

2016

Mendocino High Schools

Gail Dickenson, Principal



[FOCUS ON LEARNING]

A Report to the WASC/CDE Committee on the state of education at the Mendocino High School, Mendocino Community High School, Mendocino Sunrise High School, and Mendocino Alternative School. (Includes Visiting Committee input)

By three methods we may
learn wisdom:
by reflection, which is noblest
by imitation, which is easiest
by experience, which is the bitterest.

- Confucius

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Preface

It was a short six years ago that we embarked on the last full WASC review for the Mendocino High Schools. Some of us had participated in the process before and it had been an event, a chore to get through, with benefits that were soon forgotten. In 2010, we were determined to make the Focus on Learning process relevant and meaningful for all involved, and the staff was grateful. Yet, we also knew the true measure of success would be in what happened in the ensuing six years until the next full review. Could we create the culture of reflection and improvement that is ultimately embodied by the Focus on Learning process?

To ensure the hard work we did in 2010 did not go unfulfilled, we treated our action plans as working, living documents to hold us accountable to our goals. Every year, we documented progress and celebrated our successes. When things began to drop by the wayside, we pointed to the action plans and redoubled our commitment to our goals. When the 2013 mid-cycle review approached, we could easily make course corrections and modify our action plans. We became more data-driven, more purposeful, and more aware of how the quality of our instruction could affect the quality of learning in our students.

While we have continued a culture of reflection and maintained a focus on improving, there have been challenges and setbacks and times when progress has seemed stalled. As Confucius relates in the opening quote; we have tried to be noble, but have tasted our share of the bitterness of experience. As the current Focus on Learning process has unfolded, the stakeholders have welcomed the opportunity to reflect, celebrate our successes, and improve our weaknesses. All those involved, from parents to students to staff, have felt that they can make our school a better and stronger learning community.

This review falls at an exciting time for our school and for education in general. The Common Core State Standards place an emphasis on critical thinking and process that we have always adhered to at the Mendocino High Schools. The newly implemented Next Generation Science Standards also offer a shift toward the process of doing science versus the memorization of facts. In all, it makes for a richer and more creative educational playing field. At the same time that the pendulum of pedagogy has swung back, we have had a relative influx of new teachers bringing fresh energy and a variety of skills. This, paired with an improving financial outlook, has made for much excitement about the future of education at the Mendocino High Schools.

We also find ourselves at the end of the tenure of our long-time principal. Charting a course forward when the future of leadership and continuity is unknown can seem daunting. I trust that our school will apply the wisdom we have learned in the past to the opportunities of the future, and continue to work toward excellence.

Tobin Hahn, *Self-Study Coordinator*
January 1, 2016

Chapter I: School Profile and Supporting Data

The Community

Formed in 1964, The Mendocino Unified School District (MUSD) encompasses five small coastal communities: Caspar, Mendocino, Albion, Comptche, and Elk. Spread over 418 square miles, the district serves a rural population that was historically supported by timber and fishing industries.

As fisheries and timber have declined (these account for less than 2% of employment in the district), communities have become more dependent on tourism. Many residents in the district find employment in the arts, entertainment, recreation, accommodation and food services sectors. Other sources of employment include educational and health services (the largest sector), retail trade, and construction. The legal and illegal marijuana industry also account for an unknown but significant portion of employment and income in the district (It has been estimated that one third of Mendocino County's economy is based on marijuana cultivation). The residents of MUSD are significantly older than the State average (54.7 years old compared to 35.2 years old), a reflection of the ongoing transformation of the district from one of working families to a retirement community.

The original Mendocino High School was built in 1893, overlooking the village of Mendocino and the Pacific Ocean. Today, the main hallway proudly displays 120 years of graduating classes, a visual representation of the continuity of the community. The Mendocino High Schools serve about 210 students from MUSD and other neighboring districts. The trend toward an older demographic in the district has directly affected district and school enrollment.

Population:	5,041 (2010-2014), 17% decrease since 2005-2009
White:	4,456 (88%)
Black:	40 (0.8%)
Hispanic:	284 (5.6%)
Asian:	193 (3.8%)
Native:	73 (1.5%)
Population Density:	12/sq mi
Median Household Income:	\$39,688 as of 2010-2014, 28% increase since 2005-2009
Median House Price:	\$493,600 as of 2010-2014, 24% increase since 2005-2009
Median Age	56.4 years old (California: 35.6 years old)

Figure 1: Mendocino Unified School District General Population Demographics. (source: www.usa.com, 1/5/16)

Following the full review in 2010, enrollment continued to decline to a low of 186 students in the 9th-12th programs. The last several years have seen a substantial increase in enrollment back to and above 2010 levels, suggesting declining enrollment has ceased. While Basic Aid status buffers the district to some extent, declining enrollment coupled with the 2008 financial crisis led to the elimination of many programs that we are just now seeing reestablished. Despite these ongoing changes and fluctuations, the Mendocino High Schools have managed to continually provide a rich and inspiring educational environment.

The Schools

The Mendocino High Schools are comprised of four high schools, offering a diversity of options: Mendocino High School (MHS), Mendocino Community High School (MCHS), Mendocino Sunrise High School (MSHS), and the Mendocino Alternative School (MAS) independent study program. The four small high schools serve around 215 9th to 12th grade students. The Mendocino High Schools celebrate diversity and are welcoming to all students: traditional, at-risk, unusual, creative, and/or unconventional. Transfer students often comment on a level of acceptance that they were unable to find at other schools. School culture has traditionally been one of safety, respectfulness, and excellence.

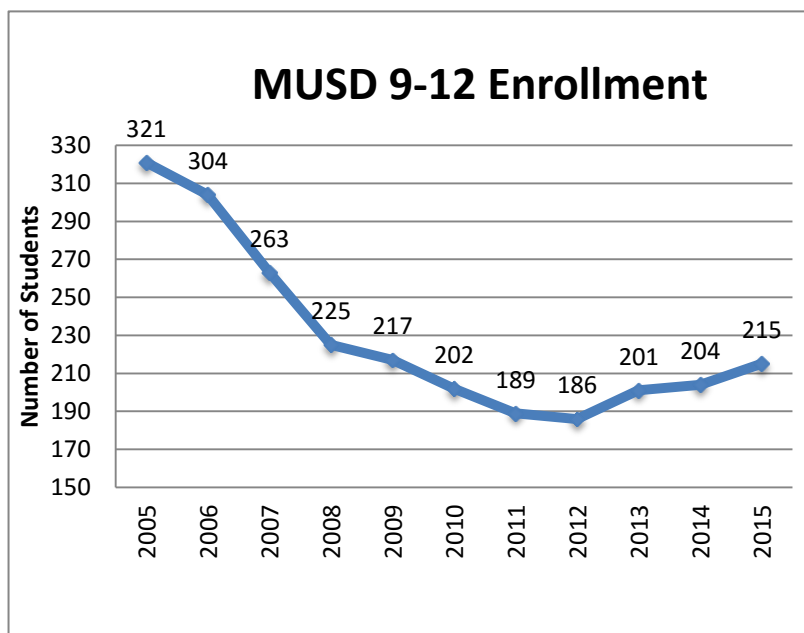


Figure 2: Total 9-12 Enrollment in all programs over the last decade.

All the schools are in physical proximity and interact on some level, with students taking courses from a combination of sites. The Mendocino High School is a traditional high school that offers students a college preparatory program and houses the majority of courses offered. Mendocino Community High School is a “school within a school” that offers students an alternative to the traditional comprehensive high school model. Community school staff and students create a close-knit, family-like learning community that fosters creativity, academic rigor, personal growth, and community involvement. Mendocino Sunrise High School is a continuation high school that enrolls a small number of at-risk students who have not been successful in either MCHS or MHS and provides them a supportive atmosphere to work toward gaining credits. The partial day attendance requirement and individualized instruction has provided at-risk students with the opportunity to recover credits and earn a diploma. The Mendocino Alternative School independent study program provides a valuable option for students who do not operate successfully in a traditional setting, for parents who choose to raise their kids in an alternative setting, or for students in unique situations, such as travel or frequent illness. The program is based out of the Community School building.

The staff currently consists of 21 teachers, of which 5 (24%) are on site part-time, for a total of 17.2 FTE. There are 2 psychologists who serve multiple sites, and 1 academic counselor. The academic counselor position was eliminated in 2012-2013 and reinstated the next year. Average class size for MHS and MCHS remains near 20 students in core classes, though there are usually larger classes (around 30 students) in a subject offset by smaller classes (around 10 students). MSHS is capped at 15 students.

Mendocino High School Program Overview

Of all four high school options, MHS is the most traditional comprehensive program. In 2007, when MSHS was established as a continuation school, the CDS codes for MCHS, which was the former continuation program, and MHS were combined. Though these programs are intertwined, they do offer unique experiences. Both MHS and MCHS follow a block schedule, with all classes meeting on Mondays for 50 minutes and then on Tuesday/Thursday or Wednesday/Friday for 90 to 95 minutes. On Wednesdays and Fridays, there is a 40 to 50 minute tutorial period after the first block. This tutorial period is used for academic advising, completing homework, making up exams and missed work, and for interventions. Class meetings and other events are periodically scheduled during a Friday activity period at the end of tutorial.

MHS offers the majority of academic classes, including all math, science and foreign languages, as well as electives such as art, music and a variety of CTE courses. Among its strong core offerings, the High School hosts the School of Natural Resources, or the SONAR program, a double period of environmental science and English. In addition to existing AP courses, AP Physics 1 and AP Statistics were recently added to the course offerings, giving students access to 9 AP courses, though not all are offered every year. An engineering design course and lab space called E-Lab was also recently created. A wide variety of electives and CTE courses are also offered including Culinary, Electronics, Woodshop, and Audio/Radio, which runs Mendocino High School's own student-powered radio station, KAKX. Mendocino College also offers one class per semester on the high school campus. These are all great examples of the meaningful and rigorous courses offered at MHS.

Traditional activities such as Student Council, though available to all students, tend to be run by MHS students. Other academic and service clubs available to all students include Interact, Amnesty International, CSF, Improv, Multicultural, Environmental, Poetry, Yoga, and Robotics Club. Events such as Homecoming, prom and rallies are run by MHS staff and students. Through the Yearbook elective, MHS also produces The Boom, the school yearbook, which includes students and activities from all four schools.

Also based at MHS, the Special Education program serves all IEP students in the four programs. The Special Education teachers do an outstanding job pushing into classrooms rather than pulling out. Aides and Special Education teachers assist IEP students directly in classes whenever possible. Special Education also offers Workability and the Transition Partnership, programs that allow students to enter the world of work and life after high school in a seamless fashion. Additional programs based at MHS, such as Counseling and Career and College Advising, are also available to all students at the four schools.

The Academic Advisorship Program is a vital part of the MHS guidance program. It provides comprehensive academic advising for all students. The primary responsibility of the advisor is to assist a student with academic scheduling, help students and parents make choices about classes, develop a class schedule, approve changes in student schedules, help students set educational goals and answer basic questions about school guidelines, activities, and expectations. Each student is assigned an Advisor (teacher) at the time he or she enrolls at the school. Currently, advisors and advisees meet every Wednesday and Friday to communicate important school related information as well as provide

students with time to study and receive individual academic support. Every August, advisors meet individually with their advisees and advisees' parents to update their Personal Learning Plans.

An important part of the Mendocino High Schools that has greatly influenced the worldviews and experiences of Mendocino students is Alternative Education Week (AE Week). AE Week is an experiential learning opportunity that happens in the second week of April when students explore the richness of the world beyond the classroom. From local classes at the neighboring Art Center to watching theater in Ashland to backpacking, sailing, and climbing trips, the world becomes the classroom. AE Week is an invaluable source of enrichment for Mendocino students. The trips build community through shared experience and expand the comfort-zones of participants. It is not uncommon for students to develop passions and purpose in their lives because of an experience they had during AE Week.

Mendocino Community High School Program Overview

Mendocino Community High School is a school within Mendocino High School and has 50-60 students and four staff (three instructors and an administrative assistant). MCHS works in conjunction with MHS to provide students with an alternative to traditional high school models. Students at both MHS and MCHS follow the same bell schedule and have access to all MHS and MCHS classes. Academic courses offered through MCHS include Civics, Modern American History and Literature (with honors options), Modern World History and Literature (with honors options), Literature and Composition 1-2, AP Literature, and Philosophy. Students frequently use directed or independent studies to earn credit for learning outside of school.

MCHS students and staff are part of a close-knit learning community that values creativity, academic rigor, personal growth, and community involvement. Student success at MCHS relies on student initiative and responsibility. The family-like environment fosters positive relationships between and among students and staff. These relationships form the foundation of the community at MCHS. Mendocino Community High School provides students with a holistic education that challenges students to expand their boundaries academically and personally. Students are frequently asked to "step outside of their comfort zones" in order to experience new challenges. Experiential education weaves its way through the entire MCHS curriculum.

A unique MCHS graduation requirement is the Senior Project. The Senior Project gives students an opportunity to explore and develop one of their interests while receiving school credit. The Senior Project is a 150 hour commitment (10 units), and is a culmination of a year's worth of thought, planning, and work.

Meaningful and engaging learning experiences:

"A wide variety of electives and CTE courses are also offered including Culinary, Electronics, Woodshop, and Audio/Radio, which runs Mendocino High School's own student-powered radio station, KAKX"

"It is not uncommon for students to develop passions and purpose in their lives because of an experience they had during AE Week."

A foundation of strong personal relationships:

"Morning Meeting provides students and the staff the space and time to make deep connections with one another, and it helps to establish the close family environment that MCHS strives to create."

A sense of responsibility:

"Student success at MSHS relies on a student's self-awareness and responsibility."

The process includes developing a concept or idea; finding a mentor to help guide and support the project; seeing the project through to completion and publicly sharing the project at Senior Project night in May. Projects have included art exhibits, musical performances, theatre, travel, inventions, community service, and more.

Morning Meeting is an integral part of the MCHS program, differentiating MCHS from many other high school programs. Morning Meeting provides students and the staff the space and time to make deep connections with one another, and it helps to establish the close family environment that MCHS strives to create. Morning Meeting is the *de facto* student council at MCHS. Students organize and plan events, discuss issues, and give input to the staff. Decisions are based on consensus. Activities include team building initiatives, guest speakers, dance, yoga, theatre, discussions about current events and health issues, journaling, and a variety of student-planned activities. The students in Morning Meeting produce the school play. This time is also used as a space for group and individual advising.

Retreats are one of the central aspects that define the Community School. All students are expected to participate in Retreat. Fall Retreat is a three-day all-school retreat to the Mendocino Woodlands which serves as an opportunity to welcome all of the new students into the community. It is a time to set the caring and open tone of the school, and focus on building relationships. The days are filled with activities and ceremonies designed to build trust and bring the school closer together. The staff and students work together to prepare and cook the meals, clean up, and direct activities. It is an opportunity for students to make new friends, rekindle forgotten friendships, and just be themselves. Spring Retreat is similar to Fall Retreat, except that it is a two-day experience. Spring Retreat is an opportunity for students and staff to reflect upon the year and say good-bye to seniors.

The Community School hosts a variety of other unique programs and events. The Outdoor Leadership Program includes adventure activities such as kayaking, rock climbing, backpacking and mountain biking. Students learn basic wilderness first aid skills and learn how to facilitate challenge course (low rope course) elements.

Mendocino Sunrise High School Program Overview

Established in 2007, Mendocino Sunrise High School is a continuation school with a maximum enrollment of 15 students. With two teachers totaling 0.8 FTE (a 0.2 Head Teacher position was replaced by the Principal providing oversight), MSHS uses a continuation education model to provide an alternative to comprehensive high school and independent study. MSHS staff works to improve the attitude of students towards education, as well as basic skills and knowledge through individualized learning plans and collaborative learning activities. The continuation program provides an opportunity to make up credits, salvage partial credit when a semester has not been going well, work and study part time, prepare for the California High School Proficiency Exam, or just get a fresh start. Students may also attend any MHS/MCHS scheduled classes at the end of the MSHS school day. This relationship between the schools benefits students, as they can use MSHS credits to complete graduation requirements for any of the Mendocino High Schools. An evaluation meeting with staff, students, and parents can recommend a student for enrollment at MSHS or to return to comprehensive high school or independent study.

Daily attendance is required from 8:15 AM to lunch for a total of 15 hours per week, or one academic credit a week. Student success at MSHS relies on a student’s self-awareness and responsibility. The burden of responsibility for achievement is placed upon the student. The staff at MSHS recognizes that each of our students comes with individual needs. Every effort is made to help each student meet their own needs and achieve success.

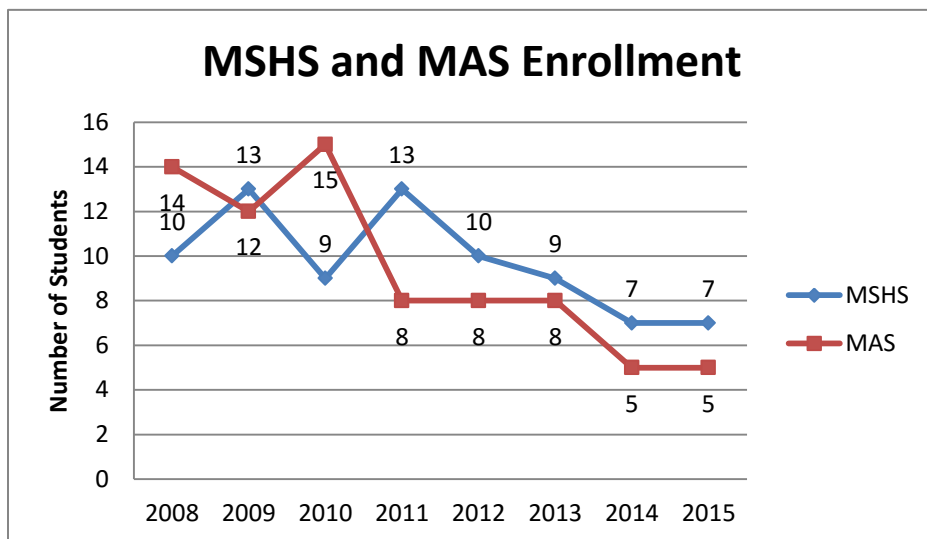


Figure 3: Enrollment in alternative programs.

Most subjects offered are programmed, self-directed materials, designed for students to proceed at a rate in relation to their capabilities. MSHS has created and implemented a post high school preparation program in the areas of Consumer Math and World of Work to focus on work and career goals post high school graduation. Small class size allows for more personal attention, and individualized instruction allows each pupil to learn what is appropriate in content, difficulty, and method.

Mendocino Alternative School (Independent Study) Program Overview

Mendocino Alternative School (MAS) offers students the option of pursuing their education in locations other than in the classroom. MAS students come from varied backgrounds and choose the program for a variety of reasons, but the one common requirement is that participants are self-starting and intrinsically motivated. Essentially an independent study program, MAS coursework is designed to be meaningful and interesting to the individual students it serves, while meeting district requirements for grade level advancement and graduation. Typically, students check in with their instructor weekly to receive new assignments and to turn in completed work. MAS students are encouraged to broaden their educational experience through personal commitment to their own education.

MAS high school coursework most often prepares students for success in community college, technical school or full-time work. Because lab sciences, foreign languages, AP courses, and the like cannot be offered with the same integrity as is possible in the classroom, MAS does not meet A-G requirements. Therefore, students who wish to attend a four-year university immediately following high school are not recommended for the program. However, committed students are able to take college prep courses at MHS/MCHS, community colleges, or through accredited online programs to complete admission requirements to four-year colleges.

A Unifying Vision

Under new leadership, the District conducted its own effort to create a mission statement and strategic plan. Elements of the High School vision statement from 2010/2013 were incorporated into the strategic plan, establishing some continuity between the site and district levels. An effort to revise and update the High School vision statement was undertaken in the winter of 2015. The new District strategic plan and changing needs at the high school were taken into consideration.

In the winter of 2015, Staff convened over the course of several meetings and through a committee to revise the vision statement and Student-Learning Outcomes (SLOs). In 2013, it was noted that more effort should be made to revisit the vision and learning outcomes as a way to frame and justify what happens at the high schools each year. It was also determined that the vision and SLOs should be updated to be more pertinent to current needs.

For example, during the mid-cycle review, there was a desire by staff to improve and define expectations and consequences for student behavior in order to improve school culture. This would ultimately be expressed in SLOs 3 and 4 as “self-directed learners” and “responsible citizens.” While SLOs 1 and 2 remained relatively unchanged, SLOs 3 and 4 were revised to specifically address perceived needs.

As the revision process evolved, it also became clear that a more detailed vision could help to explicitly state expectations of what the school is and should be. This led to the Mission followed by the addition of the Vision and Core Values. These changes to the document also support the identified critical needs.

While each of the four schools has some unique requirements for graduation, the schools are unified by the commitment to provide all students a rich learning experience that will prepare them for the next stages of their lives. These principles are summarized by the Mission, Vision and Core Values, and Student-Learning Outcomes on the following page.

The Mendocino High Schools

Mission

The Mendocino High Schools honor the district motto of “Explore, Learn, Create” by providing a variety of challenging educational and extracurricular programs that empower each student to strive for academic and personal excellence.

Vision and Core Values

Located in a small town of great natural beauty and cultural awareness, the Mendocino High Schools are based on a foundation of strong personal relationships and a regard for the wholeness of each student. Through meaningful and engaging learning experiences, students are challenged to be critical and creative thinkers. Each student is supported in developing a sense of responsibility to self and to the local and global community. The Mendocino High Schools foster a personal approach that inspires students to find their passions and develop strengths that will prepare them for opportunities in the 21st Century.

Learning Outcomes

Our graduates will be...

