with the postsecondary application process.</p>	<ul style="list-style-type: none"> • https://trio.ucsd.edu

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>High school mathematics follows the Integrated Math Pathway (Integrated Math 1, 2 and then 3). These courses adhere to the strict and rigorous standards, as listed in the California Mathematics Standards. After Integrated Math 3, students have the option of taking Trigonometry/Pre-Calculus or Advanced Placement Calculus.</p>	<ul style="list-style-type: none"> • Math website list
<p>Teachers use a variety of technology sites to enhance and facilitate student learning.</p>	<ul style="list-style-type: none"> • Google Applications, Kahn Academy, RobotC, Scratch
<p>CTE Exploring Computer Science, CTE Robotics, and the Technology club exposes students to nationally recognized curriculum, allowing students to learn and gain experience with new technology. In the last two years, students have learned how to build and create robots. Students have exhibited their robots in local contests and during ME Time at MEHS. Although this is a new program, it is growing in popularity with our students. This course development has created a new ICT pathway and was made possible through the CCPT and CTEIG grants.</p>	<ul style="list-style-type: none"> • CTE Exploring Computer Science, CTE Robotics, Technology Club
<p>English in the ERWC curriculum creates resumes, various types of correspondence necessary to exist in the “real world” setting and modules that incorporate real world issues in the political and social world. English meets frequently on their own time to discuss common grading scales and rubrics to ensure all students in each grade level are being held to the same rigorous standard for grading.</p>	<ul style="list-style-type: none"> • ERWC
<p>Social Studies department incorporates several projects related to the “past to the present” comparison concept. “We the People” club attends regional competitions. They also hold mock trials and create stock market projects with “real time” stocks.</p>	<ul style="list-style-type: none"> • Social Studies syllabi

<p>The Science department has added the Health Science Pathways curriculum through the Healthcare Grant. This curriculum includes adding specific science classes in a clear pathway towards experience in the medical field. Students can learn about radiology, phlebotomy, physical therapy, and other promising careers.</p>	<ul style="list-style-type: none">• Science Department
<p>The Special Education Department incorporates life and social skills to help our students after they complete high school. SPED students take weekly field trips to experience everyday activities with the general public at parks, shopping malls, and restaurants.</p>	<ul style="list-style-type: none">• SPED Curriculum

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Grade reports are sent on a regular basis via our (every six weeks) and more frequently as requested or required. All parents have an Aeries account and can monitor student grades. All parents should have access to Aeries for their students.	<ul style="list-style-type: none"> • Aeries
We offer a “ME TIME” four days a week, a support “study hall” type program which is open to all students, but remains mandatory for all students if they are earning two D’s or one F during a six week grading period. Students are assigned to teachers based on the core classes they are struggling in, and may earn their way out after raising their grades to a C or higher by the end of the grading report period. Teachers have more one-on-one time to reinforce certain concepts. Parents are invited to become involved as needed.	<ul style="list-style-type: none"> • Master schedule
Parents are invited to meet with guidance counselors in the Spring to discuss classes and progress toward graduation. We host a week of appointments, and parents may sign up for an afternoon or evening appointment.	<ul style="list-style-type: none"> • Course Selection Week in March
We have a School Site Council which includes parents, staff and administration to support potential changes at the school.	<ul style="list-style-type: none"> • SSC
An ELAC committee for English Learners also includes parents, staff and administration to help support programs for our English learners.	<ul style="list-style-type: none"> • ELAC committee
Our Special Education teachers and our counseling staff coordinate SST, 504, IEP and SART meetings as needed. We are using a new system called Beyond SST to better track the progress from SST meetings.	<ul style="list-style-type: none"> • SPED Department • Beyond SST

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>We have instituted a new program called OverGrad to support facilitating the transition from high school to post high school options. This program helps students track progress toward graduation, do self-interest assessments to help determine potential career choices and then evaluate various educational requirements and resources to meet the choices they have determined.</p>	<ul style="list-style-type: none"> • OverGrad
<p>Various colleges and technical programs send representatives to our campus to meet with students to explain their programs and offer assistance in the application process if students express an interest in attending the various programs. We also provide opportunities to visit local community colleges, colleges and universities as well as other training programs to support student research and planning for their next step toward their future.</p>	<ul style="list-style-type: none"> • College Night (SDSU, UCSD, Cuyamaca, Grossmont College, the Art Institute and GCU representatives).
<p>FFA provides a three-day college tour of universities that provide agricultural programs. Native Pride provides a San Diego State tour. Students may sign up through Trio for college tours as well.</p>	<ul style="list-style-type: none"> • FFA, Native Pride, TRiO
<p>Once a year, the SPED department offers IEP students the opportunity to visit our local community colleges.</p>	<ul style="list-style-type: none"> • SPED department

**ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

We are offering a variety of courses to meet the needs of all of our students. We offer Honors, AP classes, college prep classes, career ready classes, special education classes, intervention classes, and ELD classes. We also have ME Time, where students can ask any teacher for additional help. We have our ASP (After School Program) that offers tutoring in core classes. The ASP also offers students study time, Wi-Fi access, and a snack - and then a free bus ride home at 5:30pm. All of these support and intervention activities take place during the normal school calendar days, so our students have full access despite the challenges of transportation and obligations at home. This allows our students extended learning opportunities to promote career/college readiness, sports and extra -curricular school cultural activities and help with their English language development. The addition of collaboration time will allow us as a staff to create more co-curricular activities, discuss student progress and continue building a strong, cohesive curriculum in all core, CTE, and elective classes.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- AP course approval and UC a-g course approval for classes is a priority for both administration and staff.
- Articulation with 8th grade teachers for recommendations in 9th grade English and Math choices has created a smoother transition for incoming students.
- ELD staff provides extensive support regarding ELD student abilities, instructional levels and methods of supporting our students
- Special Ed support aides are designated to provide support in general education classes according to IEP requirements

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Accommodating student schedule needs and desires within the Master Schedule is an ongoing challenge due to small school issues and transportation restraints.
- Expanding career pathways is an ongoing process.
- Improving and expanding our use of collaboration, including integrating cross-curricular collaboration has been a challenge. We need a systemic approach to this area of growth.

Category C: Standards-based Student Learning: Instruction

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Our students benefit from the staff and teacher engaging activities where students use a variety of tools and manipulatives to complete complicated tasks. Students work in groups and individually in collaborative learning communities, utilizing a variety of strategies to challenge each other such as: math stations, Socratic seminars, and individual and group presentations.</p>	<ul style="list-style-type: none"> • Student work samples displayed on walls. • Observation of students engaged in Google classroom activities, note taking, content discussions. • CTE student activities in the greenhouse, art, graphic arts, floral, coding, robotics, and woodshop classrooms. • Student Presentations • OverGrad • ERWC
<p>Teachers use warm-up activities to activate prior knowledge, reinforce learning, and frontload essential knowledge and skills, such as new vocabulary, journal questions that pertain to the lesson, sentence starters, quick writes, and quizzes to access prior knowledge. Some teachers begin with current event videos, YouTube selections, or Ted Talks to stimulate class discussions.</p>	<ul style="list-style-type: none"> • Journals, sentence starters, quote of the day, quizzes, Youtube selections, and Ted Talks
<p>SDAIE strategies are implemented in classroom instruction to make sure that students with diverse backgrounds, as well as students with Individualized Education Plans (IEPs), are given</p>	<ul style="list-style-type: none"> • ELD information sheets • ELD sentence starters

<p>the same access to the academic material discussed and delivered in the classroom. Some strategies that have been effective include: communication with the ELD teachers, ELD teachers visiting mainstreamed classrooms to observe the interactions between teachers and students, and students communicating with the teachers through sentence starters.</p>	<ul style="list-style-type: none"> • Classroom visitations by ELD teacher
<p>Instructors use different modalities in order to scaffold and differentiate to engage all types of learners. One of the ways this has been effective in the classroom is when instructors reteach key concepts using visual as well as verbal clues to help alleviate misunderstandings and support students in achieving academic standards, college and career standards, and school wide learning outcomes.</p>	<ul style="list-style-type: none"> • Classroom observations
<p>After analyzing school wide data of the six-week progress reports, administration, counseling staff, teachers and instructional aides created a program called ME TIME in order to modify instruction and allow students every opportunity to succeed academically. Students are assigned to ME time (25 minutes four times a week carved into the instructional day) to work with their teachers to improve their grades, reinforce class concepts, catch up on missing assignments or homework, and spend one on one time with classroom teachers. This program, although only in its infancy, shows the students that there are several opportunities to succeed and achieve their academic goals.</p>	<ul style="list-style-type: none"> • ME time

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>All instructional staff use a variety of approaches including student work samples, modeling, direct instruction, rubrics, and syllabi to encourage students to demonstrate and understand expected proficiency levels.</p>	<ul style="list-style-type: none"> • Goals and objectives and standards anchored into the adopted curriculum.
<p>Standards and goals are posted and reviewed prior to learning as well as at the end of class time during closure activities. Through student summative group presentations, peer assessment, self-reflection, journal writing and analysis of work through rubrics, teachers are able to evaluate the extent to which students understand the standards and expected performance levels. Pacing guides are also used throughout the school in core content areas.</p>	<ul style="list-style-type: none"> • Pacing Guides • Observations • Presentations • Interactive Notebooks • Chromebooks • Google Drive • Check for Understandings • Modeling • Feedback
<p>Teachers encourage peer editing using rubrics in order to assess and improve student writing skills. This peer evaluation of writing also causes students to reflect on what they can do to improve their own writing.</p>	<ul style="list-style-type: none"> • Rubrics • Aeries Student Portal
<p>The OverGrad program used in Advisory as well as the English classes is also a great tool to help students understand what is expected in order to achieve their individual academic and career goals. Although we have just introduced this software program this year, it has already made an impact on student awareness of what is available to them after high school based on their interests and abilities.</p>	<ul style="list-style-type: none"> • OverGrad Program

Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Based on the addition of the Chromebooks and using the Google app Read/Write, among other positive supports, instructors are reaching out to our students and offering support to help with their studies in a more efficient way. Various applications also allow the students to work on new concepts introduced in class more independently.</p>	<ul style="list-style-type: none"> • EL support classes • Instructional Paraprofessionals • Read/ write chrome extension • Students are 1:1 with Chromebooks
<p>In addition to the traditional classroom setting, students are able to enroll in support classes such as Study Skills, Guided Study, Math Intervention, ELD I, II, & III, and ME Time.</p>	<ul style="list-style-type: none"> • ME Time • Math Intervention • Master Schedule
<p>Teachers use a variety of multimedia applications to differentiate instruction in multiple forms such as video, audio, and textual.</p>	<ul style="list-style-type: none"> • Google Application • Other online applications
<p>Students have access to their courses through Google classroom providing an additional platform for multimedia and technology while differentiating instruction to address student needs. This benefits all students but directly addresses students who may either be absent from class or tend to need more time to process and comprehend the assignments. Students can use the time during the after school program to reassess the assignment given to them on Google classroom, and then email the specific teacher with questions about the assignment.</p>	<ul style="list-style-type: none"> • Google Classroom • Aeries Student Portal

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

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

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>All teachers use a variety of strategies and resources, including technology, experiences beyond the textbook, and the classroom that actively engage students in order to emphasize higher order thinking skills to help students succeed at high levels.</p> <p>SDAIE strategies are used throughout the school as was mentioned in the C1 prompt.</p> <p>Teachers scaffold instruction, provide opportunities to practice new concepts, engage in project based learning, modeling, and collaborative learning groups in order to deliver curriculum.</p> <p>Teachers utilize Web 2.0 interactive games to pre-teach, practice, front load, and review curriculum.</p> <p>Our CTE use Adobe Creative Cloud software, Coding software (Scratch and RobotC). Journalism and Photography to allow students to understand the concepts they have been taught in the classroom in a more hands on way. Students can be found throughout the campus with camera in hand or pencil and paper in hand, observing the flora, fauna, and different perspectives of nature. We are in a unique area geographically, and our teachers use that unique environment to help them engage their students in a way that then fuses with the technological skills they are learning about in the classroom.</p>	<ul style="list-style-type: none"> • Chromebooks • Elmo • Laptops • Projectors • Google Drive • Movies/ films • YouTube • TedTalks • Quizlet • Kahoot • Coding • Edpuzzle • ChromeApps/Extensions • Lab • Adobe Software • Duolingo • High-end DSLR cameras • Hand/Power Tools • Printing equipment
<p>The agriculture students utilize an online system (AET) to track their career goals, FFA activities, community services, school activities as well as income, expenses and hours in their projects. This program also creates a resume for the students during their high school career.</p>	<ul style="list-style-type: none"> • Agricultural Experience Tracker (AET)

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers’ facilitate learning as coaches to engage students with strategies such as repetition of information, opportunity for practice, and opportunities for remediation. Teachers provide support and encouragement to guide students through the learning experience.</p> <p>Teachers and staff also utilize guided and independent strategies such as group or collaborative quizzes, assignments, and projects in all core and elective classes. Independent practice is used to provide more formal assessments of what students have learned in classes with skills practice work.</p> <p>In History, collaborative practices such as debates, fieldtrips and interactive projects like “We the People” provide students the opportunity to learn different perspectives and knowledge from their peers while working as a team.</p> <p>In our Health Sciences Pathways courses, teachers use creative wet labs with animals and different chemicals to create a hands-on experience for the students.</p> <p>In several of the departments, specific guest speakers come out to MEHS and share their experiences with the student.</p> <p>Feedback in all content areas allows students to understand areas of need, improvement and success.</p> <p>After School tutoring offers students the opportunity to seek additional support and one on one assistance.</p> <p>Students in CTE classes gain industry based skills, experience with hand/power tools, product design and production, and the economics of associated costs of sales price determination.</p>	<ul style="list-style-type: none"> • Portfolios • Work samples • Robot builds • Multimedia presentations • Observations • ASP Tutoring • Formative and Summative Assessments • Modeling • Socratic Seminars • Structured Academic Controversies • Agriculture Projects • Floral Arrangements • Wood projects • T-shirt and cup printing • Poster printing

