



MENDOCINO HIGH SCHOOLS

MHS, MCHS, MSHS, MAS

2022 Focus on Learning Report

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Preface



In the time since our mid-cycle report, our school experienced a period of disruption and confusion, along with the rest of the world. Because this, our latest self-study, coincided with our returning to normalcy, the study served an important role in rediscovering, reestablishing, and revising the soul of the school. Recognizing this, we knew that practicality and honesty would have to serve as our guiding principles, for we wanted to create a working document, with achievable goals, that students and staff could refer to and believe in as we work toward rebuilding our school culture.

This undertaking began in January, 2021, when the principal began searching for a WASC coordinator. Soon thereafter, a coordinator was designated, and the two immediately began planning: a preliminary timeline was established, parents and students were identified to participate, a Google Drive folder was created to store and share all of the necessary documents and data, documents from prior self-studies were resurfaced for reference, and strategies for teaching and engaging the stakeholders were discussed. By late February, 2021, we were introducing WASC to all stakeholders.

These stakeholders were selected to be representative of the school population, reflecting a diversity of race, socioeconomic status, and academic achievement. Because our self-study began while we were still doing distance learning, the flexibility offered by Zoom made engaging these stakeholders, particularly the parents, somewhat easier, since they could participate from their homes and jobs, even their cars; however, it made other things harder, such as sharing documents and doing group work. A reversal of difficulties came when we returned to school for the '21-'22 school year, when all of our stakeholder meetings were held in-person during three minimum days. It was now easier to share information and work as a team, but some parents did not feel comfortable being in-person or couldn't commit due to time-and-place constraints, so we had to find replacements. Nevertheless, our core group of parents and students remained consistent. Information was also shared with Site Council throughout the process for additional input.

During our self-study, we, of course, scoured all available hard data, such as the California Healthy Kids Survey, the California School Dashboard indicators, and our AP Test results. We also held multiple data-gathering events. These included, for example, surveys, classroom observations, and two technology-modified "fishbowl" events, in which guardians and students were solicited for their insights. During these events, our goal was to minimize bias by hearing from as many voices as possible. Although each source of information was in itself imperfect in its own way, we were able to gather enough information, from a variety of sources, to piece together a picture of all of the component parts of our school. We also used bias-minimizing protocols and training when analyzing this information to help us get that holistic picture.

In June, 2021, we learned that our WASC visit would be postponed until Fall 2022 because of issues relating to COVID. Initially startling, the principal and coordinator soon realized this was a blessing. Although we had generated a list of strengths and seven potential critical needs through our analysis of the available data in our home groups, we wanted, from the beginning, to postpone identifying a specific list of critical needs and revising the vision, mission, and student learner outcomes until after we had analyzed all of the available data in our focus groups, thinking that we would best be able to do so after we had a complete, unbiased understanding of our school. The additional time at the end of the self-study process allowed us to spend multiple meetings, both with all stakeholders and just with staff, imagining, crafting, and revising these things.

Because of this, we achieved, in particular, the desired coherence between our goals and our student learner outcomes. Through our analysis, we discovered that we need to extend MTSS to all students, to cultivate a culture of rigor and academic excellence, and to inspire our students to be productive citizens by enhancing the meaning and relevance they find in our curricula. These are all reflected in our new student-learner motto: “Be EPIC” - which stands for “Aim for excellence in all that you do” (Excellence), “Use available resources to meet challenges with creativity and resilience” (Perseverance), “Invest in your future by taking advantage of opportunities to learn and thrive” (Investment), and “Be a positive, productive, and informed member of local and global communities” (Citizenship). Although these student learner outcomes are slightly unorthodox in that they don’t describe specific things students should be able to know and do, we believe they will help us cultivate the qualities and virtues in our students that will help them be successful in all aspects of school and life, as well as help us create a thriving school culture. This motto was unveiled by the principal at our final assembly of the year and was met with a positive response from students and staff.

We feel that we achieved what we wanted from this process: a clear, practical path forward that will help all stakeholders flourish. As we prepare to begin the ‘22-’23 school year, we are looking forward to familiarizing our stakeholders with our new vision as we institute our action plan and prepare for our WASC visitation

James Eastman, WASC Coordinator
August 8, 2022

Chapter 1: Progress Report on Schoolwide Action Plan



Significant Changes

Since 2016, the Mendocino Unified School District and Mendocino High Schools have benefitted from continuity in administration that has allowed for a focused and consistent implementation of the vision and goals created during the 2016 self-study. The implementation of the Single Plan for Student Achievement (SPSA), which contains the Focus on Learning action plans, has been overseen and monitored on an ongoing basis by staff and Site Council. Site Council has reviewed the SPSA annually, provided feedback to update goals, and provided financial oversight and accountability in seeing that funding supports the implementation of the action plan. Due to the integration of the Focus on Learning process into the yearly operation of the school, the school culture is shifting to one that is focused on learning, collaboration, and a results orientation. These efforts have been further supported by training through the California Principals' Network (2018-2022), a partnership with the University of California at Davis that trains sites in the proper implementation of professional learning community practices.

While administration has remained stable, there has been steady turnover in staff the last six years, largely due to retirement or staff leaving the area. Most positions were filled and remain filled, but some have experienced chronic turnover, namely the science department, which has had six teachers filling two positions over the last six years, and the administrative assistant position which has had three people filling the position during that time. Most retirements have not been completely backfilled, including 0.4 FTE (Full Time Equivalent) of a math position, 1.0 FTE of a continuation and English teacher, and 0.4 FTE of a continuation and American Sign Language teacher. On the other hand, we have been able to increase staffing in some departments, particularly in the CTE (Career Technical Education) department, with Culinary increasing from 0.2 FTE to 0.6 FTE and Media increasing from 0.6 FTE to 1.0 FTE. Furthermore, a 1.0 FTE continuation school teacher was transferred from the K8 to join the high school staff. At the district level, the addition of a 1.0 FTE Social Worker position has proven to be a much needed resource for our families. The district has also seen turnover in the special education directorship and a reorganization of the counseling department.

A current significant development is the high school construction project that will last into the 2023-2024 school-year. A bond of \$27M was passed overwhelmingly in March of 2020 by a 40 point margin, showing great community support in the district. Phase 1 of the project is underway, the modernization and rebuild of the 1948 main campus and is slated for completion in early 2023. Phase II will see the updating of our CTE facilities and parts of our gym. These improvements will provide much needed basic amenities that were missing from the old building, such as adequate heating, a functional staff room, places for students and staff to gather, and classrooms that are updated, functional, and flexible. Starting a major construction project directly after distance learning created even more disruption as students and staff had to adjust not only to returning to in-person learning, but also to a temporary campus. This made reestablishing expectations a challenge.

With the support of a College and Career Readiness Grant, we implemented the Get Focused, Stay Focused (GFSF) program in 2017-2018 with a full semester course for all 9th grade students, including a dual enrollment option through Mendocino College, and with follow-up modules in grades 10th through 12th taught during Personal Success Period. The first class to go through the entire program graduated in 2021. Currently, all advisors now lead the follow-up modules and receive a stipend for the added grading duties. During this program, students explore careers and colleges, learn basic budgeting, create resumes and cover letters, work on interviewing skills, and create a plan for the future. The last two years, seniors have participated in exit interviews where they answer the three basic questions of the

program: Who am I? What do I want? How do I get it? Counselors have noticed students discussing future plans at a much deeper and more informed level.

In the 2018-2019 school year, we piloted new grading practices which were later adopted into practice. Staff attended professional development and worked together to come up with a grading system that is more supportive of learning and closer to a standards based grading model. The high schools adopted three paradigm shifts:

1. Emphasize standards-based summative assessments (at least 80% of grade)
2. Remove behavior from the academic grade
3. Allow for more opportunities to relearn and reassess

Over the last several years, we have made adjustments and added systems to support these policies, such as alternate ways to track behavior and provide accountability outside of grading. Students and parents have become more accustomed to and accepting of the new system, especially with the K8 school shifting to a standards based model without letter grades. Shifting from a compliance to a competency based system has helped to decrease the D/F rate. While some students try to “game” the system, overall they are appreciative of opportunities to relearn and reassess and grades are more reflective of achievement. This school-wide grading philosophy proved to be very helpful during the pandemic when competency-based grading allowed teachers the necessary flexibility to work with students on an individual level.

The Mendocino High Schools continue to provide a strong Multi-tiered System of Support (MTSS) for our students. Along with maintaining the ASPIRE (stands for Assess, Synthesize, Plan, Implement, Reevaluate, Excel) tiered intervention model, we also initiated a chronic absenteeism task force and implemented new policies based on the tiered system developed by Attendance Works. We shifted from a punitive School Attendance Review Board (SARB) based response, which lacked follow through at the county level, to a more collaborative approach working with the student and family. This was supported by a Learning Communities for School Success Program (LCSSP) grant as well as training from the Mendocino Office of Education.

We continue to be more data-driven, using our student information system (Aeries) to closely track attendance, behavior, and grades and have made our intervention systems more robust, including the addition of a behavior intervention position covered by the athletic director. We also utilize a universal screener for externalizing and internalizing behaviors that counselors can use the results of to ensure students are receiving appropriate services. The LCSSP grant has also provided additional counseling services through the Mendocino County Youth Project.

At the district level, the social worker continues to run a food pantry at both the K-8 and High School sites for students and families in need. The district Family Resource Center has centralized resources such as laundry facilities, clothing, toiletries, school supplies, shoe vouchers and other resources. Such efforts have improved the climate on campus, which can be evidenced by the 38 students who access the resources daily and weekly. In addition, we have 14 high school families who receive food weekly as well as 19 parents and caregivers who rely on the physical resources and social emotional support regularly. During extended school breaks such as winter break and spring break we have 17 high school families receiving food boxes.

During the pandemic, we shifted focus from a chronic absenteeism task force to an Engagement Team to address a myriad of issues as to why students may not be attending or engaging in school. This team

meets every other week to review data and triggers and place students into the ASPIRE intervention process. In 2021-2022, a district English Learner support position was created. A veteran teacher filled the position and has been able to provide individualized EL support for our students.

Several grants over the last three years have provided significant support for programs. The Career Technical Education Implementation Grant (CTEIG) has supported the purchase of equipment for all CTE programs, such as woodshop saws, photo enlargers, media equipment, and computers, as well as paying for a CTE Coordinator, a pathways coach, and additional sections of CTE courses. We have received approximately \$60,000 per year through CTEIG. In 2021, we received our first K-12 Strong Workforce Program (K-12 SWP) grant in the amount of \$60,000 for the Media program. The grant will go towards improvements for the student radio station. A College Readiness grant for \$75,000 was implemented between 2017 and 2019, and a new \$25,000 grant for 2022-2023 is being implemented. We recently received a \$25,000 grant in 2020 from a private donor that went towards creating a digital photography program as well as providing scholarships for CTE completers studying in their pathway. Another \$25,000 grant was given by the donor in 2022 to support enrichment programs for CTE students.

After several years of false starts, we have implemented an integrated communication system, Parent Square. The communication system more efficiently reaches all our parents and students by sending messages in either a phone call, text, or email. Groups can be automatically generated from Aeries and update automatically each year or as new students arrive. Initial implementation was in the spring of 2021 and more education on the system for staff and parents is needed, as it has become clear that not all parents understand that they can customize how messages are delivered.

Like other schools over the last two years, a significant challenge has been running a school in the time of COVID. The spring of 2020 played out like it did at many California schools. We were fortunate to have fully implemented our 1:1 Chromebook initiative and therefore all students had devices and familiarity with Google Classroom as a learning platform. Nonetheless, the focus was more on social-emotional well-being and the district instituted a hold-harmless grading policy, resulting in only about 70% of students engaging. By the start of school in the fall of 2020, we committed fully to delivering curriculum through distance learning. Based on survey results from the spring, we switched to a semester format, meaning students had fewer classes at a time. Because we had practice creating essential standards for our new grading system, teachers were able to identify critical standards to cover, and by focusing on competency over compliance, teachers had a variety of ways to assess students. This helped greatly in overcoming the many challenges of distance learning, including poor internet connectivity, and also allowed our students to achieve at similar levels as during in-person school. We did not experience a drastic increase in the D/F rate that other schools reported. Along with our grading policy supporting learning during remote instruction, our emphasis on social-emotional well-being and experience with student outreach, such as through the chronic absenteeism task force, enabled us to quickly implement an Engagement Team. As a result, a majority of students (about 60%) reported they learned as much as normally and had not declined social-emotionally. Some students even reported improving in these areas. We believe our work over the last six years positioned us well to handle this crisis, and while students and families did suffer during COVID, remote learning was a relative success.

Progress on Goals

Goal 1: Positive Behavior and School Culture

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), social-emotional learning strategies, and make the campus more inviting for all members of the school community. (modified in 2019 to include social-emotional learning)

Action 1.1: Reduce Behavioral Referrals (BIFs) and Suspension Rates:

By 2022, we will reduce the number of BIFs from '18-'19 levels and keep suspension rates under 6% for all groups.

Since 2018, our BIF rates have fluctuated: 316 in 2017-2018, 332 in 2018-2019, and 250 in 2019-2020. This is reflected in the averages, as well: 1.85 BIFs per student in 2018, 1.99 in 2019, and 1.51 in 2020. The suspension rate has stayed relatively constant, with 5.9% of students being suspended in 2018 and 6.0% of students suspended in 2019; however, the rates of economically disadvantaged students being suspended has dropped from 11.4% in 2018 to 8.6% in 2019. Of course, it must be noted that in the last quarter of 2020 we were under a distance learning model due to COVID-19, which means fewer opportunities for behavior problems. Notably, though, Zoom-related behavior problems were largely absent at our school. Since returning from distance learning, there have been a variety of behavior issues, the primary being wandering during class and the most common suspension being for possession and/or use of substances. The number of BIFs issued in 2021-2022 was 324 (1.98 per student).

With the assistance of Dale Meyers and the Mendocino County Office of Education, the Mendocino High Schools began to adopt the PBIS (Positive Behavioral Interventions and Supports) system in 2016. Through professional development in the 2016-2017 and 2017-2018 school years, the staff developed a set of cultural and behavioral priorities based on data collected from the school's stakeholders. Students were involved in the process at the beginning of the 2016-2017 school year which resulted in a working matrix of expectations being developed. Expectations are explicitly taught through a collaborative effort between students and staff. For example, students in PSP created short skits exemplifying expectations and a Jeopardy-style competition between advisories to review knowledge of schoolwide expectations. In addition, each year, the Mendocino High Schools adopted a theme, such as "Kindness," "Empathy," and "Imagine Your Future."

The elements of PBIS that are implemented with a higher level of fidelity include: BIFs and behavior tracking, acknowledging the positive, trauma informed practices training, certificates of acknowledgement, clear expectations and policies that are reviewed. Things that we have in place but aren't used as much include the Cardinal Credits (instant feedback token) and the matrix, which will need to be updated with the new facilities and with our new mantra of "Be EPIC!". Also of note was the creation of a Behavior Intervention position in 2017. This position allowed for a more positive and constructive approach to behavior based more on counseling and restorative practices than on

discipline. The Behavior Interventionist enters BIF data and participates on the Engagement Team and is able to inform administration of students who are showing signs of behavior problems.

Staff report that they are using positive reinforcement “on the spot during class” through “positive emails to parents and students,” by handing out Cardinal Credits, and by nominating students for Students of the Month. Likewise, several communicated that one-on-one conversations, restorative practices, clear expectations, and strong student-teacher relationships are at the core of their classroom management strategies. Intervention strategies -- such as calling home, universal screening, and ASPIRE -- are widely used, as well. In addition to these strategies, staff assert that the Resource staff and our Behavior Interventionist have reduced behavior problems by, in the case of the former, communicating the accommodations that should be made for individual students and, in the case of the latter, helping diffuse many situations before they elevate to a level requiring a BIF or suspension.

While the data suggest that we are meeting this goal, there is still room for improvement, particularly where social-emotional strategies might be implemented to help reduce undesirable behaviors, such as daily social-emotional check-ins. The Community School Morning Meeting is an excellent structure for this sort of social-emotional learning. While we have developed a few events and programs for PSP to communicate expectations and conduct social-emotional learning, these are relatively isolated.

Successes	Growth Areas
• Implementation of PBIS including tracking of behavior data (BIF), acknowledging the positive (Cardinal Credits, Student of the Month, positive communication with parents and students) • Tier 1 in-class strategies • Addition of behavior Intervention position • Engagement Team	• Curriculum for PSP teachers. • Promote daily social-emotional check-ins.

Action 1.2: Reduce Substance Use

By 2022, we will reduce substance use at school as measured by CHKS.