1. Effective communicators who ...
 - 1.1 Utilize written, verbal, and non-verbal communication to convey significant messages.
 - 1.2 Receive and comprehend the messages of others.
2. Complex thinkers who...
 - 2.1 Are competent in accessing and analyzing information from a variety of sources.
 - 2.2 Employ critical thinking and problem solving in a variety of situations.
3. Self-directed learners who...
 - 3.1 Function successfully, both independently and in collaborative settings.
 - 3.2 Seek enrichment and work to build on their strengths to ensure success in a rapidly changing world.
4. Responsible citizens who...
 - 4.1 Display positive behaviors and attitudes towards themselves and others.
 - 4.2 Effect positive change through social responsibility and environmental sustainability in the school community and beyond.

Figure 4: Mendocino High Schools Vision Statement and Student-Learning Outcomes for 2016

Findings:

- While diversity and socioeconomic status have remained fairly constant over the last 3-5 years, there has been a pronounced shift in the last decade toward more diversity and an increase in free and reduced-price lunch participants.
- Parent education level has had a slight increase and is high compared to surrounding school districts.

Questions and Growth Areas:

- Because the number of ELL students has been low (1-3 students), there is not a well-developed program for these students. Some supports have been added, but it is unclear how effective these are.
- Has the school made appropriate shifts to help ELL students and low socio-economic students?
- Are male students and socioeconomically disadvantaged students achieving to potential?

Student Demographics

Reflecting the demographics of the local area, Mendocino schools tend to lack the student diversity of surrounding districts and California in general. A lack of significant subgroups makes disaggregation of data statistically irrelevant in most cases. While larger or more diverse schools may invest a larger portion of their energy and resources into closing gaps between groups of students, we are necessarily more focused on the individual student.

There is a general feeling that the student demographic has become more challenging (increase in diversity, disabilities, and low socioeconomic), yet this does not play out in the data. Over the last 5 years, free and reduced lunch students, students with disabilities, and parent education level have all been relatively unchanged. This perception may be held by those who have been at the school for over a decade. For example, in 2004 and earlier, white students made up over 90% (now about 75%) of the student population and free and reduced-price lunch numbers were under 20% (now above 25%).

One statistically significant subgroup, socioeconomically disadvantaged students, achieve lower than the schoolwide average, but still score well by some measures. For example, the 3-year weighted average of API scores (2013) show Schoolwide - 839, White - 847, Socioeconomically Disadvantaged - 809, and Students with Disabilities - 609. In 10th grade CAASPP Science scores for 2014, schoolwide proficiency was 80%, while socioeconomically disadvantaged students scored 67% proficient. A similar trend is seen with males scoring lower than females on standardized tests. This is further elaborated in the CAASPP data section.

Demographic	2011	2012	2013	2014	2015
<i>Ethnic/Racial</i>					
African American	0%	1%	2%	1%	3%
American Indian or Alaska Native	2%	2%	4%	4%	3%
Asian	5%	4%	5%	4%	3%
Filipino	1%	1%	0%	0%	1%
Hispanic or Latino	9%	7%	8%	9%	9%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	1%
White	79%	79%	75%	75%	76%
Ethnic Diversity Index (same ethnicity = 0)	18	22	23	24	24
<i>Free and Reduced-Price Lunch</i>	27%	33%	23%	26%	31%
<i>English Learners</i>	1%	1%	0%	1%	2%
<i>RFEP Students</i>	1%	1%	1%	0%	0%
<i>Students with Disabilities</i>	8%	14%	12%	11%	
<i>Parent Education Level</i>					
Not a high school graduate	5%	4%	2%		2%
High school graduate	12%	9%	6%		6%
Some college	42%	44%	47%		36%
College graduate	15%	21%	23%		26%
Graduate school	26%	22%	21%		20%
<i>Average Parent Education Level</i>	3.46	3.47	3.54	NA	3.64
<i>The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."</i>					

Figure 5: MHS/MCHS Student Demographics 2011-2015 (source: DataQuest, EdData)

Findings:

- There is a consistently high graduation rate compared to the State at MHS and MCHS.
- MAS and MSHS graduation rates are subject to large variation due to very small sample size.
- The decline in the number of UC/CSU prepared students was reversed in 2011 and increased until 2013.
- Percent UC/CSU qualified students are above the State averages.

Questions and Growth Areas:

- What can be done to improve graduation rates at MAS and MSHS from year to year?
- How can males be supported to increase college preparedness?

Graduation and College Preparedness

Graduation rates at MHS/MCHS have remained high. There have been large fluctuations in graduation rates for MSHS and MAS. While this is partially due to a small sample size, it may be worthwhile to investigate ways to stabilize and increase this rate.

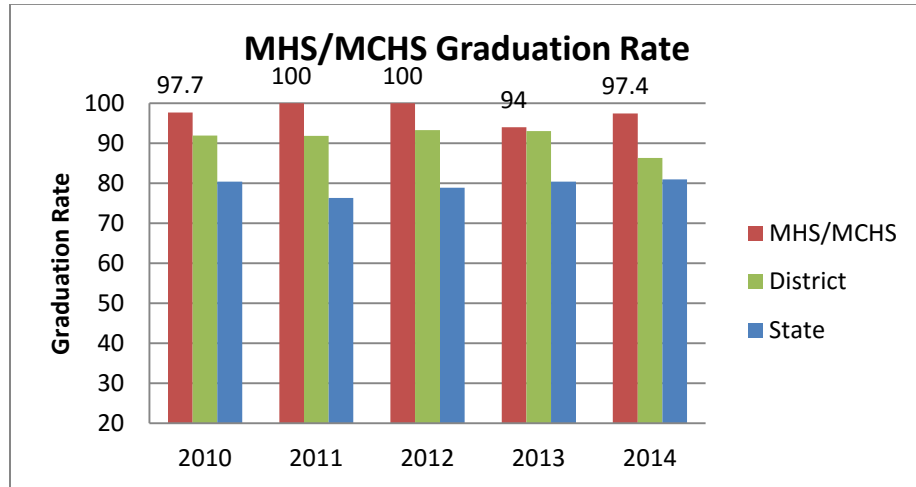


Figure 6: MHS/MCHS Graduation Rates 2010-2014

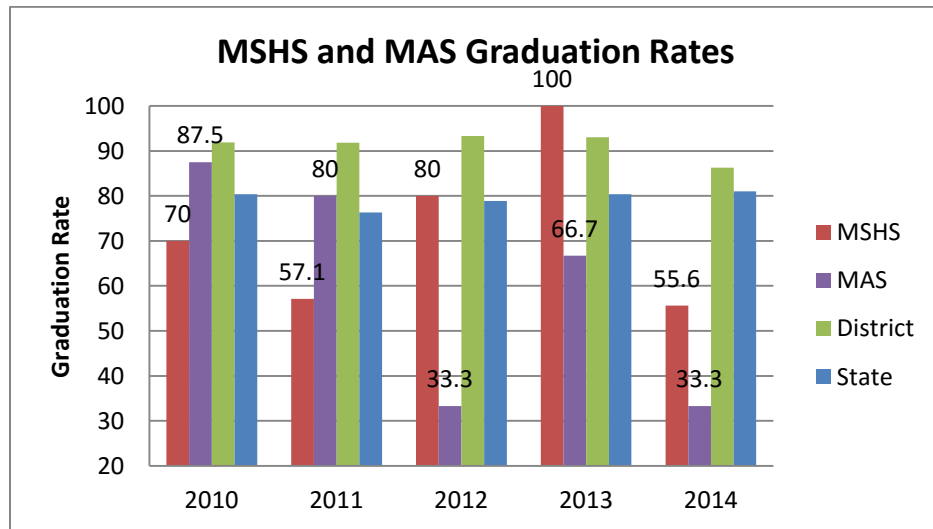


Figure 7: MSHS and MAS Graduation Rates 2010-2014

A long downward trend of students completing A-G requirements for UC/CSU was reversed in 2011, but dropped again in 2013 (a general drop in student performance data was noted in 2013). There was no academic counselor in 2013, which could have impacted achievement. An academic counselor was reinstated in 2013-2014 and it appears there is improvement in the A-G completion rate again.

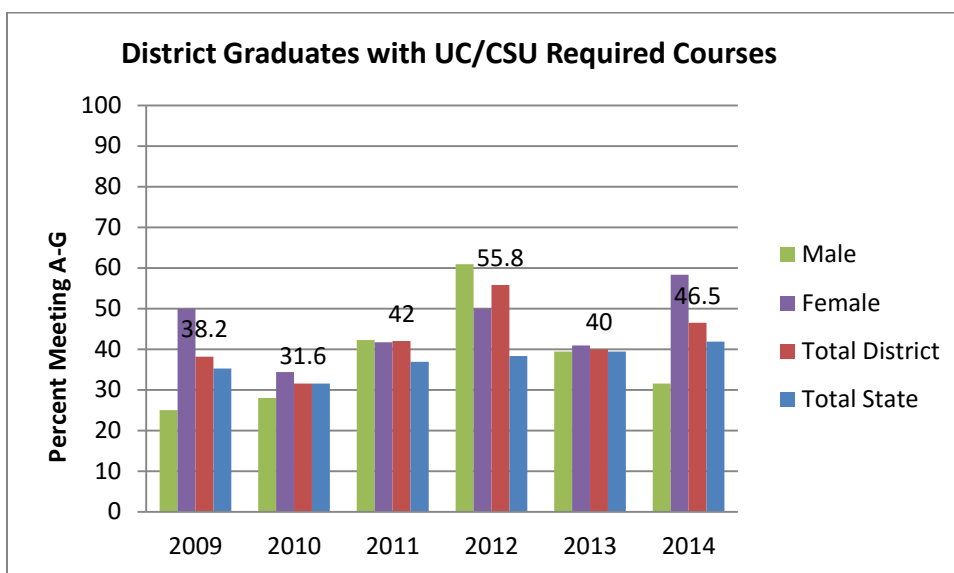


Figure 8: District (including MSHS and MAS) College Preparedness.

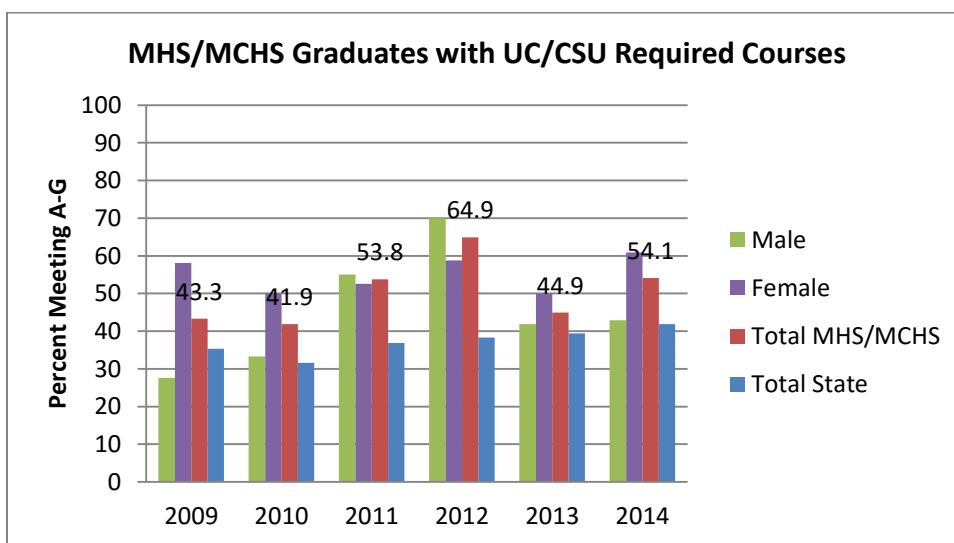


Figure 9: MHS/MCHS College Preparedness.

While A-G completion rates are above the state average, there is a general feeling that, due to demographics, this rate should be higher. Though, minority students tend to be college prepared at a higher rate than white students (source: DataQuest). There tends to be a group of students who are apathetic toward college and school in general. These students are not necessarily from low socioeconomic backgrounds or other groups that might be more at-risk. It is unclear if this apathy is a result of local culture or a larger trend, but it is often noted by teachers. From 2009 to 2012, males made large gains in college preparedness, which then dropped steeply in 2013 and 2014. Percentages for females have been relatively steady. Improving the college preparedness of male students is an area for growth.

Findings:

- The truancy rate dropped in 2012 and has remained lower.
- Suspensions from year to year tend to be mostly drug and alcohol related.
- Suspensions are below county, but above state averages and are decreasing.

Questions and Growth Areas:

- Suspension and perception data on drug use indicate a systemic need to address campus drug use.
- Is the decline in suspensions a sign of more positive behavior or a change in enforcement?

Truancy and Suspensions

The truancy rate dropped dramatically in 2012. It is possible this is a statistical vestige, as the method of data reporting changed in 2011.

Suspensions are higher than State rates, but like the State, are declining. The data suggest these are not repeat offenders as is often assumed. For example, unduplicated counts for 2014 show only 2 of 16 were by repeat suspensions.

The majority of suspensions are drug and alcohol related. There have been a number of drug and alcohol incidents the last four years. One incident prompted the closure of campus for several weeks in the fall of 2012.

While drug and alcohol use on campus is of great concern (see also California Healthy Kids Survey data), it is indicative of larger issues in the community. As per the visiting committee’s recommendations in 2013, this is an issue that needs to be addressed regardless of community sentiment.

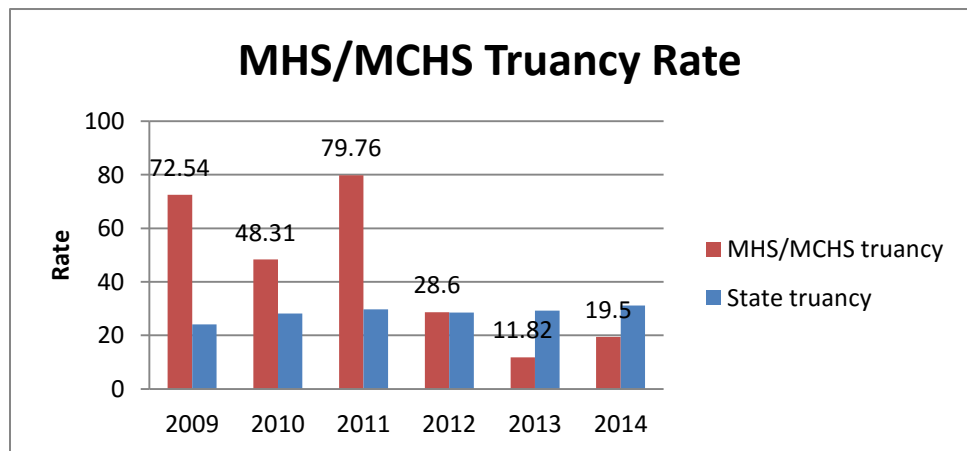


Figure 10: MHS/MCHS Truancy Rate.

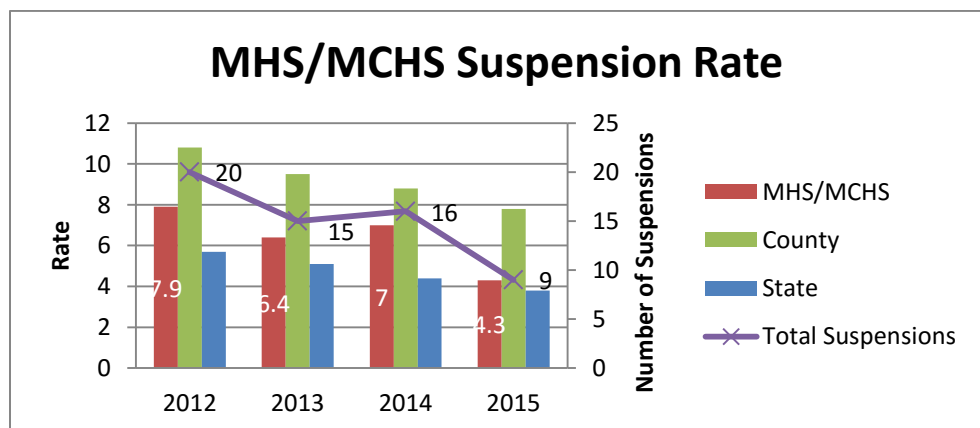


Figure 11: MHS/MCHS Suspension Rate.

Student Performance Data

CAHSEE

Students continue to perform well on the state exit exam (CAHSEE) and are consistently above the State average. A downward trend in both ELA and Math was reversed in 2014. In general, the academic level of the CAHSEE is thought to be below the standards we require of Mendocino students, though this does not diminish the fact census pass rates are consistently above state averages.

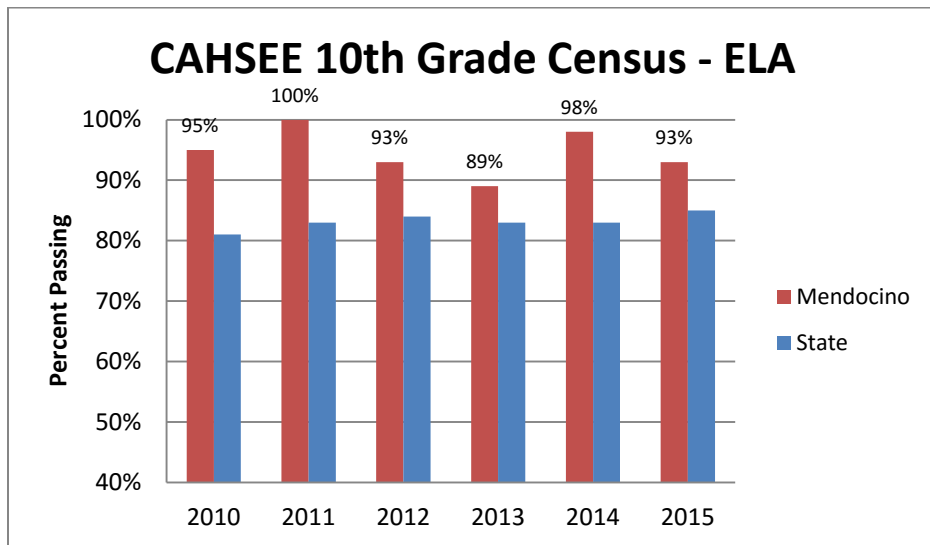


Figure 12: CAHSEE ELA Census.

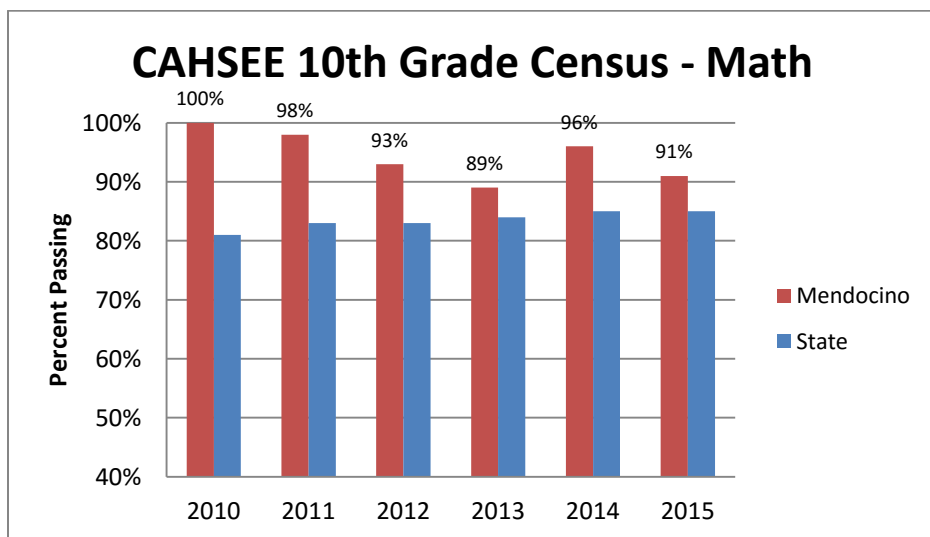


Figure 13: CAHSEE Math Census.

Findings:

- Census pass rates on the CAHSEE are consistently over 90%.
- CAHSEE pass rates are well above the State average.

Questions and Growth Areas:

- How can dips such as those seen in 2013 be avoided?

Findings:

- ELA proficiency increased after a drop in 2013.
- After a steady increase up to 2012, Math proficiency decreased 2 out of 3 years.

Questions and Growth Areas:

- Socioeconomic status and the extent this affects student achievement has not been a driving factor in decision making.

National AYP

MHS/MCHS did not make AYP in 2013 or 2015 due to inadequate participation rate. AYP was reached all other years since the last visit.

Socioeconomically disadvantaged students scored lower on the AYP proficiency measures. For example, in 2015 this subgroup scored 64.7% proficient or higher on ELA compared to a schoolwide percentage of 78% and scored 43.8% proficient or above compared to a schoolwide 51.3% on Math. White students scored above the schoolwide percentage, but remaining subgroups were not statistically significant to compare.