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>Students use Chromebooks and technology to organize, access, and apply knowledge across the curriculum. Students create presentations and portfolios of their work. Students use appropriate tools to research, create and communicate their learning in various formats.</p> <p>In Social Science, students research content area topics, explore and discover essential ideas, create essays, design presentations, form opinions and are offered the opportunity to share these opinions in group settings. We have introduced them to the Mock Trial experience with students from other classes used as the mock jurors. Students also have the option to join a statewide competition called “We The People” where students debate against other high school students in competitions across their state utilizing their knowledge of the Constitution.</p> <p>In mathematics, students use technology websites such as Khan Academy, to explore content standards through technology to create and communicate understandings through performance tasks. Warm ups, checks for understanding and graphic organizers provide a visual check of student work.</p> <p>AET allows students to explore careers, build resumes, track animal and plant based projects, income and expenses.</p> <p>Parliamentary Procedure debate team students demonstrate debate skills utilizing Robert’s Rules of Order.</p> <p>In the Sciences, we have started a new Health Sciences Pathway for students who are interested in professions such as phlebotomy, emergency medical technicians, veterinary assistants, and medical assistants. They use technology in their lab activities as well as their research reports.</p> <p>English and language classes teach students to understand the</p>	<ul style="list-style-type: none"> • Portfolios • Math folders/ journals • Hands on labs • Robot builds • Debates • Presentations • Math performance tasks • Interim assessments • Real Life applications such as the Stock Market Project in economics for budgeting, stock market investing • Khan Academy • ASP tutoring in Math, Science, English, and History • Graphic Organizers • AET • We The People • Science projects • Health Sciences Pathway Grant • Language/English projects

<p>difference between credible and other types of websites through research and testing. Students then use this knowledge to write and present their reports either to their table partners or the class as whole.</p>	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>Google Classroom is an excellent application that gauges the effectiveness of reviewing student work by providing immediate feedback for all subject areas and provides insight into checking for their understanding. The comment and history sections of Google docs allows teachers to gauge whether students are visiting the correct research sites as well as giving them an opportunity to correct/resolve comments about their writing or their research.</p> <p>Online applications such as Google read/write and Google docs are effective in providing information on past student work.</p> <p>Such applications allow teachers to monitor growth and identify areas of need.</p> <p>Instructors use Google forms to provide formal assessments that provide immediate feedback on student learning.</p> <p>Students use Google Docs to create and analyze critical elements of literature, geography, art and science to demonstrate their understanding of the concepts addressed by teachers and CCSS standards.</p>	<ul style="list-style-type: none"> • Duolingo • Socrative • Kahoot • Quizlet • Google Forms • Edpuzzle • Google Docs • Read/Write App

C2.4. Indicator: Students demonstrate higher-level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>Students at MEHS are involved in many summative co-curricular group activities that require them to think, reason and problem solve. There are many individual formative assessments such as a variety of checks for understanding and short quizzes, quick-writes and discussion prompts. Most teachers prepare warm ups for students to activate prior knowledge.</p>	<ul style="list-style-type: none"> • We the People • Mock Trials • Socratic seminars
<p>Agriculture students prepare for competitive events at the local, region and state levels by gaining knowledge and practicing skills within a contest to become proficient and competitive at all levels of competition.</p> <p>Students in the agriculture program raise crops, small animals and livestock, create a budget, practice what they have learned to select quality animals, decide what feed or fertilizer to insure acceptable nutritional amounts, properly manage and care for the project, determine how to market the project, maintain accurate records for receipts and disbursements to determine break-even price and profit or loss.</p>	<ul style="list-style-type: none"> • Career Development Events through Agriculture Education including: <ul style="list-style-type: none"> ○ Parliamentary Procedure debate ○ Competitions ○ Livestock, horse, floral, farm records evaluation team competitions ○ Public speaking competitions ○ Supervised Agriculture Experience (SAE) exhibits at the Eastern San Diego County Junior Fair & San Diego County Fair • Stock Market Competition • Math Performance Tasks

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school wide learner outcomes.*

Findings	Supporting Evidence
<p>The one to one ratio of Chromebooks at MEHS has increased the level and use of technology as an academic tool. Google Classroom is being widely used throughout the campus for individual work in classrooms as well as after school. Group work can be shared on Google docs allowing students to work together in real time to create research papers, projects, slide shows and art projects.</p> <p>Reports on Socrative and other online applications allow teachers to evaluate student work.</p> <p>In math intervention classes, students use Khan Academy instruction several days per week, which provides standards based learning and reporting systems that display mastery. In all math classes, students and teachers create and use Desmos activities to enhance learning.</p> <p>Students are currently working on OverGrad.com to evaluate their individual paths to college and career readiness.</p> <p>Students and parents have access to the grading portal Aeries to support them in tracking assignments, grades, and progress in each course.</p> <p>Students in many courses use Chromebooks along with the internet to explore and create reports, prepare speeches and work on group projects utilizing the internet.</p>	<ul style="list-style-type: none"> • “Annual budgets” online in economics • Stock markets to invest money online • Google forms for pre and post testing • Aeries portal for grade checks • FAFSA • College applications • Personal statements • TRiO for online applications • OverGrad

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>There are many representative samples of student work in classrooms and hallways that demonstrate student use of materials and resources beyond the textbook. Students utilize computer programs to make presentations such as Screencastify.</p> <p>In our Social Science classes, CIA World Fact Book online provides information on other countries. Students access this resource to help them understand the area of the countries they are studying.</p> <p>FFA has an online Agricultural Experience Tracker (AET) where the students may explore careers, create resumes and keep financial records for their Supervised Agricultural Experiences (SAE) projects for the duration of their high school careers. The agriculture students create a project and orally present through Google slides, slide show or Prezi that is then formally judged by faculty and staff about what their SAE entails.</p> <p>The teachers in the Fine Arts Department team up each year to create an art show based on historical figures around the world and art history periods. These are judged for creativity and performance as well as interpretation of the prompt. All students are welcome to come and look at their peer's outstanding work. Many pictures are taken of this event for future students to access.</p> <p>Our Language, Social Science and Science department use documentaries online to engage students with their lessons. Students use Google scholar and other online research sites to find viable and factual sources for their research projects or debate topics.</p> <p>The floral students are required to take a photo of each design they create. The photo is e-mailed to the teacher for a grade and kept in an electronic file in the Google drive as a portfolio.</p>	<ul style="list-style-type: none"> • Secondary sources • Researching factual sources • Reliable internet sources • Video presentations • Slide shows • Scholarship opportunities on video • Graphic arts, cooking classes in asp, robotics/coding classes • AET record books • Floral arrangements interpreting a famous work of art from periods in art history at the MEHS art show • Student produced product such as buttons, cups, and shirts • Floral Design Portfolio • Photography • Graphic Communications • Art Class

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Our Advisory curriculum currently explores learning styles and interests so that students can analyze outcomes and explore career opportunities. Our Advisory curriculum has evolved over the past few years as we continue to experiment with different curriculums.</p> <p>Students also utilize our OverGrad program to analyze their college and career preparedness beginning in the 9th grade.</p> <p>Community service hours are provided for students through ASB, FFA, MECHA, and Key Club. There are also a variety of opportunities within these clubs to be involved within our community and community organizations to volunteer time and effort to their causes.</p> <p>We have a Workability program for special education students where students can work at the district transportation department. This program is very successful because the students see the ‘fruits of their labor’ in the very specific form of a check made out in their names. This provides them with not only a source of income but a definite source of pride in their abilities and a confidence to find employment outside of the program.</p> <p>Career Technical Education Program (CTE) includes hands-on learning in graphic design, art, floral design, and greenhouse management that allows the students to gain valuable workplace skills in these areas.</p> <p>In the 2016-2017 school year we received a Grossmont Healthcare District Grant that will eventually allow students to choose a pathway that includes biology, human anatomy and physiology, and potential medical internships. This will allow students to earn credit toward CNA certification, phlebotomist, and medical technician fields.</p>	<ul style="list-style-type: none"> • Track and field volunteers • FFA college tour program • Job Corps field trip • Art institute • Military recruiters visit campus • OverGrad • Floral Designs by students to market for sale • Greenhouse plants raised • FFA animals raised, exhibited and sold at fairs • FFA-AET, SAE, Job Interview competition • TRiO Program • Workability • CTE • Journalism/Yearbook • Robotics/ coding/ Graphic design - shirt and cup printing, poster creation

Clubs, campus groups, FFA and ASB offer experience in leadership, planning, and collaborative skills that engage students through field trips to colleges, leadership seminars, and speech contests. We the People is a new club that studies during ME time to enter a countywide contest. Students have the opportunity to test their academic knowledge of history, government and politics in a debate platform in front of a variety of high schools. It is an academic team effort that encourages team spirit and leadership.

- Volunteering for the Pacific Southwest Railway Museum, Camp Locket Guest and Equestrian Facility (CLEEF), Kiwanis, Mountain Empire Men's Club

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

We, as a staff, make sure that all students, no matter what their background, culture or socioeconomic level, are given the same access to quality instruction in all of their classes. According to our data, we have specifically targeted the ELD and SPED populations because of the continued population growth in these areas. We are supporting each other as a staff through staff development opportunities and ELD staff observations in the core classes. Although, as teachers, we each have our own ideas about how to implement these strategies, we are united in our desire to give all students the opportunity to learn in the modality they prefer. Having a one to one ratio for our students with the Chromebooks over the last two years enables staff to emphasize technology as a main strategy to engage our students. Online software like OverGrad, Google classroom, Google apps, and CTE software, all enable, motivate, and guide our students in both core and elective classes. Even though we will continue to meet and communicate with each other on our own time as individual staff members, it is imperative that we have established, consistent collaboration time. This will give all of us the opportunity to implement the desired goals of supporting, educating and engaging all our students with creative curriculum and specific strategies for individualized and differentiated learning.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- There is a one to one ratio for Chromebooks and students
- The ELD teachers support and communicate with all staff about specific strategies to guide our students.
- Teachers/staff use different modalities to teach academic concepts and engage students.
- Administration and staff use the data from grading progress reports to assess and place students into a study hall period (ME time) to support them in their academic and career goals.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Continue to assess the ME time program for consistency and proper use of the time available.
- Continue to refine and add strategies into the curriculum that will support the ELD and the Special Education student programs.
- Continue to use innovative technological strategies to engage students.

Category D: Standards-based Student Learning: Assessment and Accountability

Based on the criteria in each category:

1. Review what currently exists based on the ACS WASC/CDE criteria and indicators. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below the correlated ACS WASC/CDE criteria.
2. Evaluate the current program's effectiveness based on the ACS WASC/CDE criteria and indicators. Use the analytical prompts to summarize the findings and evidence.

Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

3. Support responses with analyzed, observable evidence. (See the list of areas to analyze and examine.)

Note: Observable evidence includes a) examination of student work, b) observations of students engaged in learning and other aspects of the school program, c) student interviews, d) examination of hard data and information, and e) other observations/ interviews/discussions.

4. The responses that include *findings and evidence* for each criterion within Categories A–E will form the basis of Chapter IV of the Self-Study report.

At the end of each category, provide an overall summary that includes comments about the school's ability to address one or more of the identified critical learner needs

Develop a list of aligned strengths and growth areas for each category of ACS WASC/CDE criteria (Categories A–E).

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the school wide learner outcomes.*

Findings	Supporting Evidence
PSAT and SAT are offered on campus PSAT scores are reviewed with the students during Advisory After students receive their PSAT scores, they are input in OverGrad to predict SAT scores and guide future planning activities	<ul style="list-style-type: none"> • PSAT on campus for all tenth graders, eleventh graders who elect to take it • OverGrad
In ninth grade, English students complete a “Did You Read” assessment on Google Classroom.	<ul style="list-style-type: none"> • Google Classroom
Smarter Balanced Interim Assessments are given in grades 9-11 by English and Math Departments. These departments grade and review the data and use the findings to plan curriculum for all grade levels. The Math and English departments then use the SBAC sub groups to help inform future instruction	<ul style="list-style-type: none"> • SBAC Interim scores
CELDT and department assessment scores are used to assess English Learners language levels and place them appropriately. CELDT and department assessment is shared with all teachers to inform instruction	<ul style="list-style-type: none"> • CELDT/ Department Assessments
Administration and counseling team meets to analyze student performance data and shares their findings with the appropriate departments.	<ul style="list-style-type: none"> • Meeting Sign in Sheets
Placement tests are given to all eighth graders in Math and English in the district and are then scored by the departmental team.	<ul style="list-style-type: none"> • Placement Tests

<p>AP scores are analyzed by the counselors and individual departments annually to inform instruction and place students into appropriate classes the following year.</p>	<ul style="list-style-type: none"> • AP test
<p>Physical Fitness Test is used to assess students' physical fitness.</p>	<ul style="list-style-type: none"> • Physical Fitness Test
<p>In Visual and Performing Arts, most assessments are in house performances and project based assessments such as band concerts, choir performances, and the art show.</p>	<ul style="list-style-type: none"> • Recitals • Art Show
<p>The Math Department meets with a countywide math consortium at least three times a year to collaborate and assess math scores at all levels.</p>	<ul style="list-style-type: none"> • Math Consortium
<p>The Special Education Department meets regularly to discuss IEP's, the best use of instructional aides, and collaboration with general education teachers.</p>	<ul style="list-style-type: none"> • Special Education Department
<p>The CTE program bases their assessment on portfolio work, summative projects i.e., the yearbook, the art show, the fair and robotics final projects. The program also engages in work-based learning with feedback from industry partners</p>	<ul style="list-style-type: none"> • Work-based learning: robot builds, T-shirt, cup, poster production, yearbook production, portfolios.