Data from the CHKS survey from 2017 and 2019 show a significant decrease in substance use at school. In 2017, 23% of 9th graders and 26% of 11th graders reported using substances at school, but by 2019, those numbers dropped to 13% of 9th graders and 10% of 11th graders.

Staff recognize that this is a cultural issue and have taken individual and collective steps to address it. These include clear conversations about drugs in classes, contacting the office when there is suspected substance use, referring students to admin and counseling, inviting guest speakers to address classes, educating students on healthy habits, and hanging informational anti-vaping posters. Meanwhile, our Health teachers have continued to educate our students about drugs, using programs from Stanford on vaping, among other resources. Our counselor and social worker have also provided drug and alcohol support and provided individual and small-group counseling. We established a Wellness Team which includes our counselors, social worker, and school psychologist. We have delivered professional

development in social-emotional learning (2016), trauma informed practices (2017), suicide prevention training (2017), and Youth Mental Health First Aid (2018). In 2020, the Wellness Team created a wellness website for the district, which serves as a central hub for their services and the resources they provide to both students and families. A contract with the Mendocino Coast Youth Project provided individual and group substance abuse counseling for students, which began in 2016-2017 and continued through the 2019-2020 school year, but has been less dependable lately due to staffing shortages.

Although we have made progress on this goal, there was clearly an uptick in students with more severe substance use issues during the 2021-2022 return to in-person learning. The current group of students also had many issues with substance use in middle school. Therefore, some of the loss of prior progress could be attributed to a cohort factor and not just the pandemic and a resetting of expectations. Vaping has increased again and there is a need for nicotine cessation resources. We have utilized an anti-vaping curriculum from EVERFI for students caught vaping or with paraphernalia. Students are to complete the curriculum and meet with a counselor, but monitoring follow-through has been challenging.

Successes	Growth Areas
• Reduction of substance use during school pre-pandemic • Parent and community outreach • Consistent messaging and consequences • Social-emotional supports	• Nicotine education/cessation resources and programs • Develop in-house capacity to support students with addiction issues

Action 1.3: Increase SCI (School Climate Index) Score

By 2022, we will increase SCI score to 350 or similar schools percentile to at least 90% on the CHKS survey.

Our SCI score has been steadily increasing over the last five years, from 306 (54th percentile) in 2015, to 315 (62nd percentile) in 2017, to 352 (89th percentile) in 2019. While the CHKS was issued in 2021, an SCI was not generated because of distance learning. This means that overall, student perceptions of “supports and engagement” are increasing and “violence and substance use” are decreasing. Despite the increase in our overall SCI score, our “Opportunities for Meaningful Participation” score has dropped 36 points over the last five years, from 339 to 303. This is an important area that will be addressed in our current Focus on Learning process.

Staff have implemented a wide-variety of programs and activities to improve school climate. For example, ASB has sponsored lunchtime competitions with students (basketball, beanbag toss, dodgeball, etc.) and participation in clubs is encouraged through an annual Club Rush. Clubs such as Interact, Model UN, Radio, Game Club, Yoga Club, and Sports Club, have played a role in engaging students in campus life. The school has also made a concerted effort to articulate and communicate its expectations and community standards through games, activities, and assemblies. For several years pre-pandemic, MHS parents catered free luncheons as a positive way to promote community. Other efforts helped to establish a stronger identity for the campus. For example, the Mendocino High School logo was redesigned in 2017 and has created a consistent brand that appears on our media and spirit wear such as sweatshirts, t-shirts, hats and jackets, further helping to create a unified school community. Other efforts that have helped to increase the SCI include addressing substance use on campus through education and awareness, promotion of CTE pathways as a way to increase engagement,

implementation of a college and career curriculum (Get Focused, Stay Focused) that puts focus on planning for the future and a strengthened counseling department with the addition of social worker.

Successes	Growth Areas
• Addition of more activities and promotion of clubs • Addition of social worker • College and career curriculum • Social-emotional and trauma informed practices training	• Support staff in explicitly teaching citizenship • Explore and improve meaningful participation metric

Action 1.4: Reduce Chronic Absenteeism

By 2020, we will reduce the chronic absenteeism rate as measured by the state to below 10% as a total population.

Our chronic absenteeism rate has gone from 12.2% in 2017, 19.4% in 2018, to 14.8% in 2019. As of March 2020 before distance learning began, chronic absenteeism was at 18% for the spring semester. During the 2020-2021 school-year of distance learning, chronic absenteeism was 5.1% (from Aeries Analytics), but this is misleading because a student who checked in for one period is considered present. Perhaps more accurate, the rate at which students missed 10% of their *periods* was roughly 18%. The chronic absenteeism rate in 2021-2022 was 20% (from Aeries Analytics). The increase in 2021-2022 was largely related to COVID, mental health, and family vacations.

Driven by state reporting efforts, reducing chronic absenteeism became a focus of the district pre-pandemic. Mendocino County is about double the state average in chronic absentees and Mendocino High School reached a 19.4% rate of chronic absenteeism in 2018, up from 12.2% in 2017. Efforts have been made to track absenteeism and contact families when a student is at-risk of being chronically absent. The approach has shifted from punitive (SARB) to collaborative and supportive by educating, pulling in counseling staff, and providing resources. The pandemic, however, has changed the lens through which absenteeism is viewed as well as the messaging around illness and attendance.

The school has used a number of strategies to tackle this problem. The principal attended professional development through the county to address chronic absenteeism. The district instituted a chronic absenteeism task force that met monthly pre-pandemic. The Engagement Team analyzes attendance data and the principal and registrar monitor attendance and send supportive letters home in an attempt to eliminate barriers to attendance. The behavior interventionist calls home when students are absent or truant, discovers the reason, and works with parents and students to overcome barriers, change behavior patterns, and clear attendance issues. If problems continue, ASPIRE or SST meetings may be held. Many teachers also make it a priority to contact absent students by phone, email, or text. There are also efforts to acknowledge excellent attendance with certificates. Pre-pandemic, parents were educated about attendance and encouraged to bring students to school unless they were truly sick and to save travel for vacations. This approach is now complicated by COVID and the rise in mental health issues. A push was made to place students on short-term independent study contracts, but with COVID isolations, this system was quickly overwhelmed. Likely, in the future, short term independent study will be reserved for illness and emergencies only.

While we have become more data driven in tracking attendance, have increased communication with families, and have implemented other best practices, such as from Attendance Works, chronic absenteeism remains high.

Successes	Growth Areas
• Chronic absentee letters • Education about chronic absenteeism • Task force and Engagement Team • Addressing barriers to attendance	• Apply more Attendance Works, tier-2 and tier-3 strategies • Train teachers to call home to absent students to encourage attendance

Action 1.5: School Facilities Bond

In 2019-2020, we will present a bond for facilities improvement of the high school campuses.

The Board of Trustees and District worked to present a bond on the March 2020 ballot. The bond passed by a 40-point margin, showing widespread support for the initiative within the district. Since that time, staff, parents, and students participated in design and construction started in the fall of 2021. Phase I, the main campus, will be completed by early 2023, and Phase II, which includes the tech center and gym, will be completed by 2024.

Successes	Growth Areas
• Bond passed • School design completed • Construction started	• Create smooth transitions for staff moving in and out of buildings as the phases of construction progress.

Goal 2: Academic Expectations and Support

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.

Action 2.1: Implement a Schoolwide Grading Policy

By the spring of 2020, we will implement a schoolwide grading policy that is accurate, meaningful, consistent, and supportive of learning.

Through a long process beginning in 2017 that included professional development and staff and student input, a school-wide grading philosophy and policy was adopted in the spring of 2018. While some teachers went straight to full implementation, others were encouraged to phase in aspects of the system over several years and adjust their curriculum accordingly. Three key grading practices were adopted: 1. Emphasize standards-based summative assessments (80%) over formative work (20%); 2. Remove behavior from the academic grade (unless a subject area has a specific behavior standard that is explicitly taught) and report separately as Citizenship and Work Habits; 3. Provide opportunities for

relearning and reassessment. These practices shift the conversation from earning grades to learning and from compliance to competency.

As part of this process, staff have worked to identify essential standards that are the basis for grades and have worked on creating effective assessments based on these standards. Staff have also worked to create and share rubrics and to develop a generic 4-point rubric. Some of this work was disrupted by COVID, but there are plans to continue using the four questions of a professional learning community to further this work (What do we want students to know? How will we know if they have learned it? What do we do if they do/don't learn it?).

Most staff have found benefits to the grading policy and its focus on standards and competency and the policy has helped to focus instruction and learning conversations on campus. When implemented with fidelity, students also seem to appreciate the system, according to survey data. One of the most common concerns from staff is the removal of extrinsic motivators for students, such as motivation to complete formative assignments. However, student survey data shows that students will complete formative work in classes where it actually helps them to do better on the summative. Having adopted this grading system before the spring of 2020 proved immensely helpful during distance learning when teachers had to find creative ways for some students to show competency. Not being bound by traditional grading practices helped teachers to focus more on learning.

Successes	Growth Areas
• Provide professional learning on assessment strategies. • Improve assessment strategies to provide timely and targeted information for intervention and remediation. • Standards-based instruction • Quality formative and summative assessments	• Improving support systems such as enforcing citizenship consequences and mandating Success Room in an effort to move extrinsic motivators from the grade to behavioral expectations.

Action 2.2: Decrease the D/F Rate

By the spring of 2022 we will decrease the rate of D's and F's in Math, English, Science, and Social Science for all students as indicated by Aeries analytics.

The D-F rate has decreased from 2019 levels. During distance learning the rate increased slightly, but not above recent pre-pandemic levels. It's generally felt that the new grading system has decreased Ds and Fs. This is because missing formative work has less of an impact on grades, behavior has been removed from grades, and students are allowed to "relearn and reassess" on summative assignments. Furthermore, in some classes a missing assignment defaults to 50% rather than 0% in an effort to eliminate the disproportionate weight of a zero. Increased tracking of grades through the Engagement Team and the ASPIRE intervention process have also helped to support students at risk of receiving a D or an F through increased support during PSP and individualized plans for recovering grades. We also implemented a "Success Room" as a means to identify students with missing work and have them stay in during lunch in order to complete the work, which works well for students who need a little push, but not for those lacking engagement in general.

Successes	Growth Areas
• Utilize the MTSS team to improve the delivery of interventions through PSP, ASPIRE, and the Engagement Team • Standards-based grading • Collaboration between Resource teachers and paraprofessionals and general education teachers • Teacher persistence and communication	• Provide professional learning on Universal Design or similar for Learning to make learning more accessible to all • Increase academic expectations and rigor for students • Improve mandatory attendance at Success Room

Action 2.3: Reading and Writing Assessments

By spring of 2020, we will develop a reading and writing assessment for all students for the purpose of identifying students for remediation.

This goal was driven by a district strategic plan that is not currently active. No support or specific instruction on implementation was provided by the district, and at this time we have not created school-wide reading and writing assessments or screeners. However, interventions are provided through PSP and after school tutoring and students may be referred to the ASPIRE system if struggling in English.

Successes	Growth Areas
• Intervention based on class grades • ASPIRE system to direct support to students • After school tutoring	• Create targeted interventions for English during PSP and tutoring • Explore models of remediation • Explore use of technology for remediation

Goal 3: Relevance and Rigor of Programs

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

Action 3.1: Increase A-G Eligibility

By 2022, we will increase the rate of A-G eligible students to 55% or higher, based on DataQuest.

A-G readiness has increased since 2016-2017 and 2017-2018, where it was in the low to high 40% range. In 2018-2019, the A-G readiness increased to 60.5% and again increased to 69.2% in 2020-2021. 2019-2020 data was not reported to CALPADS due to an oversight. The state dashboard CCI metric shows 59.2% prepared in 2017, 68.9% prepared in 2018, 51.2% in 2019, no data for 2020 and 2021. It is

unknown why there is a discrepancy between the CCI and Dataquest in 2019. Preliminary data for 2021-2022 from Aeries shows A-G readiness at 61.8%, suggesting some fluctuation, but an overall increase.

We have worked to make almost all of our classes A-G certified. A few elective classes and some remedial classes are not A-G. We have also worked with Mendocino College to offer more dual enrollment options on campus, with the total number of offerings at 10 unique semester classes. The implementation of a college and career curriculum along with improving the training of academic advisors has put more focus on A-G completion. More work can be done to monitor A-G progress of students, especially at the freshman and sophomore level, as well as effective credit recovery options, such as online programs.

Successes	Growth Areas
● Implemented college and career readiness curriculum (GFSF) across all four years ● Integration of GFSF with the academic advisorship program ● Access to college courses in high school ● Academic support and intervention ● New A-G approved courses	● Focus academic advising and transcript analysis on all four years rather than focusing on senior meetings.

Action 3.2: Increase the Number of CTE Completers

By 2022, 35% of graduates will be CTE completers.

Since 2019, we have surpassed the goal of 35% of graduates being CTE completers. According to Aeries data, the following represent the percentage of graduates who are also CTE completers: 22% in 2018, 43% in 2019, 65% in 2020, and 73% in 2021. Due to sufficient funding, there has been significant growth and development of our six CTE pathways. We have successfully utilized a CTE Coordinator and a Pathways Coach to guide development of the program. CTE teachers meet monthly to review standards, evaluate the program, and plan events. CTE teachers have created clubs and hosted showcases that have encouraged engagement. We also offer graduation cords for students who complete a pathway at a capstone level, which helps to encourage participation. We have just implemented a Work Based Learning program that will give our CTE students real industry experiences.

Successes	Growth Areas
● Access to CTE funding ● CTE Coordinator and Pathways Coach ● Implementation of CTE pathways and education of students and parents	● Continue to develop the Work-Based Learning program in the CTE department

Action 3.3: Increase the AP Exam Pass Rate

By 2022 we will increase achievement in AP courses to a pass rate at or above the state average (approximately 65%) based on the College Board 5-year summary.

The AP pass rate (students with 3+ scores based on the College Board) went from 42% in 2018 to 49% in 2019 and then jumped to 73% and 70% in 2020 and 2021. However, the number of students testing has decreased, partly because some AP courses shifted to dual enrollment. Some of the success can be attributed to English teachers gaining experience in teaching the AP curriculum. The district has encouraged and paid for teachers to attend AP Summer Institutes. AP teachers have also worked to “adopt cross-curricular AP policies/ expectations,” participated in annual meetings, and offered test prep workshops. College Board videos and pacing guides, as well as frequent individual feedback, are also important parts of their AP strategy.

There are a number of growth areas to consider, including preparation of students in the classes that lead up to AP Classes and general AP culture at the school. For example, is it a good idea to require that every student that takes the AP class take the test, as well? Should the district continue to pay for the tests? How can a culture of rigor be fostered, including encouraging additional AP test preparation?

Successes	Growth Areas
• Providing teachers with AP training • Providing test preparation events	• Create a common academic culture around AP courses and testing expectation • Increase general academic rigor

Goal 4: Communication in School Community and Beyond

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

Action 4.1: Staff Fidelity to School-wide Policies

Schoolwide policies will be implemented with at least 85% staff fidelity as measured by surveys.

2017 data showed that staff fidelity to school-wide policies was at 78%. Fidelity data has not been gathered since that time. However, extensive conversations and calibration sessions with staff have been held regarding PBIS priorities and expectations. In 2017, the Parent Handbook was updated and made available digitally and has been updated annually since that time as new policies are adopted and refined. In addition, the MTSS Staff Handbook was created and distributed in 2017, detailing school-wide expectations and protocols and has been updated and expanded since that time. Expectations have also been clearly communicated with students through advisory activities and assemblies, including skits and Jeopardy games. With the current Focus on Learning Process and a campus modernization construction project underway, we are planning on redoing the PBIS matrix of behavior expectations for the new site, which will support school-wide fidelity. Furthermore, there has been a high fidelity of implementation of the grading policy, though not all staff members have progressed equally in implementation.

Implementation of professional learning community practices should further encourage staff fidelity in the implementation of policies and practices.

Successes	Growth Areas
• Calibration sessions • Expectations stated in the Handbook and in the MTSS Handbook • School-wide grading policy implementation	• Continue to use fidelity surveys for calibration purposes.

Action 4.2: Peer Coaching

By 2022, all teachers will participate in peer coaching at least once a year.

Multiple efforts have been made to increase collaboration and communication among staff members, though no formal coaching program has been instituted. Existing structures include tenured staff having the option of choosing a peer evaluator for their required professional evaluations and new teachers being paired with a peer coach through the induction process. The CTE department began meeting monthly in 2016-2017 to collaborate and develop consistency across their programs. The CTE staff partner on instructional strategies, assessment practices, and cross-curricular projects. The AP department has attempted to meet on a regular basis to communicate consistent expectations and academic practices, but this is an area that still needs improvement. Additionally, monthly site and department meetings allow for collaboration and planning within schools and programs.