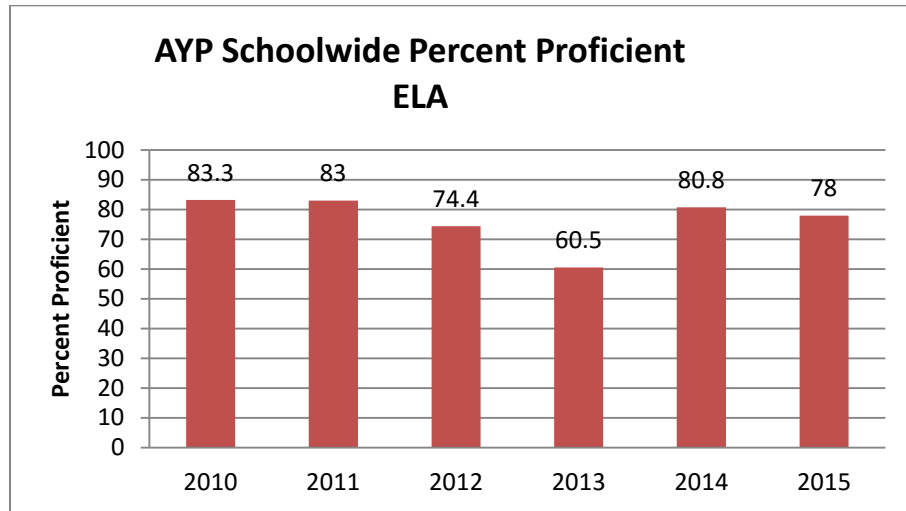


Figure 14: AYP Proficient in ELA

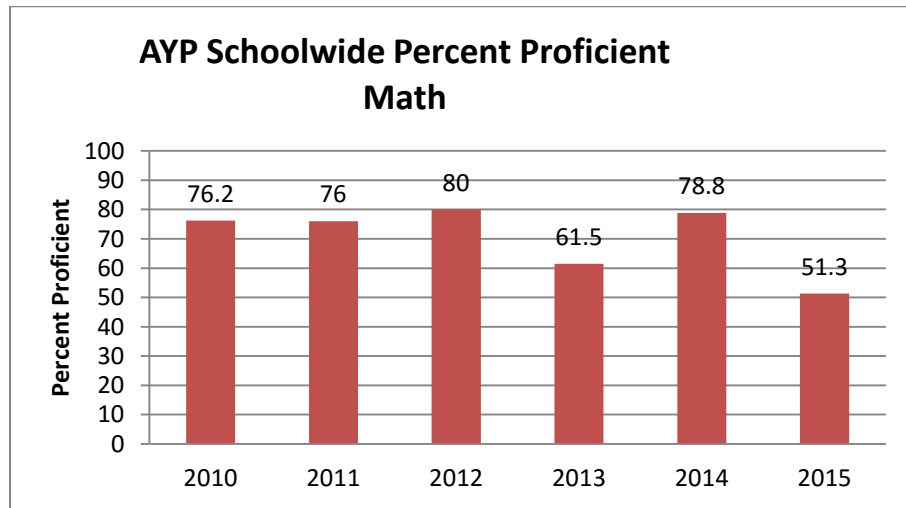


Figure 15: AYP Proficient in Math.

State API (Historical)

The Mendocino High Schools had solid API growth up to 2011. State and Similar Schools rankings improved as well, but dropped in 2013 before the measure was discontinued. This is an indicator that purposeful actions toward improving student achievement have been effective in the past, but vigilance is still needed.

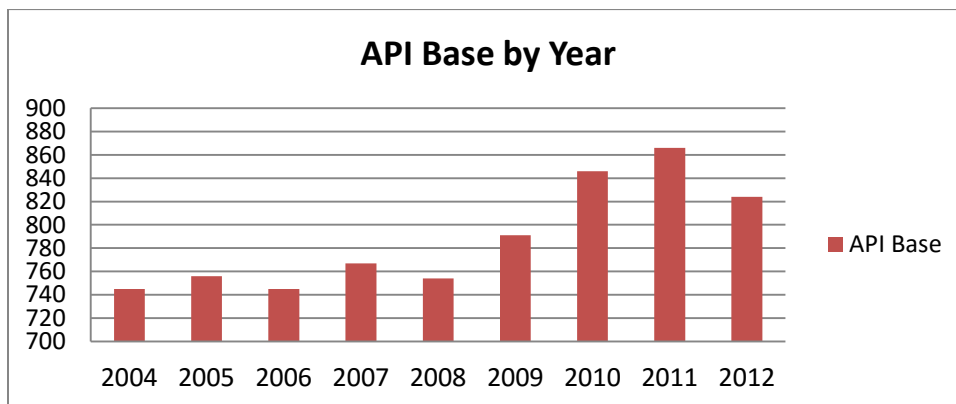


Figure 16: API Base by year.

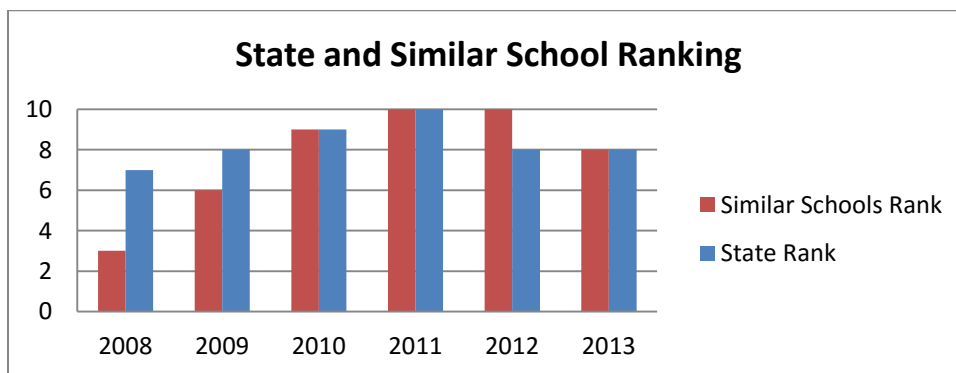


Figure 17: State and Similar School ranking.

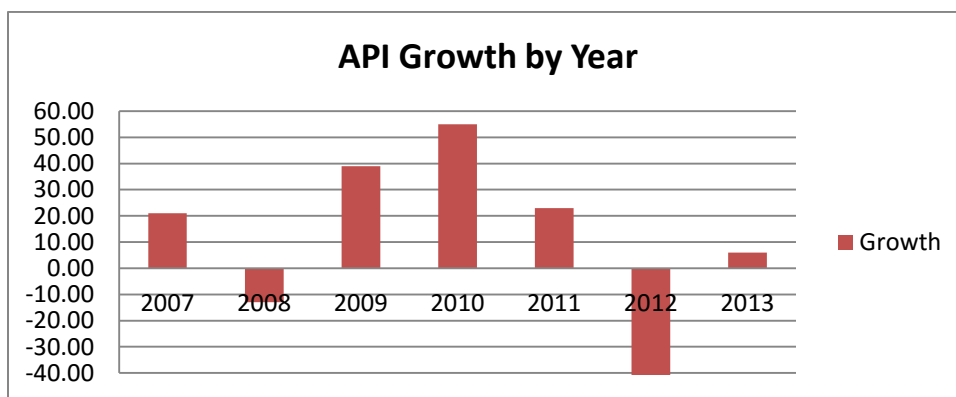


Figure 18: API Growth by year.

Findings:

- The API Base increased to a high in 2011, but decreased in 2012.

Questions and Growth Areas:

- Drop in 2012 growth and rankings may show need to be more consistent and vigilant in implementing intervention programs and focusing on instruction.

Findings:

- Students scored better than State average in both ELA and Math.
- 10th grade Life Science scores have been consistently high, but dropped in 2015, as did State averages.

Questions and Growth Areas:

- How can Math and Science support each other in the areas of Problem Solving and Modeling/Data Analysis?
- What interventions could be offered to seniors based on these exams?

CAASPP Results

2015 baseline data appear to be promising. Interpretation of these results and how they can best be used to inform instruction and programmatic changes is a work in progress. Subgroup information is provided on the following spread.

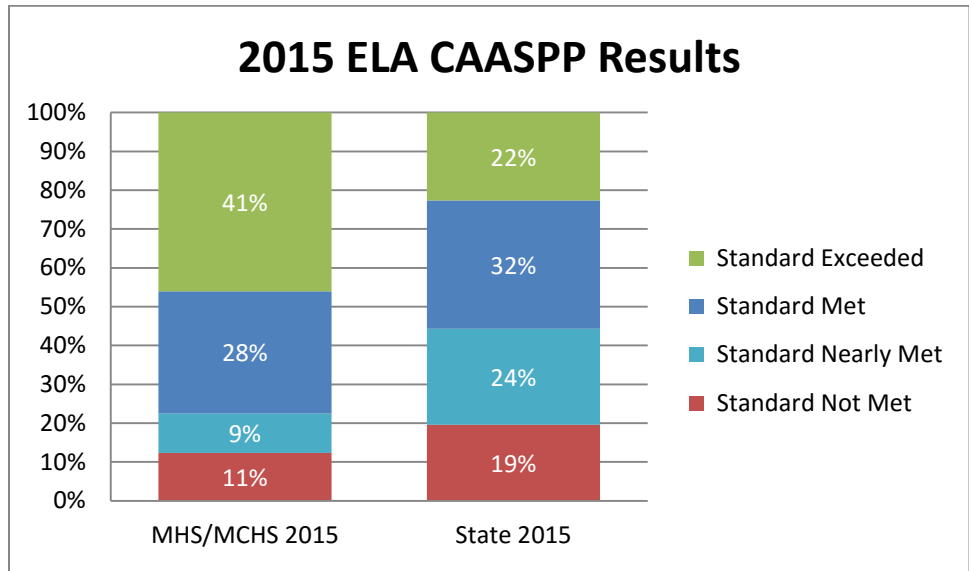


Figure 19: ELA CAASPP Results.

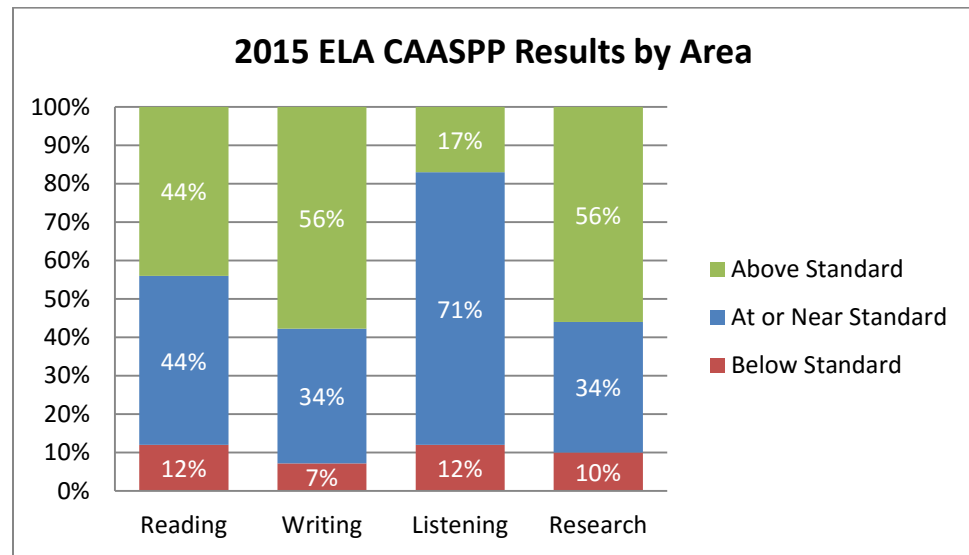


Figure 20: ELA CAASPP Results by Area.

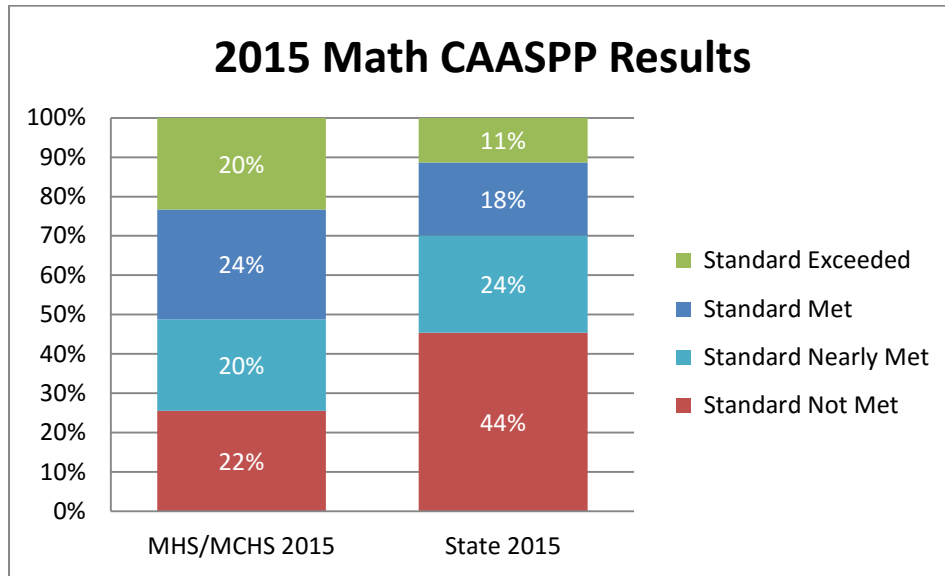


Figure 21: Math CAASPP Results.

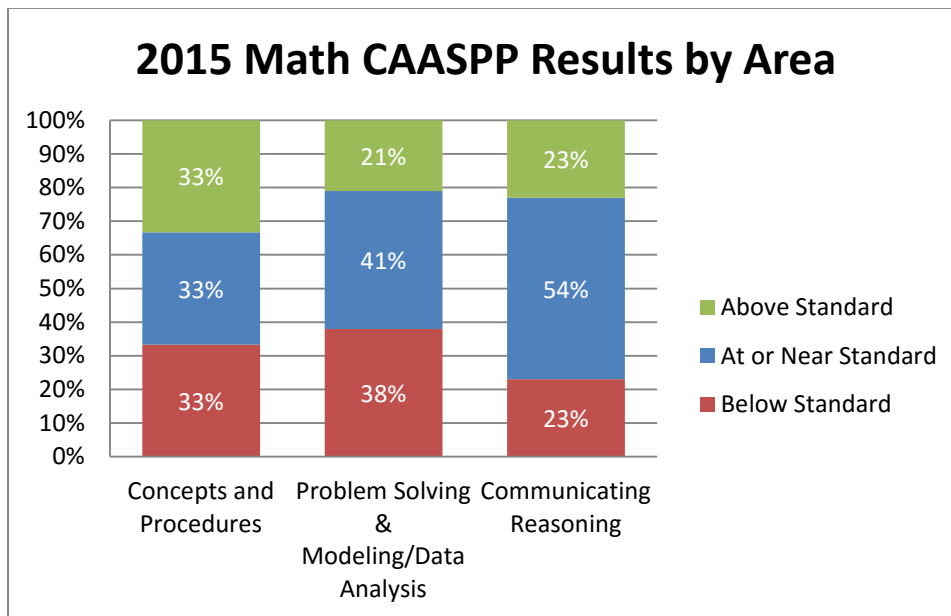


Figure 22: Math CAASPP Results by Area

Findings:

- Females scored higher than males in both ELA and Math.
- Socioeconomically disadvantaged scored lower than the schoolwide averages in both ELA and Math.

Questions and Growth Areas:

- How can underperforming subgroups be better supported?

CAASPP results reflect trends that are found in other performance data indicators as well. Males and socioeconomically disadvantaged students score substantially lower on both ELA and Math.

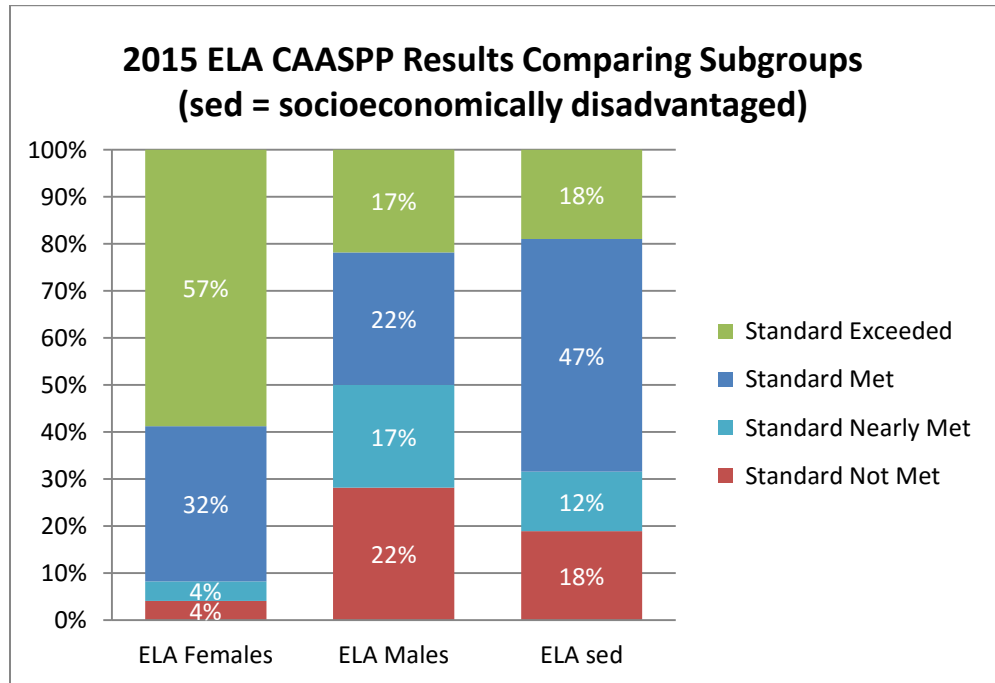


Figure 23: 2015 ELA CAASPP Results by Subgroup.

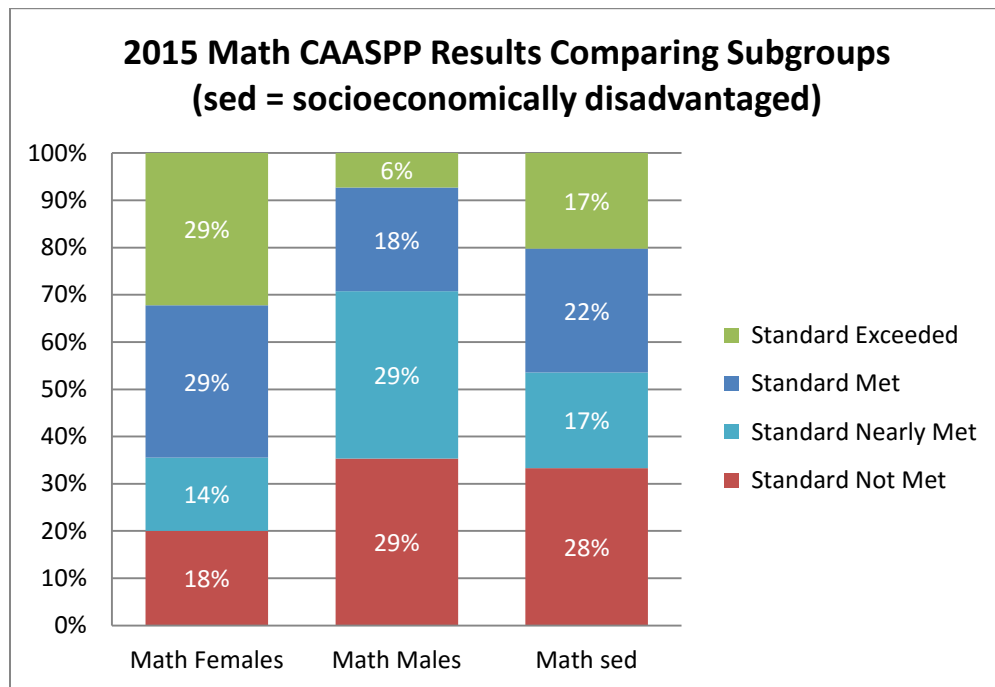


Figure 24: 2015 Math CAASPP Results by Subgroup.

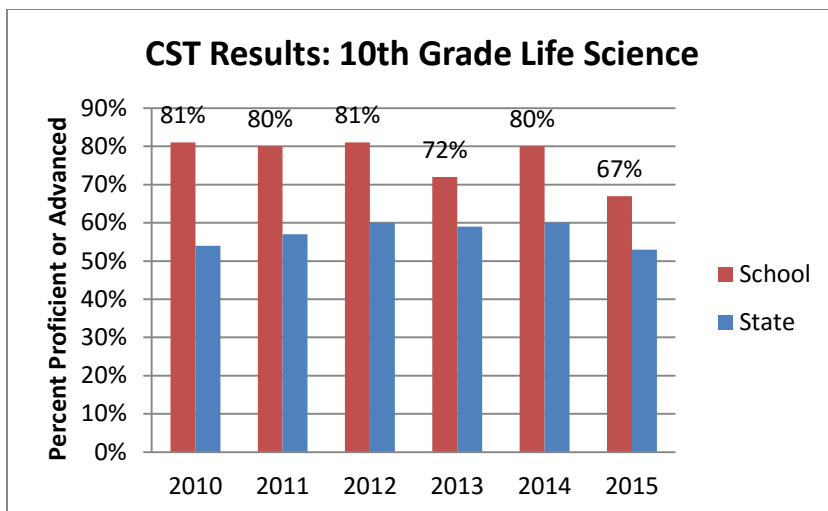


Figure 25: CAASPP 10th Grade Science Test Results.

AP Test Results

In 2015, AP courses were offered in 6 subjects and tests were taken in 9 subject areas. A total of 9 AP courses are offered on site, with some alternating years. Pass rates (3+) have been above the State average 3 of the last 5 years, even while participation rates have increased greatly. Analysis of scores by subject area on the College Board website show that Mendocino students score consistently highest on the English Language/Literature and Art History/Studio AP tests.