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.*

Findings	Supporting Evidence
<p>By using the CAASPP Interim assessment students are learning how to respond to an online environment so that their CAASPP scores will be reflective of their actual ability and not just their test taking abilities.</p> <p>Aeries is available for students and parents to check, assess, and evaluate current grades, credits, email communication, and graduation status.</p> <p>OverGrad is used by students, parents, and teachers, to help students assess their GPA and SAT/ACT scores to help them plan their college and career readiness. It is a core component of our Advisory program, which is another way that testing data is distributed to students.</p> <p>Teachers use Aeries and Google Classroom to post assignments, announcements, and as a formative assessment to allow students access to real time feedback on their work. Students can access Aeries and Google Classroom to help them stay on task when they miss school</p> <p>Administration delivers an annual report to the school board which includes CAASPP scores.</p>	<ul style="list-style-type: none"> • CAASPP • Aeries • OverGrad • Advisory Curriculum • Aeries and Google Classroom • Board Meeting Minutes

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Aeries is used to evaluate student academic growth, which can be monitored by teachers/ colleagues, parents, and the student. Student data, including grades, standardized test scores, special programs, transcripts, and scheduling is accessible in Aeries. Students and parents can access Aeries via school issued Chromebook, an app available for phones, and home and library computers. Since everyone registered online this year, more students and parents are accessing Aeries with ease.</p>	<ul style="list-style-type: none"> • Aeries
<p>CAASPP Interim assessments are used in Math and English at all grade levels to determine progress toward the academic standards.</p>	<ul style="list-style-type: none"> • Interim Assessment Scores
<p>CELDT scores, CAASPP English interim tests and the UC math placement tests are used annually to monitor student growth towards the English and ELD standards. The scores are examined yearly to analyze student progress by administration, the registrar, and the language department.</p>	<ul style="list-style-type: none"> • CELDT scores, CAASSPP Interim placement scores, and UC placement tests
<p>As a small school, the teachers know the students well enough to informally assess them on an ongoing basis in order to monitor growth. Examples of this include informal assessments like quick writes and discussions at tables or with small groups.</p>	<ul style="list-style-type: none"> • Classroom Assessments
<p>Teachers use formative and summative assessments written to allow students to demonstrate their growth towards or mastery of the standards. Grades are based on a combination of formative and summative assessments as determined by each teacher or department.</p>	<ul style="list-style-type: none"> • Classroom Assessments

CAASP and EAP scores are reviewed annually to assess for progress towards standards as a school and instruction is reevaluated based on scores	<ul style="list-style-type: none">• Growth in CAASP scores over the last several years.
PSAT for all tenth graders and select eleventh graders to monitor progress towards college readiness.	<ul style="list-style-type: none">• PSAT
CTE courses has in-house assessments to measure progress towards CTE standards, including portfolios, work-based assessments, and review by industry partners.	<ul style="list-style-type: none">• CTE grades and industry partner assessments

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

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

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

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
<p>Classroom Level Formative Assessment Data: teachers use a variety of assessments to evaluate student learning. We use both formative and summative assessments to monitor student growth and identify learning needs. Formative assessments that teachers use to check for understanding, allow teachers to provide real time feedback and adjust instruction as necessary. Teachers incorporate traditional assessment methods and technology based ones.</p> <p>Classroom Level Summative Assessment Data: Summative assessments that teachers use to assess student learning also integrate new technologies with traditional techniques. In many classrooms, the new and the traditional combine to form a singular summative assessment at the end of a unit, a progress period, or a semester.</p> <p>School wide collection, disaggregation, and analysis of assessment data focuses primarily on standardized exams.</p>	<ul style="list-style-type: none"> • Quizlet • Kahoot • Edpuzzle • Socrative • Newsela • Google Forms - Teacher designed • Bell Ringers • Notebook checks • Warm-ups • NoRedInk.com • Exit Tickets • Ungraded practice with feedback • Summative Assessments Utilized • Written essays, some with embedded images, charts, graphs • Debates • Lab reports • Oral reports incorporating Prezi, Google Slides or other multimedia presentation tools. Pre-recorded presentations using Screencastify • Traditional multiple choice

	<p>tests.</p> <ul style="list-style-type: none">• Engineering notebooks, journals, and sketchbooks• Performance based assessments• Final projects
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Special education department collaborates and supports general education staff	<ul style="list-style-type: none"> • SST minutes. • Aides in classroom. IEP meeting documents. • Revised curriculum and assessments and co-teaching
ELD coordinator has one period a day to collaborate, co-teach, assist, monitor students, or advise staff in order to integrate SDAIE strategies into their instructional plans and formative and summative assessments and better align them with both the ELD standards and the Common Core Standards or NGSS. Interim CAASPP scores are reviewed and curriculum planned to bridge the gap between current student achievement and prospective student achievement.	<ul style="list-style-type: none"> • Interim CAASP score meetings and test data (English and Math)
Science and Math department collaboration to reteach math skills based on assessments in the Honors Chemistry class	<ul style="list-style-type: none"> • Math and Science assessments, revised curriculum, collaboration time
Math collaboration to keep department paced, and to revise curriculum based on both formative and summative assessments.	<ul style="list-style-type: none"> • Math collaboration time
Collaboration to score placement assessments and plan freshman curriculum in math and English based on assessment results.	<ul style="list-style-type: none"> • English collaboration time
BTSA-new teachers partnered with experienced teachers in order to reflect and revise practices, including assessment practices	<ul style="list-style-type: none"> • BTSA Program

<p>Additionally, several departments use teacher-designed common assessments to evaluate student progress. Most notably the Math Department’s use of assessments developed as part of the small school’s consortium. In addition, many departments collaborate with their content area and teaching partners to discuss common assessment data. This collaboration frequently leads to refinements in both instructional strategies and curriculum.</p>	<ul style="list-style-type: none"> • Small schools consortium assessments
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
<p>Advisory is a key component in keeping in touch with students and keeping open communication with them about their grades, their feelings of school safety, respect for others, and their responsibilities as students.</p>	<ul style="list-style-type: none"> • Advisory Curriculum
<p>Teachers, staff and administrators are all communicating our school mission statement that ties directly to our school wide learner goals of duty, honor, and service always to the students through discussion during advisory, rallies, ASB activities, posters and signage.</p>	<ul style="list-style-type: none"> • Signage, Alma Mater, Mission Statement
<p>MEHS administers the California Healthy Kids Survey (CHKS) every year to ninth and eleventh grade students. District staff, the Board of Education, and site leadership review this data and make necessary programming adjustments, including training in and implementation of Restorative Justice.</p>	<ul style="list-style-type: none"> • CHKS • PBIS In-services • Staff Development
<p>Several groups of students meet regularly to provide feedback on the quality of school. These groups include: ASB, and the School Site Council.</p>	<ul style="list-style-type: none"> • ASB; School Site Council and Student Council Meeting Minutes

Camp LEAD (Leadership, Equity, Access and Diversity), an experiential residential high school program that challenges students to empower themselves and their peers to create positive change on their campuses and in their communities, throughout the County of San Diego, has successfully operated in the San Diego County area high schools for over 15-years and has demonstrated improvement in youth academic achievement, attendance, behavior, emotional health, and connectedness.

- Camp LEAD (52 student attendees and ten staff attendees).

D3. Using Assessment to Monitor and Modify the Program School wide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

School wide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Annually student achievement data is analyzed and monitored in order to provide the MEUSD Board of Education with updates on student progress. All Board meetings are public. In this way, community members can also have access to information discussed at Board of Education meetings, including assessment updates. Board minutes and presentations are also uploaded to the MEUSD website for the public, parents, and other stakeholder groups to access.	<ul style="list-style-type: none"> • Board minutes and presentations to the board
Much of the information presented at Board meetings is also discussed at School Site Council Meetings, and is thus conveyed to key community stakeholders.	<ul style="list-style-type: none"> • School site council minutes
The leadership team may share important data or information with their specific departments via department meetings.	<ul style="list-style-type: none"> • Department meetings
Parents and students have access to grading information, and attendance through our online student information system, Aeries.	<ul style="list-style-type: none"> • Aeries

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>Based on an analysis of SAT participation rates, which lead to a discussion of why the rates were so low, the SAT is now offered on our campus twice a year. We have also partnered with TRiO, an organization affiliated with UCSD that helps our students apply to colleges, register for the SAT and ACT, complete financial aid applications, and plan for their futures, in order to increase the testing rate. Although we have yet to analyze the data from testing results as an entire school, just increasing the number of students testing is an area of growth for us.</p>	<ul style="list-style-type: none"> • SAT test rates
<p>The ASVAB and PSAT test are also administered on campus annually by the counseling staff. The test results are then given to the students, and the counseling staff meets with the students to explain individual scores.</p>	<ul style="list-style-type: none"> • ASVAB tests • PSAT tests
<p>An EL Coordinator position was created in response to CELDT data. The EL Coordinator has held in-services explaining what each indicator on the CELDT results means and provided appropriate strategies to scaffold for each level. In addition, the EL Coordinator is working with the staff to ensure that each student receives the appropriate level of support for his or her language acquisition level.</p>	<ul style="list-style-type: none"> • Meeting Minutes and ELD strategy handouts • CELDT/EL exit results

School wide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Based on the findings of the CHKS several years ago, MEHS implemented a sweeping program to improve school climate. Professional Development focused on school culture and resources were allocated to improve the experience students have at MEHS. Our most recent CHKS results show that the changes we made in this area were effective.</p>	<ul style="list-style-type: none"> • CHKS results
<p>Based on standardized test scores, the success of our graduates when they leave MEHS and enter college or the workforce, and feedback from students (all data points from assessments), our new focus for professional development is on improving student achievement through culture building, with the full staff engaging in a book study of Fisher, Frey, and Pumpian’s <i>How to Create a Culture of Achievement in Your School and Classroom</i>.</p>	<ul style="list-style-type: none"> • AP test scores, EAP scores, Smarter Balance scores, Professional development minutes

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>The counseling staff reviews transcripts, creates curriculum for the advisory classes and disseminates data at the beginning of the school year. They focus on analyzing testing data and where alumni of MEHS attended college or found employment. Each counselor is responsible for two classes of students which allows for greater contact with individual students.</p>	<ul style="list-style-type: none"> • OverGrad • Counseling staff
<p>The Science Department, in conjunction with the Grossmont Health Care District, adopted a Health Sciences Pathway for students as an additional college/career readiness source. A grant funded the initial adoption of the program in response to a shortage of students entering the healthcare career track at Grossmont College. The program is currently a three year, honors track program with the intent of preparing students to enter a college or university level health care education program. Eventually, the program aims to add internship opportunities and partner with local industry leaders.</p>	<ul style="list-style-type: none"> • Health Sciences Pathway
<p>Based on local market demand, CTE classes in Information and Communication Technology and Arts and Media sectors have been developed, including Exploring Computer Science, Robotics, and Photography. These new courses prepare students for local employment and/or future educational opportunities.</p>	<ul style="list-style-type: none"> • CTE Course offerings and industry partnerships

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>As a small school, we have limited resources for proctors. However, many members of our staff have been trained to proctor standardized tests such as the SAT, CAASPP, and AP tests. The counseling staff serves as proctors for most standardized tests, with classroom teachers filling in as needed.</p>	<ul style="list-style-type: none"> • Proctor affidavits
<p>Secure test documents are stored in a locked room and within locked filing cabinets when not in use. Teachers with access to them sign affidavits verifying their ability to maintain a secure environment.</p>	<ul style="list-style-type: none"> • Test storage
<p>For classroom assessments, teachers use Go Guardian to monitor student use of technology during online based assessments. They also monitor the room to maintain the integrity of each paper based assessment.</p>	<ul style="list-style-type: none"> • Go Guardian

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Chapter III).

Summary (including comments about the critical learner needs)

In many aspects, we are addressing the concerns of how we need to assess student work using a variety of techniques that best reflect the actual learning that has taken place. The addition of the OverGrad program and its use in the weekly advisory program allows our students to take ownership of their academic progress, assess their educational goals and create a vision of what their future might look like if they align their educational goals with their intentions, motivation and academic focus. This program also supports our efforts to help students understand the importance of assessments like the SAT, the ACT, and the EAP. The key to a continued and concerted effort to inform our instruction through assessment is consistent collaboration time worked into the master schedule. MEHS teachers and instructional aides will then be able to analyze data from different assessments, OverGrad, key differentiation strategies and co-curricular activities. It has also caused us as educators to improve and inform our instruction based on our analysis of the test score data, leading to improved assessment scores.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Our advisory program, in conjunction with the use of OverGrad, and the counseling office, have made our students more aware of the importance of the SAT and the EAP. Our efforts at helping students understand the importance of these assessments, coupled with analysis of the data from these assessments to improve instruction and curriculum, has led to improved assessment scores.
- The position of an ELL Coordinator who leads EL trainings for the full staff has made the teaching staff aware of the CELDT levels for individual students, what each proficiency level indicates, and how to best serve each student in our classrooms.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- The lack of collaboration time makes it difficult for the school to review its curriculum and instruction, examine and analyze standards based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.
- We need a more effective method of gathering student feedback.
- Although the staff has, at various times over the last three years, begun conversations about grading practices, using zeroes in grades, and how to determine grades, there is little consensus as to what the best practices for grading are. This is an area that we may need to focus on in order to grow.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>MEHS welcomes parent involvement through a variety of technological resources, committees, volunteer opportunities, meetings and school activities.</p>	<ul style="list-style-type: none"> ● Aeries Parent Portal, Weekly Friday Shout Out, All Calls, MEHS Facebook page, Regular phone calls with ELD Parents, Remind, Email, and Google Classroom communication.
<p>Aeries Parent Portal provides parents with information regarding the classes their student is enrolled in at MEHS, including student academic progress, grades, attendance, homework assignments, tests, and quizzes.</p>	<ul style="list-style-type: none"> ● MEUSD Website Parent Portal Access
<p>MEHS hosts multiple parent invite nights such as Back to School night and Open House in which parents are invited to meet their students’ teachers, learn about course expectations, requirements, and curriculum; Freshman Parent Night in which parents learn about all the opportunities awaiting Freshmen to join; Financial Aid Night that provides information and aid to students and families regarding FAFSA applications, Cal Grant, and college application and admission; ME Investment Night is an event hosted by the counselors that seeks to provide information and resources to students and parents regarding goal identification and pathways for success.</p>	<ul style="list-style-type: none"> ● MEHS Calendar ● School Site Council Meeting Minutes ● Booster Club and Mountain Empire School Foundation ● Case Manager calendar, letters sent home, phone calls to parents to invite and confirm
<p>Redhawk parents participate in School Site Council meetings. MEHS has parent volunteers who assist with school extra-</p>	<ul style="list-style-type: none"> ● MEHS Calendar, English Learner Advisory Council

<p>curricular events including Redhawk Booster Club and the Mountain Empire Foundation throughout the year. Parents are invited to attend and participate in all IEP/504/SST/SART meetings. MEHS parents participate in WASC Focus Group meetings, DLAC and LCAP meetings.</p>	<p>(ELAC), Local Control and Accountability Plan (LCAP)</p>
<p>The ELD coordinator keeps non-English speaking parents informed of events and school-related opportunities for both themselves and their students.</p>	<ul style="list-style-type: none"> ● ELD Coordinator communication
<p>MEHS extracurricular activities offer many opportunities to celebrate student success. MEHS extracurricular activities offer many opportunities to showcase student work.</p>	<ul style="list-style-type: none"> ● Award ceremony nights for sports, FFA, Redhawk, Visual and Performing Arts. ● Sport events, FFA events, Visual and Performing Arts events, Club events, CTE events, MEHS Spirit events.