Successes	Growth Areas
• Mutual staff planning time • Collaboration time • CTE department collaboration	• Release time for observations • Staff training on peer coaching

Action 4.3: Parent Engagement

By 2022, parents and community will be adequately informed of school events with at least 85% approval. Back to School Night has a 50% attendance goal.

With the addition of the Parent Square (see below) communication platform, almost 100% of parents are reached through school communications. Despite this, participation in Back to School Night has declined. In 2018, 45% of parents came to Back to School Night, 40% came in 2019, and 25% came in 2020 (a virtual event because of COVID), and about 33% in 2021. Site Council suggested that the issue is not one of communication, but of engagement. To that end, parents were surveyed about what their needs are at Back to School Night. Future events will try to incorporate some of this input, such as more time to talk with teachers, opportunities to learn about clubs and extracurricular activities, and community building activities such as a fundraiser dinner.

Staff have been making other efforts to increase parent engagement. Teachers provide contact information and reaching out to parents through email, text, and phone calls is a common practice

amongst most, if not all, staff members. Parents have also been encouraged to engage through Site Council, booster clubs, Tea with the Principal (“Tea with Tobin”), the CTE Showcase, Senior Project Night. and through technology such as Google Classroom and Aeries. Communication between staff and parents has improved, particularly during distance learning, though better understanding of what will engage parents to participate is necessary.

Successes	Growth Areas
• Use of technology • Teachers contacting guardians • Improved communication • Parent surveys	• Better understand what will engage parents

Action 4.4: Student Forums

By 2022 we will hold two annual forums for student feedback with at least 10% participation.

Many teachers have been proactive in seeking feedback from students. This has been done primarily through end-of-term or end-of-year surveys for individual classes. Many teachers are also passionate about creating space and structures for students to voice their opinions. On an organizational level, ASB was given the opportunity to voice concerns and ideas about the design for the upcoming building project at the High School. Both the architect and students felt this was a fruitful meeting. There was a survey sent to all students about distance learning in late 2020, as well. At the Community School, students were asked to articulate the behaviors and attitude they believe should define the school. They then created almost 30 small posters that highlight those behaviors and attitudes that are now displayed in the school’s main room. Students are also being encouraged to use their ASB representatives to bring up issues.

Though the school has solicited student voice, we have not met our goal of holding two annual forums for student feedback with at least 10% participation. Increasing student voice and input remains a goal.

Successes	Growth Areas
• Individual teacher surveys • ASB involvement in building design • Student surveys	• Work with ASB to plan and hold student forums

Action 4.5: Informational Flyers

By 2022, we will have informational flyers for our special programs: AE Week, College and Career Readiness, Responsible Citizenship Requirement, and CTE.

Flyers have been created for AE Week, the College and Career Readiness program, and the CTE program. A pamphlet outlining the expectations of the Responsible Citizenship Requirement and how to fulfill the units is yet to be completed. It is important that more education is created around this program, as many students are waiting until senior year to complete the citizenship requirement, which involves documenting 60 hours of volunteer work.

Successes	Growth Areas
• Creation of three of the flyers • Distribution at registration and in the office	• Update existing flyers • Create Responsible Citizenship flier

Action 4.6: Vertical Articulation

By 2022, we will increase vertical articulation meetings with the middle school to at least once a year.

Formalized vertical articulation with the K-8 has not happened on an annual basis. Current articulation efforts mostly exists on the individual teacher level. For example, the English teachers usually meet informally with the 7th and 8th grade English teachers prior to the beginning of the year. The science department has also done some collaboration with the K-8 around NGSS. The Production and Managerial Arts program worked with K-8 teachers to produce distance learning radio programs, and there is now a media liaison at the K-8 and a KAKX satellite radio station funded by a K-12 SWP grant. On the site level, there are several opportunities a month to collaborate and look at departmental and cross-curricular articulations.

Successes	Growth Areas
• On-site articulation • Individual department articulations with the K-8 • Priority standards meetings	• No official vertical articulation meetings

Action 4.7: Aeries Communication (Parent Square)

By 2022 we will implement Aeries Communication (Parent Square) with 90% parent participation.

We transitioned to using Parent Square in the Spring of 2021. Currently, 97% of the student/parent population is contactable. Most parents appreciate the increased communication and a few have complained of receiving more communications than they need. In general, it is clear that there needs to be more education around how to customize Parent Square for individual needs as well as developing some protocols around what information is sent to the school community. Furthermore, staff need to be trained about what groups to use when creating posts.

Successes	Growth Areas
• Implemented Parent Square • All staff notifications sent via Parent Square	• Provide trainings to all stakeholders on how to use Parent Square and the settings options

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



The Community

The Mendocino Unified School District (MUSD) originated in 1964 and encompasses five small coastal communities which include 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, communities in Mendocino County have become more dependent on tourism, which has become the primary industry (Source: labormarketinfo.edd.ca.gov/). Main sources of employment in the county include healthcare practitioners and support services (fastest growing sector), administrative support, food service, retail sales, transportation, and construction. The legal and illegal marijuana industry also account for an unknown but significant portion of employment and income in the county and district. The residents of MUSD (based on the population demographics of the town of Mendocino) are significantly older (55 years) than the county average (46 years old) and the state average (36 years old), a reflection of the ongoing transformation of the district from one of working families to a retirement community. (source: worldpopulationreview.com)

The original Mendocino High School was built in 1893, overlooking the village of Mendocino and the Pacific Ocean. Currently, the high school campus is undergoing a three-year modernization project that will include a completely rebuilt main campus and upgrades to other facilities. The main campus hallways will soon once again proudly display over 125 years of graduating classes and counting, a visual representation of the continuity of the community. The Mendocino High Schools serve about 170 students from MUSD and other neighboring districts. The trend toward an older demographic in the district coupled with a decline since 2010 in the overall population in Mendocino County, have directly affected district and school enrollment. School enrollment has continued to see a decline and is currently about half the size it was in 2000. Some of this decline is due to Fort Bragg Unified capping total transfers to MUSD at 50 students. With real estate prices in MUSD being significantly higher than neighboring districts, fewer families can now access Mendocino schools.

Based on these demographic trends, it is somewhat counterintuitive that the student population is trending toward more free and reduced lunch students (over 40%) than ever before, though a rate that is still substantially lower than surrounding areas. One reason could be that these students were historically underreported and the addition of a district social worker has helped connect these families to resources. Another reason could be that the marijuana industry has seen a decline and thus more families are in need of additional resources. Furthermore, Mendocino/Humboldt counties have the second highest level of childhood trauma (ACES) in the state and the county has a poverty level (18.5%) substantially higher than the state (14.3%). Anecdotally, we are seeing a student population that is increasingly impacted by these factors and further exacerbated by the pandemic.

Despite all these changes of the last several decades, the Mendocino High Schools are still recognized as a creative and innovative institution that remains focused on supporting the whole student through strong personal relationships and engaging programs.

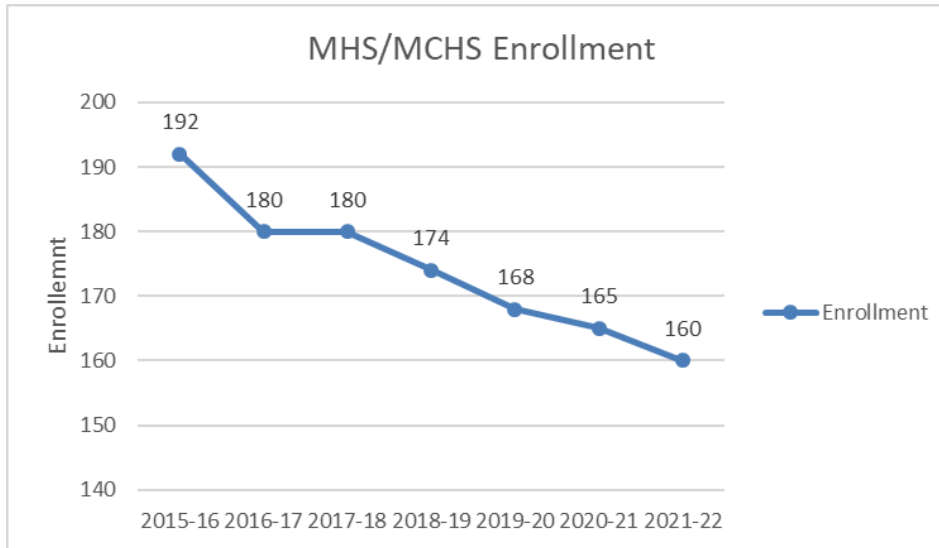


Figure 1: Enrollment in MHS and MCHS combined has continued to decline. (DataQuest)

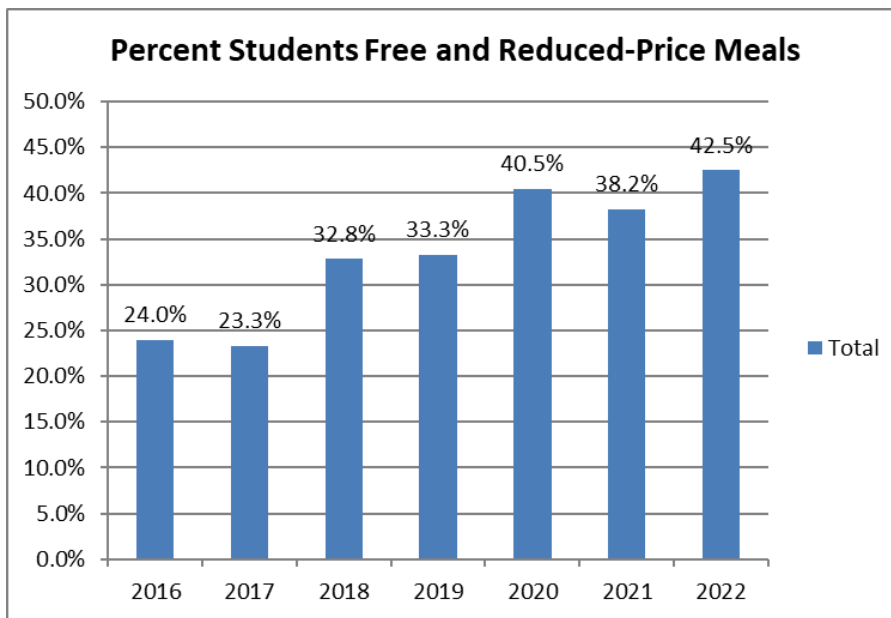


Figure 2: The number of socio-economically disadvantaged students is at the highest level in at least a decade and increasing.

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). The four small schools are welcoming to all students, including to transfers through District of Choice or interdistrict transfers. Traditional, at-risk, and/or unconventional students all find a home here and many students seek to transfer to find a smaller and more caring environment. Our school culture is exemplified by safety and respect and our students have historically excelled academically. The small size of the schools naturally creates a focus on

strong personal relationships while still offering a wide variety of academic and extracurricular opportunities.

All of 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. Mendocino Sunrise High School is a continuation high school that enrolls a small number of at-risk students who are looking for alternatives to MHS or MCHS and provides them a supportive atmosphere to work toward gaining credits. The partial day attendance requirement and individualized instructions has provided at-risk students 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 students in unique situations, such as travel or frequent illness. The MAS program is based out of the Community High School building.

The high school staff currently consists of 17 teachers (down from 20 at the mid-cycle), five of whom are on-site part time (up from three) and one full-time continuation teacher who runs the MSHS program. In 2020-2021, MHS/MCHS had 14.3 FTE with 77% clear and 6.2% teaching out-of-field. There is one social-emotional counselor (currently part-time) and one social worker who are shared across the district. Two academic counselors currently job-share to support the students across the four high school programs. An EL support teacher was added last year. Currently, there is no district psychologist. Office staffing has remained the same over the last six years. Average class size is around 15 students in core classes, though there are usually larger classes of 25 students in a subject, offset by smaller classes of around 10 students. MSHS is capped at 15 students and MSHS is capped at around 24 students for the district.

Mendocino High School Program Overview

Mendocino High School is the most traditional, comprehensive program we offer. 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 approximately 90 minutes. On Wednesdays and Fridays, there is a 40-50 minute tutorial called Personal Success Period (PSP). PSP is used for academic advising, completing homework, making up exams and missed work and for academic interventions. It is also used for module instruction for our college and career readiness curriculum, Get Focused, Stay Focused! Class meetings and other events are periodically scheduled during a Friday activity period at the end of PSP.

MHS offers the majority of academic classes, including all math, science and foreign language, as well as all CTE courses. Among its strong core offerings, MHS hosts the School of Natural Resources (a double period of environmental science and English called SONAR, for short), AP courses, and 10 unique dual enrollment course offerings through Mendocino College. Students can access a wide variety of CTE courses in six pathways: Engineering Technology, Plant and Soil Science, Woodworking, Production and Managerial Arts, Visual Art, and Food Service and Hospitality. This diversity in course offerings is a result of the prioritization of providing meaningful and rigorous content for our students.

Traditional activities such as Student Council, though available to all students, tend to be primarily run by MHS students. Other academic and service clubs available to all students include Rotary Interact Club, Amnesty International, CSF, Improv, Model United Nations, Game Club, Radio Club, Spectrum Club, Yoga, and Band Club. Events such as homecoming, prom, and rallies are run by MHS staff and students. Through the Desktop Publishing elective, MHS also produces The Boom yearbook which includes students and activities from all four of the Mendocino High School campuses.

Also based at MHS, the special education program serves all IEP students in the four programs. The resource specialist teachers do an outstanding job pushing into classrooms rather than pulling students out, and along with integrative aides, assist IEP students directly in classes whenever possible. The special education program also offers Workability and the Transition Partnership Program, allowing students to enter the world of work and life after high school seamlessly. Additional programs based at MHS, such as counseling and college and career advising, are also available to all students at the four schools.

The Academic Advisor Program is a vital part of the MHS guidance program. Each student is assigned to an academic advisor (a full-time teacher), the primary responsibility of which is to assist students with academic scheduling and goal setting, approving changes in student schedules, overseeing academic interventions, and communicating about school activities, and expectations. Recently, we have added the responsibility of advisors overseeing quarterly follow-up modules for our college and career curriculum. These activities take place during Personal Success Period (PSP) two days a week. Every August, advisors also meet individually with their advisees, while all seniors meet individually with the academic counselor to ensure graduation and post-secondary goals are on track.

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 first week of April when students explore the richness of the world beyond the classroom. From local kayaking and hiking, to watching theater in Ashland, to backpacking, mountain biking and first responder courses, 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 shared over AE Week. Placed on hold for two years during the pandemic, we were pleased to be able to reintroduce AE Week in a limited fashion (mostly local trips) in the spring of 2022.

Mendocino Community High School Overview

Mendocino Community High School is a school within Mendocino High School and has 45-50 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 New Media Language Arts. Non-academic courses include Morning Meeting and Outdoor Leadership. 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. 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, theater, 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 community service, team building initiatives, guest speakers, dance, yoga, theater, 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 team building activities and adventure activities such as kayaking, rock climbing, backpacking, and mountain biking.

Mendocino Sunrise High School Overview

Established in 2007, Mendocino Sunrise High School is a continuation school with a maximum enrollment of 15 students. With one full-time teacher, 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 providing 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 earn the privilege to attend 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. MSHS students may graduate from the program with either a 200 credit diploma or a full 265 credit diploma. An evaluation meeting with staff, students and parents can recommend a student for enrollment at MSHS or to return to the comprehensive high school or independent study.

Daily attendance is required from 8:15 AM until lunch, totaling 15 hours per week. Student success at MSHS relies on a student's personal determination and responsibility. The staff at MSHS recognizes that each student comes with individual needs and every effort is made to help each student meet their own needs and achieve success. Most subjects offered are programmed, self-directed materials designed for students to proceed at a rate in relation to their capabilities and personal drive. Coursework includes preparation 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 instructions allows each pupil to learn at the pace and in the manner that best suits them.

Mendocino Alternative School (Independent Study) Program Overview

Mendocino Alternative School (MAS) offers students the option of pursuing their education in locations other than 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. 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 science, 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 college, or through accredited online programs to complete admission requirements to four-year colleges.

The Vision

The Mission, Vision and Student Learner Outcomes (SLOs) were updated in 2022 through the current Focus on Learning process. Below is the "old" version, followed by the updated version. The new SLOs will also serve as our PBIS expectations, replacing "Safe, Respectful, Responsible."

Old Mission

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

Old 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.

Old Student 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.