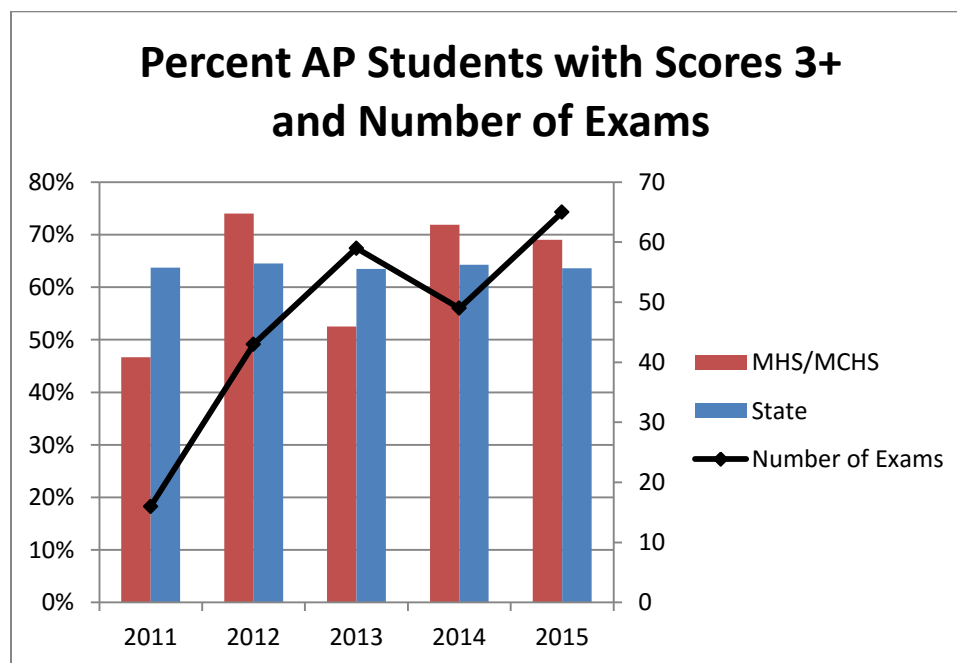


Figure 26: AP Test Results and Number of Tests (College Board).

Findings:

- AP Participation rate has tripled in the last 5 years.
- Pass rate (3+) is above State average 3 of the last 4 years.
- Students perform well on Art and English AP exams.

Questions and Growth Areas:

- Establish more communication between AP teachers.
- Establish a consistent culture in AP classes.

Findings:

- SAT scores remain above State averages.
- The percent of students scoring above 1500 remains high.
- The percent of students taking the SAT has increased.
- Scores fluctuate inversely with percent tested.

Questions and Growth Areas:

- Continue to encourage more students to take the SAT as part of a general effort to promote college preparedness.

SAT Results

The percent of MHS/MCHS students taking the SAT has increased the last several years and remains above the state average of 40%. The percent of students scoring above 1500 combined (a measure of college preparedness) has increased and continues to be well above the State average (there was a dip in 2012). All subjects average a score above 500. SAT preparation has been offered by both Math and English teachers.

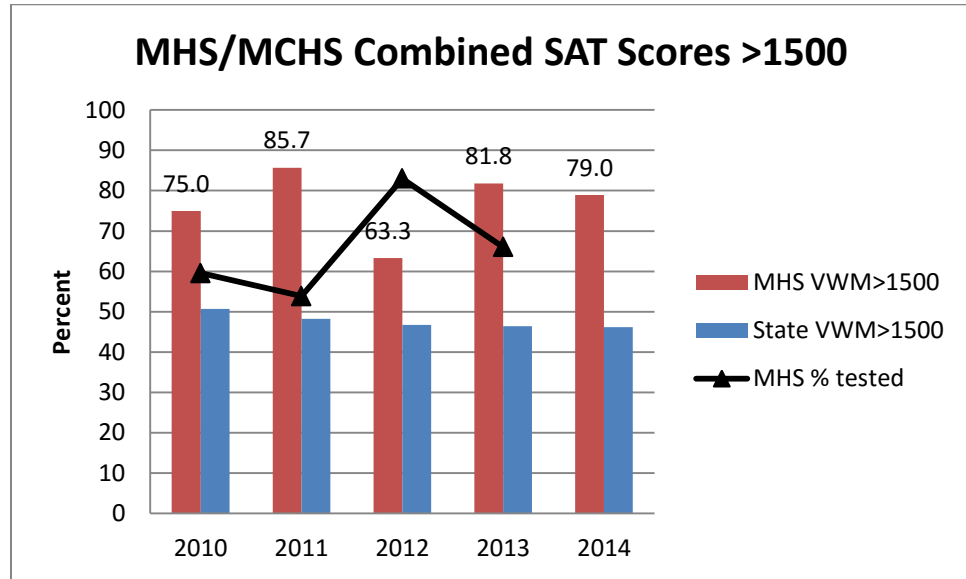


Figure 27: Combined SAT Scores and Percent Tested.

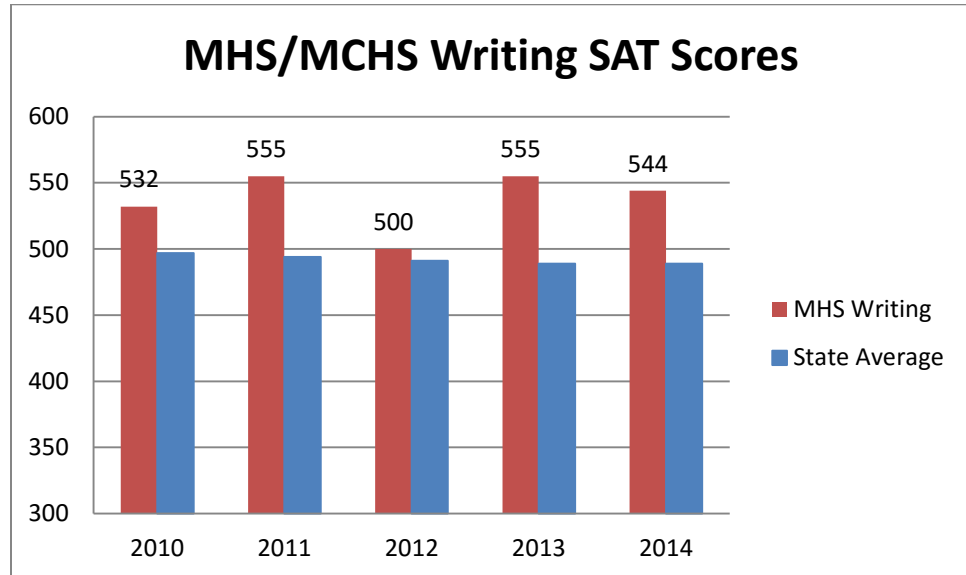


Figure 28: SAT Writing Scores.

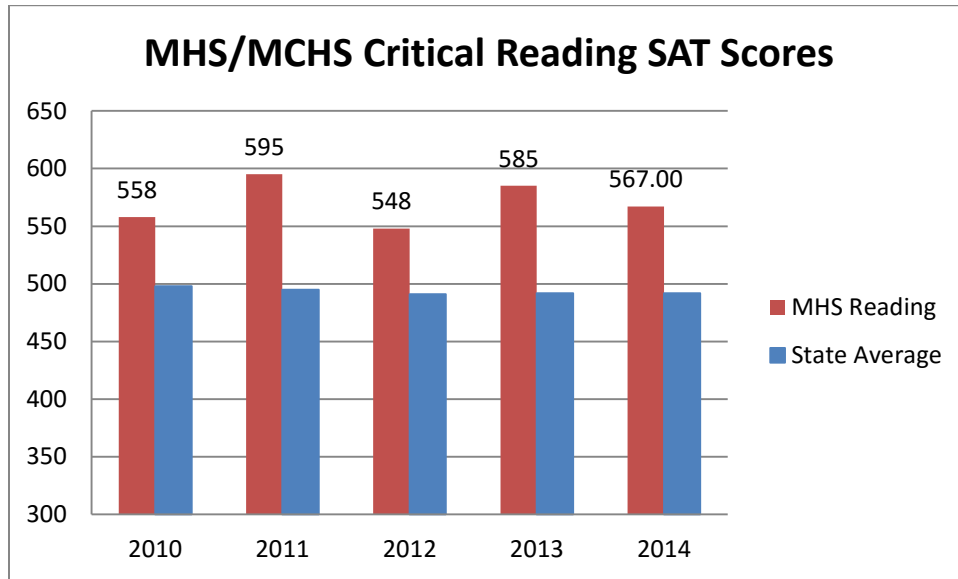


Figure 29: SAT Reading Scores.

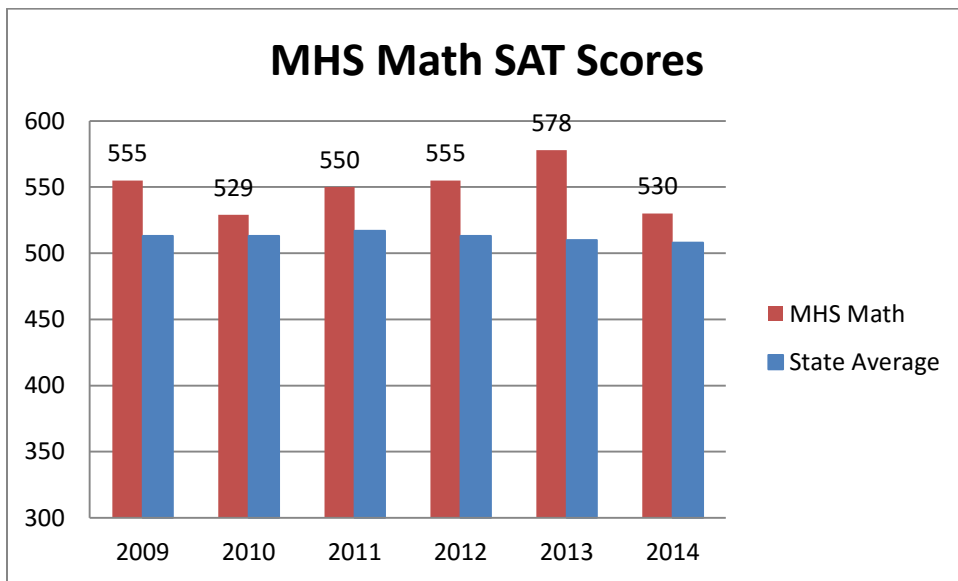


Figure 30: SAT Math Scores.

Findings:

- School connectedness scores decreased from the 2010 to the 2014 survey, but show strong numbers for 2015 Grade 11. This suggests a cohort effect.
- Academic motivation does not appear to have improved significantly as there is no apparent trend.
- Drug and alcohol use rates are high compared to State and neighboring districts, though there is an improvement with the 2015 data.
- Students who have used alcohol/drugs on campus recently is between 15-26%.
- Physical fitness of students is improving.

Questions and Growth Areas:

- Curb drug use of students, with a priority of reducing campus use.
- Increase connectedness and positive school culture for all classes regardless of a cohort effect.

California Healthy Kids Survey

Results of the 2013-2014 California Healthy Kids Survey confirm trends from the 2010 survey results that there is a shift in perception data regarding school environment indicators. Connectedness and motivation scores have dropped since 2010 and also decrease as students move through the school system. This rebounded in 2015 Grade 11, suggesting either some improvement or a cohort effect. Drug use on and off campus continues to be a concern, with usage percentages significantly higher than in surrounding districts. Again, there is improvement with the 2015 survey data that appears to be significant, but are not the same classes surveyed in 2014.

School Developmental Supports, Connectedness and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total School Supports	69	25	6	33	55	13	29	54	18			
Caring Adults in School	69	25	6	30	60	10	36	50	14			
High Expectations-Adults in School	75	25	0	32	59	10	46	36	18			
Meaningful Participation-Adults in School	32	54	14	26	43	31	14	57	29			
School Connectedness												
	76	16	8	64	26	10	50	25	25			
Academic Motivation												
	49	41	11	21	45	33	21	43	36			

Note: Cells are empty if there are less than 25 respondents.

School Developmental Supports, Connectedness and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total school supports	39	52	10	35	44	21	39	53	8	-	-	-
Caring adults in school	48	39	13	33	51	16	42	55	3	-	-	-
High expectations-adults in school	58	39	3	47	39	14	58	37	5	-	-	-
Meaningful participation at school	6	68	26	13	58	29	8	68	24	-	-	-
School Connectedness												
	71	29	0	53	45	2	73	22	5	-	-	-
Academic Motivation												
	13	52	35	14	43	43	32	47	21	-	-	-

Note: Cells are empty if there are less than 25 respondents.

Figure 31: California Healthy Kids Survey School Environment Indicators. 2013-2014 (top) and 2014-2015 (bottom)

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	16	60	75		A6.2
Current alcohol or drugs	5	60	64		A6.5
Current heavy drug users	6	40	50		A6.5
Current heavy alcohol user (binge drinker)	5	26	50		A6.5
Current alcohol or drug use on school property	5	26	21		A6.11

Note: Cells are empty if there are less than 25 respondents.

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	23	63	66	–	A6.2
Current alcohol or drugs	13	47	45	–	A6.5
Current heavy drug users	7	21	14	–	A6.5
Current heavy alcohol user (binge drinker)	0	15	14	–	A6.5
Current alcohol or drug use on school property	3	15	16	–	A6.11

Note: Cells are empty if there are less than 25 respondents.

Figure 32: California Healthy Kids Survey Alcohol and Drug Use. 2013-2014 (top) and 2014-2015 (bottom)

Fitness Data

There is a decline in students that are at health risk on the 9th grade fitness test. While data on the Healthy Kids Survey suggests unhealthy decisions are being made, these data are encouraging.

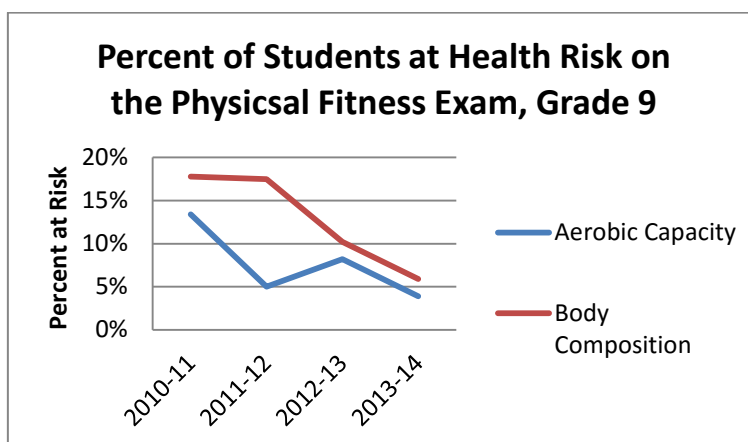


Figure 33: Students at Health Risk, 9th Grade.

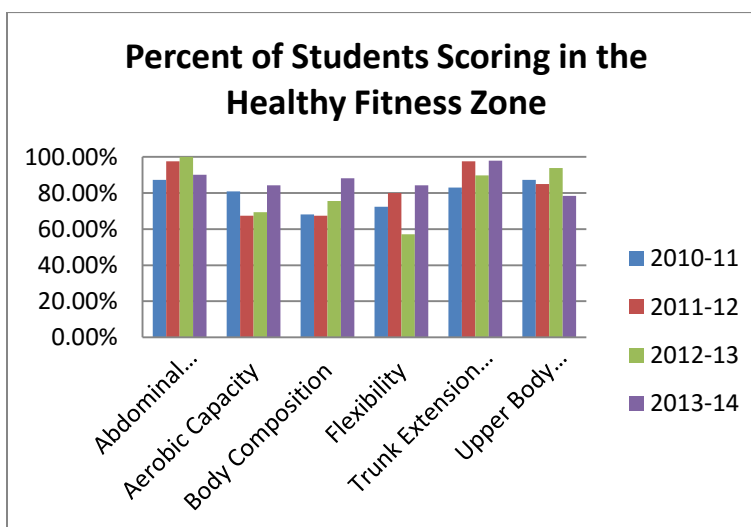
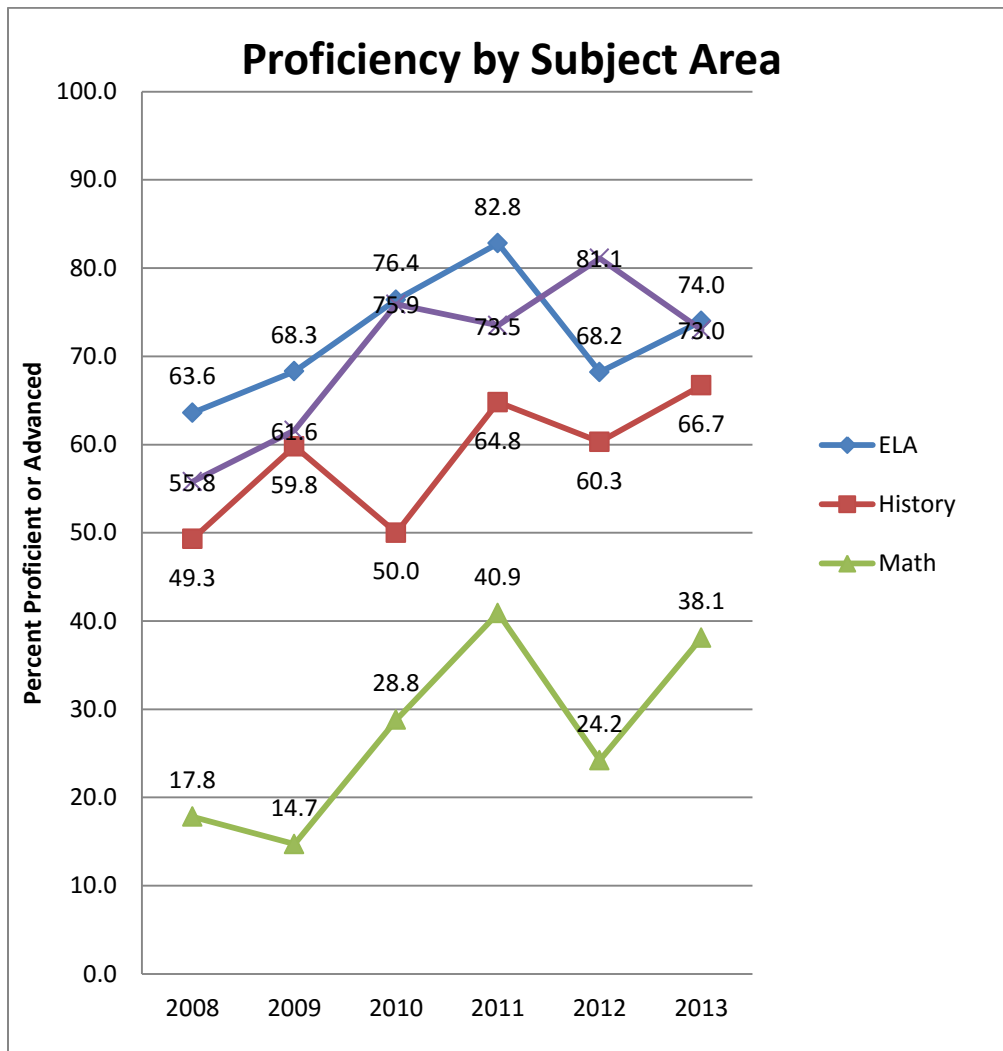


Figure 34: Percent of Students in Healthy Fitness Zone.

CST Data Overview (Historical)

All CST data should only be compared within a single subject from year to year and against the State average. Proficiency rates between subjects should not be compared, as the difficulty of tests varies from subject to subject and grade level to grade level. For example, do not compare 9th and 10th grade ELA results, but do see how 9th grade ELA scores compare over time. The difference to State averages gives some idea of the relative level of achievement at the site in each subject area.

The chart below shows the overall trends for CST scores at MHS/MCHS. These data do not include MSHS or MAS due to insufficient sample sizes. This graph should not be used to compare between subject areas. All subject areas show significant growth since 2008. Most growth came during and after the last WASC review and can be attributed to a purposeful focus on improvement. Most areas saw a dip in 2012 test results which may indicate a drop in vigilance. Proficiency in Math shows solid gains since the last WASC review. Other than 10th Grade Life Science, these data will no longer be utilized.



Comparison of CST Scores to State Average

Because difficulty of tests varies between subjects, this chart gives a relative analysis of achievement compared to other students in California and allows for some across the board comparisons. The percents indicate the difference between state and local proficiency rates.

Compared to the State, students in Mendocino score at a high rate of proficiency in ELA, with the 2012 9th grade results being an anomaly. History tends to have inconsistent proficiency relative to the State, though generally scores comfortably above average. Science also scores well above the State average in proficiency, with significant improvement in Chemistry and Earth Science since 2010. Math has also shown improvement, especially with Geometry. Algebra II increased proficiency to above average in 2013 as well as Summative math being above average 2 of the last 3 years.

Subject	2008	2009	2010	2011	2012	2013
ELA 9th	17%	33%	36%	23%	-3%	22%
ELA 10th	28%	10%	37%	35%	27%	12%
ELA 11th	21%	25%	9%	43%	25%	22%
Algebra I	-25%	-28%	-2%	5%	-34%	-12%
Geometry	-10%	-5%	6%	15%	6%	16%
Algebra II	2%	-14%	-23%	-2%	-21%	7%
Summative	-7%	-15%	-17%	14%	10%	-6%
World Hist.	3%	21%	19%	18%	2%	20%
US History	18%	17%	-4%	22%	19%	18%
10th Life	16%	15%	35%	30%	28%	18%
Earth Science	4%	42%	48%	40%	43%	30%
Biology	28%	10%	28%	15%	29%	34%
Chemistry	6%	-2%	25%	38%	32%	23%
Physics	32%	54%	51%	45%	47%	

Above State Average: Yellow, Green ≥ +10%
 Below State Average: Red

Findings:

- Science proficiency rates have been above the State average in all subjects for the last four years.
- Math proficiency is improving, though is not consistently above state averages, other than Geometry.

Questions and Growth Areas:

- New tests will provide for a new set of unknown challenges that we should be prepared to address.