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members’ expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and school wide learning outcomes.*

Findings	Supporting Evidence
<p>MEHS initiates and supports a variety of events/partnerships/programs between the school and community.</p>	<ul style="list-style-type: none"> ● District-approved Guest Speakers present in classes throughout the school year. ● Donation of materials from the community for athletics, FFA and CTE courses.
<p>MEHS seeks community resource support to bolster Social-Emotional Learning opportunities for students through individual and group meetings.</p>	<ul style="list-style-type: none"> ● ASP Calendar - CCS Healthy & Safe Relationships ● School Calendar - Vista Hill Behavioral Health for Girls and Guys Groups
<p>Mending Matters counseling services for students with mental health needs and students dealing with traumatic life events.</p>	<ul style="list-style-type: none"> ● Site contract with Mending Matters for 3 days per week ● MOU with Crossroads to provide individual counseling services weekly. ● MOU with Mountain Health to provide individual counseling services weekly
<p>“Dream It Be It” Club - Links female students to Soroptomist</p>	<ul style="list-style-type: none"> ● MEHS Calendar of monthly Dream It Be It

<p>club of Alpine and links students to professionals in Greater San Diego County to gain resources and support to make career goals and action plan to accomplish goals.</p>	<p>meetings</p>
<p>MEHS Counseling collaborates with Special Education Dept. to provide opportunities for all students to visit Job Corps.</p>	<ul style="list-style-type: none"> ● MEHS Calendar of Job Corps trip
<p>College visits and events through many MEHS programs.</p>	<ul style="list-style-type: none"> ● College visits through FFA, TRiO, Special Education, and Clubs ● College events advertised through Counseling Bulletin Board, Morning Announcements, Friday Shout Outs, MEHS Facebook, and Flyers sent home.
<p>MEHS Blood Drives provide connections between school, community, and community resources</p>	<ul style="list-style-type: none"> ● MEHS Calendar of blood drives with San Diego Blood Bank
<p>Workability program enables students with IEPs to gain immediate on-the-job training and skills to carry forward into future employment.</p>	<ul style="list-style-type: none"> ● Special Education coordination of Workability program
<p>Mountain Empire Community Health and Wellness Events through ME Community Collaborative and hosted on MEHS campus.</p>	<ul style="list-style-type: none"> ● ME Community Collaborative flyers

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school’s practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>MEHS takes steps to ensure a safe and orderly environment for learning. For all those that enter our school, safety is an important factor. Students need to feel safe and secure. A clean and orderly learning environment fosters academic achievement and personal development for all students. The Student Information System records have the students’ photos as well as attendance records reflecting when the students are on campus. Should there be an emergency or drill, we are able to generate a roster of students who are present in order to ensure their safety.</p>	<ul style="list-style-type: none"> ● Safety plan: located in the safety binder. ● Fire/ Earthquake/ Lockdown Drills ● First-Aid kits: can be found in nurse’s office.
<p>The safety of children has improved in the last three years at MEHS. The incidents of fighting or conflict between students has decreased. The incidence of drug use has gone from commonplace to a rarity. This has occurred because the staff is working hard to create an environment in which the students feel safe, appreciated, and students are allowed and encouraged to learn. The grade level advisors support students as they continue to build a positive environment.</p>	<ul style="list-style-type: none"> ● Cameras/ Surveillance: located throughout the campus with the exception of classrooms, bathrooms, and the counselors and nurse’s offices. ● Internet Code of Conduct ● Relationship with local law enforcement.
<p>The actual physical campus has also improved. Classes are well maintained, and hallways are clean and clear of obstructions. Positive reminders to keep the campus clean are posted in the halls, and the bulletin boards are friendly and</p>	<ul style="list-style-type: none"> ● Campus security regularly circulates and monitors the school site. ● No Place for Hate

provide children incentives to work hard and to succeed.	campaign
The staff is trained in CPR and First Aid on a two-year rotating schedule. All staff have received Youth Mental Health First Aid training to provide every staff member with a foundational level of understanding of mental health issues and a common response to a mental health crisis. We have an AED in the nurse's office and the gym, and we have the AEDs checked each month for the battery and pads that are always needed in an emergency. The nurse's office also has generic Epi-pens for allergic anaphylaxis, if needed.	<ul style="list-style-type: none"> ● AED: found in nurse's office and Gym. ● Epi-pen: located in the nurse's office
Facilities have been created or are available to keep students online experience safe and restricted to classroom assignment.	<ul style="list-style-type: none"> ● Firewalls set up by the district technology staff. ● Go Guardian used by staff to monitor internet use.
Parents are using the online registration program to provide us with any health concerns of their students. If students have to go to the doctor or hospital, the information is provided to us by the Attendance Specialist, MEHS Secretary, Registrar, and Nurse. All these people collaborate to get health information to the Teachers, Athletic Director, Coaches, Counselors, and Nurse. We provide health, vision, and hearing information to the teachers and staff for students with SST's, 504's, and IEP's.	<ul style="list-style-type: none"> ● Internet Code of Conduct
We have employed a personal athletic trainer to help with the football program. This will enable the students to train correctly and reduce incidents of injury.	<ul style="list-style-type: none"> ● Athletic Trainer at games
Some of the staff trainings include diabetes, epilepsy, allergies, and heat related illnesses. Students are aware that if they feel ill, help is available in the office. School supervisors have walkie-talkies to call for help quickly. Many other staff carry walkie-talkies to communicate an emergency.	<ul style="list-style-type: none"> ● All staff trained in Youth Mental Health First Aid
Food and water are available in the cafeteria, and students are provided breakfast, snack break, and lunch at school. The counselors and nurse also have snacks available in their offices. The ASSETS program provides a safe place to go before and after school. Drinking fountains are present in hallways and near athletic fields.	<ul style="list-style-type: none"> ● Free or Reduced Lunch ● ASSETS Program Snacks
Sports teams are available to students who qualify. A physical	<ul style="list-style-type: none"> ● Student and staff

<p>exam and insurance help to keep teams healthy at school and during the games, and teams practice safety at all times. Coaches, parents, and players are educated on concussions, heat related issues, and sudden cardiac arrests</p>	<p>handbooks are updated yearly.</p> <ul style="list-style-type: none"> ● All staff trained in Youth Mental Health First Aid
<p>An Emergency Action Plan is continually evolving to address a comprehensive list of possible safety and emergency issues</p>	<ul style="list-style-type: none"> ● Student and staff handbooks are updated yearly.
<p>The students have available to them places to receive mental health counseling, girls’ groups, and boys’ groups. This has helped students to reduce stress in their lives and to cope with “Teen Issues.” SDYS Check Your Mood Week - Provides age appropriate presentation and discussion for students and has universal system to identify students needing additional resources.</p>	<ul style="list-style-type: none"> ● “Drug and Alcohol Awareness and Prevention” assembly was presented by a DEA agent and hope2gether. ● Counselors have an “Open-door” policy for students in crisis ● All staff trained in Youth Mental Health First Aid ● MEHS Calendar Check Your Mood Week

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences.*

Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
<p>Belonging is a sentiment that we want our high school students to believe and feel as well as our faculty and staff, because a healthy, positive school culture provides a sense of security that is felt throughout the site and every person who is on campus contributes to the culture of our school. Mountain Empire High School staff are committed to providing multiple opportunities and having multiple measures to create an</p>	<ul style="list-style-type: none"> ● Cultural Clubs (Native Pride and MECHA) ● No place for Hate (Currently Activate ME Club) ● Conflict resolution with Counseling support

<p>environment that supports emotional and social needs. We review the results of the California Healthy Kids Survey annually to identify our positive growth progress and highlight the areas that are in need of improvement. There is a yearly revision of the student and staff handbooks that receives a final approval from the MEHS principal so that all staff and students know the expectations and procedures at our site. MEHS staff are focused on offering positive reinforcements such as positive signage in the halls, clearly stated expectations, and having individual conversations that provide students with kind and confidential re-teaching of expectations and directions. This relates to our focus of using the multi-tiered system of supports in our positive behavior intervention and supports (PBIS) system. MEHS is in the second year of implementing the PBIS Framework and the expected behavior matrix is not only provided in the student handbook, but also displayed as a poster throughout the school in classrooms and offices.</p> <p>The emotional enrichment to the school culture continues to build up our staff and students to have the inner strength to provide the strong cultural experience by providing many opportunities for professional development that aids staff in enhancing skills in conflict resolution, mental health, and trauma informed practices. MEHS has increased counseling staff and services, such as weekly girls' and boys' groups that focus on life, coping, and skill building that has helped improve school culture. There are many clubs and special event activities that provide students and staff opportunities to grow and strengthen themselves emotionally, mentally and socially which contribute to an increased awareness of a culturally diverse population on our school site.</p>	<ul style="list-style-type: none"> ● Advisory Classes (5th period) ● Educational enrichment through partners (Soroptomists, guest speakers, TRiO, Southern Indian Health Council, Vista Hill, Center for Community Solutions) ● Freshman Flight ● Camp LEAD ● ME Time Class Period ● Mix-It-Up Lunches (Monthly) ● NAMI Student Club (Currently Activate ME Club) ● Restorative Practices and Using Circles Effectively professional development ● Trauma Informed Practices in Schools professional development ● PBIS Leadership Monthly meetings
<p>There are monthly Mix-It-Up lunches that provide students and staff the opportunity to cross cultural boundaries to get to know peers that are not in peer groups and increase understanding and acceptance of each other.</p>	<ul style="list-style-type: none"> ● Mix it Up Lunches
<p>Camp LEAD is a program that enables student leaders on campus to learn how to develop respectful, empowering and collaborative environments that are safe and supportive for all. This 3-day and 2-night residential program is designed to train students, educators and administrators on how to develop</p>	<ul style="list-style-type: none"> ● Camp LEAD

<p>necessary skills for creating inclusive and collaborative campus communities. Skill development is achieved through a variety of experiential activities that enable participants to explore and critically examine a variety of topics and social issues that include interpersonal skills and communication, individual and community identity, personal growth, leadership skills, empowerment and resiliency, racial and cultural identity, abilities and disabilities, prejudice and discrimination, gender, community building, personal accountability, school anti-violence initiatives and establishing and maintaining collaborative, diverse alliances.</p>	
<p>There is a 26-minute period called ME Time that not only focuses on tutoring and academic support, but also provides many opportunities for enrichment.</p>	<ul style="list-style-type: none"> ● ME TIME
<p>The after-school program (ASP) offers many opportunities for student emotional growth through cultural crafts and personal growth.</p>	<ul style="list-style-type: none"> ● ASP
<p>Finally, MEHS provides many opportunities for all students to gain understanding of current events, to have a voice, and to be recognized so that they, themselves, contribute to the emotional enrichment throughout school. All students are encouraged to get involved in many activities such as Pep Rallies, Music, Outside Activities, and more. Announcements are given daily over the PA system and weekly all calls home name students that have received awards in FFA, performing arts, or succeed academically or athletically. Teachers share and celebrate student achievement by posting student work in the classrooms and in the halls. The Peer Tutor program provides opportunities for students to support students with disabilities in General Education classes as well as in a self-contained classroom. The current Student Council was created so that students have a direct voice in providing direction in school goals, and the Bilingual Tutors give much needed help to our English learners.</p> <p>These opportunities and more make Mountain Empire High School a school site that supports culture and builds up our students and staff to have a positive multicultural perspective of understanding and acceptance.</p>	<ul style="list-style-type: none"> ● ASB activities and events ● “A for the Day” Award ● Peer Tutoring