New Mission

The Mendocino High Schools honor the District motto of “Learn, Explore, Create” by providing a variety of rigorous and relevant programs that empower each student to strive for excellence through perseverance, personal investment, and productive citizenship.

New Vision

Located in a small town of great natural beauty, the Mendocino High Schools are based on a foundation of strong personal relationships and respect for the whole child. We foster an individualized approach to education that inspires students to find their passions and develop strengths that will prepare them for college, career, and life-long learning. Through relevant and engaging learning experiences, all students are encouraged to strive for excellence, to persevere with creativity and resilience, to invest and engage in their education, and to be positive, productive, and informed citizens of local and global communities.

New Student Learner Outcomes - strive to “Be EPIC!”

We believe in...

Excellence

- Aim for excellence in all that you do.

Perseverance

- Use available resources to meet challenges with creativity and resilience.

Investment

- Invest in your future by taking advantage of opportunities to learn and thrive.

Citizenship

- Be a positive, productive, and informed member of local and global communities.

The Data

Due to many changes in the data landscape over the last six years, some metrics have changed or altogether ceased to be available while other new ones have been added. As a result, we are relying more on a variety of data sources beyond the state databases (DataQuest, Dashboard), including local data, Aeries analytics, and data directly from the College Board. As much as possible, the data source is indicated. Often there are discrepancies between data sets, but trends are similar.

School Climate

School climate data relies heavily on results of the California Healthy Kids Survey (CHKS), which is conducted every other year for 9th and 11th grade students. The survey was given last in 2019 and again in 2021, but the 2021 results were modified for distance learning and not comparable (for example, no School Climate Index was generated for 2021).

The School Climate Index (SCI) based on the CHKS results has improved dramatically with a 35 point increase in similar schools percentile. Almost every metric on the SCI has seen a positive change. The results of the 2017 CHKS prompted the addition of substance use counseling as well as efforts to engage students more in the school community through activities and clubs. Substance use amongst students continues to be a concern, but did see improvement into 2019.

School Climate Index (SCI)

	2015	2016	2017	2018	2019	Change
SCI Score ^A	306	—	315	—	352	+46
SCI State Percentile ^B	54	—	62	—	85	+31
SCI Similar Schools Percentile ^B	54	—	62	—	89	+35

Figure 3:

There has been a significant decline in “opportunities for meaningful participation.” This means students do not feel they help decide things like class activities or rules, do not feel they do things that make a difference, do not feel they have a say in how things work, and do not feel they help decide school activities or rules. Females report a higher feeling of meaningful participation than do males. Data was not collected for this metric in the 2021 CHKS. While harassment and bullying have decreased, students experiencing chronic sadness/hopelessness is on the rise over the last six years. However, a similar percentage of students reported sadness/hopelessness in the 2021 survey during distance learning compared to the 2019 survey.

School Climate Index Subscale Results

	SCI Scores					Change
	2015	2016	2017	2018	2019	
Overall Supports and Engagement	353	—	361	—	368	+15
High expectations and caring relationships	331	—	358	—	366	+35
Opportunities for meaningful participation	339	—	325	—	303	-36
Perceived school safety	355	—	366	—	380	+25
School connectedness	357	—	361	—	368	+11
Overall Low Violence and Substance Use	258	—	265	—	323	+65
Low physical/emotional violence victimization	258	—	264	—	319	+61
Low harassment and bullying	249	—	267	—	322	+73
Low substance use at school	263	—	209	—	291	+28

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2015 (%)	2016 (%)	2017 (%)	2018 (%)	2019 (%)	Change
Try hard on school work	69	–	69	–	67	-2
Truant more than a few times	8	–	12	–	7	-1
Feel a part of the school	69	–	74	–	65	-4
Safety at school	73	–	78	–	79	+6
Harassed or bullied at school	36	–	33	–	19	-17
Parents feel welcome to participate at this school	~	–	41	–	53	–
School is usually clean and tidy	~	–	85	–	79	–
Experienced chronic sadness/hopelessness	34	–	40	–	45	+11

Figure 4:

Behavior and Discipline

At the end of the 2016-2017 school year, a data collection system was established for tracking behavior through the PBIS model. A Behavior Intervention Form (BIF) was implemented and the data is entered in the assertive discipline tab of Aeries, allowing for tracking of trends. Through the Engagement Team, the data is used to initiate interventions for individual students and to better understand school-wide trends. For example, during the 2021-2022 school-year, wandering was the most common violation (responsible for a large spike in BIFs) which subsequently led to a hall pass system, and in prior years an increase in cell phone violations prompted a schoolwide calibration of the policy and enforcement. We have not been successful in reducing the overall number of BIFs and returning from distance learning saw an increase in behavior violations. Some of the trend could be attributed to more teachers utilizing the system over time. Currently, a few teachers use the system regularly and a few not at all, while others submit BIFs on occasion. A teacher handling Level 1 discipline issues well in a classroom may not need to submit BIFs, but likely some teachers are underreporting behaviors. An MTSS Handbook detailing reporting procedures and the PBIS program is given to all staff.

	2017/18	2018/19	2019/20	2020/21	2021/22
Referrals (BIFs) (total primary violations from Aeries)	316	332	250*	22*	372
Suspension rate (CA Dashboard)	9.6	5.9	6.0	0	-
Expulsions	1	0	0	0	0
*includes distance learning					

Figure 5: Discipline Data (Source: Aeries and CA Dashboard)

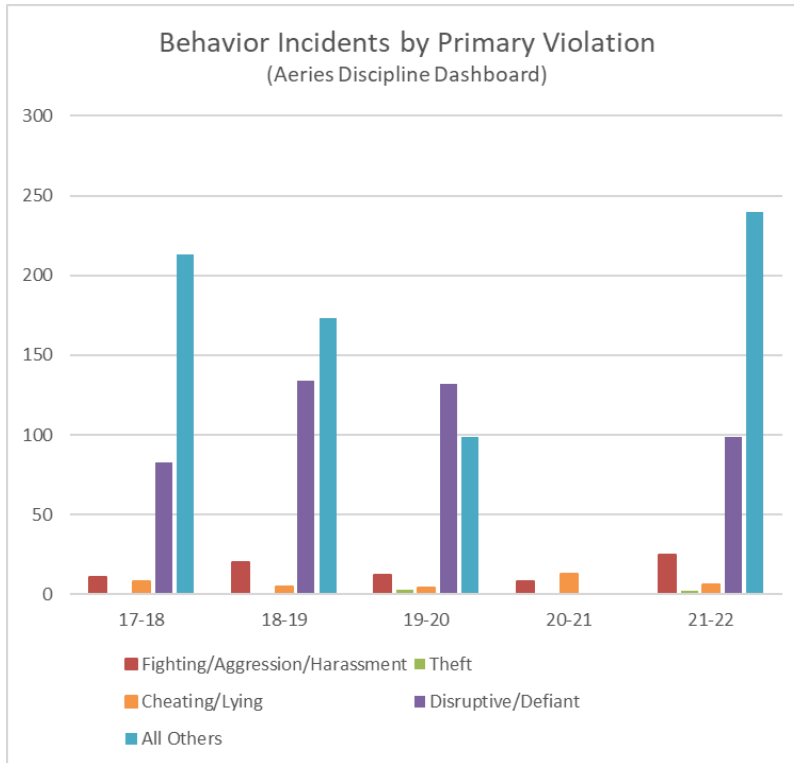


Figure 6: Behavior incidents by primary violation (Source: Aeries discipline dashboard)

While the number of BIFs has increased, it should be noticed that there are a relatively small number of incidents of fighting and harassment, although this increased in 2020-2021 upon return from distance learning. Disruption/defiance saw an increase leading up to the pandemic and then a slight decline, while wandering during class became the most common BIF in 2021-2022. One contributor to an increase in defiance BIFs has been electronic devices and students not following the device policy.

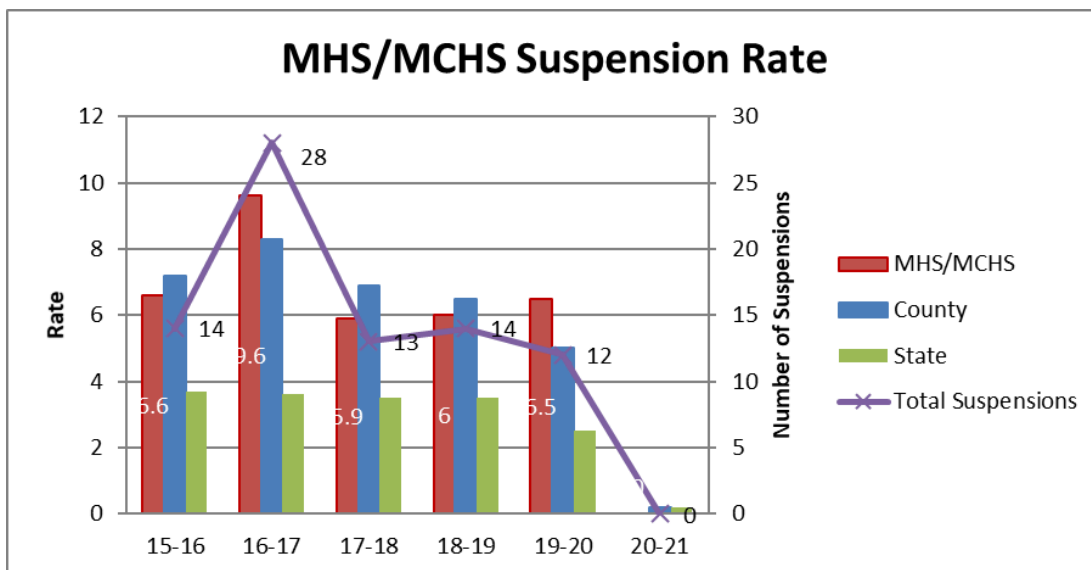


Figure 7: Suspensions increased dramatically with new administration in 2016-2017, but decreased in subsequent years (Source: DataQuest)

With the current administration taking over in 2016-2017, there was a 3% increase in suspensions in 2017 to 9.6%, but the rate dropped down closer to 6% in 2018-2019 and 2019-2020 with the implementation of alternatives to suspension and aspects of restorative practices. Socioeconomically disadvantaged students were, however, indicated as being suspended at a higher rate (11.4%). The district was placed into Differentiated Assistance based on the higher rate of suspension of subgroups across the district, including Hispanic students and students with disabilities. Suspension rates remain above the state average and will likely increase again when 2021-2022 data is released. The addition of a behavior intervention position (added to the athletic director's duties) in the '17-'18 school-year has allowed for more effective deescalating of situations and providing students with behavioral support. The behavior interventionist works to address issues in classrooms and get students back into class as soon as possible.

Cumulative Enrollment vs Students Suspended

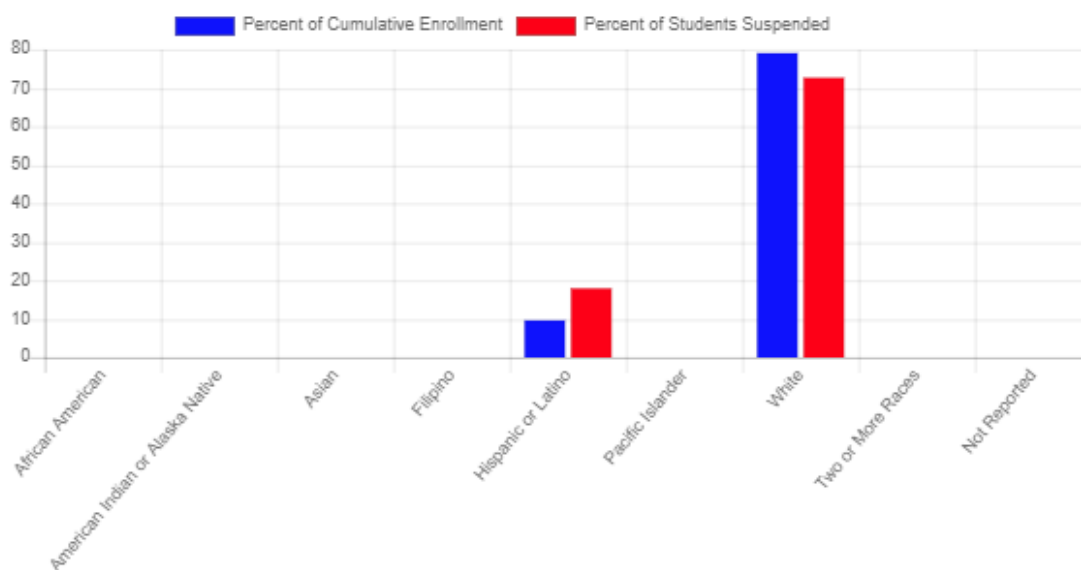


Figure 8: Hispanic students are disproportionately suspended compared to white students, 2019. (source: DataQuest)

Attendance

Progress was made to reduce chronic absenteeism; however, returning from the pandemic posed challenges including quarantine and isolation, symptom protocols, families taking trips that had been postponed, and mental health issues. Based on Aeries Analytics data, it is expected that chronic absenteeism increased to 20% in the 2021-2022 school-year, erasing prior gains. Interestingly, the primary reason for absences pre-pandemic were excused absences, with unexcused absences and days suspended coming in below the state average. Hispanic students had lower chronic absenteeism rates than whites in recent years, but this reversed during distance learning in 2020-2021. Chronic absenteeism during the pandemic may be more accurately described by period absences: 18% of students missed 10% or more of periods during distance learning. Chronic absenteeism remains an issue but has taken on new challenges and there is a need for another shift in messaging due to the pandemic.

Tardiness continues to be a concern. 32.5% of students were tardy at least one time to 1st/2nd period the first quarter of 2021-2022. 67.7% were tardy to 1st/2nd period at least once in 2018-2019. Though,

only 10.8% of students were tardy to 1st period 10% of the time (10 tardies) or more in 2018-2019. While tardiness is widespread, chronic tardiness is concentrated with a smaller group of students. Morning is by far the largest tardiness issue, though tardiness also increases in periods after lunch (5th and 6th periods).

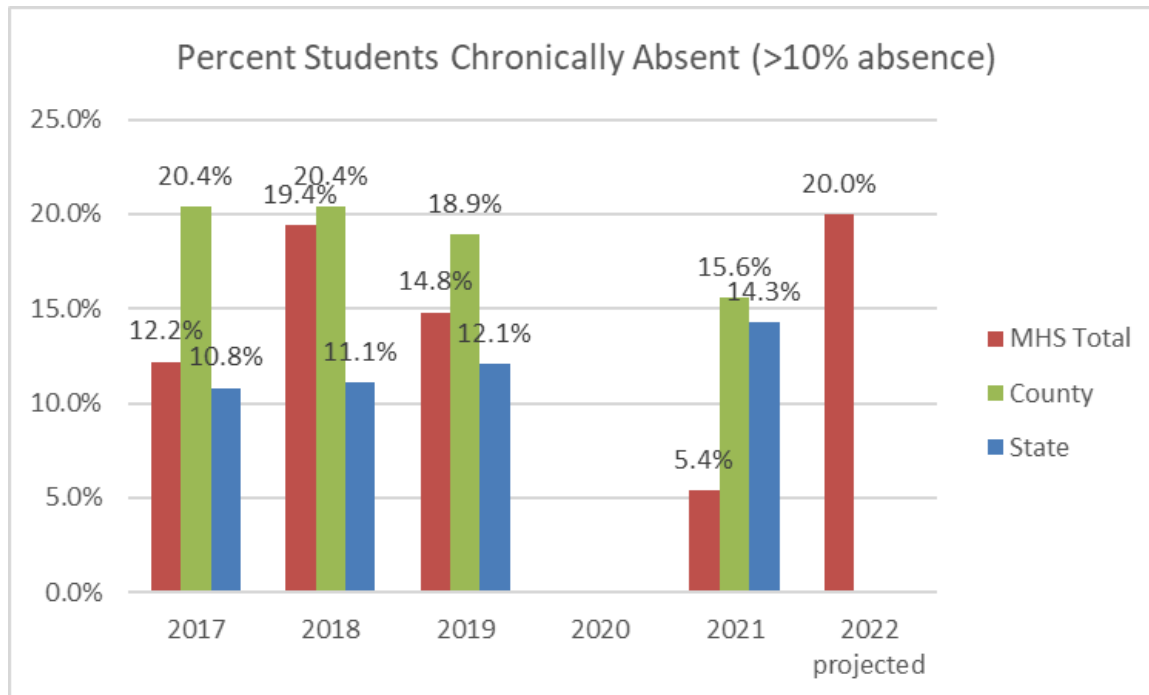


Figure 9: Chronic absenteeism as reported by the state (Data-Quest)