Findings:

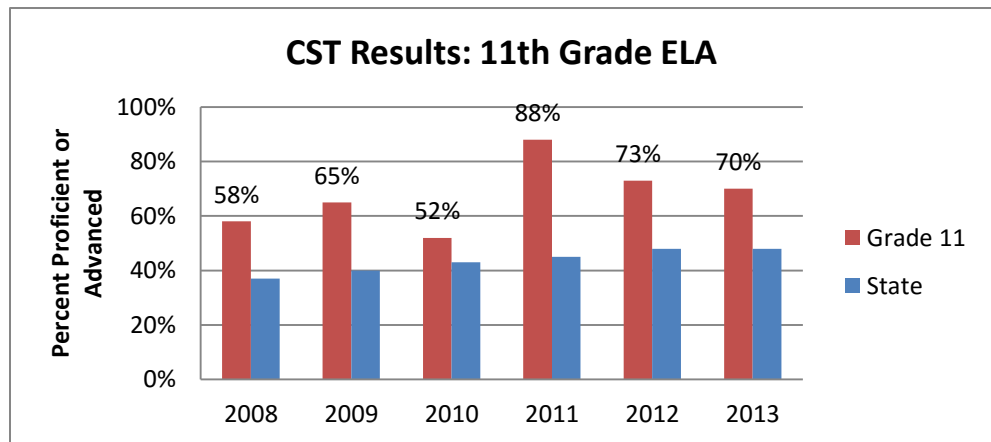
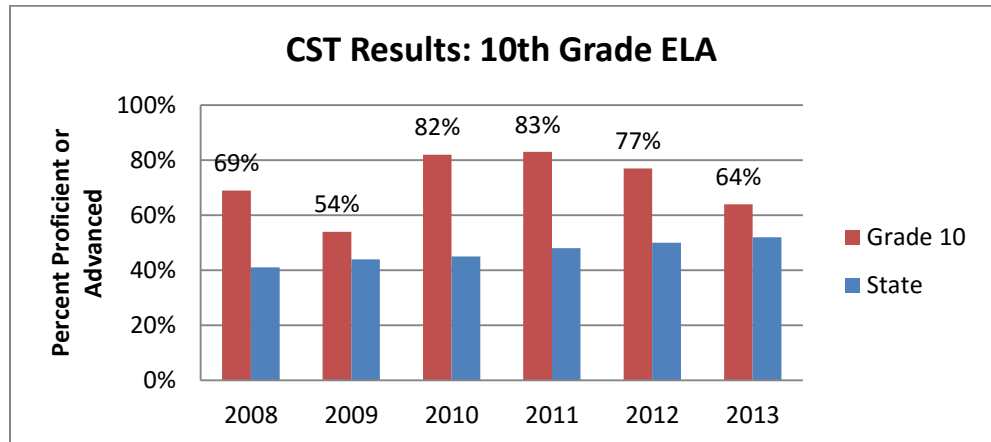
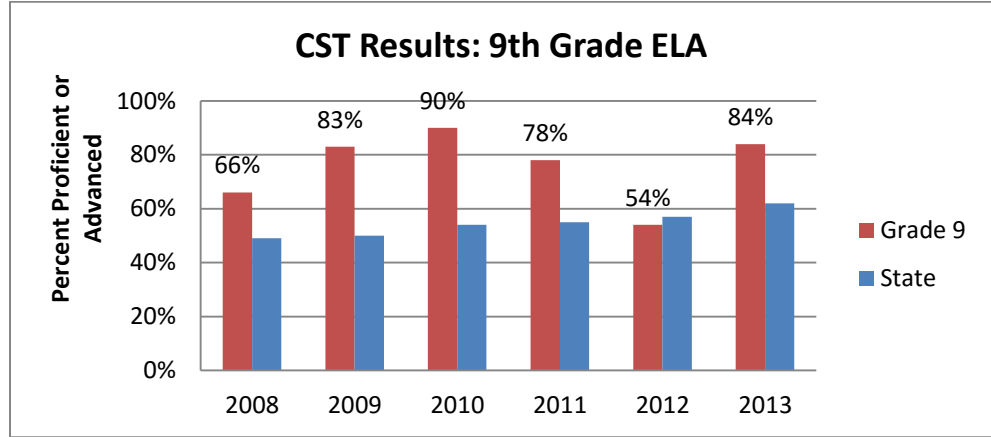
- 9th grade ELA proficiency rate has been high since the last review, but showed a drop in 2012.
- 10th grade ELA proficiency rate has declined recently.
- 11th grade ELA proficiency increased in the last 3 years of reporting.

Questions and Growth Areas:

- Fluctuations in testing data may indicate the need for stronger ELA intervention systems.

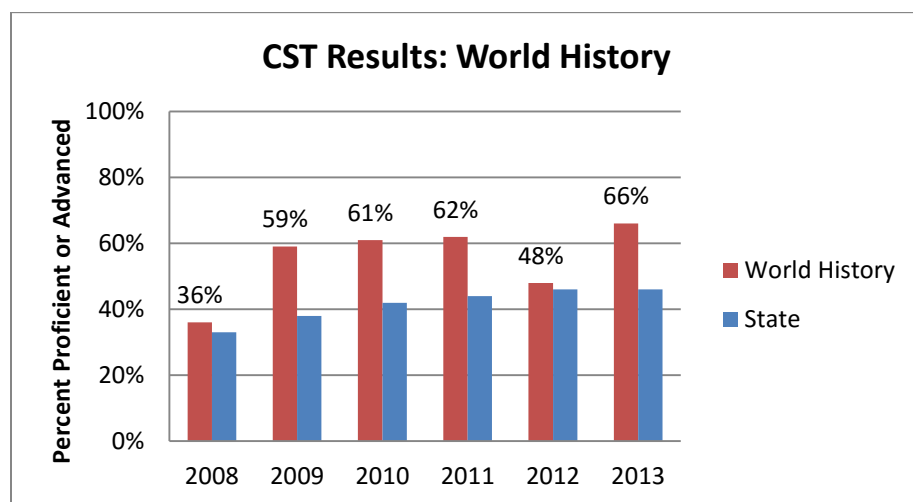
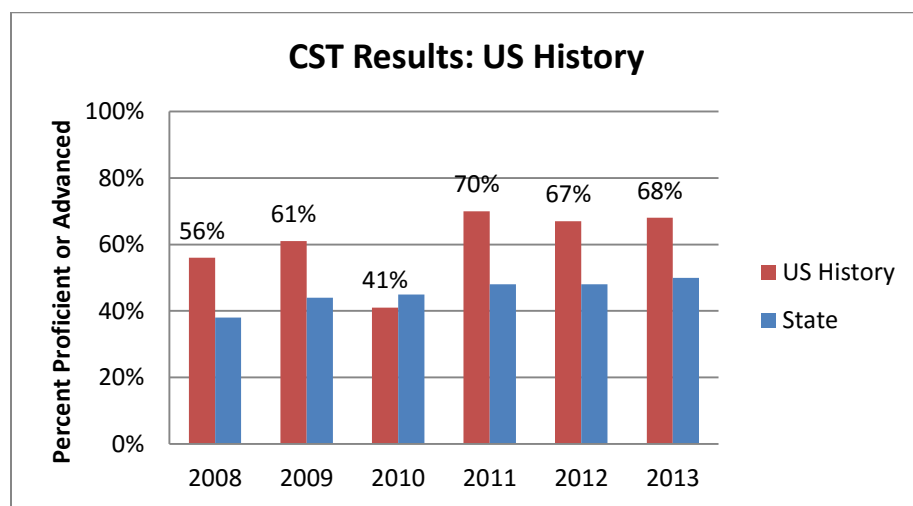
English Language Arts CST

Though all ELA proficiency rates took a dip in 2012, they continue to be high compared to the State average. Overall the proficiency rate increased substantially from 2008 to 2011 and increased again in 2013.



Social Science CST

Teachers feel the CSTs for this subject are particularly heavy on dates and facts, and the curriculum taught at the Mendocino High Schools is more skill and concept orientated. The Common Core standards are expected to be more in line with the educational philosophy at Mendocino High Schools. Over the last several years, teachers have worked to better align courses with state standards. This is noticeable in an increase in US History proficiency.



Findings:

- Overall, Social Science has an increasing trend in proficiency.

Questions and Growth Areas:

- There continue to be dip years that might be avoided with more interventions.

Findings:

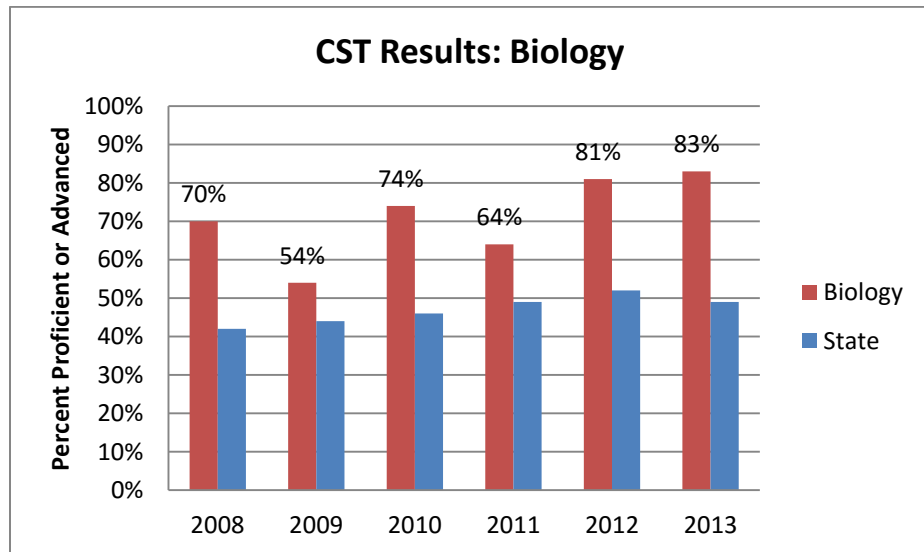
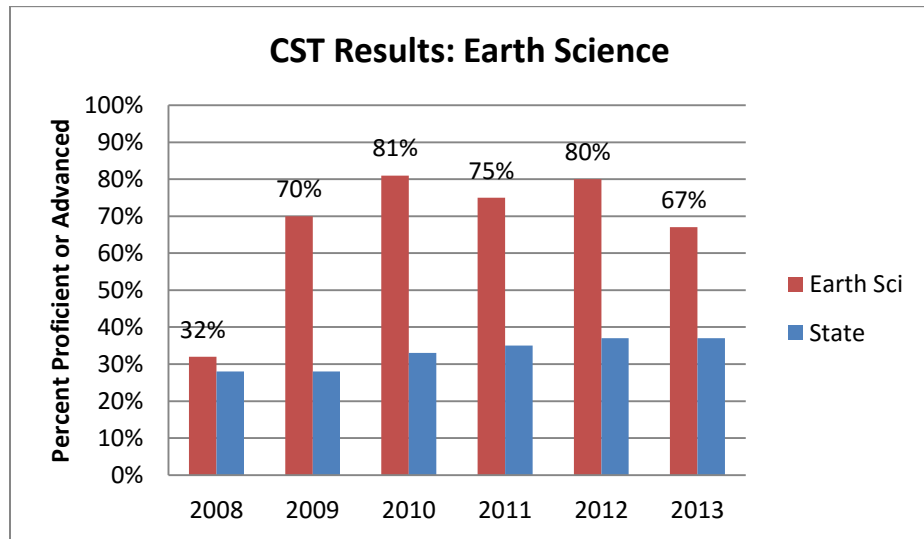
- 100% of students have been proficient in Physics for the last 4 years reported.
- Proficiency rates in Earth Science and Chemistry have increased greatly since 2008 and the start of the last cycle.
- Biology has a yearly fluctuation in proficiency rate, but the high rate has steadily increased.

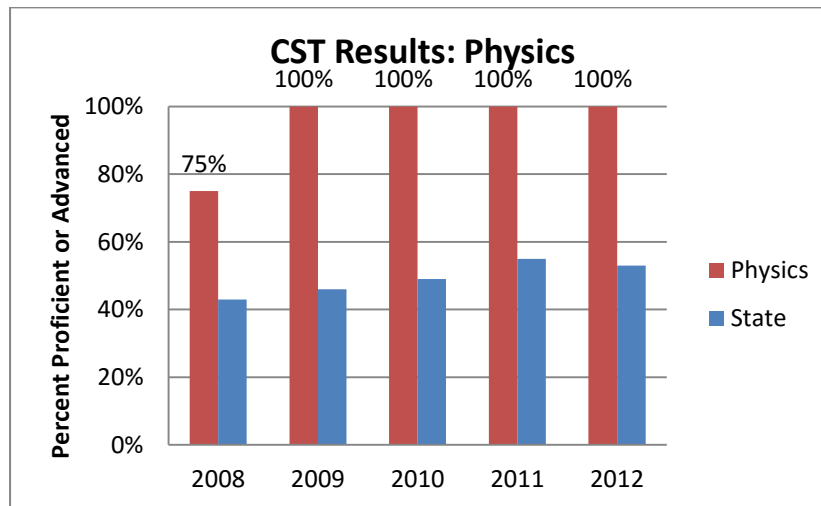
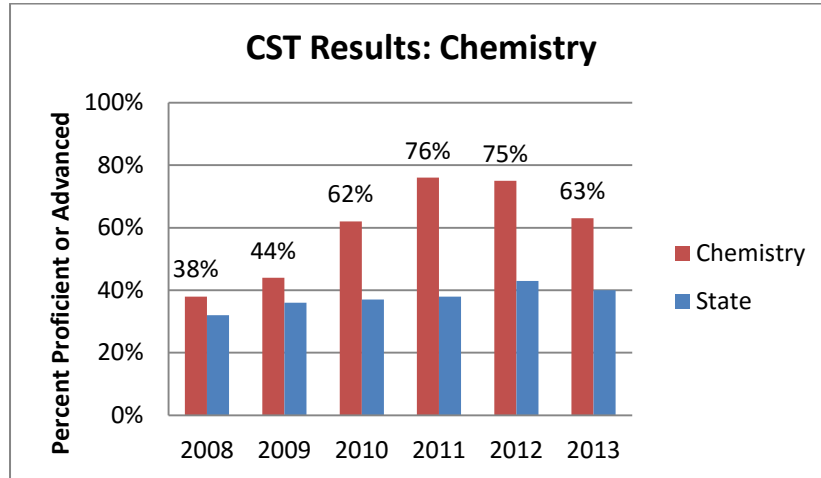
Questions and Growth Areas:

- The district science teachers have already begun the process of transitioning to NGSS. NGSS exams will not be issued until 2018.

Science CST

Proficiency rates in science have shown great improvement over the last three years. Of particular concern was Chemistry, which hovered around the State average. A concerted effort was made to streamline the course and spend more time addressing important concepts, and proficiency responded with an over 30% increase. Earth Science saw similar growth, and though there are fluctuations, they are not as extreme as in 2008. Biology continues to have high proficiency rates relative to the State, yet more interventions could reduce fluctuations in scores. Though a small sample size, Physics has had 100% of students proficient for the last four years reported (no data for 2013). 10th Grade Life Science is currently the only science test administered and proficiency rates continue to be well above the State average.





Findings:

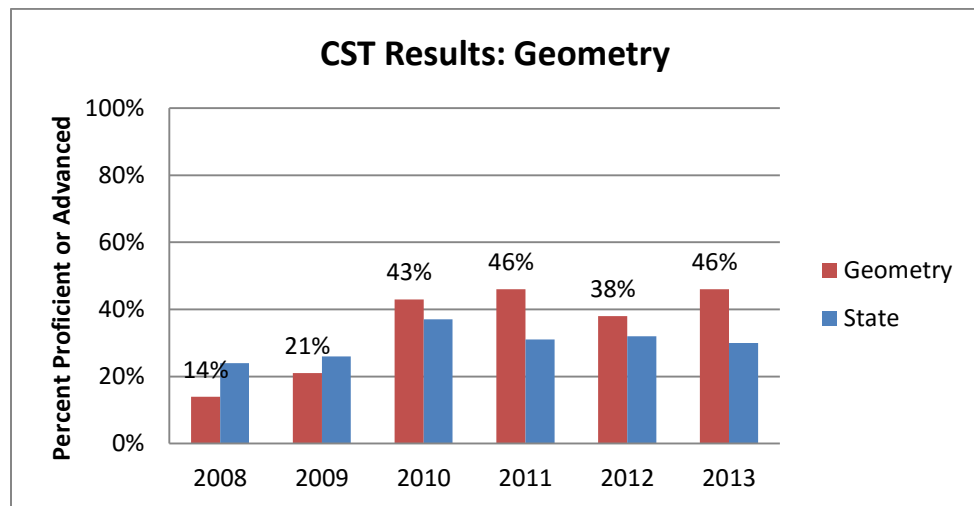
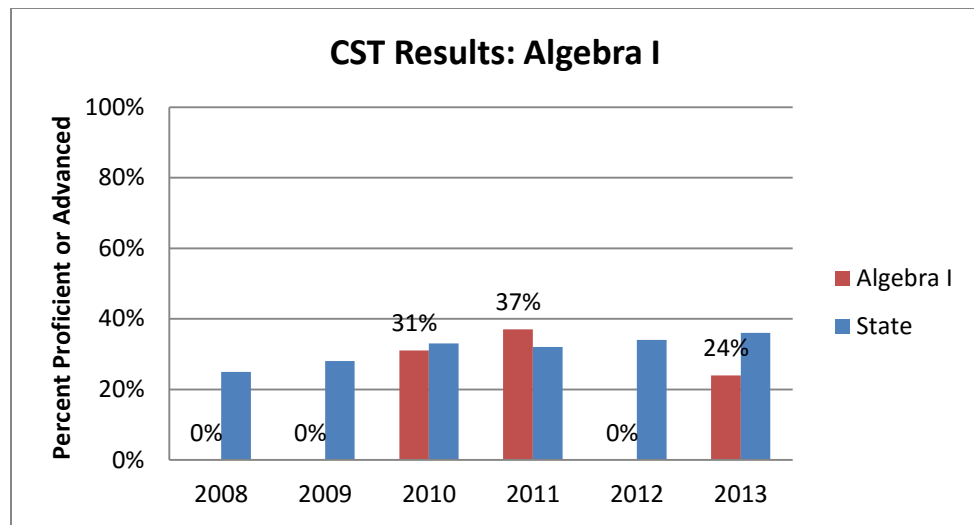
- Geometry rates have been above the State average for the last 4 years.
- Summative Math rates have increased to above the State average the last 2 of 3 years.
- Algebra I saw 2 years of increase in 2010 and 2011 and again in 2013.
- Algebra II rates increased greatly in 2013.

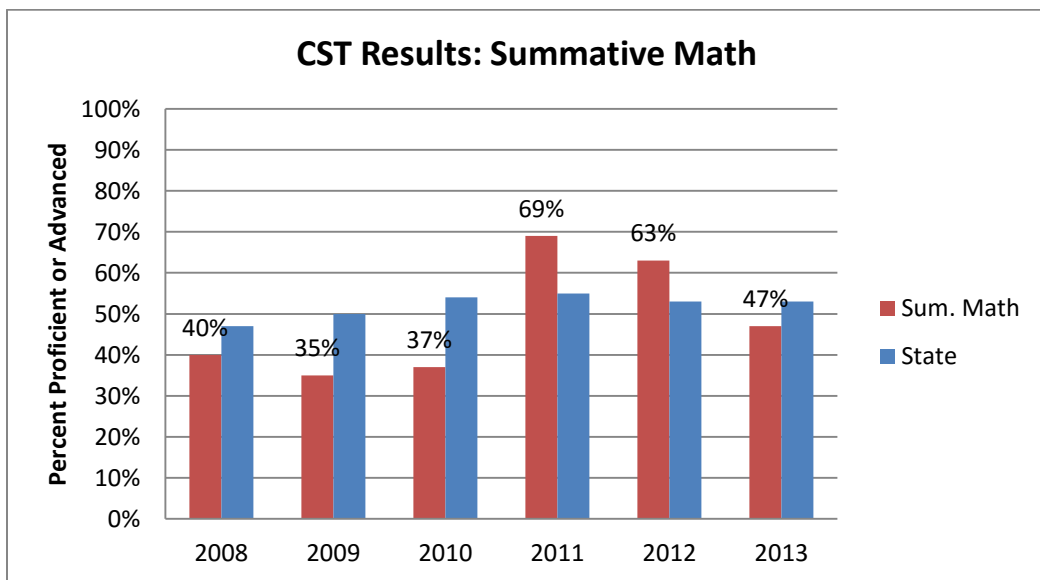
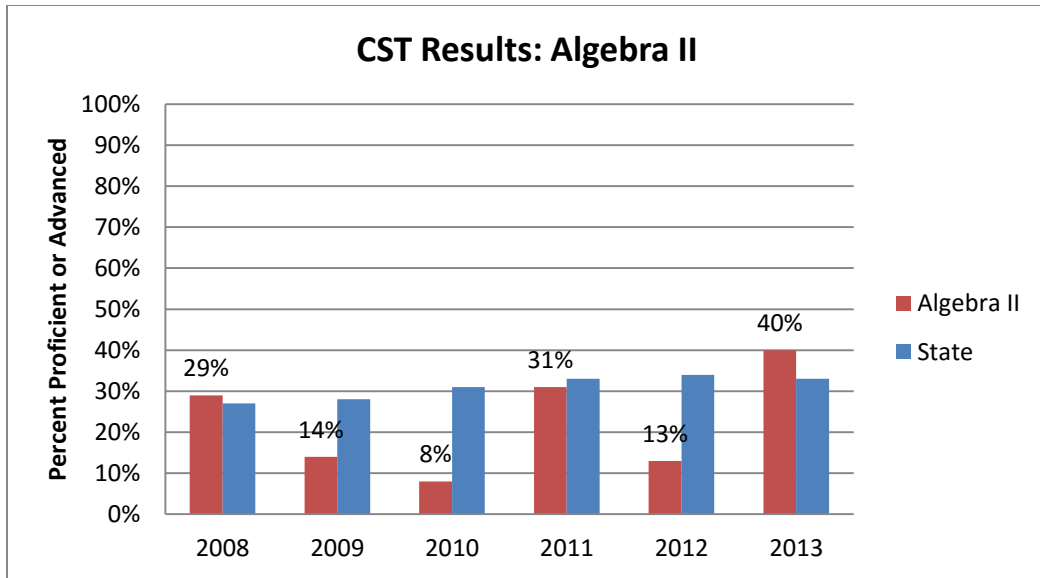
Questions and Growth Areas:

- It is hoped that the CPM math program will better support the new testing format.