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District’s Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>MEHS staff seek to welcome students and provide many opportunities for students to gain assistance when help is needed. Staff know that every student is unique and comes from different backgrounds and learning styles. The staff strives to find ways to create learning with students, in which they are able to demonstrate their learning through projects and alternative assignments. Students are also encouraged to work with staff in creating and sharing work online, and connecting learning with technology. MEHS faculty have many opportunities for professional development. Staff library provides professional resources that are available for any staff member to borrow.</p>	<ul style="list-style-type: none"> ● Staff at door to welcome students ● Principal provides district tour to all new staff members to gain perspective of community dynamics and district’s large geographical region. ● Professional Development opportunities ● Staff resource library in staff lounge
<p>The Single Plan for Student Success (SPSA) is reviewed and updated through the School Site Council. Staff review challenges and successes at monthly staff meetings. PBIS Leadership meetings work to identify current issues and provide systemic level preventions to meet the identified needs. Staff meet to collaborate and support each other through professional support and growth. These meetings may be regarding an individual student, group of students, or classroom procedure. MEHS staff support each other in providing guidance, suggestions, and sharing methods of successfully reaching students. The investments in MEHS staff have built capacity in our team to meet the unique needs of our students and community.</p>	<ul style="list-style-type: none"> ● ME Time (5th period) ● ASP Subject Tutoring (ASP Monthly Flyer) ● Google Classroom, Read/Write program, Google Translator ● School site council ● Admin Meetings ● Staff Meetings ● SWIS Behavior data ● Referrals have been replaced by Behavior Tracking Form ● Leadership Meetings ● PBIS Leadership Meetings ● Staff collaboration meetings

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>Mountain Empire High School complies with state and federal laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Act (IDEA). MEHS strives to provide those who qualify for services with “equal access” to the curriculum as it recognizes its legal responsibility to ensure that no otherwise qualified person will be excluded from participating, be denied the benefits of, or otherwise be subjected to discriminatory action. Staff believes that any student who has an objectively identified disability that substantially limits a major life activity (such as learning) is eligible for accommodations by the school.</p>	<ul style="list-style-type: none"> ● Academic counselors and Special Education teachers provide Case Management for identified students with disabilities.
<p>Mountain Empire High School has one full-time counselor and one .60 FTE counselor to help improve student retention, increase graduation rates, to further support students in their academic and career/college endeavors, and to support students with personal and/or social issues. Academic counselors are on campus daily and this enables students to drop in or set up appointments to receive academic counseling, college preparation support, and personal counseling. Counselors collaborate with advisory teachers to provide students with comprehensive access to OverGrad program that seeks to fully prepare students with career interest inventory, College search, maintaining profile with GPA and test scores</p>	<ul style="list-style-type: none"> ● Onsite academic and social-emotional counselors OverGrad program ● Special event parent nights - Financial Aid/College and Career readiness ● OverGrad College/ Career Planning ● Military prep (ASVAB on MEHS site) ● Girls and Boys group

<p>to identify college category of a school being a reach or match school. Counselors also schedule outside resources to visit, and provide information on college, career, and personal care. MEHS has increased counseling staff and services, such as weekly girls' and boys' groups that focus on life, coping, and skill building that has helped improve school culture. There is also a Healthy Relationships curriculum provided in the After School Program. There are many clubs and special event activities that provide students and staff opportunities to grow and strengthen themselves emotionally, mentally and socially which contribute to an increased awareness of a culturally diverse population on our school site.</p>	<ul style="list-style-type: none"> ● ASP Calendar
<p>MEHS provide students with credit recovery opportunities through a guided students class embedded in their schedule and access to online course work to recover needed credits for high school graduation and UC a-g certification.</p>	<ul style="list-style-type: none"> ● Guided Studies course on Master schedule and Edmentum Online Courseware
<p>MEHS counselors have a Counseling and Guidance Webpage to provide immediate and necessary information to students and families regarding college, career, financial aid and scholarships.</p>	<ul style="list-style-type: none"> ● Guided Studies course on Master schedule and Edmentum Online Courseware ● http://mountain-empire-high.mountain-empire-unified-school-district.schoolblocks.com/counseling-guidance-d3f3e76
<p>Students are assisted through the college matriculation process and completion of financial aid application. Students also participate in total college onboarding services that include completing the college application, entrance exams, orientation and advising from counselors at Grossmont/ Cuyamaca community colleges through on school site events.</p>	<ul style="list-style-type: none"> ● MEHS Calendar

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
<p>Within the realm of Academic Support, it has been noticed that many more students are thinking and talking about college or other future academic training. It is believed that this effect has its roots in many causes: (1) MEHS has implemented an Honors Biology course (2016-2017 school year). (2) Pending the outcome of a grant application, we hope to implement a Health Science Pathways course sequence in collaboration with Mountain Health and the Grossmont Health Care District. (3) A second section for AP Language was added to meet student needs. (4) Honors sections in math were added, and (5) extra sections of FFA Floral Design were added to support a need for additional UC a-g Visual/Performing Arts courses. (6) In order to design a master schedule that is conducive to Academic Support based on students’ needs, ME Time has been implemented (now in its third year) that provides one hundred minutes of core subject tutoring per week for struggling students, and is monitored by a faculty member. Students who receive <i>Ds</i> and <i>Fs</i> on progress reports are required to attend these tutoring sessions, and all students are required to attend an Advisory Session once per week. An attractive component of ME Time is that teachers are willing to allow their assigned students to attend a different teacher’s tutoring session in any given day, if it is in the student’s best interest. Teachers communicate by phone or e-mail, and students must sign in with their assigned teacher first. In the Advisory sections, students meet by grade level and are served by a curriculum that is not only tailored to academic skill development, but social and emotional development, as well. (7) The Leadership course is now UC a-g approved. (8) Two sections of AP Government are now in the master schedule.</p>	<ul style="list-style-type: none"> ● MEHS Master Schedule ● ME Time (5th period) ● Teacher collaboration for ME Time Tutoring assignments (ME Time Coordinator) ● Advisory (5th period Tuesday class) ● MEHS UC a-g Course List ● Project based learning ● Curriculum is common core aligned ● Communication across departments to be creative and customizing with curriculum: email documentation ● Designing master schedule to meet the needs of MEHS students ● Master Schedule

(9) An Honors Chemistry course was added. (10) Honors Geography is currently an option for students. (11) AP Economics is in the planning stages for UC a-g approval.	
The master scheduling process has taken on a new premise and direction: The scheduling itself is based upon student course needs and desires. By instituting schedule changes that the students design for themselves, the students now have a sense of ownership in the complicated process of building their schedules to ensure all academic needs and interests are met.	<ul style="list-style-type: none"> ● Master Schedule

Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the school wide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
Counselors provide one-on-one academic counseling, referrals to community resources, and support for college and career resources. Student intervention and retention services are provided through a variety of systems. Any staff, parent or student (self-refer) can identify a student in need of academic or social-emotional assistance. MEHS uses SST, 504, IEP, SART, and counseling referrals to meet student’s needs. Department Heads provide support to fellow teachers and work with administration and counselors to insure retention and academic progress. These supports are provided through meetings, phone calls, and emails as needed.	<ul style="list-style-type: none"> ● Counseling ● Academic 4-Year Plans ● Staff email communication SST meetings, 504 meetings, IEP Assessments and meetings
MEHS counselors, administration, and staff have moved to increase rigor of academic program. The majority of course	<ul style="list-style-type: none"> ● ME Time ● ASP Calendar

<p>offerings are UC a-g certified courses, and there is an increase in Honor and AP courses.</p>	<ul style="list-style-type: none"> ● Student Materials Checkout ● Master Schedule
<p>All students have access to tutoring during ME Time and the After School Program. Teachers and staff provide students with one-on-one instruction, focusing on the specific learning needs of each student during tutoring. MEHS is a one-to-one school in which all students are checked out a Chromebook with other textbook materials.</p>	<ul style="list-style-type: none"> ● ME Time ● ASP Calendar
<p>Students who require special accommodations may be recommended for a Section 504 Plan. As part of a 504 Plan, students are able to receive accommodations and/or modifications based on the individual needs of each student. Students needing additional instruction and support, such as Specialized Academic Instruction (SAI) are assessed for special education and related services. If a student qualifies for these services, an Individualized Education Program (IEP) is created to help support student involvement and educational benefit in the least restrictive environment.</p>	<ul style="list-style-type: none"> ● SST Meeting, 504 Meetings, IEP Assessment Meetings
<p>The needs of each English Language Learner, (ELL) student will be met through the dedicated work of the ELD Coordinator and teacher. English Language Learners will be assessed through the CELDT which is transitioning to the ELPAC that is administered annually to not only identify new ELL students, but also to determine the level of English proficiency of all identified ELL students. The ELD Coordinator and teacher use EDGE and LAS tests to determine student academic levels to appropriately place and promote students through the curriculum. Informal evaluations are given to new incoming students to our district, or current students that are referred by counselors or teachers for needed additional supports for academic achievement. This provides the means to monitor student progress in learning English, and to determine when an ELL student has met the criteria for reclassification. The CELDT scores are evaluated to determine ELD curriculum, and if a student is properly progressing in our program. Copies of ELL records, as well as the originals,</p>	<ul style="list-style-type: none"> ● CELDT Testing ● ELD Coordinator email and in person communication

are placed in the students' cume files.	
-----------------------------------------	--

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
<p>MEHS has strived to increase UC a-g certified course offering and increase Honor and AP course offerings. Although these classes are not representative of our school demographics, these courses are available to all of our students. We as a staff encourage students to take Honors and AP classes, but we also counsel them on the rigorous curriculum, the homework time commitment that is expected and the academic focus that is needed to succeed in these classes. We do offer substantial assistance through ME time and after school tutoring and encourage students to seek help from staff and teachers if they are feeling overwhelmed.</p>	<ul style="list-style-type: none"> ● ME Time and ASP Tutoring available
<p>MEHS, in connection with County Collaborative Charter school, provide a summer program open to 6-12 grade students to access enrichment programs as well as recover deficient credits.</p>	<ul style="list-style-type: none"> ● Summer Program
<p>MEHS core curriculum is (UC a-g) approved. Teachers have the ability to modify student curriculum accordingly for students with differing abilities.</p>	<ul style="list-style-type: none"> ● UC a-g Course Listing

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and school wide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Student Relations are an essential component in effective schools. Mountain Empire High School has a wide of array of programs in place to support student relations. We have activities that are student based, student/teacher based, and teacher based. We also have activities that are school wide and community based.</p>	<ul style="list-style-type: none"> ● Senior events ● Concurrent college enrollment opportunity ● Native American College Course opportunities
<p>Our student/teacher based programs focus on students' relations throughout the school year. Each year, staff and students attend CAMP LEAD. It is a three-day camp where students and staff learn about themselves and grow as individuals. The students and staff focus on social-emotional development and bring back a sense of social justice and respect. It helps to create a safer, more welcoming atmosphere. We also have Mix-it-Up staff and students' luncheons in the REC, where staff and students share and talk about a variety of topics. Also, a special part of Mountain Empire is that most teachers give up their lunches and breaks to spend time with students. The outcome is a better school community.</p>	<ul style="list-style-type: none"> ● Camp LEAD
<p>Over the past three years, several staff members attended a training to help develop a school PBIS Matrix. It establishes norms for the day-to-day operation of our high school. All staff have school shirts and wear them. We also wear college shirts on Wednesdays to promote planning after high school. We have been working on understanding the differences in our students and trying to make our campus, our teaching, our counseling, and other activities friendlier and accepting to all the students.</p>	<ul style="list-style-type: none"> ● PBIS Staff Development

<p>Four times a year the Student Council meets and plans school-wide activities. Last year they created ME2We days, or the Fantastic Fun Day Friday Food Extravaganza. Students from various clubs sell food from various cultures, and students perform at lunch for the campus community. A student handbook was also created with valuable input from the students themselves. It outlined dress code, important college readiness preparation, anything and everything a student might need to be successful at MEHS and post-high school endeavors.</p>	<ul style="list-style-type: none"> ● ASB Student Council Formal Meeting minutes
<p>A new Alumni Network has been created to bridge the gap from our past to our future. We have a Booster Club that raises funds to support athletes with end-of-the-season awards. Our School Site Council was created to bridge the gaps among administrative needs, parent needs, and student and staff needs. To further improve school culture and student involvement, we have an annual Arts and Crafts Show and television screens with photos of past and present students featured in a wide variety of school activities.</p>	<ul style="list-style-type: none"> ● Booster Club Meeting minutes ● SSC Meeting minutes ● Pictures, arts, and posters created by student at MEHS ● Yearbook
<p>Student success is frequently celebrated by sending positive postcards to parents, and staff successes are routinely promoted by school and district-wide “shout outs.</p>	<ul style="list-style-type: none"> ● Award Ceremonies ● Student Excellence Postcards
<p>MEHS provides many opportunities for students to participate in other activities including sports, music, band, drama, art and clubs.</p>	<ul style="list-style-type: none"> ● ASB Meeting minutes
<p>MEHS uses a multi-step (SST, PLCs and SARTs) to develop and monitor interventions to support struggling students. Teachers share and implement accommodations and modifications in attempt to identify student areas of need and decide next steps.</p>	<ul style="list-style-type: none"> ● Counseling Department ● SST Meetings
<p>Students are given the opportunity throughout the year to attend college or Job Corp fieldtrips.</p>	<ul style="list-style-type: none"> ● Fieldtrips

SUMMARY:

MEHS has undergone major changes in our school culture in the last three years. Through focused leadership, staff involvement in extracurricular activities, as well as the added student based, socio-emotional programs, we have made great strides towards our goal of making students, parents, teachers and staff know that we are all committed to incorporating honor, duty and service into our school culture. Our focus on safety, responsibility, and respect of all school partners has created a firm foundation for our expectations of academic learning. Most of our findings and evidence in Category E are based on programs that although new, are becoming an integral part of our everyday school culture. As we continue to be consistent in our integration of these support systems, it will allow students and staff to concentrate even more on the rigors of our academic programs.

STRENGTHS:

- New support programs for the social/emotional health of our students.
- A renewed desire and motivation by staff and administration to exemplify and communicate the concept of honor, duty and service to those we serve - our students.
- Greater student/staff participation in extra-curricular programs/activities.