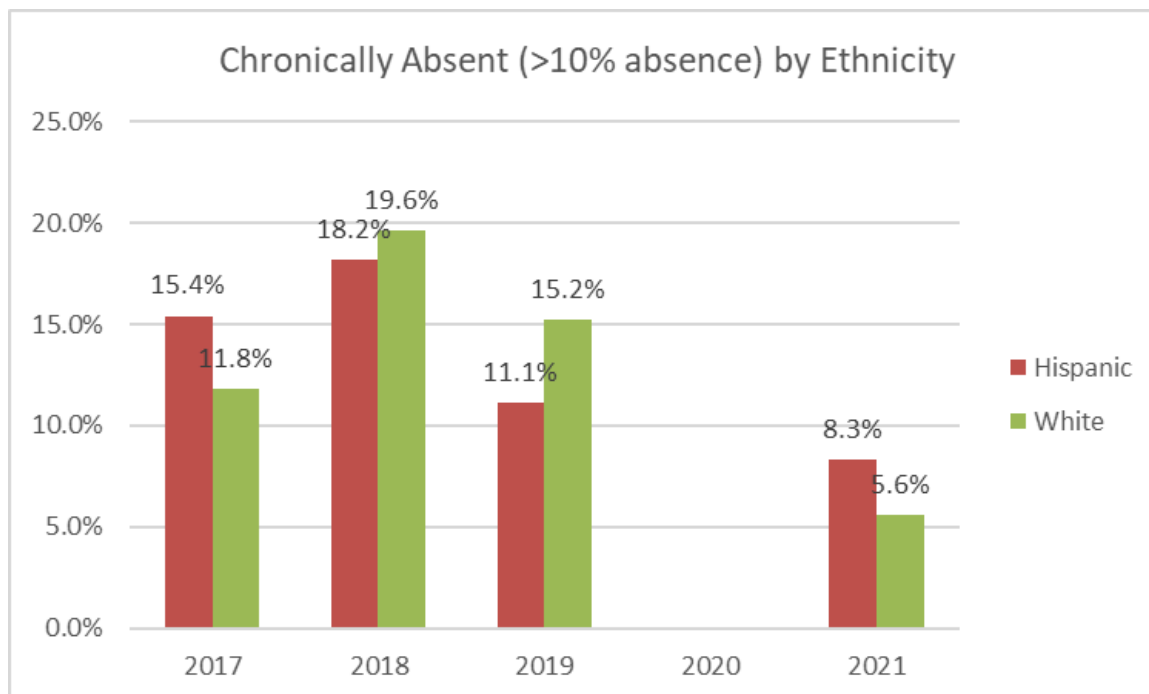


Figure 10: Chronic absenteeism by ethnicity (DataQuest)

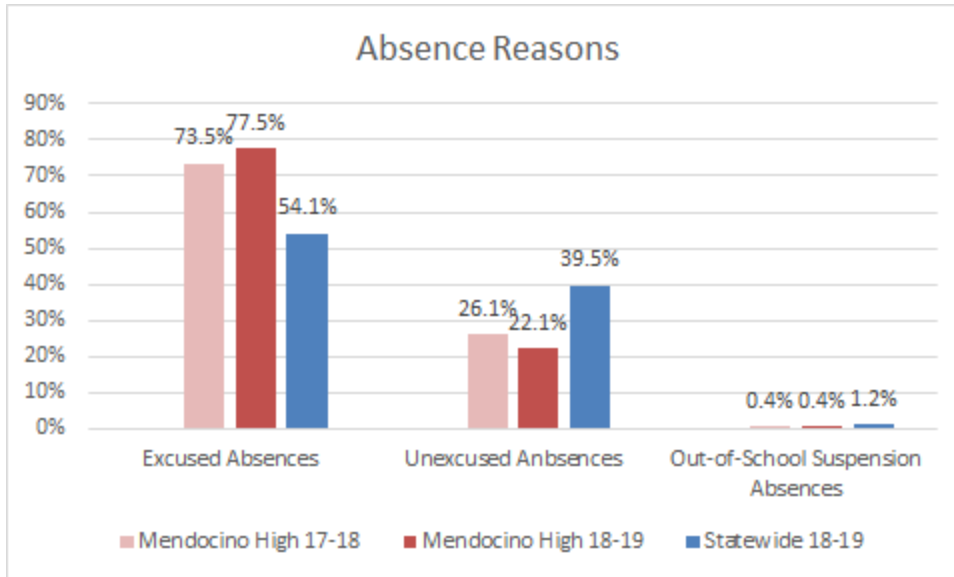


Figure 11: Reason for Absences 2017-2018. These data are reflective of other years. (Source: DataQuest)

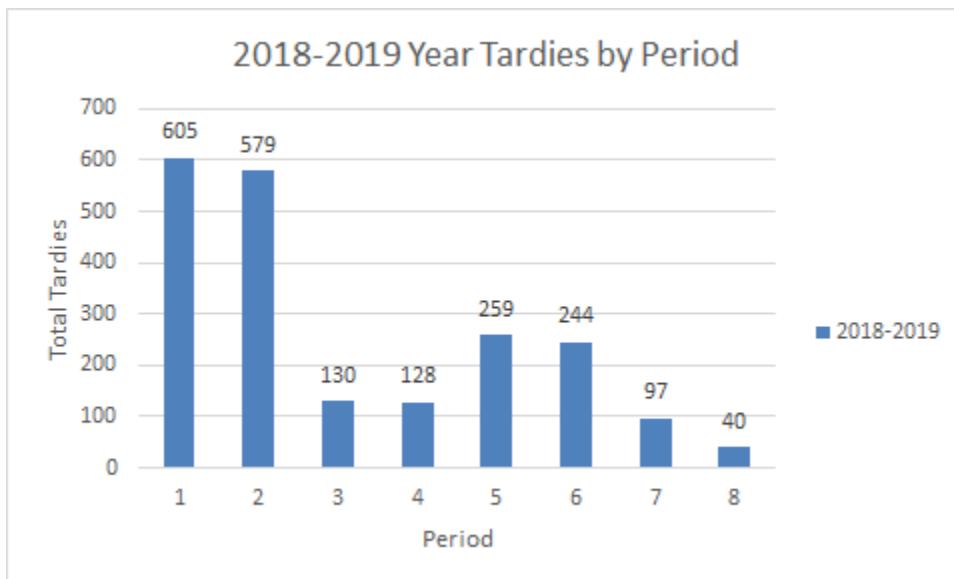


Figure 12: Tardy period data. (Source: Aeries Attendance)

Grade Trends

The D/F rate has declined since the implementation of standards based grading. The rate increased slightly in core classes during distance learning.

ACADEMIC ACHIEVEMENT - DFI DATA

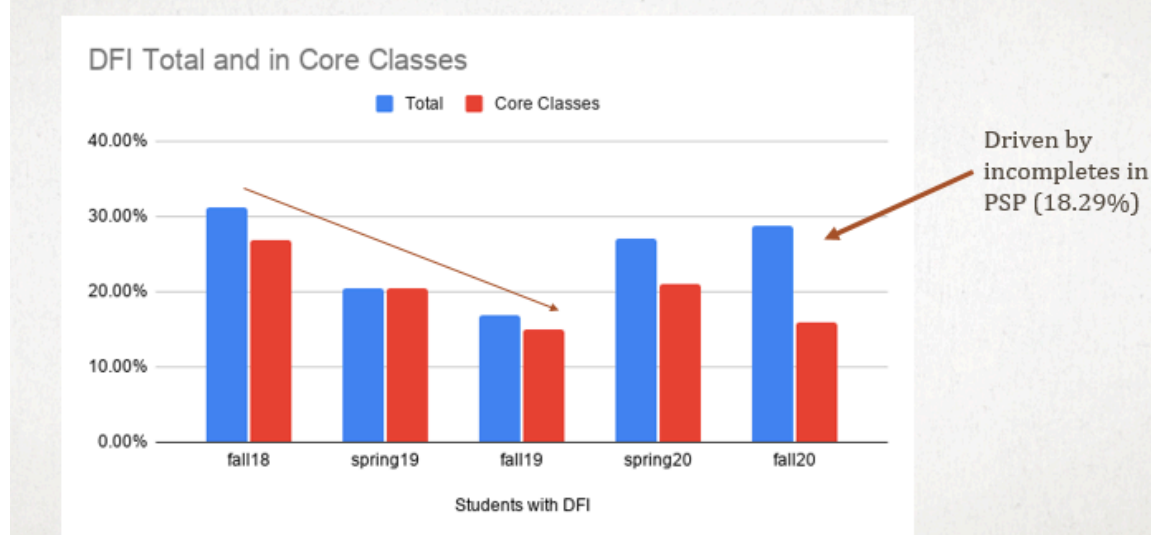
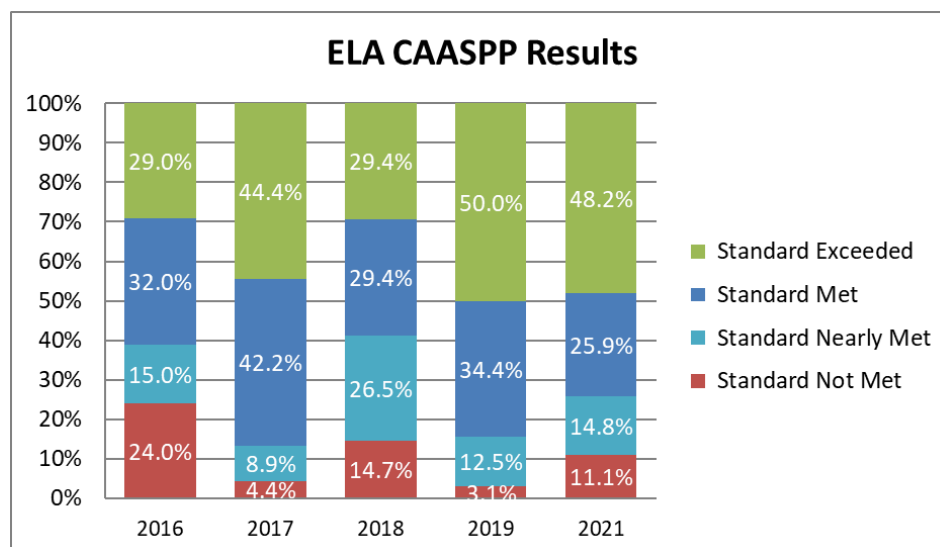


Figure 13:

State Testing

While there has been some fluctuation in performance on the CAASPP and a dip in performance in 2018, scores have remained above the state average. Scores during the distance learning year of 2020-2021 remained above average and stayed within recent score ranges. Fluctuations in scores suggest there is a continued need to provide intervention and remediation for students to bring them into the proficient range and eliminate some cohort variability. Females tend to outperform males in ELA and math, with some exceptions. Economically disadvantaged students perform better than the state average, but do not perform as well as students who are not economically disadvantaged. 2021 data reflects a similar trend, but some of the subgroups were too small to be reportable on the Dashboard. Overall, CAASPP scores appear to be declining since 2017. Disregarding the dip in 2018, CAASPP scores have dropped about 10% on both ELA and Math.



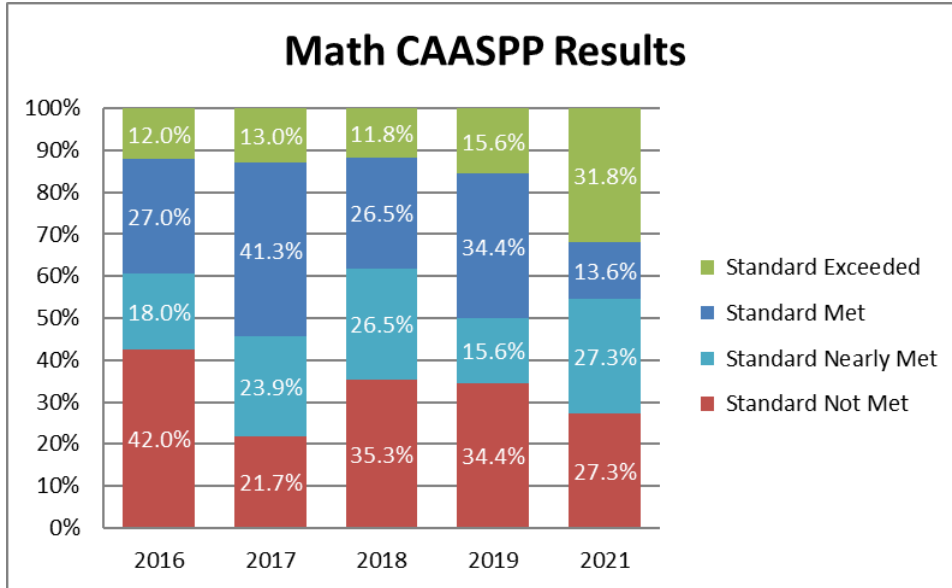


Figure 14: CAASPP results for the last five years in ELA and Math (Source: CA Dashboard).

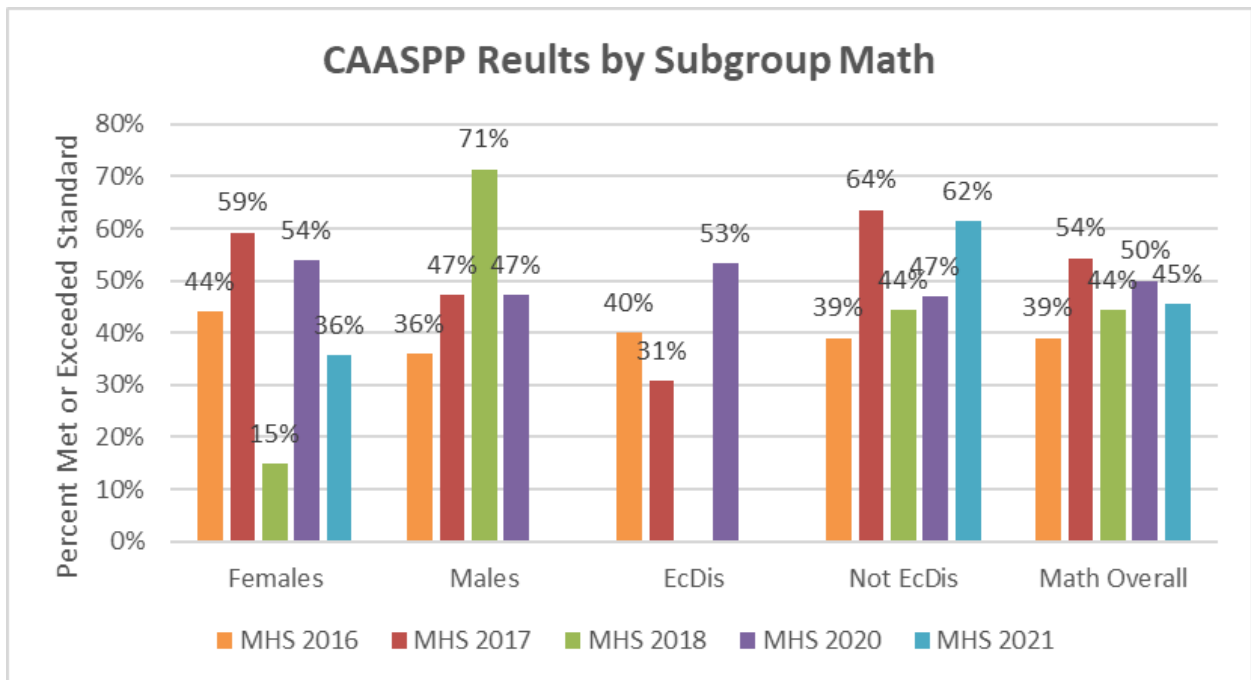


Figure 15: CAASPP Math results by subgroup (Source: CA Dashboard)