Mathematics CST

Math has been one of the focus areas of this WASC cycle. The adoption of CPM curriculum and the institution of interventions including Accelerated Math, have helped to increase proficiency rates in some classes. Geometry proficiency rates have increased to above the State average for the last four years. Summative Math has also improved greatly in the last two years, with rates above the State average as well. Algebra I rates increased from 0% in 2009 to 37% in 2011. Unfortunately, the rate dropped back to 0% in 2012 before rebounding. Algebra II rates fluctuated below the State average before a large increase in 2013. The math teachers feel that Common Core State Standards better support the philosophy and methods of the Math Department.





Chapter II: Progress Report

Significant Developments

Leadership

At the district level, a new superintendent, Jason Morse, was hired in 2012-13 and is now in his 4th year of service. The resulting increased continuity and associated improvement in staff morale has been significant. Under his leadership, a district-wide five-year strategic plan was developed, followed more recently by the LCAP, both dovetailing with the high school Single Plan for Student Achievement. These coordinated efforts, all with annual review & revision, have helped focus decision-making and provided support for all ongoing school and district improvement efforts.

Also of note is that the current site principal is retiring at the end of this school year and the recruitment is underway for her replacement. After twelve years of continuity in this position, there will no doubt be a period of transition and adjustment in the school community. With a dedicated staff on board to ease the transition, new energy and vision in this leadership role should be a positive for ongoing school improvement efforts.

Budget

After years of substantial budget and program cuts beginning in 2008, it has been significant to experience gradual increases in basic aid funding. In 2013-14, staff received their first salary increase in over five years, which was good for morale. The increased budget has also allowed for the restoration of programs and personnel cut over the previous six years.

In addition, new funding, such as CCSS implementation funds, have supported significant increases in technology, professional development, & curriculum/instructional materials. The high schools have also been fortunate to receive local grant funding from various individuals and organizations, which has allowed for the maintenance and addition of some new programs; specifically SONAR's team teaching of the blocked Environmental Science & Eco-Literacy classes, reinstating the Culinary Arts program, and adding E-Lab, an a-g approved STEM elective course offering.

In the realm of technology, the improved budget allowed substantial expenditures toward supporting the installation of campus-wide Wi-Fi in the spring of 2015. The increased access to the internet along with the use of Active Directory to ensure varied levels of filtering, has made it possible for students to bring and utilize their own devices. Some class sets of Chromebooks were purchased to pilot in some math & science classes, which appear to be increasing student engagement and enhancing the delivery of targeted interventions. In addition, one of the two computer labs on campus had all new computer stations installed and networked to replace old and failing hardware.

Personnel

In 2012-13, at the time of the last mid-cycle WASC review and the height of the budget crisis, the principal held the dual role of guidance counselor. The following year, a .8 FTE counseling intern was added, who then moved into a full-time guidance counselor position in 2014-15, greatly improving the level of student support services readily available on campus. In addition, the district created a full-time

district mental health counselor position (split between the K-8 and 9-12 programs) in lieu of contracting with a local non-profit for counseling services 1 day per week (as had been the case for many years).

Another substantial addition to staffing was the hiring of a technology integration teacher, who has been instrumental in providing professional development and support for teachers (also split between the K-8 and 9-12 programs). The addition of this specialist has truly helped move the high schools into the 21st century and greatly increased the efficacy of utilizing technology as a learning and communication tool. For example, under her direction, the entire school is now using various Google Apps for Education tools. In addition, she has taken on the responsibility for maintaining and updating school & district webpages. Also, of note, is the work she has done in teaching digital citizenship and basic programming skills to students across the district.

Also of significance is the recent amount of staff turnover, creating a shift in the proportion of new teachers to veterans. Of particular impact was the simultaneous loss of both resource teachers at the end of 2015. The changeover understandably created a gap in continuity and there will be an adjustment time to build new collaborative relationships with students, parents, and staff.

Programs

With the improved budget, CTE elective offerings that were cut in the 2008 - 2013 budget crisis have been added back, including Multi-media, Culinary Arts, and Electronics. In addition, there has been a concerted effort to expand AP offerings, alternating Art History with Studio Art, adding AP Physics 1 and AP Statistics, and reinstating AP Spanish. With the recent leasing of the College of the Redwoods' Mendocino Coast campus by Mendocino College, the current year marks the return of a four semester rotation of lower-division general education courses, easily accessible through dual-enrollment for accelerated students, allowing them to graduate with a minimum of 12 college credits completed.

Also of significance was the implementation of the AVID (Advancement Via Individual Determination) program during the 2013-14 and 2014-15 school years. This including sending a team of teachers to the AVID Summer Institute so that both the AVID elective teacher and core teachers could implement research based instructional strategies across the curriculum, enhance the college going culture on campus, and support the academic success of all students. After two years of implementing this program, the AVID elective was dropped to pilot integrating AVID strategies into a freshman seminar class (previously comprised of the semester courses of Health & World Today), with the goal of explicitly teaching all students a range of skills that will help their overall academic achievement and increase the likelihood that they will be college ready upon graduation. This shift is a work in progress and will be evaluated toward the end of this school year.

Another program that is being piloted this year is the use of online courses through a contract with Edgenuity. Based upon parent, advisor, and administrative approval, students may access online courses for credit recovery, acceleration, or to stay on track in a given subject area when there are unavoidable scheduling conflicts. Staffs of both MAS and MSHS are particularly excited about the potential of this online program to expand the range and rigor of course offerings to better meet the individual needs and interests of their students. The program will be reviewed in the spring of 2016.

Report on Schoolwide Action Plan Progress

Following is progress on action plans since the 2010 full visit and the 2013 mid-cycle review. Reasoning for discontinuing 2010/2013 action plans is provided and progress on 2013 action plans is recorded in the tables. Feedback from the 2010/2013 visiting committees is listed below.

Visiting Committee Critical Areas for Follow-up

2010

1. The Visitation Committee recommends that the staff of Mendocino High Schools analyze, synthesis, and utilize an extended variety (including statewide student assessment data) of performance data to address students' academic needs. This includes professional development opportunities for Mendocino High Schools staff members to become proficient on the existing AERIES student database management system and the extended aggregate data capabilities that the program offers.
2. The Visitation Committee recommends the continued design and implementation of PLCs, which were found to be aligned with the school's ESLR's, vision, and school-wide goals. Monitoring and support for the PLC's should be consistent, as the use of curriculum maps, and formative and summative assessments will benefit the schools' adherence to the state content standards. The school needs to develop a culture of accountability surrounding PLC's which will further strengthen the learning community.
3. With Mendocino High Schools' recent approval to purchase formative math assessment programs, the Visitation Committee recommends the implementation and utilization of Accelerated Math. This program will enable the math department to gain immediate assessment of student progress prior to course grades, thereby allowing them to monitor student achievement in relation to course benchmarks.

2013

1. Build a culture of sharing proven instructional strategies that will increase student engagement and achievement. Build this into the norms for the staff, so the uses of these practices are systematic.
2. Continue to integrate the ASPIRE intervention program. Develop the program to be a functional program, which is annually assessed and monitored to determine its effectiveness. Aspire should be a systematic response to intervention supported by all staff members.
3. Math CPM curriculum should be analyzed to determine its effectiveness. Continue articulation work with K-8 teachers, including placement tests and pre-tests. Use of frequent formative assessments will help inform instruction, determine interventions, and measure CCSS knowledge.
4. UC/CSU eligibility should be emphasized early in students' guidance. The addition of the academic counselor will help in this area, but the continued use of the advisory periods should

be viewed as an asset to this process. Teachers must be well-versed in the requirements for UC/CSU eligibility, and supports created. Full analysis of MHS's UC/CSU eligibility should take place.

5. Continue to offer a diversity of elective and core courses for the MHS. Use survey data to determine what stakeholders need and desire. Continue to offer a wider variety of both career technical and challenging college-prep courses.
6. Drug issues and poor attendance rates were evident in the data. MHS has a difficult challenge in addressing the drug issues, due to the community resistance to addressing the matter. The school must use resources to address these matters regardless of the community ambivalence.

Revisions and Progress

2010 Action Plan: Full Implementation of PLCs (DROPPED in 2013)

Goal: We will develop a culture of collaboration focused on student learning, collective inquiry and action, and mutual accountability to improve student achievement. We intend to fully implement PLCs over the next three years so that they become a systematic and integral part of our continual school improvement efforts.

A significant commitment was made to the implementation of a PLC culture when the High School Leadership Team participated in the Mendocino-Lake Network from 2010-2013. Teachers and one administrator attended trainings that centered on developing a culture of PLCs. Topics included goal setting and data analysis, essential standards and formative assessments, cycle of inquiry and the pyramid of interventions. Participation in this ongoing training helped to focus efforts, and allowed Leadership to provide professional development for the entire staff on PLC strategies. The professional work at the Mendocino High Schools has become more purposeful and goal-oriented. It is generally agreed that meeting time is more productive and meaningful.

2010 Action Plan: Student Data System (DROPPED in 2013)

Goal: Provide training and create opportunities for staff to become proficient in utilizing the existing AERIES student database management system to identify student learning needs, inform instruction & intervention strategies, and monitor progress.

Teachers are using the AERIES gradebook and both students and parents have access to course assignments, grades, and attendance records through the portal. In the 2016 self-study, the issue of consistent updating of the gradebooks was raised, for example, requiring updated grades every two weeks. Teachers also use AERIES to track students for advising and intervention purposes.

Local benchmark data has been collected for addition to AERIES, yet this is still an area of improvement which is addressed in the 2016 action plans. The MHS and MCHS staffs continue to attend AERIES trainings and have learned more about the system's capacity to organize state and local student

achievement data as well as capabilities for tracking student progress over time. Currently, data in the AERIES Analytics section is inaccurate and not up to date.

2010/2013 Action Plan: Math Proficiency (DROPPED in 2016)

The CPM curriculum is well-aligned with CCSS and grades 6-8. The Math and Resource department have received sufficient training in the implementation of CCSS and the CPM curriculum. A department-wide intervention system has not been developed, but there is implementation in individual courses. This is an area where work continues. Overall math scores on state tests and college entrance exams have improved. The math department continues to strive for improvement and implementation of CCSS. New data on the CAASPP Math exams show promising results.

Increase Math Proficiency (2010-2013)

Goal: We will work to promote and implement vertical teaming and curricular alignment between the K-8 and 9-12 sites, create a system of math placement tests to give students the best chance for success when entering MHS for the first time, and create formative assessments and associated interventions for helping all students achieve CCSS content.

Proposed Actions: Promote and collaborate to create a K-12 student-centered, CCSS-based math program ; Promote the math curriculum, including a parent night; Develop and administer math placement tests for all incoming and new students; Use data from placement tests to properly place students; Develop formative assessments and interface to the TI Inspire system; Develop systematic interventions based on formative assessments, possibly adopting a question bank service.

Actions	Evidence of Effectiveness
Action 1: Resource teachers collaborate with math teachers and provide math support for Algebra I, Geometry and Algebra II within the class and in pull-out support. Resource department offers pre-Algebra for remediation.	Math scores have improved on state tests and initial CAASPP results appear promising.
Action 2: All incoming freshmen are now taking Algebra I, shifting the purpose of the placement test. The math department is revising the placement test to align with the new sequence.	Too early to determine effectiveness.
Action 3: Parent night presentation by classroom teachers on the philosophy and approach of the math department and CPM curriculum.	About 40% parent participation.
Action 4: The math department and resource department have attended CPM trainings.	The CPM curriculum and trainings are helping to create a math program that is closely aligned to the goals of the CCSS.
Action 5: After attending the CUE Conference, it was decided to replace TI-Inspire with 1-1 Chrome books and Google forms to do formative assessments.	A department-wide system has not been developed, but there is implementation in individual courses.

2010/2013 Action Plan: College Preparedness (DROPPED in 2016)

Efforts in this area have seen some improvements and some setbacks. UC/CSU readiness increased through 2012, but saw a drop when the guidance counselor position was eliminated for the 2012-2013 school year. This position has now been reinstated and indicators seem to be on the rise again. AP course and exam participation has increased and SAT scores remain solid. Opportunities for students to explore post-secondary options have been offered, including career fairs, college tours, and other college and career exploration tools and activities.

Increase Eligible and Informed College Applicants (2010-2013)
Goal: We will continue to increase the a-g completion rate and provide our students with a clear path to college through informing and supporting them in the college selection and application process.
Proposed Actions: Encourage and identify a-g track students; Review transcripts quarterly for D grades in a-g courses; Educate students through academic advising, counselor meetings and presentations, and parent communications; Provide academic support and intervention for a-g students; Increase the number of students taking the SAT (or ACT) and AP exams, Train teachers in CSU/UC eligibility.

Actions	Responsibility	Date	Evidence of Effectiveness
Action 1: Resource department develops individual post-secondary Transition Plans for all students with IEPs, including participation in Workability and TPP for most students.	Resource department	ongoing	Many students have transitioned into career and college successfully.
Action 2: AVID elective for 9 th /10 th implemented and teachers attended the summer workshops. (AVID class discontinued in 2015, skills implemented in Freshman Seminar.)	AVID teachers, Counselor, Principal	2013-2015	Students are engaging in curriculum that supports learning in a-g classes. Staff has accessed the AVID curriculum for core classes.
Action 3: New AP courses added: Physics 1, Art History, Studio Art, and Statistics.	Faculty	2010-	AP participation has increased. Strong scores in AP Art and ELA courses.
Action 4: There is mandatory test completion in AP courses.	AP Teachers	2013-	AP exam participation has increased.
Action 5: Saturday SAT prep courses have been offered.	Faculty	2013-	Limited attendance. SAT scores have stayed high even as participation has increased.
Action 6: Full time academic counselor hired.	District	2013-	More meetings with students and parents to review progress and to distribute information, such as "Cash for Colleges" FAFSA night. Use of grade-level list serves has increased communication.
Action 7: Bi-monthly workshops are held for Career Cruising Springboard program. This was switched to California Colleges in 2015-2016.	Counselor	2014-	The program brings awareness to students about career and college program options.

2013 Action Plan: Instructional Strategies (DROPPED in 2016)

Much of this goal has been achieved and has been received positively. Instructional norms and teacher-driven professional learning opportunities have been positive in boosting the effectiveness of teaching, as well as collegiality and collaboration. Continuing with these practices would be beneficial. Through the Mendocino-Lake Leadership Network, trainings were held in 2011-2012 on instructional strategies and again in 2012-2013 on the implementation of the Common Core State Standards (CCSS). Instructional norms have not been used recently and are something that could be beneficial to implement again.

Instructional Strategies (New in 2013)
Goal: We will implement the Gradual Release of Responsibility (GRR) model of instruction through professional development, the use of instructional norms, and peer review. We hope that having a shared system of instructional strategies will increase student engagement and learning while providing a framework for instructional improvement.
Proposed Actions: Leadership will attend conference on GRR and present methods to faculty; An annual instructional norm will be implemented; Conduct observations and walk-throughs and provide time for reflection and collegial feedback.

Actions	Responsibility	Date	Evidence of Effectiveness
Action 1: Staff members attended a year-long series of workshops through the county (2011-2012) on GRR as well as a workshop on Active Engagement Strategies.	Faculty, Leadership	2011-2012	The content learned at this conference was successfully brought back to the faculty and has helped to shape professional development topics for the last 3 years.
Action 2: Faculty was trained in the basic principles of GRR, given sample lessons, and designed lessons using this method.	Faculty, Leadership	2011-2013	Many teachers have commented on the positive impact this professional development has had. While many teachers use these techniques already, the trainings made teachers more aware and purposeful about their lessons.
Action 3: Faculty adopted the instructional norm "Active Engagement and Checking for Understanding" in the Fall of 2011 and received professional learning on active engagement and CFU strategies. Peer observations of these strategies were conducted and checklist resources were compiled.	Faculty, Leadership	2011-2013	In-house professional learning gave the faculty a chance to share ideas and strategies. This has been effective in creating common practices. Teachers have been overwhelmingly positive about these in-services.

<p>Action 4: The instructional norm “Purpose” was adopted. Faculty received professional learning on purpose writing in the Fall of 2013 and subsequent updates.</p>	<p>Faculty, Leadership</p>	<p>2013-2014</p>	<p>While not all teachers have adopted the uses of purposes, survey results show that a majority state a purpose to varying degrees. Purpose writing ties in nicely with AVID training and the Essential Question, which some teachers use instead of a purpose.</p>
<p>Action 5: The instructional norm “Productive Group Work” was introduced in the Spring of 2014 and teachers were assigned “The First 20 Days: Productive Group Work” (Fisher and Frey) to read over the summer.</p>	<p>Faculty, Leadership</p>	<p>2014</p>	<p>Time was not scheduled in the Fall to continue work on this norm. A group of teachers did meet and implement parts of the plan detailed in the Fisher and Frey article. The use of accountable talk has been discussed and implemented in several classrooms.</p>
<p>Action 6: Books were ordered to start a professional library including topics of active engagement, CFU, GRR, and interventions.</p>	<p>ASPIRE Coordinator</p>	<p>Spring 2014</p>	<p>Teachers have checked out books and several have been used by teachers in the BTSA program.</p>
<p>Action 7: Faculty attended AVID conferences in the summer of 2013 and 2014 and implemented the curriculum and strategies in classes, including science and history and in 2015-2016 in Freshman Seminar.</p>	<p>Faculty, Counselor</p>	<p>2013-2015</p>	<p>AVID strategies including Cornell notes, essential questions, processing activities, and interactive notebooks have been utilized in most departments. Students have responded positively to these strategies and now seem to consider them part of the routine.</p>
<p>Action 8: A technology specialist was hired by the district to promote the integration of technology as an instructional tool. The specialist provides on-going professional development opportunities. Faculty also attended the CUE conference.</p>	<p>Tech</p>	<p>2014-</p>	<p>This support has allowed teachers to increase engagement through the use of technology and develop systems for delivering instruction and assessments.</p>

2013 Action Plan: CCSS Implementation (DROPPED in 2016)

Teachers are committed to and excited about the transition to CCSS/NGSS. Trainings have been offered through professional learning meetings and many teachers have sought out further enrichment experiences around CCSS/NGSS. The District supported a team of teachers to attend a NGSS rollout conference and the transition is on, if not ahead of, schedule.

Compared to state averages, CAASPP data looks promising, but it is unclear how Mendocino compares to similar schools. Complacency could be a concern if the standards are not reviewed continuously. Further review and determination of the essential standards would help to determine formative assessments and benchmarks for intervention purposes.

Implementation of the Common Core State Standards (New in 2013)

Goal: We will begin the roll-out of the Common Core State Standards (CCSS) through professional development. Staff will be familiarized with CCSS and current curriculum will be analyzed to determine any necessary alignments. Development of formative and benchmark assessments will account for CCSS.

Proposed Actions: Attend conferences on CCSS; Educate staff on the structure and content of CCSS; Collaboratively identify and implement changes to align to CCSS.

Actions	Responsibility	Date	Evidence of Effectiveness
Action 1: Professional learning time was devoted to aligning current courses to CCSS. Current practices were compared to the CCSS and any gaps were determined and adjustments to curriculum were made.	Faculty, Leadership	2011-2013	Teachers have revised lesson plans and devoted more time to close reading and inquiry. The math CPM curriculum is closely aligned to CCSS.
Action 2: The faculty decided to focus on close reading strategies as an entry point to the CCSS. A committee was formed to research techniques, and findings were presented.	CCSS committee, Faculty	2012-2014	Teachers received training on close reading strategies including on annotation and Question-Answer-Relationship (QAR). As a result, more cross-curricular emphasis was placed on reading skills.
Action 3: Creation of a schoolwide database on QAR question stems and discussion starters as well as other close reading tools.	Faculty	2014-	This resource creates continuity between classrooms and the sharing of strategies by teachers has promoted collegiality and professional growth.
Action 4: Members of departments have attended conferences in their subject areas relating to CCSS as well as NGSS). In 2013-2014, countywide collaborative meetings by subject areas were held with an emphasis on transitioning to CCSS/NGSS.	Faculty, Principal	2013-2014	Professional development has lead to informed teachers and teacher leaders. Teachers have taken the initiative to seek training and to implement new strategies and practices in classes.

Action Plans continued and revised for 2016

This section highlights prior goals that have been reincorporated and updated into the current 2016 action plan.

2013 Action Plan: School Climate (Revised in 2016 as Goal 1: Positive Behavior and School Culture)

A unified and systemic look at behavior began in the fall of 2013 and was continued in the 2015-2016 school year. The California Healthy Kid Survey data (2010 and 2014) has some worrisome trends concerning drug use and decline in school culture. The decision was made in the fall of 2015 to implement PBIS, through which many of these concerns will be addressed.