GROWTH:

- An identified area of growth for MEHS is the need for most staff to take on multiple roles and responsibilities. Consistently meeting the needs of all roles that are placed on individual staff is a continual challenge in a small school setting.
- Although the staff, administration and students do their best to maintain the physical plant, the school facilities are old and need constant upkeep which is difficult to do without the support of the district maintenance staff.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Increase the number of students achieving college readiness (UC a-g courses).
- ELL Students will maximize their achievement at all ELPAC and SBAC levels.
- Develop a process for regular, collaborative, shared decision-making to face the challenges of all aspects of the school.
- Continue the work of building a culture of academic achievement and inclusivity.
- Increase student ability to manage socio-emotional interactions, communication, and restorative practices with both peers and staff.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

The MEHS staff worked diligently since the last mid cycle visit from WASC to understand, initiate and continue to improve the academic rigor, the culture and the collaboration within our school. The critical needs that surfaced in all five of the focus groups included both the culture and the rigor that we as a staff found missing in the day-to-day routine. MEHS staff wants to connect with students on a personal and a professional level, but, in order to do that, we also need to have the time to collaborate with each other. Pinpointing the areas of critical needs for our students make it imperative for the staff to have time to communicate about classroom management issues, co-curricular unit ideas, and cultural opportunities for our students. Spending time with each other in our focus groups brought out the following critical student learning needs across the board in all of our group discussions:

- Increase the number of students achieving college readiness (UC a-g courses).
- ELL Students will maximize their achievement at all ELPAC and CAASP levels.
- Develop a process for regular, collaborative, shared decision-making to face the challenges of all aspects of the school.
- Continue the work of building a culture of academic achievement and inclusivity.
- Increase student ability to manage socio-emotional interactions, communication, and restorative practices with both peers and staff.

Chapter V: School wide Action Plan

- A. Revise the single school wide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the school wide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

We, as a school, have continued to refine, adjust and monitor our school-wide action plans based on the last visitation by the WASC team in 2012, but, more importantly, the recommendations made by the visiting WASC team in 2015, alignment with the LCAP, and our Single Plan for Student Achievement. Though our newly developed collaboration time only lasted for two years, we have minimum day professional development times, leadership team meetings, and bi-weekly staff/faculty meetings, to focus on the critical areas that affect each school wide goal, student engagement strategies, and peer observations of other teachers' classrooms to inform our individual teaching strategies as well as help our peers when they are in need of new differentiation strategies, classroom management strategies, and other intervention strategies This helps us effectively accomplish the goals we have set for ourselves as a team.

Goal #1 **ELL students will maximize their achievement on CAASPP and ELPAC tests at all three CELDT levels.**

- Rationale:**
- Identified critical need in Self-Study (Chapter 4).
 - 29% of 10th grade EL students failed the CAHSEE on the first try (2011).
 - Only 31.2% of EL students scored “At or Above Proficient” on 2011 CST in English-Language Arts.
 - Only 39.4% of EL students scored “At or Above Proficient” on 2011 CST in mathematics.
 - Only 25% of EL students scored “Standards Met” on the 2017 CAASPP ELA section of the test.
 - 0% of EL students scored “Standards Met” on the 2017 CAASPP Math section of the test.
 - The faculty revealed a need for more classes for EL transition in staff meeting discussions.

- Growth Target:**
- 45% of EL students will score “Standards Met” in the ELA section of the CAASPP in 2020.
 - 15% of EL students will score “Standards Met” in the Math section of the CAASPP in 2020.
 - Schedule additional class sections to accommodate EL proficiency levels and facilitate appropriate transition by 2020.
 - 20% of EL student ELPAC scores will increase by one level in 2019 and 2020.

- SLOs addressed:**
- Duty - Acceptance, Pride and Respect
 - Honor - Academics, Focus and Balance
 - Service -Perseverance and Dedication

Goal #1 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>1 Establish an ELL placement system that determines whether incoming students (a) have the necessary reading level to access curriculum, (b) need to be placed in an accelerated reading intervention program (below sixth grade level), or (c) need to be given a strategic intervention which may include a blocked two hour ELD support class.</p>	<ul style="list-style-type: none"> ● Principal. ● Leadership Team. ● ELA Department. ● ELL Teachers. ● ELAC Chair 	<ul style="list-style-type: none"> ● Meetings with Administrators and ELAC chair to develop procedures and practices that will ensure appropriate testing if screening occurs and is acted upon in a timely manner. ● Funding: LCAP, Title I, II, and III. 	<ul style="list-style-type: none"> ● ELPAC. ● Counselors, ELL teachers and general education teachers develop a “watch list” for students without ELPAC scores or who do not have the ELA ability for success in the program. 	<ul style="list-style-type: none"> ● First 30 days of enrollment in school. ● April/May meetings with feeder schools. 	<ul style="list-style-type: none"> ● Principal and ELAC analyzing test results

Goal #1 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>2 After determining staffing changes needed, adjust master schedule for 2018-19 to include double-blocked ELD 1, and dual ELD/ELA enrollment for ELD 2 and ELD 3 students.</p>	<ul style="list-style-type: none"> ● Principal. ● District curriculum specialists (ELA and ELL). ● Leadership Team. 	<ul style="list-style-type: none"> ● Funding: for ELPAC instructional materials, School Improvement, Title I, II, and III. ● Cuyamaca College ELD 	<ul style="list-style-type: none"> ● Diagnostics assessment of students' scores from English classes "watch list" and indication of program placement. ● Analysis of students' progress reported to Principal, Leadership Team, and District Staff. ● Review of disaggregated growth targets. 	<ul style="list-style-type: none"> ● Ongoing. 	<ul style="list-style-type: none"> ● Principal and ELAC analyzing test results
<p>3 Apply effective instructional strategies to ELL students as suggested by ELL Teachers and ELAC Chair.</p>	<ul style="list-style-type: none"> ● Faculty. ● Department Chairs. 	<ul style="list-style-type: none"> ● Minimum day in-services. ● Professional development workshops. 	<ul style="list-style-type: none"> ● Department meetings. ● Grade level meetings. 	<ul style="list-style-type: none"> ● Fall 2017. ● Ongoing. 	<ul style="list-style-type: none"> ● Principal and ELAC analyzing test results

Goal #1 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
4 Review and amend (as necessary) redesignation practices and procedures for EL students.	<ul style="list-style-type: none"> • Principal. • Counselor. • ELAC. • DLAC. 	<ul style="list-style-type: none"> • Funding:ELPAC for instructional materials, School Improvement, Title I, II, and III. 	<ul style="list-style-type: none"> • Consensus among Principal, Counselor, ELAC Committee, DELAC. 	<ul style="list-style-type: none"> • Sept. 2017. • Ongoing. 	<ul style="list-style-type: none"> • Principal and ELAC analyzing test results

Goal #2 Increase the number of students achieving college readiness (UC a-g courses) in order to increase the academic rigor for all students.

- Rationale:**
- Only 35 % of graduating students met UC a-g requirements in June 2017.
 - 34 % of graduating students met UC a-g requirements in June 2013.
 - No significant growth in the percentage of graduating students meeting the UC a-g requirements.
 - No significant progress in the percentage of EL graduating students meeting the UC a-g requirements.
- Growth Target:**
- By 2019, 42% of graduating students will meet UC a-g requirements.
 - By 2020, 52% of graduating students will meet UC a-g requirements.
 - Aeries needs to be setup correctly to recognize the multiple ways for student to meet a-g requirements.
- SLOs Addressed:**
- Duty - Academics, Responsibility, and Balance
 - Honor - Pride, Respect and Motivation
 - Service - Perseverance and Work Ethic

Goal #2 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>1 Implement full participation in meeting UC a-g requirements.</p>	<ul style="list-style-type: none"> ● Freshman Advisory and ME Time Teachers ● Counselor ● ME Time Director 	<ul style="list-style-type: none"> ● Meetings that include parents, counselor, teachers, students, and administration. ● OverGrad Software Program 	<ul style="list-style-type: none"> ● Increased student enrollment in UC a-g courses. ● A minimum of 35% of all graduating students in 2017 have met UC a-g requirements. A 10% per year increase for each successive graduating class is expected. 	<ul style="list-style-type: none"> ● Spring 2017. ● Fall 2019. ● Ongoing. 	<ul style="list-style-type: none"> ● Annual report by Principal to Board and parents via newsletter.
<p>2 Monitor students with D's and F's to provide early interventions to keep students on academic track.</p>	<ul style="list-style-type: none"> ● Counselor. ● Grade level teachers ● ME Time Teachers ● Advisory Teachers. 	<ul style="list-style-type: none"> ● SST meetings. 	<ul style="list-style-type: none"> ● Parent, teacher, counselor meetings. ● Grade level meetings. ● Aeries grade access via parent portal. 	<ul style="list-style-type: none"> ● Fall 2017 ● Ongoing. 	<ul style="list-style-type: none"> ● Teachers ● Counselor ● Department chairs report to Principal.

Goal #2 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
3 Continue the TRiO Grant Program to inform, encourage and aid more students to attend post-secondary institutions.	<ul style="list-style-type: none"> ● Board. ● Superintendent. ● Parents. ● Counselors. ● TRiO Partners. 	<ul style="list-style-type: none"> ● TRiO Partners. ● Counselors. 	<ul style="list-style-type: none"> ● Feedback from persons involved. ● Parent/Student Surveys/Interviews 	<ul style="list-style-type: none"> ● Ongoing. 	<ul style="list-style-type: none"> ● Principal's report to Board.
4 Provide technology to students and faculty, and integrate technology into instructional strategies.	<ul style="list-style-type: none"> ● IT Department. ● Principal. ● CTE/Computer Teacher. 	<ul style="list-style-type: none"> ● SSC. ● Site/District Budget ● .LCAP 	<ul style="list-style-type: none"> ● Inventory data 	<ul style="list-style-type: none"> ● Spring 2016. ● Ongoing. 	<ul style="list-style-type: none"> ● Principal reports to IT Department and Board.
5 Continue to add UC a-g courses to MEHS curriculum	<ul style="list-style-type: none"> ● Faculty. ● Principal. ● Department Chairs. 	<ul style="list-style-type: none"> ● Staff development funds. 	<ul style="list-style-type: none"> ● UC a-g course data 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Observation by Principal.
6 Provide professional development for teachers to implement differentiation strategies for EL students.	<ul style="list-style-type: none"> ● Principal ● Teachers ● ELAC 	<ul style="list-style-type: none"> ● Staff development funds ● Title I 	<ul style="list-style-type: none"> ● Classroom observations ● ELPAC tests 	<ul style="list-style-type: none"> ● Ongoing 	<ul style="list-style-type: none"> ● Leadership meetings ● Teacher Surveys ● ELPAC and CAASP test data

Goal #3 Develop a process for regular, collaborative, shared decision-making to face the challenges of all aspects of the school.

- Rationale:**
- The Self-Study (Chapter 3) revealed a perceived need for shared decision-making, better communication, and increased collaboration opportunities.
 - Collaboration time dedicated to analyzing CAASP and ELPAC data.
 - Collaboration time to create common assessment.
 - Collaboration time to align curriculum.

- Growth Target:**
- Increase the staff member’s participation in shared decision-making through Google document communication.
 - Increase the number of faculty members
 - Through regular School Leadership Team meetings, improve communication and problem solving capabilities as a staff.
 - Use the technique of annual staff educational shared text reading or “Book Club” to enhance communication and creative educational and school culture building strategies.
 - Express the desire for collaboration time to administration and union representatives.

- SLOs Addressed:**
- Duty -Community, Responsibility, Focus, Balance
 - Honor- Acceptance, Respect, and Trustworthiness
 - Service- Caring, Risk- taking and Leadership

Goal #3 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
1. Create a master schedule that facilitates shared planning time between co-teachers.	<ul style="list-style-type: none"> • Leadership team. • Teachers. • Principal. • Union 	<ul style="list-style-type: none"> • Staff. 	<ul style="list-style-type: none"> • Minutes of meetings. • Agenda of meetings. 	<ul style="list-style-type: none"> • Fall 2019 • Ongoing. 	<ul style="list-style-type: none"> • Master schedule created by principal for input to Aeries for student scheduling every spring.
2. Compose a professional development needs assessment.	<ul style="list-style-type: none"> • Principal. • Department Chairs. 	<ul style="list-style-type: none"> • Site Funds. • Staff meetings 	<ul style="list-style-type: none"> • Feedback at faculty and staff meetings. • Survey. 	<ul style="list-style-type: none"> • Fall 2018 	<ul style="list-style-type: none"> • Professional development calendar • SDCOE PD calendar

Goal #3 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
3. Continued planned professional development to address a variety of standards- based assessments to monitor student progress and adjust instruction as needed.	<ul style="list-style-type: none"> • Principal. • Department Chairs. 	<ul style="list-style-type: none"> • Funding: LCAP. 	<ul style="list-style-type: none"> • Surveys upon completion of professional development. • Faculty meetings. • Principal’s observation of implemented professional growth content 	<ul style="list-style-type: none"> • Fall 2018. • Ongoing 	<ul style="list-style-type: none"> • District calendar • School calendar
4. Continue School Leadership Team Meetings	<ul style="list-style-type: none"> • Principal. • Faculty Leaders. • Department Chairs. 	<ul style="list-style-type: none"> • After school meetings 	<ul style="list-style-type: none"> • Feedback to faculty via department chair meetings • Staff surveys 	<ul style="list-style-type: none"> • Fall 2017 • Ongoing. 	<ul style="list-style-type: none"> • School calendar
5. Submit the new School wide Action Plan to the School Site Council for adoption.	<ul style="list-style-type: none"> • Principal. 	<ul style="list-style-type: none"> • Categorical funds. 	<ul style="list-style-type: none"> • SSC minutes. 	<ul style="list-style-type: none"> • Spring 2018. 	<ul style="list-style-type: none"> • SSC meeting minutes

Goal #3 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>6. Campus collaboration to address test scores, teaching and assessment strategies, and students' academic performance in the classroom.</p>	<ul style="list-style-type: none"> • Principal. • Faculty. 	<ul style="list-style-type: none"> • Two staff meetings per semester. • Wednesday late start days for collaboration • Minimum days 	<ul style="list-style-type: none"> • Staff feedback regarding necessity to assess or modify curricular areas and/or tasks in the Action Plan. • Staff survey. • Observation of test scores, student achievement, and percent of students meeting UC a-g students. 	<ul style="list-style-type: none"> • Fall 2017 • Ongoing. 	<ul style="list-style-type: none"> • Annual report on results of CAASP, SAT, and students enrolled in UC a-g course.