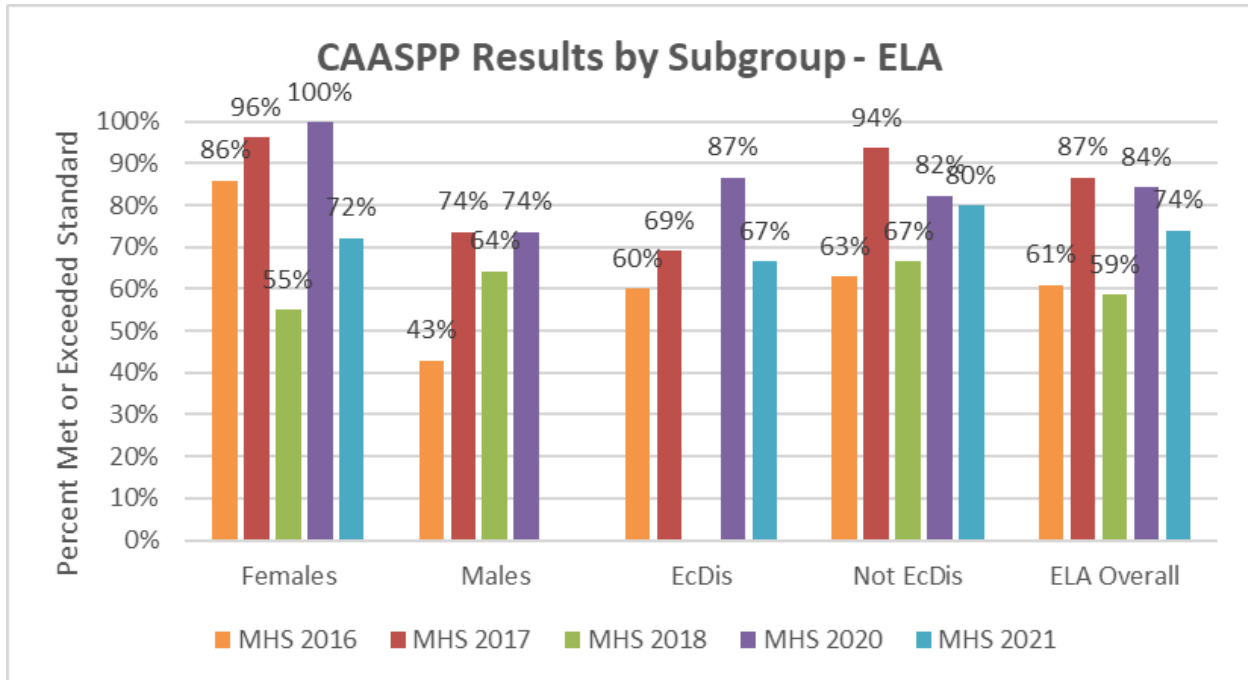


Figure 16: CAASPP ELA results by subgroup (Source: CA Dashboard)

College and Career Readiness

With the implementation of the California Dashboard, there is now a good multiple measure of college and career readiness (CCI), however, data is only available through 2019. In 2020, data was not reported correctly through the CALPADS system and a 0% graduation rate was recorded. 2017-2019 data show a drop in college and career readiness in 2019, the same cohort that scored lower on the CAASPP in 2018. A-G readiness has increased in the last several years, yet graduation rates dipped after several years at 100%. Student pass rates on AP exams are increasing, though the number of test takers is decreasing at the same time. One reason for a decline in AP tests taken is that some classes, such as statistics, have shifted to the dual enrollment model. AP English scores have improved while AP Calculus scores remain below the average state pass rate. Students have generally scored well on national college entrance exams, though fewer students are taking the exams. This is partially due to the fact that many colleges are no longer requiring the SAT and ACT. Recently, the SAT has been offered on campus, which might help to maintain the numbers of students testing. The number of students declaring intent to enroll in two or four year colleges declined through 2020 but was expected to increase again in 2021 and 2022. The number of students who have graduated and completed a CTE pathway has increased steadily. It should be noted that local Aeries and CA Dashboard data are not always in agreement in terms of A-G rates and CTE rates.

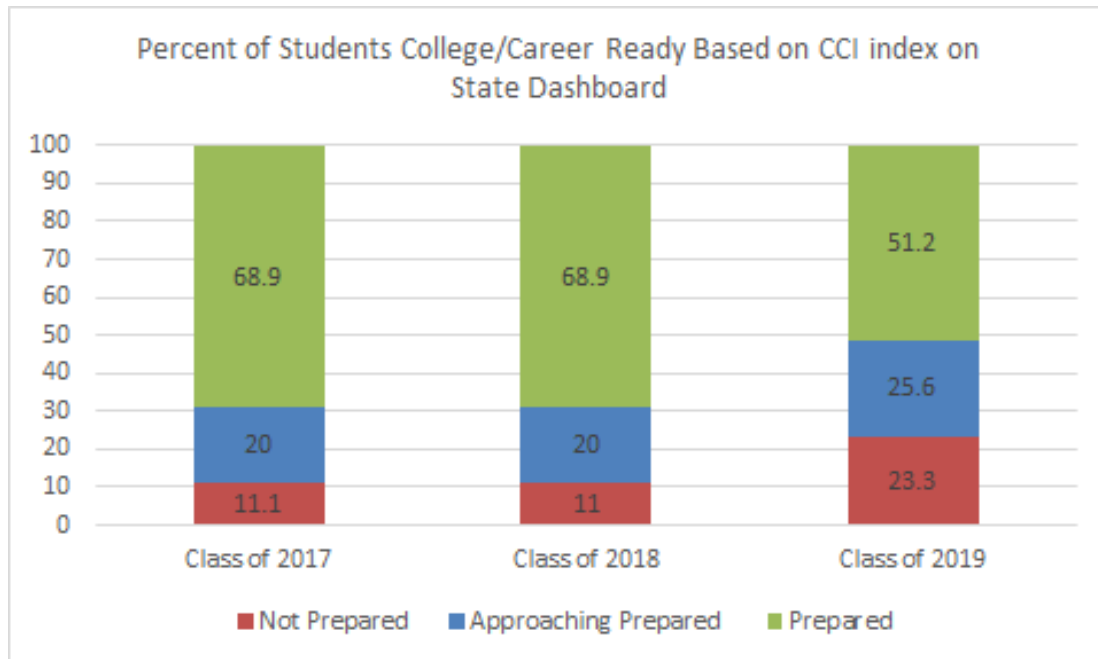


Figure 17: CCI Index longitudinal data (Source: CA Dashboard)

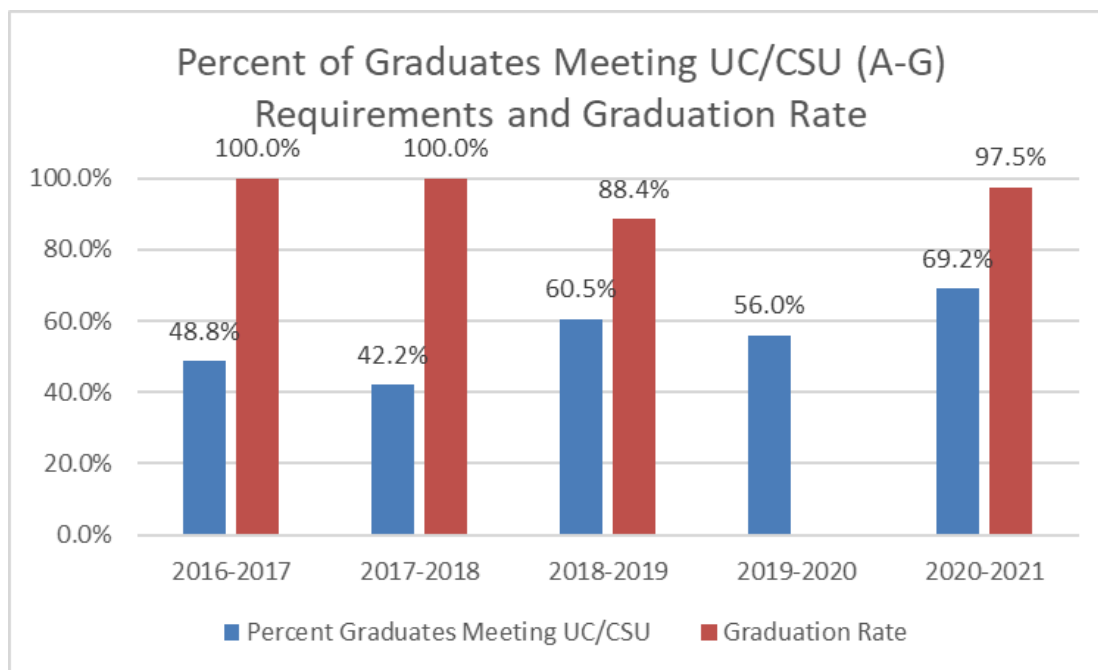


Figure 18: A-G completion rate and graduation rate. 2019-2020 data not available due to error in reporting to Calpads, value from Aeries Analytics (DataQuest – one year graduation data)

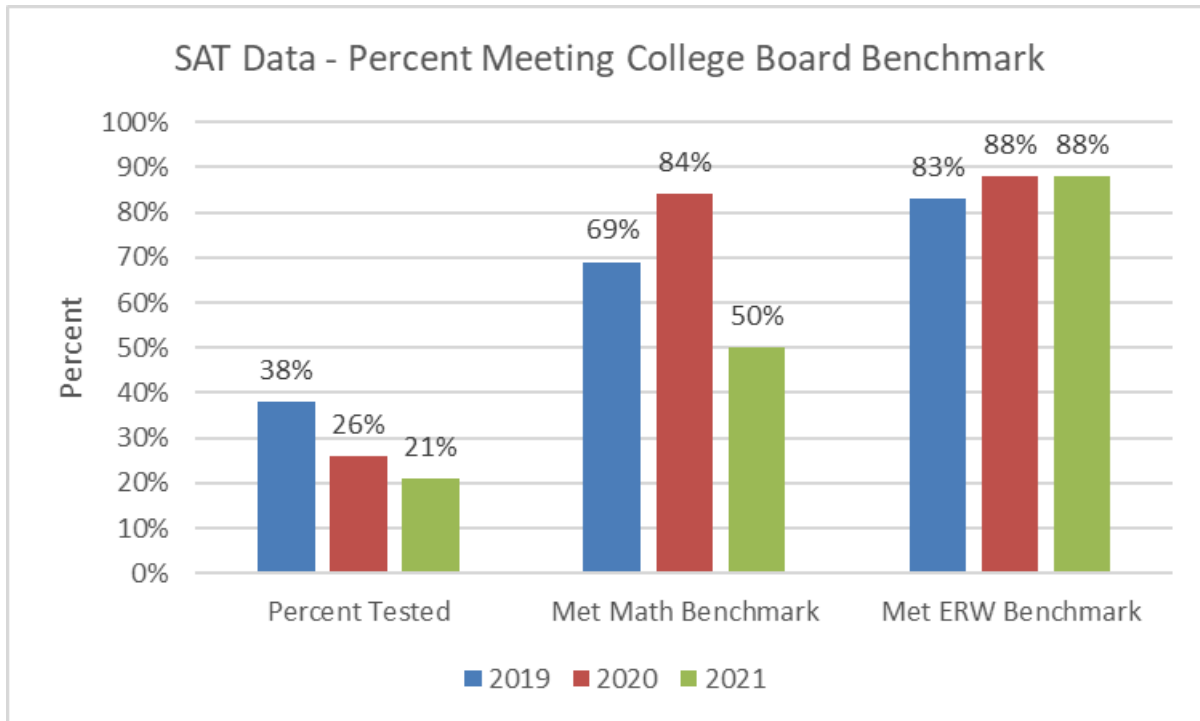


Figure 19: The benchmark represents a student who would receive a C or higher in a college course (Source: College Board)

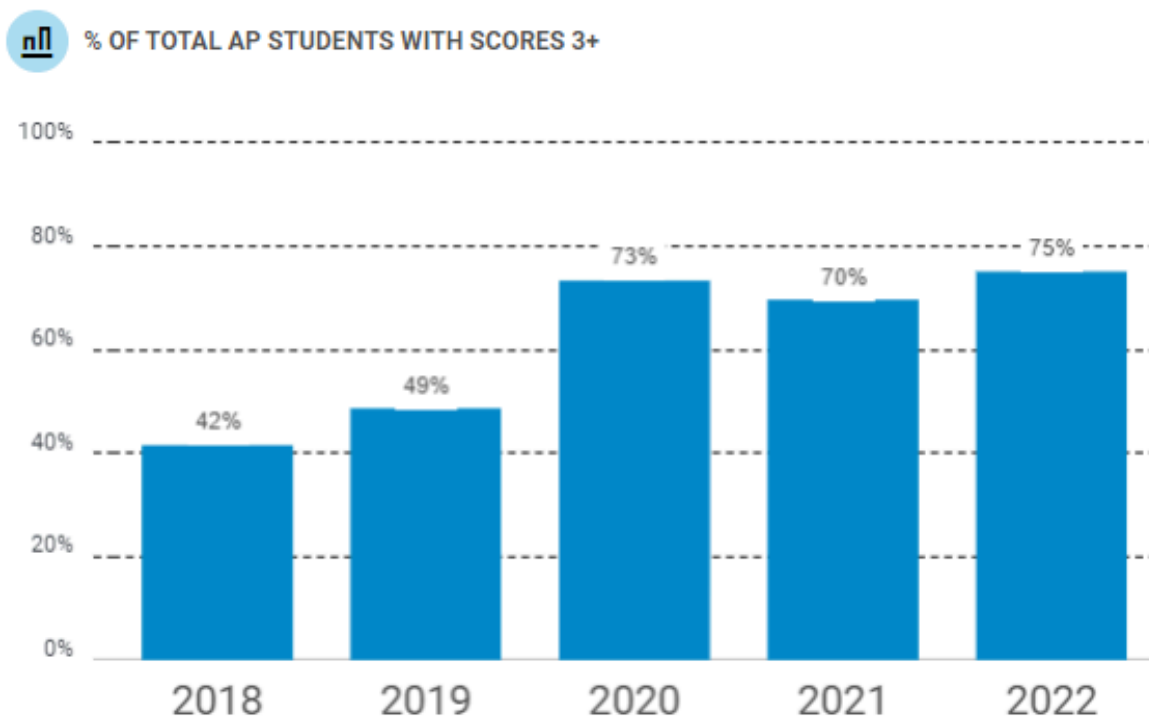


Figure 20:



SCHOOL SUMMARY

	2018	2019	2020	2021	2022
Total AP Students	53	35	30	23	24
Number of Exams	83	49	43	25	30
AP Students with Scores 3+	22	17	22	16	18
% of Total AP Students with Scores 3+	41.51	48.57	73.33	69.57	75.00

Figure 21: AP pass rate data (Source: College Board)

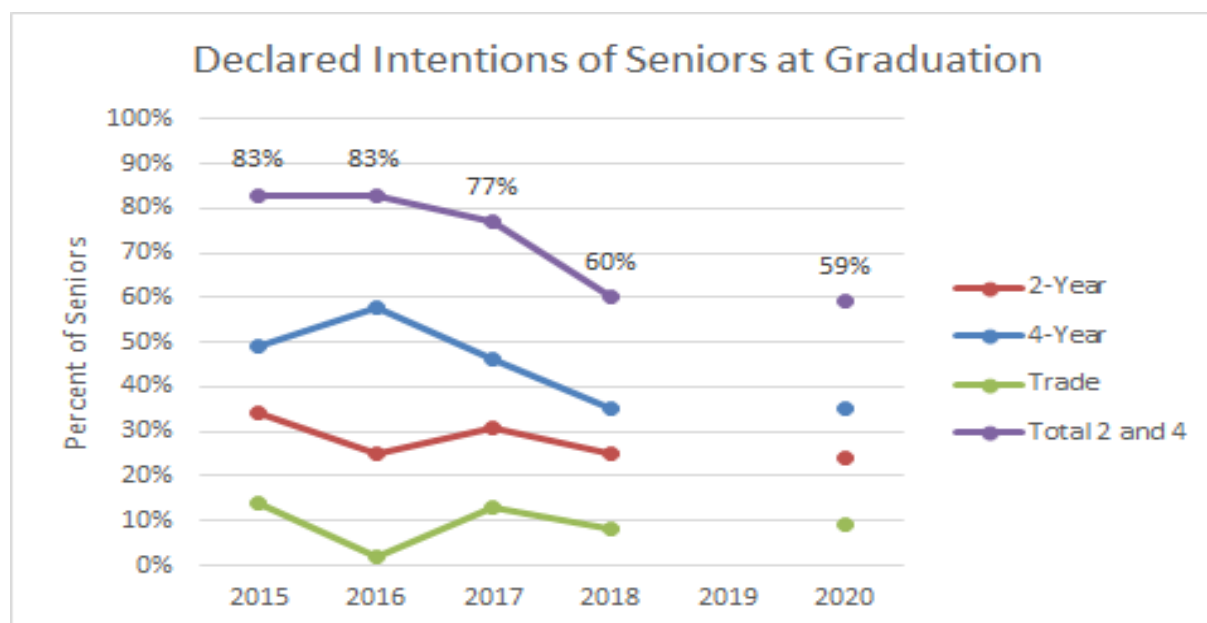


Figure 22: Declared College Intentions of Seniors. (Local data: guidance counselor)