Improve School Climate and Safety (New in 2013)
<p>Goal: We will develop school-wide behavior norms and indicators for behavior at various locations around campus and off-campus. We will clearly state behavioral expectations and consistently enforce consequences. We will work to reduce alcohol & drug use, and other high risk behaviors among teens, especially on campus.</p>
<p>Proposed Actions: Develop behavioral norms and indicators and consequences; Create a program that addresses awareness of risk factors associated with lifestyle and personal choices; Administer SOS depression and suicide screening to all 9th graders and provide appropriate interventions; Implement Challenge Day; Develop and implement a Peer Counseling program.</p>

Actions	Responsibility	Date	Evidence of Effectiveness
<p>Action 1: Student Parent Handbook was revised with changes in discipline and consequences. Changes include loss of off-campus privileges and Saturday school. Students were given voice in clarifying the dress code.</p>	Principal	8/2014	Rewritten dress code.
<p>Action 2: Implementation of Challenge Day.</p>	Faculty, Principal, Counseling	9/2014	Positive impact on the school environment and on sensitivity and empathy between students.
<p>Action 3: SOS has happened annually as planned in Health and Morning Meeting.</p>	Principal	Ongoing	Students that show risk factors receive follow-up and screening.
<p>Action 4: Staff attended a Restorative Justice/Practices Conference. Staff were briefed on the conference</p>	Principal, Head-teacher	9/2014	Potential for positively influencing school culture. Has been used primarily at MCHS and as an alternative discipline tool, but a system has not been implemented.
<p>Action 6: Students were given schoolwide seminar on Digital Citizenship.</p>	Tech	1/2015	TBD

2010/2013 Action Plan: Intervention Program (Revised in 2016 as Goal 2: Academic Expectations and Support: ASPIRE)

Since 2010, many components of an intervention system have been developed and implemented. During 2009-2010, five staff members attended an RtI conference and subsequent professional development in this area has included a district-wide training and several site trainings on research-based methods and intervention strategies. Further training came from the Mendocino-Lake Leadership Network. From 2010-2013, benchmark exams were developed and implemented for writing. This has not continued recently, though alternatives to the writing benchmark have been developed, as well as metrics for reading comprehension and fluency. Interventions based on these tests include being paired with CSF student tutors and Tier 1 and Tier 2 support from English and Social Science teachers. There has also been vertical teaming over the last cycle with the Middle School on writing benchmarks, identification of concerns, and intervention strategies.

The ASPIRE program was developed in 2012 as a way to provide intervention for students who are not successful despite Tier 1/2 interventions. ASPIRE stands for “assess, synthesize, plan, implement, reassess, and excel.” It is a data-driven system that utilizes the philosophy of professional learning communities to set timely and meaningful goals for student behavior and achievement. ASPIRE is based on a 4-tier model (see below) with Tier 1 comprising in-class interventions and best practices, Tier 2 consisting of tutorial-based or other out of class interventions, Tier 3 being targeted interventions accessed through an ASPIRE meeting process, and Tier 4 comprising of IEP, 504, or counseling services which are accessed through the SST process.

At times, ASPIRE has become a part of the business of the school and is appreciated by teachers. The process has been efficient and actionable goals have been developed at meetings. Yet, the program has not been consistently utilized or scheduled. More benchmark data, including metrics such as grades, attendance, and State test scores, should be used to trigger interventions.

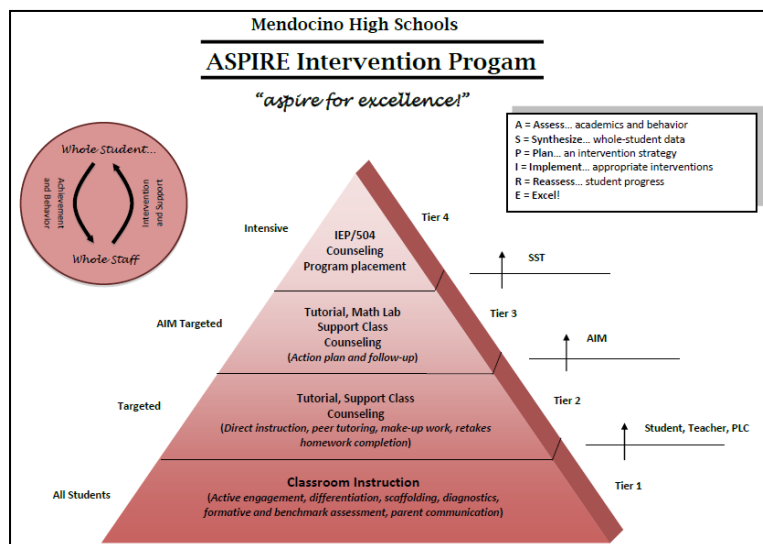


Figure 35: The ASPIRE intervention system

ASPIRE Intervention Program (Revised in 2013)

Goal: We will continue to develop the ASPIRE program so that it best supports students within the progression of the tiered model.

Proposed Actions: Refine the ASPIRE process and further coordinate within the tier system; Utilize CCSS aligned benchmarks and other data to inform interventions; Create time for quarterly review of transcripts and data to identify student needs; Utilize AERIES for benchmark data and intervention data.

Actions	Responsibility	Date	Evidence of Effectiveness
Action 1: GMT-4 used as annual measure of student reading levels to inform ELA placement and interventions.	ELA and Resource departments	2012-ongoing	Data informs teachers on abilities of students and what reading levels to target in class. Further testing is necessary to better pinpoint individual interventions, but the GMT-4 is a good dipstick for reading level.
Action 2: Discussions between the ASPIRE Coordinator, Counselor, and Resource department regarding how to best use the process.	ASPIRE Coordinator	2011-ongoing	Progress has been slow, but in a positive direction. With the new addition of a fulltime counselor, the integration of ASPIRE and other interventions can more easily happen.
Action 3: Many of the efforts on improving instructional strategies relate to Tier 1 interventions.	Faculty	2011-ongoing	Teachers have a variety of Tier 1 strategies available.
Action 4: Based on teacher input, the ASPIRE referral process has been updated and refined to better target the needs of the student.	ASPIRE Coordinator	2013-2014	The referral form helps teachers to define goals for a student and has allowed more time to be spent discussing possible actions.
Action 5: Implementation of AVID techniques.	AVID teachers, Counselor, Principal	2013-ongoing	AVID techniques provide solid Tier 1 interventions.
Action 6: The intervention functions on AERIES were explored as a way to report action plans from ASPIRE meetings.	ASPIRE Coordinator	2014	This may be a useful feature in the future, but its current functionality raise some questions regarding editing and privacy. This function is still under development by AERIES. Current AERIES Analytics data is not accurate.

2010/2013 Action Plan: Program Diversity (Revised in 2016 as Goal 3: Relevance and Rigor of Programs)

Many of the courses that were eliminated as a result of budget cuts between 2008 and 2013 have been reinstated and new programs have even been added. More AP courses have been added and a CTE grant has recently been submitted. Maintaining the four different program options (MHS, MCHS, MAHS, & Sunrise) for MUSD secondary students has been highly successful in making sure that the most at-risk students find a program that meets their individual needs and supports them in earning a high school diploma and preparing to pursue post-secondary goals.

Through Alternative Education Week, a wide offering of educational enrichment opportunities continue to be available to students, both on campus and off. On campus offerings have included a culinary institute staffed by local chefs who donated their time and expertise, an electronics/robotics lab, a multi-media class, and a driver's education class. Off campus, students have participated in a college tour, rock climbing expedition, the Ashland Shakespeare festival, the Yosemite Environmental Institute, windsurfing lessons, and sailing on tall ships. These experiences help supplement elective offerings.

Maintain and Increase Program Diversity (2010-2013)

Goal: We will maintain and improve program diversity to engage and inspire all our students. Through grants, creative scheduling, efficient use of staff, and better understanding our students' needs, we will improve the diversity of CTE and college-prep offerings while maintaining the core of the four schools.

Proposed Actions: Improve CTE offerings through electives and reimplementation of Community Involvement; Improve college-prep offerings; Sustain AE Week and promote its educational integrity.

Actions	Responsibility	Date	Evidence of Effectiveness
Action 1: There have been a variety of courses added since 2010 including AP Art History and Studio Art, AP Physics 1, AP Statistics, 2D Design (a-g approved), Multi-media, Culinary, AVID (since dropped), E-Lab, and American Sign Language.	Faculty, Principal	2010-	Enrollment in these courses is positive. There has been a good mix of both college-prep and CTE courses added. CTE courses such as Culinary and Multimedia are popular choices.

Chapter III: Analysis and Critical Needs

Analysis

Major findings and growth areas are presented in sidebars of the data section of Chapter 1. Transitions in State testing and changes in data reporting methods on State websites have created some areas of discontinuity and highlighted the ongoing need to create localized data benchmarks.

Most of the data paint a good picture of the Mendocino High Schools, such as the addition of AP courses and increased participation and continued high scores on college entrance exams. There are some areas of concern. The greatest of these concerns are some indicators on the California Healthy Kids Survey. There was hope that 2010 survey results were anomalous, but the 2014 results show a further drop in school environment and connectedness indicators and continued issues with drug and alcohol use. This figured prominently in the development of critical needs and action plans in 2016.

Though it arrived too late to be useful in the review process, the 2015 CAASPP data show that males underperformed compared to the school average, as did socioeconomically disadvantaged students, though to a lesser degree. Females far surpassed males on the CAASPP tests. This trend is also evident in indicators of college preparedness and was listed as a possible critical need.

Determination of Critical Needs

One of the most fruitful aspects of the Focus on Learning process was the determination of the schoolwide critical needs in the Spring of 2015. The process was democratic and involved all stakeholders organized into both home and focus groups over the course of several meetings. The process included data review, brainstorming, categorizing, and prioritizing with regard to the newly rewritten learning outcomes. The discussions were meaningful and unifying and provided common ground for moving forward with school improvements.

During the last full review in 2010, the following critical needs were determined:

1. *Develop a systematic, data-based intervention system to identify students' needs and support all students in learning in a timely and effective manner.*
2. *Maintain and improve program diversity through creative problem solving in order to keep students engaged and inspired, especially career/technical track students.*
3. *Increase math proficiency, with an initial emphasis on Algebra 1.*

Since then, we have developed a systemic intervention system (though continue to need growth in identification and follow-through), increased math scores, and created new courses and brought back courses that were cut during the recession.

Some of the current critical needs (see figure on opposite page) reflect prior or ongoing goals, but all are informed with new relevance and wisdom from past efforts. Some of the follow-up questions were not answered in the self-study and will require further research and action.

Statement of Critical Needs

(with Associated Learning Outcomes and Follow-up Questions)

- 1) In order to foster appropriate behaviors and increase personal responsibility, we need to continue to develop a system of clear and consistent expectations and accountability for behavior while also implementing and refining positive systems to support students.**

(Learning Outcomes: 3.1, 4)

- a. *What are the basic expectations of behavior and personal responsibility at the Mendocino High Schools?*
- b. *To what extent are drugs and alcohol an issue on campus and how can we best address these?*
- c. *What is working well to support positive student behavior and personal responsibility at the Mendocino High Schools and where is more support needed?*
- d. *How do we define school pride and how can the feeling of school pride be increased?*

- 2) We need to continue to improve and refine the academic component (for behavioral, see above) of our intervention system (ASPIRE) by developing methods of identification, analysis, implementation, and progress monitoring in order to support the learning of all students.**

(Learning Outcomes: 1 and 2)

- a. *How can "Tutorial" best be used to support student learning?*
- b. *What academic intervention programs/tools could be adopted to benefit our students?*
- c. *How can improved communication between stakeholders improve academic success?*
- d. *To what extent does staff receive training in and implement Tier 1 instructional strategies and are there specific strategies that could be adopted school-wide (such as components of AVID)?*

- 3) In our ongoing efforts to better meet student needs and inspire academic rigor, we must work to maintain and expand relevant and engaging programs, including courses addressing life-skills.**

(Learning Outcome: 3.2)

- a. *What courses can we add to reflect our students' expressed interests, including addressing life-skills?*
- b. *How can we maintain and increase academic engagement, while continuing to address academic standards?*
- c. *How do special programs like Alternative Education Week add to the overall engagement of our students and what can we learn from this?*
- d. *How do the high schools work together to support the learning and needs of all of our students, and what opportunities exist to further reach at risk students.*

Figure 36: Critical needs with follow-up questions and correlated learning outcomes.

Chapter IV: Self-Study Findings

Introduction to Self-Study Process

Following the determination of the critical needs, work was started on the self-study in the late spring of 2015 and completed in the fall of 2015. Students, staff, and parents were divided into focus groups with the intent of having each home group represented in a focus group. This gave the focus groups a broad vision of the school community and allowed for reporting back of progress and data collection within home groups.

The focus groups were trained on the criteria and indicators and met over a course of several months to conduct research and compile information and findings. Ultimately, each focus group created a list of strengths and growth areas, which are reported in the sidebars of the self-study findings. Overall, stakeholders appreciated the opportunity to look closely at the school and participate in constructive conversations. Because there were a large percentage of new staff who had not participated in a self-study before, it was decided that in the future it would be more efficient to have a leader for each focus group who would receive extra training and report progress directly to the WASC coordinator.

Strengths:

- LCAP and District Strategic Plan are relevant and represent all stakeholders.
- The school vision and mission are revised and kept relevant.
- Priority in budget has been given to textbook and technology purchase for new standards.

Growth Areas:

- Stakeholders need to be educated about the mission and SLOs (posters, advisory activities).
- Teachers could more effectively utilize SLOs and the mission/vision to inform decisions when planning and collaborating.
- Community/business members could be better included.
- Staff development should include more coaching and mentoring amongst staff.
- Increase collaboration amongst staff to support planning and development.
- Building infrastructure is defunct and in need of repair and updates.

Organization**A1. Vision and Purpose**

The school has a clearly stated vision and mission (purpose) based on its student needs, 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 schoolwide learner outcomes and the academic standards.

Students, parents, and teachers reviewed and revised the mission/vision and SLOs over the course of several meetings in the winter of 2015, including a committee who fine-tuned the language. The district Strategic Plan and the LCAP were developed with the high schools' mission and vision in mind, which streamlined the crafting of the revised high school mission. For example, positive behavior intervention and support is stressed in all three documents.

A2. Governance

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide 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 schoolwide action plan and its relationship to the Local Control and Accountability Plan.

The school district has an accountability plan that is continuously being updated and revised by all stakeholders. The school board consists of members from a cross section of the school community and has a good working relationship with district employees. At the request of the board, the high school has recently formed a planning committee to look at reviewing and re-visioning its structure, design, facilities, and overall functioning with a view towards the next five years and beyond. The committee's goals include the hope for a possible bond measure to support facility upgrades. The site administrator relies heavily on the Leadership Team and delegates the implementation of district policies to professional staff.

A3. Leadership: Continuous Planning and Monitoring

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

The staff collaborates during weekly meetings, and the climate is one of equality, with all staff members' opinions being heard and respected. Staff meets at least once monthly as a whole group, and on other weeks meets in vertical teams or other divisions based upon current needs. Board meeting

minutes and agendas are posted at each school site and online for universal exposure, and students and parents are represented during the WASC self-study, Site Council, and on the school board. The single schoolwide action plan is reviewed and revised annually by the Site Council, which informs the updates to the LCAP.

A4. Staff: Qualified and Professional Development

A qualified staff facilitates achievement of the student academic standards and the schoolwide 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.

All teachers are allocated daily time for preparation. Along with mandated professional development, teachers are empowered to choose PD that suits their curricular, administrative, and organizational responsibilities. New teachers participate in California's induction program, BTSA. Much of the current professional development has centered on the implementation of CCSS and NGSS, technology integration, and the current implementation of PBIS. Student needs as well as achievement data and State mandates have informed these decisions.

A5. Resources

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 schoolwide learner outcomes.

As financial resources have improved, there has been a recent emphasis on replacing and upgrading technology on campus. There is now a campus-wide WIFI network and one computer lab has been outfitted with all new computers. Many classes have new LCD projectors and/or document cameras. Math classes have adopted CCSS aligned curriculum. Science classes will need to adopt new texts once course alignments to NGSS are set. There is a need for more Advanced Placement courses, electives, and other options to meet student needs/desires. The campus and building infrastructure is not up to date and is at times inadequate for present needs. Mold exists in some areas of the facility, and plumbing, electrical, and water systems are in need of upgrades.

Though this is a small, isolated community, there are many financial resources available to both the faculty and student body. Mendocino Unified School Enrichment, or MUSE, is a non-profit that works to raise money for programs and for teachers through \$1000 grants. There are also athletic booster and music booster. Annual contributions from the local Salmon Restoration non-profit support the SONAR program and individual donors have made the new E-Lab program possible. Other local organizations such as the Mendocino Coast Children's Fund and the Partnership Scholars program, work to fund individual student needs. Furthermore, local scholarships award more than \$75,000 each year to graduating seniors.

Criteria A Evidence Utilized:

Leadership Team minutes, Site Council minutes, Staff Meeting agenda and minutes, IEP/504 meetings, MUSD Board meeting agenda and minutes, MUSD Board policy, MUSD website, High School Planning Committee agendas, conference list, Mission Statement/SLOs, Strategic Plan, LCAP

Strengths:

- Most classes meet a-g requirements and new ones have been added recently.
- About 75% of graduates attend 2 or 4 year colleges.
- Integrated courses are offered in English/Science and English/History.
- Students are surveyed frequently for input on course offerings.
- Student Directed Studies and Work Experience provide alternative curricula.
- There is articulation with Mendocino College to provide a course sequence on campus.
- Academic advising and counseling services guide students to make appropriate program and class choices.

Standards-based Student Learning: Curriculum**B1. Rigorous and Relevant Standards-Based Curriculum**

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 schoolwide learner outcomes. Through standards-based learning, these are accomplished.

Mendocino High Schools provide all students with a rigorous, relevant, and coherent standards based curriculum. Most classes meet A-G requirements, and honors and AP options are offered. Courses are integrated between academic disciplines including English and History (Modern World Lit/History and Modern American Lit/History) and English and Science (SONAR). Curriculum is assessed regularly based on changing college requirements, standards implementation (such as NGSS) and input. The school uses a variety of methods to ensure stakeholder input and students, staff, and parents all give feedback about courses and curriculum. MHS conducts a student course survey in the spring to solicit input on new course offerings. In part because of student feedback, several teachers recently submitted new courses for A-G and College Board approval, including AP statistics, STEM Earth Science, E-lab, and AP Environmental Science. Mendocino High Schools assess the rigor, relevancy, and coherency of curriculum through Leadership and sharing at staff and department meetings. Mendocino High Schools articulate with Mendocino College by offering college courses on campus and concurrent enrollment each semester. K-12 vertical teaming connects content, scope, sequence, and practices district-wide. Professional development over the last few years has included many trainings focused on instructional strategies and CCSS. Also, the science department has participated in NGSS trainings, and has adopted the new standards.

B2. Access to Curriculum

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

A-G courses are accessible to all students through the MHS/MCHS programs. Processes are in place to guide students to make appropriate program and class choices. All students participate in tutorial, and advisors continuously assess and address personal student needs. Students fill out a personal learning plan during a registration meeting with their academic advisor prior to school beginning in August, and this is reviewed and revised each year. The resource program offers additional support for struggling students as identified through the ASPIRE process, SSTs, 504 plans and IEPs. Interventions include support classes, testing accommodations, counseling, career awareness and work experience program, credit retrieval, and alternative programs. Mendocino High Schools also have many ways of collaborating with parents and students, including the AERIES

parent portal, progress reports, informational parent nights, student presentation nights (e.g., Senior Project Night, Science Fair) and many face to face meetings such as parent conferences, SSTs, and IEPs.

B3. Preparation for Career and College Criterion

Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Mendocino High School students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life. Mendocino High School Seniors have a high level of College Acceptance (75% on average attend 2 or 4 year colleges). There are a wide variety of real world projects in all subjects such as the Biology Murder Mystery Project, Science Fair, Civics Senate Hearing Simulations, English Resumes and Cover Letters, Culinary Food Handler's Certificate program, Woodworking, Programming, Student Radio Station, and the E-Lab Bridge Building project. Many projects involve experiences that take place outside of the classroom such as the SONAR Big River Watershed Project, and ASL classes working with K-8 students weekly, and the annual Alternative Education Week. Many courses infuse projects and experiential education throughout their curriculum.

Criteria B Evidence Utilized:

Staff meetings, Professional development lists, course syllabi, A-G List, Technology standards, Test data (chapter 1), student performances and displays of work, minutes from committees, course lists.

Growth Areas:

- Integrate College and Career Readiness standards.
- Study attrition rates of college bound students.
- Continue integration of technology.
- Develop consistent expectations for AP/Honors courses.
- Collaborate on essential standards and grading policies.
- Continue to improve articulation with K-8 and Mendocino College.
- Explore curricular options for students who struggle with math graduation requirements.

Strengths:

- Professional development during last cycle has focused on instructional strategies and instructional norms.
- Multiple project-based learning opportunities.
- Low student-teacher ratio.
- Many examples of differentiated instruction across subject areas.
- Inquiry-based learning methods in Math, Science, and ELA courses.

Growth Areas:

- Need for longitudinal studies for success beyond high school.
- Improve career readiness options for non-college bound students.
- Access to lesson resources online for parents as well as students.
- Additional writing instruction for intermediate level (at or near standard) writers.
- Reinstate teacher mentoring and observations.
- More instruction informed by student learning preferences and formats.

Standards-Based Student Learning: Instruction**C1. Challenging and Relevant Learning Experiences**

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

The four Mendocino High Schools provide all students with a challenging and relevant high school education. Students in all programs have access to a wide range of core academic, Honors and AP courses, as well as diverse elective and CTE offerings to meet varying interests and needs. Teachers have made good progress in transitioning to the CCSS and NGSS.

Across the curriculum, there is a strong emphasis on project-based learning and real world applications, enhancing relevance and developing skills for college and career readiness. For example, the SONAR program incorporates Environmental Science and Eco-Literacy in a two-period block, which allows students to do real field research in conjunction with local and state agencies, such as the departments of Fish & Game and CA State Parks. As a result, many graduates pursue college degrees and careers in fields related to environmental science and natural resource management. Likewise, experience in the Culinary program prepares students for related jobs and careers and Multi-media students produce live radio shows, broadcast basketball games, and film board meetings, providing valuable career experience.