Goal #4 **Continue the work of improving the culture of the school, making a school with a safe, welcoming atmosphere where students will want to learn.**

- Rationale:**
- Perceived need revealed in Chapter 3 of the Self-Study.
 - Critical Needs #4 and #5 addressed in this part of the Action Plan.

- Growth Target:**
- Increase staff members' perception of school safety.
 - Increase staff members' perception of student discipline.
 - Increase the students' perception of discipline.
 - Increase student awareness of themselves and others through character education curriculum and exposure to other cultures.
 - Increase student participation in school activities and clubs.

- SLOs Addressed:**
- Duty - All
 - Honor - All
 - Service – All

Goal #4 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>1. Class Assemblies – Each class meets with class advisor and other school personnel at the beginning of the year and at other scheduled/calendared times to explain school/class goals.</p>	<ul style="list-style-type: none"> ● Principal ● ASB Advisor ● Class Advisor ● Counselor 	<ul style="list-style-type: none"> ● Provide out of class time for students and staff to meet during a designated class period two to three times a year. 	<ul style="list-style-type: none"> ● Monitor class participation in school activities. 	<ul style="list-style-type: none"> ● Fall 2017 ● Ongoing. 	<ul style="list-style-type: none"> ● ASB Meeting ● Morning Announcements ● Marquee ● School calendar
<p>2. ASB Clubs Meeting Calendar – Revise and distribute class/club weekly meeting schedule to allow class and clubs to meet in a more organized fashion. Allows students to plan and attend more class/club meetings.</p>	<ul style="list-style-type: none"> ● ASB Advisor ● Class Advisor ● Club Advisors 	<ul style="list-style-type: none"> ● None required other than time needed for ASB and class/club advisors to develop calendar. 	<ul style="list-style-type: none"> ● Monitor class participation in school activities. 	<ul style="list-style-type: none"> ● Fall 2018 	<ul style="list-style-type: none"> ● ASB Meeting ● Morning Announcements ● Marquee ● School calendar

Goal #4 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
3. Mentoring/Tutoring (ME Time) – Teachers, counselors and ME Time Director identify “bubble” and/or under-achieving students in their academic subject areas. Time is spent working with these students in ME Time (Academic Individualized Tutoring Mountain Empire Time	<ul style="list-style-type: none"> ● Principal ● Teachers ● Counselor ● Registrar ● ME Time Coordinator 	<ul style="list-style-type: none"> ● Designated academic class time set aside for at least four days a week to allow teachers time to mentor/tutor students. ● Aeries data and OverGrad data containing Standardized test results, and GPAs. ● Assign all students to a ME Time class. 	<ul style="list-style-type: none"> ● Student progress in class. ● Student results on future standardized tests. ● Grade Report 	<ul style="list-style-type: none"> ● Fall 2016 ● Ongoing 	<ul style="list-style-type: none"> ● ME Time rosters emailed to teachers

Goal #4 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>4. Orientation for Incoming 9th Grade (Freshman Flight) – Invite incoming 8th graders to visit MEHS towards the end of the school year. Meet with Principal, Counselor, ASB advisor, teachers and selected student leaders to become familiar with high school.</p>	<ul style="list-style-type: none"> ● Principal ● Student Leaders ● 8th grade teachers of feeder schools ● Club presidents ● Freshman Flight coordinators. 	<ul style="list-style-type: none"> ● Bus 8th graders to high school. ● Out of class time to allow necessary staff/student leader time to meet with 8th graders. ● Survey completed by students 	<ul style="list-style-type: none"> ● Observe participation of students in school activities. ● Analyze surveys 	<ul style="list-style-type: none"> ● Spring 2018 ● Ongoing. 	<ul style="list-style-type: none"> ● Principal report to board. ● Ninth grade enrollment data
<p>5. Senior Award and Student Attendance events organized by school staff to celebrate student achievement.</p>	<ul style="list-style-type: none"> ● Principal ● ASB Advisor ● Registrar ● Counselor 	<ul style="list-style-type: none"> ● Out of class time for assembly. ● Awards of achievement. 	<ul style="list-style-type: none"> ● Student results on future standardized tests. 	<ul style="list-style-type: none"> ● Fall 2018 ● Ongoing 	<ul style="list-style-type: none"> ● School calendar

Goal #4 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>6. Campus Cleanup – Public service integrated into ME time curriculum by 9th grade teachers to encourage students to clean up and take pride in the campus.</p>	<ul style="list-style-type: none"> ● Freshmen ME Time teachers 	<ul style="list-style-type: none"> ● Trash pickers. ● Gloves. ● Trash containers. 	<ul style="list-style-type: none"> ● Observation of students by teachers. ● Observation of campus by staff and students. 	<ul style="list-style-type: none"> ● Fall 2017 ● Ongoing 	<ul style="list-style-type: none"> ● Freshmen class president announces cleanup dates.

Goal #4 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>7. Cultural Awareness – Celebrate different cultures represented on campus by studying a culture in classes such as social science, Spanish, Art, Photography, Floral or English. Study of culture culminates with a food or artistic display of that culture at school sponsored by a related club.</p>	<ul style="list-style-type: none"> • Principal • ASB Advisor • Teachers • Club Advisors 	<ul style="list-style-type: none"> • Teacher time to develop and present culture within appropriate curriculum. • ASB and club work with teacher and outside parents or adults to plan and execute cultural event on campus. • Student surveys regarding event. 	<ul style="list-style-type: none"> • Observe participation of students in school activities. • Teacher evaluation of student knowledge in class. • Analyze surveys. 	<ul style="list-style-type: none"> • 2013-14 school year 	<ul style="list-style-type: none"> • School calendar

Goal #4 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>8. Character Education – Continue to develop programs such as PBIS that enhance self-esteem for all students and promote academic success and social growth.</p>	<ul style="list-style-type: none"> • Principal • Teachers • Counselors • Student Leaders • Students • PBIS Leadership team 	<ul style="list-style-type: none"> • Continued weekly class time set aside every Tuesday to allow presentation of material to students by teachers. • Time to research and collaborate on specific Character Education programs already in use. • Staff Surveys • Student Surveys 	<ul style="list-style-type: none"> • Feedback from surveys • Teacher acceptance • Student acceptance 	<ul style="list-style-type: none"> • Started in spring 2012 • Ongoing. 	<ul style="list-style-type: none"> • Staff meeting minutes • Behavior (SWIS) data • Site wide PBIS assessments

Goal #4 Action Step	Persons Responsible	Resources	Means of Assessment	Timeline	Report on Progress
<p>9. Hire Full Time Assistant Principal/Dean of Students – A second administrator continues to be needed on campus full time to assist Principal and/or to be available to assist with disciplinary situations.</p>	<ul style="list-style-type: none"> • Superintendent • School Board 	<ul style="list-style-type: none"> • General Fund. • Alternative Education administrator has been available since 2012/2013 school year. 	<ul style="list-style-type: none"> • Continued reduction in referrals and suspension days (see Data Table on referrals and suspensions in Chapter 2). 	<ul style="list-style-type: none"> • Started in 2012-2013. • Continue in 2018/2019 	<ul style="list-style-type: none"> • Principal report to staff

Appendices:

Appendix A: Local Control and Accountability Plan (LCAP)

[Link to current LCAP report.](#)

<https://drive.google.com/file/d/0B9mugJ6CvUftUjV6cUZpNFNpdWs/view?ts=59ea4369>

Appendix B: Results of Student Questionnaire/Interviews

[Student Questionnaire / Interviews](#)

http://surveydata.wested.org/resources/Mountain_Empire_Unified_1617_Sec_CHKS.pdf

Appendix C: Results of Parent/Community Questionnaire/Interviews

	Teachers & Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1	Teachers have high expectations for students.	19	38	1	0	2
2	Teachers treat students fairly and with respect.	17	32	6	0	5
3	Teachers have the same academic expectations for all ethnic groups.	20	30	3	1	6
4	Staff members are courteous and helpful.	17	38	2	0	3
5	Teachers are available for students who need help.	21	31	1	0	7
Communication						
6	I have a clear understanding of assignments for my student.	10	35	6	1	8
7	I have a clear understanding of behavior expectations for my student.	15	39	3	0	3
8	It's easy for my student to schedule a meeting or phone conference with a counselor.	12	30	7	0	11
9	It's easy for my student to schedule a meeting or phone conference with a teacher.	15	25	3	1	16
10	It's easy for my student to schedule a meeting or phone conference with an administrator.	15	25	3	0	17
11	The school keeps parents informed about rules, activities, events, etc.	26	26	4	0	4
12	I can reach the principal when I need to.	20	30	5	0	5
13	The school keeps me informed about my student's performance.	13	35	4	2	6
14	Staff members listen to parents when they have concerns or problems.	18	32	4	1	5
15	My student can go to an adult on campus for help.	15	36	2	0	7

Curriculum						
16	My student's education will prepare him/her to be successful in society.	19	33	2	1	5
17	There is a variety of extracurricular activities: clubs, sports, band, ASB.	23	29	2	1	5
18	The school prepares students to use computers and technology.	21	36	1	0	2
School Environment						
19	My student's school is a safe place to be.	15	31	4	1	10
20	There are few racial or ethnic problems at my student's school.	8	27	9	4	12
21	There are few problems with drugs/alcohol at my student's school.	5	23	4	9	17
22	Overall, student behavior is good.	11	23	4	0	2
		Excellent	Very Good	Average	Needs Improvement	Not Sure
23	Teachers	14	28	16	1	1
24	Administration	14	29	17	0	0
25	Counseling	18	24	15	0	3
26	Office Staff	13	24	16	2	5
27	Maintenance and Custodial	13	25	14	2	6
28	The school prepares students for college.	15	25	17	3	0
29	The school prepares students for employment.	11	24	14	6	5
30	Overall quality of the school	8	24	17	6	5
General Issues		Too Difficult	Difficult but Fair	Adequate	Too Easy	Not Sure
31	Difficulty of your student's homework	7	19	28	3	3
32	Difficulty of your student's work at school.	3	19	30	2	7
33	How would you rate the grading by the teachers at the school.	5	20	30	0	5

		None	Less than 1 hr	1-2 Hours	Greater than 2 hrs	
34	How much time does your student spend on an average school night doing homework?	3	22	22	13	
		Teacher	Counselor	Principal	Vice Principal	All Equal
35	I feel most comfortable going to ___ for help.	18	11	8	1	22
36	The best thing about this school is Please refer to comments below	Every one that filled this in said teachers and small school				
37	What practical change could be made to make the school better? Please refer to comment below	Everyone that filled this in said not sure and each student must be treated equally.				
<p>36. The best thing about this school is: The teachers care about the students (6) Small town atmosphere (10) Not sure because it has only been 3 weeks (3) 37. What practical change could be made to make the school better? Make the loudspeaker work in all areas of the campus (2) Each student should be treated equally (6) More help with college (3) Teachers need to make more of an effort to help students seen as “trouble makers” (2) Make students accountable for their actions (1)</p>						

Appendix D: School Climate Report Card



School Climate Report Card (High School)—2016-2017

District: Mountain Empire Unified

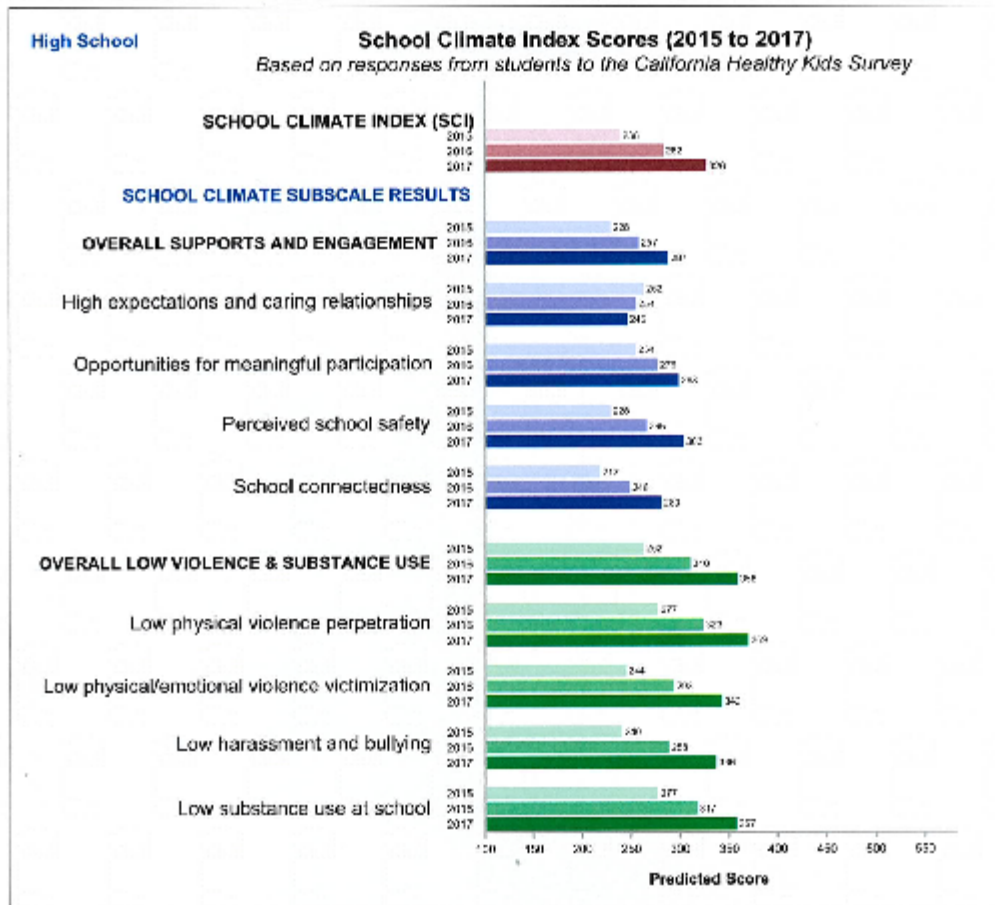
Date Prepared: 4 Apr 2017

School: Mountain Empire High

Response Rate: 74% (2015), 82% (2016), 77% (2017)

School Climate Index (SCI)

	2015	2016	2017	Change
SCI Score ^A	238	282	326	+88
SCI State Percentile ^B	10	38	74	+64
SCI Similar Schools Percentile ^B	22	63	91	+69



^AScores range from approximately 100 to 500, with high scores representing more positive school climates; higher supports and engagement; and lower levels of violence and substance use at school.