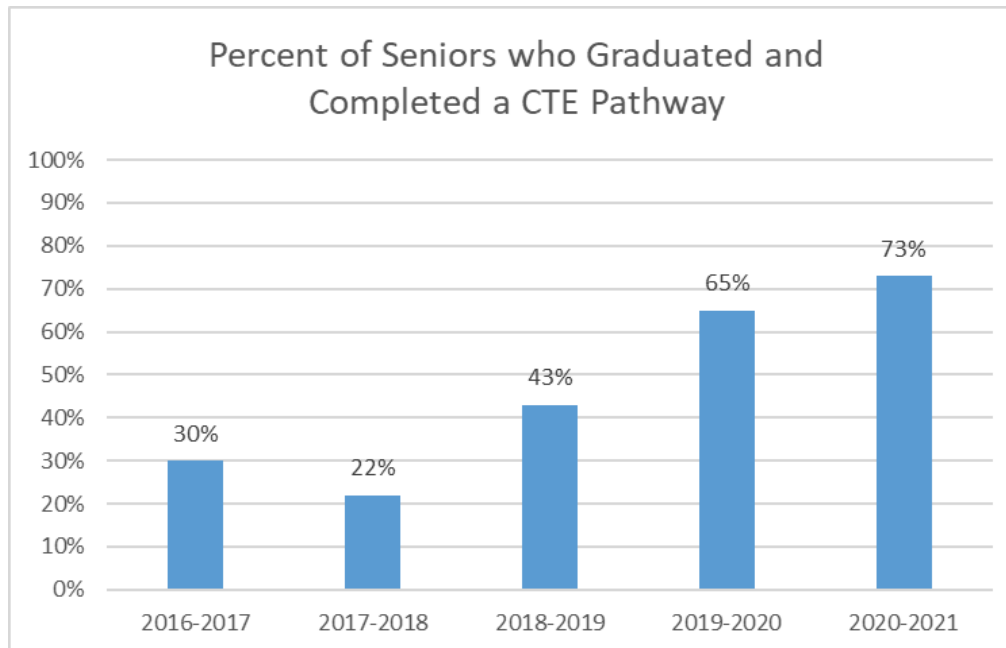


Figure 22: Graduates who completed a CTE pathway (Source: Aeries)

Local Criteria for CTE Completers to Earn a Cord at Graduation

Pathway	Course Sequence			Notes
	Introductory	Concentrator	Capstone	
Design, Visual, and Media Arts		Desktop Publishing 2D Design Photography	Desktop Publishing* AP 2D Studio 3D Design Ceramics	*Must be an editor to receive capstone credit in Desktop Publishing.
DVMA Graduation Cord Criteria: 3 year sequence of courses Capstone project (digital portfolio) <u>or</u> Mentorship with local artist resulting in a product <u>or</u> Editor in Desktop Publishing				
Production and Managerial Arts		Multi-Media Prod.	Radio Production Music Production Video Production	
PAMA Graduation Cord Criteria: 3 year sequence of courses Capstone project				
Cabinet, Millwork, and Woodworking	Materials, Tools & Techniques 1	Materials, Tools & Techniques 2	Furniture and Cabinet Making	3 year sequence
Woodworking Graduation Cord Criteria: 3 year sequence of courses <u>or</u> Reach third year standards Capstone project				
Food Service and Hospitality		Culinary	Restaurant Culinary	
Culinary Graduation Cord Criteria: 3 year sequence of courses Portfolio <u>or</u> Professional work experience				
Plant and Soil Science		Plant Science - Agriculture	Plant Science - Botany	*Biology is a pre-req for A-G Botany
Ag Graduation Cord Criteria: 2 year sequence of courses including Botany (A-G and non A-G possible) Capstone project				
Engineering and Technology		E-Lab	Electronics	
Engineering Graduation Cord Criteria: 2 year sequence (must take E-Lab and Electronics) Robotics Club <u>or</u> Professional Certification <u>or</u> Second year of Electronics				

Figure 23: Graduation Cord Requirements for CTE Courses.

Findings

Home Groups conducted a review of the School Profile and data and generated a list of [strengths](#) as well as [questions and potential critical needs](#). Based on the data review, some of the areas Home Groups indicated as strengths were:

- Focus on positive behavior
- Tiered support system
- Inclusive of all students (with disabilities, EL, different identities)
- School climate index is improving
- The Family Resource Center and social worker supporting our families
- Many student clubs and organizations to provide engagement opportunities
- Dedicated teachers, excited about learning and creating inviting learning environments
- Strong leadership at MHS and MCHS
- Supportive counseling department
- Campus safety - low violence
- Teachers addressing behavior issues in the moment
- Expectations and norms built into syllabi, other places schoolwide
- Strive to provide engaging and community building activities as a school
- Amount of D/Fs have decreased with the new grading system
- Implementation of rubrics, emphasis on summative work, and ability to reassess sets students up for success
- Grading has been more consistent
- Improved dialogue between teachers and resource teachers about needed modifications and accommodations, these have also been expanded to students without IEPs
- Above state average on CAASPP
- Increased focus on skills with standards based learning
- ASPIRE intervention program - consistent refining and revisiting of this process
- Authentic and consistent communication of expectations with students
- Good overall communication with parents and amongst staff: Tea w/ Tobin, Staff Awards, Tokens of Appreciation, Hilltop News, weekly Cardinal Currents bulletin, parent Google Classroom updates, Aeries portal
- Advisory program and one on one meetings with advisees
- CTE department meetings and general collaboration

Home Group lists of growth areas were combined into a list of preliminary critical needs (see below). The preliminary critical needs were later refined through the work of Focus Groups as they gathered more evidence, eventually settling on our three critical needs and goals.

Preliminary Critical Needs from Home Groups

- Continue to work to reduce Chronic Absenteeism
- Address the wellness and mental health of students, including loneliness, depression, and anxiety
- Continue strengthening CTE pathways to provide engaging and relevant programs
- Develop time and systems for staff collaboration and peer coaching
- Increase offerings that address relevance, such as life-skills courses
- Revive a culture of enthusiasm for academic excellence and improve student rigor
- Increase parent engagement and involvement

Chapter III: Self-Study Findings



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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (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.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

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

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

Findings	Supporting Evidence
In 2016, staff and stakeholders developed clear Mission and Vision/Values statements. These were based on best practices and aligned with the critical needs and district goals at the time. Student Learner Outcomes were developed in 2016 based on academic, behavioral, and social goals and were slightly revised in the 2019 mid-cycle review process. The Mission and Vision were posted in all rooms and served as a guide for administration for all decision making processes. Some staff were aware of the Vision as a guiding statement. For example, it was used to advise architects on design concepts for the campus modernization project, and all grant and professional development requests through Site Council have to explain how the proposal is related to the SLOs. However, relatively few, if any, students could state the Mission, Vision, or SLOs aside from that there are posters in classrooms. Therefore, we have made an effort through the Focus on Learning process this year to unify the Mission/Vision/SLOs in a way that is both meaningful and easily recognized by all. Based on our critical needs and goals and our desire to unify our SLOs with our PBIS expectations, we developed the "Be EPIC" slogan. This stands for	Old Mission/Vision/SLO New Mission/Vision/SLO

Excellence, Perseverance, Investment, and Citizenship, all which represent threads that run through our Mission, Vision, SLOs, critical needs and goals, and school-wide expectations. We were able to introduce this to students and stakeholders in the Spring of 2022, and it was well received.	
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A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
Mendocino High School offers a variety of courses that support our vision and values. One graduation requirement is that all students must engage in a certain number of hours of community service. To foster relationships students are divided into advisories where they are assigned a mentor teacher who follows their academic progress throughout their four years with us. Students are able to find their passions through a wide variety of club and course offerings. In a student survey many students acknowledged that courses such as Horticulture, Sonar, Civics and History prepare them to affect positive change and sustainability. A few students shared they feel like they need to go out of their way to affect real change. On an individual level, one student shared “students engaged in ASB feel empowerment for change, but other students not in ASB didn’t feel like they have as much opportunity to make changes.”	Mission and Values Mission Statement+SLO’s LCAP Student Event: Relevance and Meaningful Opportunities for Participation

A2. Governance Criterion

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

A2. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

Findings	Supporting Evidence
At present, there is room for growth both in communication with the board and understanding of the board's role. While parents, students, and staff stakeholders were not yet surveyed in regards to understanding the governing boards role, board agendas are sent out to staff and are available on the district website. Few parents actively attend board meetings. Although a student representative reports to the board, there is not strong communication of board decisions back to ASB, which may be helpful in encouraging more meaningful and impactful participation from the student body. An infographic that demonstrates the roles and responsibilities of the board, administration, and teachers may help stakeholders understand those duties.	School Board Operations School Board Website Student Event: Relevance and Meaningful Opportunities for Participation

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
The uniform complaint procedure is included in the Student/Parent Handbook. A CCR review in 2019-2020 helped to increase vigilance on including non-discrimination statements on published material. There have been very few formal complaints filed in the last six years, but the process has been effective. Site and district administration work well together when these cases arise. More detailed information could be provided in addition to what is in the handbook.	Student/Parent Handbook

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

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

Findings	Supporting Evidence
In Site Council, representatives of students, parents, teachers and administration annually discuss and approve the SPSA. Administration makes a concerted effort to maintain the goals from the Focus on Learning process in the annual SPSA as well as using current data to inform and adjust individual actions as needed to achieve those goals. Site Council members are presented with data and have a chance to make real contributions to the SPSA action plan, keeping the document relevant and applicable to the current stakeholders. The creation and implementation of LCAP and the SPSA documents are done in a timely fashion with stakeholder input. District and site administrators communicate occasionally around shared needs, such as ensuring that CTE programs are represented in the LCAP. Many of the parents surveyed said that they felt included or had the opportunity to be included in the decision making process. Parent respondents knew the process of getting their questions answered and/or their concerns addressed. Sharing this work back out to the larger school community is an area for improvement. Another area for improvement would be to have deeper discussions concerning how the LCAP could better support the SPSA and vice-versa.	LCAP SPSA Parent Event Questions Site Council Minutes Student Event: Relevance and Meaningful Opportunities for Participation

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

Findings	Supporting Evidence
The need for better communication was an important finding of the Visiting Committee during the 2016 full visit. Since that time, effort has been made to improve internal communication and planning. The principal publishes a weekly "Hilltop Voice" that outlines events of the week, discusses calibrations on expectations, celebrates successes, and offers instructional strategies and articles that expand on staff learning. Parent Square was adopted to improve communication between all stakeholders. Some parents have voiced concern with the platform, suggesting that education about the various options is necessary, but for internal purposes it has worked well. Weekly office and admin meetings aid with	Parent Event Sample Hilltop Voice Link to Site Calendar

planning, though these meetings do not always happen if other things are going on that draw attention away. An effort has been made to shift internal planning to Google Calendar and keep the public site calendar up to date as best as possible. This year, a calendar meeting with all office personnel was held at the end of the school year to calendar the upcoming year, a practice that is recommended to be continued.	
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A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate 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.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
The school has procedures in place to ensure staff are qualified. District administration and the Mendocino County Office of Education work closely to ensure teachers are properly credentialed and support teachers in the process of clearing credentials or obtaining new authorizations. Nearly all core teachers are credentialed in their area of instruction, and all A-G course teachers are credentialed in their area. Dataquest shows that in 2020-2021 there were some teachers listed as "Ineffective" and "Incomplete" suggesting a review of credentialing data in Aeries may be warranted to ensure accurate reporting. Some teachers are teaching out of their area of expertise through the necessary small school waiver. As CTE pathways have been added, the school has supported teachers in getting their CTE credentials. All CTE teachers in the 2021-2022 year were credentialed in their pathway. The school will continue to emphasize hiring qualified candidates, though the reality of a shrinking applicant pool may make that challenging at times.	MTSS Staff Handbook Dataquest - Teaching Assignment Data

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
Mendocino High School helps facilitate professional development through Site Council. Site Council allocates funding for staff development and continual learning based on interest, need, and school-wide goals. Site council solicits teachers to submit requests for professional development grants. The application requires teachers to make connections to the school-wide goals and the SLOs. A few teachers a year pursue professional development funded through Site Council and a few others pursue development independently (for example to earn units). The school fully funds AP teachers to attend AP Summer Institutes. In addition to Site Council funding, A-G Readiness funding is also used for this purpose. The CTE department also has access to a Pathways Coach who provides teachers with support in developing their pathway and creating a highly effective CTE program. While there is ample funding and opportunity, an effort needs to be made to encourage more staff to participate in professional development that is related to school-wide goals.	Site Council Minutes

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

Findings	Supporting Evidence
Over the last six years, staff have received a variety of educational training. Most recently the school shifted to standards-based grading. Staff was provided expert training and then staff meetings were dedicated to, for instance, identifying essential standards for each subject area and calibrating a grading scale. Teachers agreed to an 80% summative, 20% formative system for grades. Based on evidence from progress reports, the D and F rates were lower due to staff development training and implementation of standards-based grading. In the teacher survey, most teachers were aware of our PD efforts; some were very positive about experiences they have had. Teacher interests were sometimes in conflict over which training they found most valuable. One teacher shared, "I participated in a two-week project-based learning design camp which was very beneficial in giving me some of the skills needed to begin incorporating more project-based experiences in my classroom. I would like more PD on how to create cross-curricular projects." Another teacher shared "I feel like it has	D-F Rates (Requested Data) Teacher Survey

been beneficial as of late. I especially enjoyed the SEL run we had for a couple years with Mindfulness training.” Moving forward we may want to follow up with staff who have invested in professional development to better understand the impact it had on their work and in the classroom.	
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A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
The school has a clear system for supervision and evaluation that is followed with regularity and consistency. The annual teacher evaluations and observations from admin occur every three years. In non-evaluation years, teachers have to select a standard within the CA standards for teaching practice to focus and reflect on. Tenured teachers have several options for evaluation, including peer evaluation and a portfolio. During the pandemic, with added responsibilities for administration, evaluations have not been carried out with fidelity. Furthermore, recent professional development suggests that the observation model in the contract may not be the most effective way to coach teachers. It may be worthwhile to create an evaluation system that emphasizes coaching and continual improvement.	MTSS Staff Handbook Evaluation Procedures: Contract

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
There is a staff MTSS Handbook that details some of the school-wide procedures and responsibilities of staff. The Student/Parent Handbook further details expectations, policies, and procedures. Staff calibration around policies occurs during staff meetings and through communications in the weekly newsletter. Policies are reviewed with students through PSP at the beginning of the year and in assemblies. Pre-COVID and pre-construction, PBIS matrices were developed for expectations. These will be developed again using the “Be EPIC” mantra and will help to communicate expectations. The timing of this will coincide with re-occupying the main campus after construction. Many of these systems require reestablishment after COVID and expectations in general require explicit teaching, as students have not had a continuity of on-campus learning. Using PBIS and positive reinforcement along	MTSS Staff Handbook Student/Parent Handbook

with clearly stated expectations will be necessary to reestablish a rigorous academic environment.	
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A5. Resources Criterion

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

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

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

Findings	Supporting Evidence
Mendocino High School has several mechanisms in place to ensure that resources and materials are sufficient and utilized effectively. These include the collective bargaining agreement, Site Council, and MUSE, as well as the position of District Business Manager. The CTE department (both faculty and industry partners) meets on an annual basis to decide how money from the CTEIG program is allocated. The Site Council meets annually to allocate classroom budget funds each school year. Technology is acquired and distributed through our technology department. All staff are trained on how to purchase instructional materials and equipment through the administrative assistant. There are documents available in the office to properly order these items. Avenues are explored to purchase these supplies from the correct funding source and to ensure that they meet the needs of the school-wide goals and SLOs.	Site Council Minutes CTE All-Advisory Board Meeting

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

Findings	Supporting Evidence
We are currently in the middle of a \$27M campus modernization project that will result in a new main campus for the high school and modifications to the tech center, including a new art room and a multi-media lab, and the gym, including a culinary classroom and a hospitality area. Priority for construction was based on both need and programmatic decisions. An emphasis was also placed on creating collaborative areas as well as functional spaces and basic comforts, such as a kitchen and workroom for staff. So far, the project is on schedule, though the scope has decreased due to cost overrun.	