Students learn to do research in many classes, take on different roles in working as part of a team, and present findings in a variety of ways, utilizing technology as a tool for both learning and communicating their findings. In math, the adoption of the CPM (College Preparatory Math) curriculum has ingrained a model of team work, inquiry, problem solving, and explanation throughout all levels of mathematics. A similar shift toward an inquiry model is happening in science courses. And while there is a desire to do more interdisciplinary projects, there is quite a bit of interface and connections made between the English and Social Science courses, the Science & Math courses, and technology learned in multi-media classes for presentations.

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.

All teachers use a variety of instructional strategies and resources to actively engage students and emphasize higher order thinking skills. Professional development over the past several years has specifically focused on expanding

teachers' repertoire of instructional strategies and increasing rigor across the curriculum. Teachers have embraced many of the AVID adopted research-based strategies such as interactive notebooks, Socratic seminars, Cornell notes, and philosophical chairs. Teachers have also adopted instructional norms for posting lesson goals and objectives, scaffolding instruction through GRR (gradual release of responsibility), checking for understanding, and productive group work.

The hiring of new teachers 'native' to current technology, as well as the hiring of a tech integration teacher, has improved the use of technology in instruction and increased student engagement. Utilizing Google Apps for Education, teaching research methods across core subjects, and requiring multi-media presentations to demonstrate learning, are just some examples of ways in which technology is being integrated and used to apply learning to real life problem solving.

Teachers also differentiate instruction and teach to all learning styles and modalities in order to enhance student achievement and success. Assignments are varied and include group and individual work and take the form of writing, oral responses, labs, and multi-media presentations. Student choice is sometimes built into assignments, with rubrics and exemplary sample work to guide them to attain learning goals. Students are expected to analyze, evaluate, and synthesize their learning. Teachers are accessible through the advisory/tutorial periods, after school, online feedback & editing, support classes, and math tutorials to help all students succeed academically. The role of the teacher has gradually shifted toward a student-centered model, making learning more engaging and a shared responsibility.

Students with special learning needs are given small group instruction and extra time on assignments and/or tests, as needed. Assistance developing organization and time management skills, homework help, research guidance and help editing essays, modified assignments, and behavior management are provided, as needed, and support otherwise struggling students to be successful in the mainstream curriculum.

There are many opportunities to extend learning beyond the classroom. For example, students participate in after school Robotics, Electronics, Multimedia, Drama, Yoga, and Music clubs. Many students participate in community service and work experience opportunities. All students participate in Alternative Education Week each April, specifically to provide a unique opportunity for various kinds of learning outside of the confines of the regular classroom. All MCHS seniors must complete a senior project of their choosing to graduate, many of which involve finding a community mentor. All of these activities outside of the regular school day and program help promote students' college & career readiness as they pursue their individual interests.

Criteria C Evidence Utilized:

Course lists, student work samples, AE Week trip lists, professional development lists, lists of technology in classrooms, Chapter 1 data

Strengths:

- Use of AERIES and the Parent Portal allows all stakeholders to track progress of students.
- There are events that allow student work to be shared to a broader audience (MCHS Senior Projects, Drama productions, Science Symposium).
- Built in advisory time allows for guidance and intervention based on assessment data.
- ASPIRE intervention program provides structure to act on data.
- Counseling program is growing and improving to help support and monitor student learning.
- A variety of formative and summative assessment strategies are utilized.
- Math department has been using assessments to identify and target student needs.
- ELA department is developing a suite of benchmark assessments for reading and writing.

Standards-Based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress

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.

The majority of assessment occurs within each individual classroom, and as a general rule, the assessment formats and grading criteria vary by instructor. That information is collected, disaggregated, analyzed and reported by each instructor to the online database AERIES, which is accessible by all students, parents and staff members. Because this information is available to all staff members, there is ample communication between staff regarding student performance. Although there is some informal and formal benchmark testing that occurs in ELA classes, this information is not uploaded to AERIES and therefore not as universally available.

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

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.

Considering the small size of the school, stakeholders value the diversity in assessment strategies employed by teachers. This has facilitated students showing their learning in various modalities (visual, auditory, kinesthetic). The results from these assessments are used by teachers to inform future instruction, and they help students understand their strengths and weaknesses in any given class. Graded assessment results are shared with parents and staff via teacher's online grade book in AERIES. When a student is struggling in a course, teachers share the information at an ASPIRE meeting and/or with parents in order to develop a plan to support that student. Additionally, there is an advisory period built into the weekly schedule designed to allow teachers to meet with students for follow-up instruction as needed.

The ASPIRE framework provides an efficient way to address student needs, and for three years the APSIRE program was a consistent and integral part of the meeting schedule. Yet, APSIRE has always struggled with providing targeted and consistent intervention because there is no school-wide system of identification through formative assessments or other metrics. Submissions have been solely dependent on teacher referrals. Furthermore, interventions are not well developed beyond additional help from a teacher, and there is a need for reading, writing, and math intervention programs. Nonetheless, many positive individual interventions and supports resulted from the ASPIRE process.

D3. Using Assessment to Monitor and Modify the Program Schoolwide

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 schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

In addition to what was noted in section D1, there is a full-time guidance counselor and two Special Education teachers that monitor student progress towards college and career-readiness. All juniors and seniors have a meeting with the academic counselor to review high school graduation and college preparedness.

Advisors monitor and communicate with advisees during tutorial periods regarding their progress and grades in all classes. Advisors also receive a D-F list of advisees every 4-6 weeks to catch at-risk students.

State testing results have been utilized in the past to inform programmatic and instructional changes. This can continue with the new CAASPP scores now that there is baseline data from 2015. The availability of the CAASPP digital library and interim assessments as a resource for monitoring student progress and modifying instruction has just begun to be explored by staff and administration.

Criteria D Evidence Utilized:

Board minutes, AERIES reports, parent portal, report cards, deficiency notices, ASPIRE records.

Growth Areas:

- The entire intervention system (ASPIRE) needs to be refined and integrated.
- Advisory/Tutorial period is not used efficiently for interventions.
- The ASPIRE intervention program is not consistently utilized.
- More consistency in grading and use of rubrics is needed.
- Assessments need to be more timely and targeted.
- Share assessment data to communicate student needs across the school programs.
- Utilize technology to assist with the assessment and data sharing process.

Strengths:

- New tech integration teacher has helped provide technology for academic support and engagement.
- The community is involved through various programs, such as SONAR and the Interact Club.
- Students have been involved in redefining the Dress Code to be more consistent and understandable.

Growth Areas:

- Create instructional time for Life Skills content and courses.
- Improve public relations by sharing programs and student work and achievement with parents and community.
- Implement a policy to keep AERIES Gradebooks current.
- Unify all the various online resources through one platform.
- Google Classroom does not have a parent communication feature and this is an issue for parents.
- Efforts for campus beautification can be coordinated with student organizations and parent volunteers.

School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement

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

Mendocino High Schools sponsor a wide variety of ways to encourage family and community involvement with the schools. There is a Back to School Night within the third week of each school year and Freshmen Parent Orientation Night each spring. There are also numerous college workshops and financial aid nights to coach parents and their students through the steps of planning and preparing for post-secondary college and career options. Other events invite parents and the community to celebrate student work, such as the Community School Senior Project Night, choral concerts and theatre productions, and Culinary Arts dinners.

The schools use community volunteers in a variety of ways. For example, guest presenters from community based organizations and businesses volunteer in many classrooms: dance class, science courses, Civics and many elective classes. They also come on campus to give special presentations on relevant and up-to-date teen issues such as substance abuse. Special events like Challenge Day, Every-15 Minutes, annual Mendocino Film Festival screening, and many Alternative Education Week activities and trips rely heavily on community support and participation. Special interest groups have been created and function as both fundraising and advisory groups, such as Music Boosters, Club Cardinal (athletic boosters), and MUSE (Mendocino Unified Schools Enrichment).

A Career Fair is held every other year in conjunction with the neighboring Fort Bragg High School. Mendocino coast community members representing many different businesses and occupations volunteer their time to serve on panels and share their experience & expertise with students, providing a great opportunity for increasing career awareness & exploration. An area of improvement, however, is the follow-up of linking students with these volunteers to do job shadowing, apprenticeships and ongoing mentoring.

The AERIES parent portal gives students, families, and staff the ability to monitor academic progress. In addition, a parent list serve, weekly bulletins, quarterly newsletters, and the district webpage are used to keep parents and community members apprised of upcoming events and other notifications. However, work on improving the usefulness of the AERIES parent portal by ensuring teachers consistently update their grade-books on a regular basis is needed. Also, there has been occasional miscommunication in scheduling events that have created significant conflicts (e.g. Back-to-School Night vs. important away Volleyball

game) so a digital master calendar for staff, students, parents, and community to minimize such conflicts in the future is being implemented. The schools are also working at becoming better at using popular social media to contact students and to promote events.

E2. School Environment

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.

According to the 2014 California Healthy Kids Survey, connectedness and motivation scores have dropped since 2010 and also decrease as students move through the school system. This rebounded in 2015 Grade 11, suggesting either some improvement or a cohort effect. Indicators of high expectations increased slightly in 2015 for both Grade 9 and Grade 11. While there is great improvement with the 2015 CHKS drug/alcohol use data, use on and off campus continues to be a concern.

Mendocino High Schools are generally clean and orderly with students typically responsible for cleaning up after themselves and maintaining safe surroundings. Custodial and maintenance departments are conscientious and keep the classrooms and grounds well maintained. School-wide campus cleanup days are scheduled periodically throughout the year, as are occasional community clean-ups as a way of heightening student awareness about littering and giving back to our local community. Visitors new to the campus invariably comment on the high degree of trust and safety regarding student property, evidenced by the backpacks left around campus rather than being locked in student lockers.

There is a need for more teacher presence in the hallways to make sure students don't litter or behave inappropriately toward others. There is a need to increase student input and ownership for the campus by trying to include students in decision making, both through dialogue in classes and advisories as well as through student body governance and class meetings. For example, there are ongoing discussions regarding student dress code, with administration and faculty working with students to revise the dress code and its enforcement. Efforts to train staff on the implementation of PBIS have begun and student input meetings are scheduled for spring 2016.

Rigor and relevance are key elements of what teachers strive for at the high schools. The focus on implementing CCSS/NGSS and relevant project-based learning permeates school culture. Enrollment in honors and AP course offerings is encouraged for all students and has increased. However, there is a growing gender gap regarding engagement in academics and meeting college admission requirements. Finding ways to engage and motivate more at-risk and disenfranchised male students is a need.

E3. Personal and Academic Support

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.

Four separate high school programs serve the varying needs of approximately two hundred students, allowing students to find and experience their best niche for their high school education. It is important to note that enrollment in any of these programs is fluid, with students being able to transfer back and forth or take courses in other programs as needed. Students in need of credit recovery tend to

transfer to MSHS or MAS to get back on track for graduation. Some maintain their enrollment in elective and CTE course offerings through MHS/MCHS, while others elect to go part-time to focus on personal and/or family needs, employment, or early graduation.

For students with 504 plans and IEPs, Mendocino High Schools have a solid support system where students with special needs have access to professional help from Special Education teachers (with relatively small caseloads). A 'push-in' model of service delivery is used, and in addition, most students with identified learning disabilities have one period of support class in which to receive specialized instruction and help successfully completing regular education class assignments. The collaboration between special education and regular education staff, along with the implementing accommodations and modifications appropriate to the individual student, has allowed most students to succeed in the regular education program.

A specialized English class was offered to address the needs of both the small EL population while simultaneously offering remediation in reading and writing to students who are significantly below grade level. In addition, a district EL teacher comes from the K-8 school twice a week to provide specialized EL instruction on an individual and very small group basis. Although this is an improvement, there is an ongoing need for more ESL support for second language students.

Students who are gifted and talented have many opportunities to engage in challenging core & elective programs to meet their particular interests and needs. Honors, AP classes, concurrent enrollment in Mendocino College classes, and an array of online courses supplement regular programs. In addition, there is a variety of art and CTE pathway offerings to engage and challenge students with a variety of interest and needs. Course offerings are also supplemented with a wide-range of extra-curricular activities to engage and challenge students. For example, Chamber singers, Robotics, Electronics, and Media lab clubs, a new instrumental music 'band' club, and Improv club all enhance student engagement and expression of their individual interests and talents. High school athletics, service clubs like Interact and CSF, along with ASB leadership and service learning opportunities give students a variety of ways to feel connected their school and larger community.

Criteria E Evidence Utilized:

California Healthy Kids Survey, Student Handbook, School calendar, Student Handbook, school website, stakeholder interviews.

Chapter V: Schoolwide Action Plan

Introduction to Action Plans

As a result of the self-study, each focus group generated a list of strengths and growth areas. The growth areas were consolidated and categorized by a committee. Most of the determined growth areas fit within the critical needs of school culture, intervention, and program, but it also became apparent that growth was needed in the areas of staff collaboration and communication with the school community. The compiled growth areas were then presented to the home groups for discussion and prioritization. After a general discussion with all stakeholders, home groups came to a consensus on priorities and cast votes using a numerical ranking system.

Using the results of the prioritization, the Leadership Team wrote five goals. After a final discussion with stakeholders, it was decided that the last two goals would be folded into the remaining three goals. These three goals are largely focused on the critical needs. There was some discussion as to whether this would dilute the original intention of the goals, but the prevailing wisdom was that less was more and that many of the actions are interconnected anyway.

The three goals are similar to 2010/2013 goals, but are informed by ongoing progress and current needs of the schools. The goals are titled, “Positive Behavior and School Culture,” “Academic Expectations and Supports: ASPIRE,” and “Relevance and Rigor of Programs.”

Goal 1 – Positive Behavior and School Culture

The Reality: The Mendocino High Schools have always prided themselves on the depth and quality of relationships. In recent years, this has been challenged. Teachers have felt an increasing amount of time has been spent on classroom management, and indicators of safe and positive school culture based on student surveys have declined in recent years. It is generally felt that basic expectations need to be made clear throughout the school community and a more positive culture needs to be fostered.

The Goal: In order to foster appropriate behavior, increase personal responsibility, and create positive culture, the Mendocino High Schools will utilize Positive Behavioral Interventions and Supports (PBIS) and will also work to make the campus more inviting for all members of the school community.

Learning Outcomes addressed: 3. Self-Directed Learners; 4. Responsible Citizens

Strategies	Actions	Timeline/ Responsibility	Evidence of Effectiveness
1. Behavioral expectations need to be explicitly stated and modeled, and consistently enforced and reinforced through the PBIS system.	<ul style="list-style-type: none"> a. Form a committee to guide the implementation of PBIS. b. Create a PBIS system that incorporates elements in a way that is compatible and appropriate for all the Mendocino High Schools. c. Data system to track behaviors. 	<p><i>Implementation by August 2016 - ongoing</i></p> <p>Administration PBIS Committee Staff ASB/Students</p>	<p>Implementation Committee minutes PBIS Data Printed media</p>
2. Support students in leading healthier lifestyles.	<ul style="list-style-type: none"> a. Adopt a drug cessation program. b. Expand sex-ed beyond freshman Health. 	<p>2016-2017</p> <p>Administration Counseling</p>	<p>Programs</p>
3. Provide a physical setting that promotes positive relationships and collaborations within the school community.	<ul style="list-style-type: none"> a. Create and upgrade common areas that promote the gathering of staff and students. b. Utilize parent volunteers and student clubs/organizations to beautify the hallways and quad. 	<p>2016-2017</p> <p>Maintenance Staff Administration ASB/Clubs</p>	<p>Perception Survey</p>
4. Increase collaboration and communication amongst staff.	<ul style="list-style-type: none"> a. Promote team/community building amongst staff. b. Provide a Staff Room that is inviting and functions to promote staff collaboration. 	<p>Staff Administration</p>	<p>Agendas Perception Survey</p>

Data Review

Type	Reviewers	Timeline
PBIS data	PBIS Committee	Ongoing starting Fall 2016
Perception data on physical site	ASB, Staff	2016-2017

Goal 2 – Academic Expectations and Support: ASPIRE

The Reality: There are potentially beneficial structures in place to support the ASPIRE academic intervention system (Tutorial, after school tutorial, Math Lab, Support classes) and individual teachers have worked to create assessments and interventions, yet all these efforts are not effectively coordinated. Academic support through ASPIRE is generally seen as a positive process that falls short due to a lack of academic data and structured and accessible interventions. The purpose and effectiveness of Tutorial is also continually called into question.

The Goal: The Mendocino High Schools will continue to improve the ASPIRE intervention system by developing methods of identification, analysis, implementation, and progress monitoring, as well as by reorganizing existing structures to allow all students timely access to interventions.

Learning Outcomes addressed: 1. Effective Communicators; 2. Complex Thinkers; 3. Self-Directed Learners

Strategies	Actions	Timeline/ Responsibility	Evidence of Effectiveness
1. Create CCSS, NGSS, AP etc. aligned benchmarks and other formative assessments to inform intervention.	a. Provide staff time to collaborate on defining essential standards for subject areas and the creation of formative assessments. b. Provide staff time for discussion and collaboration on grading policies and rubrics. c. Define expectations for maintaining and updating of AERIES gradebooks and other data sources. d. Examine consistent expectations for students in AP/Honors classes and provide supports	2015-2017 Staff Administration	Course grading policies Lists of standards Test scores Formative assessments
2. Restructure the intervention program to more effectively utilize resources.	a. Restructure systems, especially Tutorial, to provide more effective interventions. b. Improve the use of assessments and assessment technology school-wide to provide timely and targeted information. c. Make existing intervention tools more accessible and adopt others, including for writing.	2015-2017 Staff Administration	Student data Test scores

Data Review		
Type	Reviewers	Timeline
Evidence of completion	Administration, leadership	Quarterly
Program and testing data	Staff and administration	Annual

Goal 3 – Relevance and Rigor of Programs

The Reality: In ongoing efforts to better meet student needs and inspire academic rigor, there is a desire to maintain and expand relevant and engaging programs. Several new courses have been added in recent years, both in college preparatory and career pathways, yet there is a desire from students that relevant courses addressing life-skills be added.

The Goal: The Mendocino High Schools will maintain and expand relevant and engaging programs that meet student needs and meet college and career readiness standards.

Learning Outcomes addressed: 1. Effective Communicators; 2. Complex Thinkers; 3. Self-Directed Learners

Strategies	Actions	Timeline/ Responsibility	Evidence of Effectiveness
1. Provide instructional time for life-skills classes that are relevant to students.	<ul style="list-style-type: none"> a. Form a student/staff committee to develop a list of potential course offerings. b. Survey students to receive feedback and viability of course offerings. 	2015-2016 Students ASB Leadership	Surveys Course implementation
2. Improve career readiness and post-graduate preparation for both college bound and non-college bound students.	<ul style="list-style-type: none"> a. Improve articulation with K-8 and Mendocino College. b. Assess and support career readiness for all students. c. Develop pre/post graduation professional networking. d. Develop a system for surveying alumni for feedback on readiness. 	Ongoing Staff Administration Counseling	Post-secondary data Survey results
3. Enhance existing & develop additional career tech pathways	<ul style="list-style-type: none"> a. Complete CTE '11 Elements' program self-review. b. Develop 6 year plan for program development and funding. c. Join CTSO (Skills USA), recruit advisor & student membership & implement PDP curriculum. d. Identify professional development for CTE teachers. e. Expand work-based learning opportunities. 	Ongoing CTE teachers Administration Counseling & support staff	Annual review & reporting of CTE pathway enrollment & completion, eleven HQ program indicators, and specific pathway outcomes
4. Utilize technology as a tool to support relevant and rigorous coursework.	<ul style="list-style-type: none"> 1. Continue to work on technology integration including Google Apps for Education. 	Staff Technology Staff	Online products

Data Review

Type	Reviewers	Timeline
Survey data	Students, Administration	Spring 2016
Course review	Administration	

Goal 4 – Communication in the School Community and Beyond

The Reality: A need to improve overall communication in the school community and beyond was found during the self-study and reiterated by the visiting committee. The committee commented, “Inconsistencies vis a vis policies, procedures, and general information became obvious.” This included communication and collaboration amongst staff, communication with students and parents, and communication with regards to involving the greater community in the school.

The Goal: The Mendocino High Schools will improve communication among students, parents, staff, and community.

Learning Outcomes addressed: 1. Effective Communicators; 2. Critical thinkers; 3. Self-Directed Learners; 4. Responsible Citizens

Strategies	Actions	Timeline/ Responsibility	Evidence of Effectiveness
1. Develop agreed upon clear expectations for discipline (PBIS), advisory, and grades.	a. See also Goals 1 and 2.	<i>Ongoing</i> Principal Staff	Surveys
2. Increase collaboration and communication amongst departments and whole staff.	a. Utilize peer observation/coaching to improve teaching and create consistent expectations. b. Provide staff collaboration meeting time.	<i>Ongoing</i> Principal Staff	Staff surveys and feedback.
3. Ensure course and school websites are up to date and accessible to students and parents.	a. Agree upon updating online grades and homework on a regular basis. b. Provide tech support and time to teachers as needed.	<i>Ongoing</i> Administration Tech Staff	Website visits Staff training feedback
4. Use Aeries or agreed upon system to connect school information to parents and students.	a. Provide ongoing Aeries training to office staff.	<i>Ongoing</i> Administration Staff	Survey Usage data
5. Create and promote opportunities for public sharing, celebration, and display of student work and athletic events.	a. Actively promote existing events and increase opportunities for students to share such as Celebration of Learning Day. b. Make the MHS website more informative and user friendly.	<i>2015- Ongoing</i> Staff Administration SITE Council ASB	Perception data Lists of events Documentation of events Event attendance
6. Promote vertical articulation with the middle school.	a. Use early-release days for establishing curricular and behavioral consistencies.	<i>2015- Ongoing</i> Staff	Meeting minutes

Data Review

Type	Reviewers	Timeline
PBIS data	Staff, Administration, PBIS team	Quarterly
Website usage	Leadership, Administration	Quarterly