^BA school's State Percentile compares that school to other high schools in the state. A school's Similar Schools Percentile compares that school to other high schools in the state with similar demographic characteristics.

Appendix D: School Climate Report Card (cont'd)

School Climate Index Subscale Results

	SCI Scores			
	2015	2016	2017	Change
Overall Supports and Engagement	228	257	287	+59
High expectations and caring relationships	262	254	245	-17
Opportunities for meaningful participation	254	276	298	+44
Perceived school safety	228	265	303	+75
School connectedness	217	248	280	+63
Overall Low Violence and Substance Use	262	310	358	+96
Low physical violence perpetration	277	323	369	+92
Low physical/emotional violence victimization	244	293	342	+98
Low harassment and bullying	240	288	336	+96
Low substance use at school	277	317	357	+80

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2015	2016	2017	Change
Try hard on school work	71%	80%	73%	+2
Truant more than a few times	13%	6%	6%	7
Feel a part of the school	46%	48%	54%	+8
Safety at school	36%	51%	57%	+21
Harassed or bullied at school	41%	31%	36%	-5
Experienced chronic sadness/hopelessness	29%	27%	33%	+4

Selected Staff-Reported Indicators (California School Staff Survey)

	2015	2016	2017	Change
Nearly all/most students are motivated to learn	-	33%	50%	+17
Truancy is moderate/severe problem	-	43%	29%	-14
School is a supportive and inviting place for students to learn	-	92%	96%	+4
School is a supportive and inviting place for staff to work	-	84%	80%	-4
School is a safe place for students	-	88%	92%	+4
Harassment/bullying is moderate/severe problem	-	63%	46%	-17
School is welcoming to and facilitates parental involvement	-	84%	88%	+4
School has clean and well-maintained facilities	-	36%	56%	+20

Notes: ID—Insufficient data.
A hyphen (-) is shown if no data are available.

CDS code: 37682133734878

Appendix D: School Climate Report Card (cont'd)

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on student CHKS data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

- (1) Overall Supports and Engagement (50%)
 - o High expectations and caring relationships (6 items)
 - o Opportunities for meaningful participation (3 items)
 - o Perceived school safety (2 items)
 - o School connectedness (4 items)
- (2) Overall Low Violence and Substance Use at School (50%)
 - o Low physical violence perpetration on school property (7 items)
 - o Low physical and emotional violence victimization at school (6 items)
 - o Low harassment and bullying at school (5 items)
 - o Low substance use at school (4 items)

When data are available for three or more years after the 2012-13 school year, predicted values are provided based on pooled data from multiple years. The predicted values minimize the impact of chance fluctuations across survey administrations and provide more reliable estimates of trends across time. Scores from prior reports with less than three years of data will likely be different from the predicted scores in this report. Results are not reported if less than 50% of students participated in the survey.

Further information about the methodology used to construct the SCI can be obtained in [Construction of California's School Climate Index \(californias3.wested.org/about\)](http://californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card. The SCI procedure for calculating similar schools percentiles was the same procedure used by CDE to calculate similar schools ranks for Academic

Appendix D: School Climate Report Card (cont'd)

Performance Index (API) scores—except for the SCI calculations, only high schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school's comparison group.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. Staff results are not reported if less than 50% of staff or less than 5 staff members provided data. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- Safety at school – feel “safe” or “very safe” when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability; (f) other.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

- Nearly all/most students are motivated to learn – “nearly all” or “most” students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a “moderate” or “severe” problem at this school.
- School is a supportive and inviting place for students to learn – “agree” or “strongly agree” that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – “agree” or “strongly agree” that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – “agree” or “strongly agree” that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – “agree” or “strongly agree” that harassment and bullying among students is a “moderate” or “severe” problem at this school.
- School is welcoming to and facilitates parental involvement – “agree” or “strongly agree” that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – “agree” or “strongly agree” that this school has clean and well-maintained facilities and property.

Appendix E: Master Schedule

Mountain Empire High School Master Schedule Spring 2017-18

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Per 5	Period 6	Period 7
Etnire D	S-13	GraComm	PREP	Tech Support	GraComm	ME/Adv	ExplrCompSci	Python ROBO
Gonzales A	S-16	IntgrMath III	IntgrMath III	PREP	IntgrMathIII	ME/Adv	IntgrMath I	Hon IntMath I
Goss C	Q-1	Journalism	PREP	English III	AP Eng Lang	ME/Adv	Photography	English III
Garrett P	P-3	GEOG/TECH	PREP	GEOG/TECH	Guided Study	ME/Adv	PHYS ED	PHYS ED
Leblanc B	S-5	Government	AP Govt	Intro to HonGeog	AP Govt	ME/Adv	Government	PREP
Mann M	A-9	H Eng II	ERWC	AP Eng Lit	ERWC	ME/Adv	PREP	BTSA
Miravete R	A-11	ELD 1	AP Span Lang	Co-teach	Off Campus		Off Campus	Off Campus
Nichols J	S-9	US History	US History	AP US History	PREP	ME/Adv	US History	Intro to HonGeog
Nusic E	S-4	Anatomy	Honors Biology	PREP	Biology	ME/Adv	Honors Chem	Biology
Olson J	S-17	Intgr Math I	Math Interv	PREP	Inter Algebra	ME/Adv	Trig/Precalc	IntgrMath I
Parker L	S-11	PREP	IntgrMath II	HONIntegMathII	IntgrMath II	ME/Adv	AP Calc/Calculus	IntgrMath II
Parsons K	S-14	SDC	PREP	SDC	SDC	ME/Adv	SDC	SDC
Priester G	L-4	Ag Mechanics	Ag Mechanics	Ag Mechanics	PREP		Off Campus	Off Campus
Pyle D	S-8	PREP	Study Skills	Study Skills	Co-teach	ME/Adv	Study Skills	Guided Study
Reeder J	S-2	Math 9 - 10	Math 11-12	English 11 - 12	English 9 - 10	ME/Adv	Math Interv	PREP
Richins H	S-6	PREP	GEOG/TECH	World History	AP World Hist	ME/Adv	World History	World History
Rodgers E	S-15	PREP	Art 1 - 4	Study Skills	Art 1 - 4	ME/Adv	Co-teach	Art 1 - 4
Sills J	L-1	ASB PREP	PREP	Music Apprec	ADV Band	ME/Adv	Concert Choir	ASB
Sterner D	A-13	English II	ELD III	ELD 2	PREP	ME/Adv	English II	English II
Sutton L	A-12	Spanish II	Spanish III	Spanish I	Spanish I	ME/Adv	Spanish II	PREP
Thren S	A-10	English I Hon	English I	English I Hon	English I	ME/Adv	English I	PREP
Tulloch K	L-3	Ag PREP	PREP	Ag Chemistry	Ag Science	ME/Adv	Ag Chemistry	Floral Design
Westgaard H	gym	PHYS ED	PHYS ED	PHYS ED	PHYS ED	ME/Adv	PREP	Admin
Wynn R	S-1	Earth Science	Chemistry	PREP	Earth Science	ME/Adv	Earth Science	Chemistry

Appendix F: Approved AP Course List

<https://apcourseaudit.epiconline.org/ledger/>

Appendix G: UC a-g Approved Course List

<https://doorways.ucop.edu/list/app/home/>

Appendix H: Additional School Programs

A. Camp Lead

Camp LEAD is a leadership program that teaches high school aged students how to develop respectful, empowering and collaborative environments that are safe and supportive of all students. **Camp LEAD** is a 3-day & 2-night residential program designed to train educators, students, and law enforcement partners on how to develop the necessary skills for creating inclusive and collaborative campus and communities. Skill development is achieved through a variety of experiential activities that take place throughout the duration of the program.



What Does Camp LEAD Look Like?

Participants explore and critically examine a variety of topics and social issues including:

- Interpersonal Skills & Communication
- Individual and Community Identity
- Personal Growth
- Leadership Skills, Empowerment & Resiliency
- Racial & Cultural Identity
- Prejudice & Discrimination
- Gender Identity
- Community Building
- Personal Accountability
- School Anti-Violence Initiatives
- Establishing & Maintaining Collaborative, Diverse Alliances

Who is the Camp LEAD Team?

Camp LEAD staff consists of highly skilled facilitators from diverse educational & professional backgrounds including: education, counseling, law enforcement, & psychology. They possess extensive experience working with youth and adults in the areas of personal growth, human relations, and violence prevention.

B. UCSD TRiO Outreach Program

The TRiO talent search program from UCSD visits the campus weekly, and supports the students in their endeavors to apply for post high school education programs, financial aid and various resources for financial possibilities (grants, loans, scholarships) and how to apply. They also present at our annual College Night in the fall, and they hold classes after school for students who need help with the FAFSA process. They also assist students with their personal statements for colleges and encourage students to continue their education after high school.

<https://trio.ucsd.edu>

Appendix I: California Local Control Funding Formula (LCFF)

[Link to LCFF](#) (html version)

<http://ias.cde.ca.gov/lcffsnapshot/snapshot.aspx?FY=2016&ID=vwDfO4HNn7rcUjBQtsguQRBPQ5Tmlwz3Jwek7dEjWTH9pCwkpC84aQyjipZqyGjG&CameFrom=vwDfO4HNn7rcUjBQtsguQRBPQ5Tmlwz3Jwek7dEjWTH9pCwkpC84aQyjipZqyGjG>

Appendix J: School Accountability Report Card (SARC)

[Link to SARC](#)

<http://www.meusd.org/sarcs-1f429745>

Appendix K: Graduation Requirements

Subject	Credits
English (four years)	40
Math (three years)	30
Social Science (four years)	40
Science (two years)	20
Physical Education (two years)	20
Fine Arts / Foreign Language (one year)	10
Electives	60
Total	220

Appendix L: MEHS Mid Cycle Progress Report (April 2015)

Printed copy of MEHS Mid Cycle Progress Report (April 2015) provided under separate cover.

Appendix M: Budgetary Information, School Budget

Included here is an excerpt from the Mountain Empire High School Single Plan for Student Achievement

<https://drive.google.com/drive/folders/0B9mugJ6CvUftMGtacdJEclFX2c>

Of the four following options, please select the one that describes this school site:

This site operates as a targeted assistance school (TAS), not as a school wide program (SWP).

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (Purpose: Help educationally disadvantaged students EIA-SCE) (Carryover only) succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) English and academic proficiency of English learners (Carryover only) Purpose: Develop fluency in	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring (Carryover only)	\$	<input type="checkbox"/>

Revised September 2015

<p>Professional Development Block Grant (Carryover <input type="checkbox"/> only) personnel to improve student performance in core Purpose: Attract, train, and retain classroom curriculum areas</p>	\$	<input type="checkbox"/>
<p>Quality Education Investment Act (QEIA) <input type="checkbox"/> Purpose: specified measures to improve academic instruction and Funds are available for use in performing various pupil academic achievement</p>	\$	<input type="checkbox"/>
<p>School and Library Improvement Program Block Grant <input type="checkbox"/> (Carryover only) Purpose: Improve library and other school programs</p>	\$	<input type="checkbox"/>
<p>School Safety and Violence Prevention Act <input type="checkbox"/> (Carryover only) Purpose: Increase school safety</p>	\$	<input type="checkbox"/>
<p><input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students</p>	\$	<input type="checkbox"/>
<p><input type="checkbox"/> Career and Technical Education [CTE], etc.) List and Describe Other State or Local Funds (e.g.,</p>	\$	<input type="checkbox"/>
<p>Total amount of state categorical funds allocated to this school</p>	\$	
<p>Federal Programs</p>	Allocation	Consolidated in the SWP
<p><input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)</p>	\$ 32,847	X
<p>Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed <input type="checkbox"/> choices for their children, more effectively share responsibility with their children’s schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).</p>	\$	<input type="checkbox"/>

<p>For Program Improvement Schools only: Title I, Part A Program Improvement (PI)</p> <p><input type="checkbox"/> Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)</p>	\$ 5000		<input type="checkbox"/>
<p><input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals</p>			X
<p><input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards</p>	\$ 30,677		Title III funds may not be consolidated as part of a SWP
<p><input type="checkbox"/> Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of ESEA funds to Program eligible LEAs</p>	\$		<input type="checkbox"/>
<p><input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement</p>	\$		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/> Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school	\$		
Total amount of state and federal categorical funds allocated to this school	\$ 68,524		

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services.