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
Purchasing procedures are outlined in a staff binder, though copies of that have not been distributed recently due to distance learning. There have recently been ample funds for the purchase of classroom supplies, largely due to the availability of CTE grants (CTEIG and K-12SWP) as well as local grants and donations. The purchase of equipment for CTE programs is vetted through the CTE department and CTEIG grant proposals. Administration vets possible sources of funding to most equitably distribute access to funding. While there are ample funds for supplies and textbooks, there has not been a concerted effort to review curriculum and make new adoptions. Adoptions generally happen as new teachers enter a position. The administration would like to review the ELA curriculum to ensure cultural inclusivity and relevance of reading materials. We are hoping to catalog textbooks so they can be checked out of the library, allowing us to better track resources. Through this process, it would be worthwhile to do a survey of curriculum and determine needs for new adoptions. Furthermore, ordering process information should be redistributed regularly to ensure there are no barriers to staff ordering needed materials.	Site Council Minutes Sample grant proposal forms from Site Council, CTE

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
There is access to educator effectiveness money to support new teachers in induction programs. Every new teacher is paired with a	

mentor through this program. Additional support and mentors have been provided to new teachers as needed. The CTE department has hired a pathways coach to support teachers. The district Human Resources personnel does outreach to college programs to recruit new teachers. Recently, there has been a shortage of applicants for positions, suggesting that even more outreach is needed. There is a desire to revisit a peer coaching model to help further develop staff capacity.	
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ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. For a small school we offer a wide variety of courses that provide opportunities for students to meet our learning outcomes and vision.
2. Parents feel like they have an open communication connection with the school and opportunities to provide input.
3. All stakeholder groups have opportunities to participate in the development of the SPSA and LCAP
4. There are financial resources available for teachers to pursue professional development opportunities.
5. There are a variety of sources of funds to support resources needed by teachers (School budget, grants, CTE funding, MUSE).

Areas of Growth

1. Fostering more opportunities for greater student empowerment at the school, community, and in the world.
2. We need to review content posted on the websites and evaluate for ease of use and note what information is missing / needed.
3. Improve data collection on graduates, such as through CALPADS required surveys.
4. Following up with teachers to assess the measurable effect of professional development
5. We could benefit from an audit of our textbooks and equipment, and have a system in place to continue to monitor the adoption of materials.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

Findings	Supporting Evidence
Mendocino High Schools provide an effective, rigorous, relevant and coherent curriculum that supports academic standards and prepares students for life after high school. The comprehensive course offerings offer all students the opportunity to complete a college-preparatory curriculum. The seven period schedule allows for a wide range of course offerings (especially for a small school) that include advanced level AP and Mendocino College courses, as well as CTE courses, and standard college-preparatory courses. Academic disciplines are made up of sequential courses that build upon the skills and content of previous courses, which in many cases also are the prerequisites for moving to the next course (e.g., in order to take Algebra II, a student must pass Algebra I and Geometry, and in order to take AP Studio Art, a student needs to have taken an introductory visual art course). Rigor can be seen throughout the curriculum as is evidenced from samples of student work and assessments. Likewise many teachers include contemporary and up-to-date content to connect the material to students and make courses relevant. Standard alignment is evident from course syllabi, CAASPP scores, and assignments and assessments. Despite the efforts of teachers to make their content rigorous and relevant, students often report a lack of relevance, in particular, so a link is missing between what teachers think they're doing and what students are experiencing.	Master Schedule AP/Honors Enrollment Data AP Pass Rates Percent of CTE completers (Requested Data) Syllabi California Dashboard CCI Metric Rigor Samples Real-World Connections Samples

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

Findings	Supporting Evidence
Since beginning the last WASC cycle, the school has moved to a standards-based grading system in an effort to shift students' emphasis from grades to content and skill mastery. The standards taught are derived from common core standards and other subject-area standards. As shown by rubrics and lists of essential standards, many, if not all, teachers have adopted this system, to greater and lesser degrees, and that the skills and content required to be proficient at a high-school-graduate level are taught in each subject area. Many teachers report that grades are a fair approximation of student learning, and this, combined with our mostly decreasing D-F rate, suggests that more students are learning the required content and skills by the time they graduate. Concerns persist, however, that grades do not reflect "deeper understanding," but work habits and skill at playing the game of school. Some teachers feel that additional instruction in standards-based grading would be helpful, as well. Many students report, too, that their motivation is not always to learn but to get good enough grades to get into their desired colleges. Some, however, report that their primary motivation is to learn.	Teacher Survey Student Grading Survey D-F Rates (Requested Data) Percent of CTE completers (Requested Data) Syllabi

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

Findings	Supporting Evidence
Mendocino High School teachers have worked towards congruence between concepts and skills taught. Schoolwide learner outcomes include developing students who are effective, complex communicators who are self-directed and responsible citizens. The extent to which students are competent citizens, as measured by their readiness for the world of work, is at least in part evident in the the number of students who receive a diploma and complete a career (CTE) pathway: 2017: 30%; 2018: 22%; 2019: 43%; 2020: 65%; 2021: 73%. These are positive signs. The extent they're ready for college is, in part, evidenced in the number of students who meet A-G Requirements. In 2016-2017, Mendocino High School graduated 100% of its students, with 48.8% of students completing the A-G requirements. In 2017-2018, the graduation rate was 100%, with 42.3% who graduated with A-G requirements completed. Our most recent data shows an 88% graduation rate with 60.5% of students who met the A-G requirements. While the numbers are mostly trending in a positive direction, many teachers and parents would like to work towards greater college readiness as evidenced in the parent survey. Teachers keep their curriculum focused on	Parent Event Teacher survey A-G Readiness (Requested Data) Percent of CTE completers (Requested Data)

academic standards through our standards-based grading system, which measures mastery of academic standards. Still, many teachers would like to have more compensated time to use for collaboration to increase congruence between subjects and these measures as evidenced by the teacher survey. Some teachers believe that more collaboration would be nice: “Probably a little more would be good,” said one teacher.	
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B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

Findings	Supporting Evidence
For a small school, our site offers a relatively high number of choices in both career technical education and college-prep academics. Mendocino High School’s CTE program includes six different pathways, and those teachers meet regularly to articulate, plan, and report to advisory committees which include members of relevant industries and county representatives. A twice yearly fair offers an opportunity for all CTE classes/pathways to showcase their skills. Some CTE classes also coordinate with the community for experiences such as electronics repair in E-Lab and the Mendocino Film Festival. Some CTE classes also coordinate with academic classes on specific projects such as podcast episodes, which are a collaboration between multimedia and the English and History classes. Many academic teachers also report that cross-curricular connections exist between their courses and others at the school. For example, Earth Science and Lit/Comp I/II teachers did a cross-curricular project/creative writing assignment with the freshmen on astronomy.	Teacher Survey Master Schedule CTE Pathways

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
Mendocino is such a small community; engaging with it is inevitable, and our school does frequently. Our community service graduation requirement can be filled in a number of ways that link students with their broader environment, including docenting at the historic Kelley House Museum, clearing trails in the Mendocino Woodlands and Jackson State Forest, and/or volunteering at the Humane Society, local thrift shops, and the Food Bank, to name a few. The video production class supplies the annual Mendocino	Progress Report Draft, pg 23 Teacher Survey KAKX Website Master Schedule Course Descriptions California Dashboard CCI metric

Film Festival with professional assistants, while the audio/video/radio classes all provide opportunities to broadcast school sports and events to our greater community via our student powered radio station, KAKX, as well as on our YouTube channel. In an effort to improve our students' career readiness and post-graduation preparedness, we have also worked with our local junior college, Mendocino College, to improve articulation and dual enrollment, and students, particularly during the pandemic, have been taking classes through BYU, as well. While some teachers report regular articulation meetings with our local feeder school, the Mendocino K-8, several report that the frequency of those meetings has gone down in recent years, and that it could be improved and broadened. As of 2017-18, our 9th grade students enrolled in the Get Focused Stay Focused Life Choices class also have a dual enrollment option with Mendocino College. Since then, we have increased dual enrollment courses offered by our teachers, including Statistics and Astronomy. Additionally, our Culinary class was articulated with Mendocino College in 2017, resulting in a sequence of courses leading to college and career. In fact, in 2021, *53% of our graduating seniors had completed one semester or more of college classes. By 2022, we will have approximately eleven courses that will be dual enrollment courses through Mendocino College in core subjects and electives. New Media Language Arts and Computer Programming were added as A-G approved courses as well. MUSD has partnered with the National Student Clearinghouse in order to follow alumni through multiple years, post-graduation. By following the progress of our graduates, we will be better able to reflect on our post-graduation preparedness through 2-and-4-year college completion rates. Our guidance counselor and the head teacher of the Community School do a great job of providing guidance on college readiness and with linking students with appropriate learning experiences in the broader community.	
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B2. Equity and Access to Curriculum Criterion

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

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

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

all students.

Findings	Supporting Evidence
The school provides a large range of class options that provide opportunities for a full range of college and career education options. Every first-year student enrolls in a "Freshman Seminar " course, called Get Focused Stay Focused, which allows for career and post-secondary education exploration. After the first year of high school, this is followed up with additional modules that continue this exploration into life after high school. Many students take CTE classes (18 classes offered each year, 6 pathways), which prepare them not only for post-secondary education but also entry into technical careers. Some students choose AP or Honors courses (up to 8 offered depending on the year)). The school also offers some unique programs such as an Environmental Science and Literature class, SONAR. Many students report feeling that Life Choices helped them to explore more options for careers and education after high school. Despite this, some students feel that some classes are not as relevant as they could be to help them be more prepared for life after high school. Many students recognize that the school offers a wide variety of classes that attempt to prepare them for college, career and/or other education options. Some students, however, feel that the school could do better to prepare them for both post-secondary education or non-traditional paths after high school.	Master Schedule AP/Honors Enrollment Data Student Event: Relevance and Meaningful Opportunities for Participation

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings	Supporting Evidence
Mendocino High School students have access to a curriculum that offers real-world experiences. The school includes a Career Technical Education pathways, a School of Natural Resources program (SONAR), and many opportunities to engage in real-world experiences. The school is located in a village on the cliff of the Pacific Ocean, which enables students and teachers to use these resources to engage students in real-world activities. Students in SONAR use the ocean and its surrounding cliffs to tidepool and complete surveys and studies in collaboration with State Parks, Trout Unlimited, and the Noyo Center for Marine Science. SONAR students also work in the K-8 school to learn advocacy and teaching skills. Students can take one of 18 Career and Technical Education (CTE) courses which include six separate pathways. Students have the opportunity to participate in Work Based Learning and	Student Event: Relevance and Meaningful Opportunities for Participation Course Descriptions Syllabi

workability programs. They can intern at local businesses and can volunteer at the K-8 school. However, According to the student data collecting event, many students feel that while there is a breadth of classes offered, many also believe that it can be difficult to take their desired classes because of scheduling to fit them in.	
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B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, including college and career and/or other educational goals.

Findings	Supporting Evidence
The counseling department offers a variety of avenues for students to access academic, career, and college planning. At the beginning of each school year, students and parents meet with teacher advisors to plan classes for the year ahead. The counseling department provides information about graduation requirements, CTE pathways, and college entrance requirements that are reviewed at this meeting. Advisors check in with students and parents on a regular basis during the school year to make sure students are on track. Many teachers use the twice weekly PSP period to check in with their advisees and offer academic support. One teacher reported that they spend this period “doing college application work with students, catching students up on missed work, and supporting students socially and emotionally.” Throughout the year, students and parents can access this information on the counseling website, and during their senior year, the counseling department offers frequent college application, financial aid, and career readiness workshops. Many parents feel that they are involved in decision making, but also that more information about college and career readiness would be welcomed.	Counseling Department Website Parent Event Teacher Survey

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

Findings	Supporting Evidence
Mendocino High Schools support college and career readiness for all students through a variety of strategies and programs. College and career readiness is supported through the GFSF program which all students complete. Additionally and most importantly, our college counselor connects with students individually as well as provides workshops for students, parents, and staff. There are college counseling workshops for juniors and seniors and parents,	GFSF Syllabus Counseling Department Website

and there are specific college application workshops for seniors throughout the Fall where seniors can get one-on-one assistance with their college applications. Career readiness begins with Freshman Seminar where 9th grade students begin the GFSF curriculum. Students continue this curriculum in the 10th, 11th, and 12th grades where they explore career and postsecondary possibilities. Using feedback from students, staff, and parents, the GFSF program has been continually refined to become more manageable and relevant for students. Recently this has included reducing and focussing the curriculum down to the essentials of the program and shifting the instruction of the curriculum to the advisors in order to make the curriculum relevant to the advising and conversations advisors have with their advisees.	
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ACS WASC Category B. Curriculum Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. MHS has a strong college preparatory curriculum as evidenced by many graduates having met the UC A-G requirements, including AP and dual enrollment community college offerings.
2. MHS offers a wide breadth of curricula offerings, which engages students and offers them the opportunity to explore their aptitudes and interests. This includes six CTE pathways.
3. Many teachers make content relevant to students by connecting learning to the community through projects and community service.

Areas of Growth

1. Make stronger connections between the relevance educators see in their curriculum and what students report and show. Continue to employ and expand strategies and teaching methods that connect the vital curriculum to students in ways that will allow them to understand its relevance.
2. Some students, as evidenced by teacher reflection, struggle with academic endurance and sustained struggle. Work to change school culture to encourage sustained work. We need to increase community, parent, teacher, and student involvement to address this issue.
3. Work on a master schedule that better supports student success based on current research.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness

standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Supporting Evidence
MHS offers a variety of rigorous and relevant classes, including A-G approved courses, AP and Honors classes, and CTE classes. Further, in the 2022-2023 school year, there will be eleven college courses on campus. Considered by themselves, the classes offer relevant and challenging coursework; however, that doesn't mean we are inspiring students to meet those challenges and see the relevance. In the 2019 California Healthy Kids Survey, 52% of 9th graders and 29% of 11th graders said they tried hard because they were interested in what they were learning, and in the 2021 CHKS, during distance learning, the percentages changed to 21% of 9th graders and 11% of 11th graders. Another question that was asked is if they work hard to try to understand new things when doing their school work. In 2019, 61% of 9th graders and 60% of 11th graders said they did, and in 2021, it was 34% of 9th graders and 58% of 11th graders. These numbers suggest something may not be connecting for our students. Still, during in-person classroom observations, we found that students engaged in a variety of relevant and rigorous work, including creating a menu for a restaurant, solving equations from a textbook, learning various programs to produce a podcast with original music for a contest through NPR, and collecting and studying local sea urchins. A challenge for us will be teaching students to see the relevance and importance of what they do in class.	Classroom Observations California Healthy Kids Survey Rigor Samples Real-World Connections Samples

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings	Supporting Evidence
1.2: Student Understanding of Learning Expectations Classes have clear syllabi that articulate the standards they will be expected to master in each class. Meanwhile, the majority of MHS teachers create rubrics for their assignments and use various	Student Grading Survey Classroom Observations Syllabi Rubric Samples

teaching strategies to communicate their expectations. That said, about half of the student population seems to be unclear on the expectations, as evidenced by the student grading survey, in which only 51% of the students agreed or strongly agreed that they understand standards-based grading. This evidence, in addition to classroom observations, indicate that MHS students are provided clear guidelines and direction regarding the standards and expectations of the class and individual assignments and projects, but some confusion remains. We may, however, be overreacting to one piece of evidence: During classroom observations, when students were asked to communicate the learning expectations and purpose of their project work, they were able to articulate the purpose and expectations of the assignment/project, suggesting deeper understanding on their part.	
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C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

Findings	Supporting Evidence
All teachers use a variety of best practices to facilitate learning. One of our school learning outcomes is that students are competent in accessing and analyzing information from a variety of sources, and many of our teachers provide a wide range of learning strategies and activities to differentiate and personalize content to support all students to become complex learners and thinkers. For example, our math department uses IXL to track student understanding. This work is done on the Chromebooks all students are provided, which allows teachers to have integrated use of technology in every classroom. Classroom observations and student work examples indicate that all teachers at MHS facilitate learning through a variety of instructional activities, resources, and hands-on experiences. The assignments and projects are scaffolded and may incorporate both individual and group work. It was	Teacher Survey Classroom Observations Summative Assessments w/ Aligned Formative Assessments

observed that while students are engaged in learning activities and project work, teachers are circulating the classroom, checking for understanding and supporting students.	
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C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

Findings	Supporting Evidence
Students engage in a wide variety of learning strategies throughout their coursework. Many classes use project-based learning, presentations, debates, technology-based instruction, reflection, goal setting, and experiential and real world learning. Based on student work and assignment examples and classroom observations, it is evident that all classes use a variety of the learning strategies listed above. Many classes conduct lessons outside of the classroom walls, where students are engaged in real-world, hands-on activities throughout the year. The student work samples, teacher surveys, and classroom observations indicate that many MHS teachers provide various learning strategies to fit the needs and preferences of students. Many opportunities outside of the classroom are provided for students to engage in creative and critical thinking. It is also evident that many teachers incorporate student voice and choice within their projects and learning activities.	Classroom Observations Student Work/ Curriculum Examples Student Event: Relevance and Meaningful Opportunities for Participation Teacher Survey

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

Findings	Supporting Evidence
Students at MHS demonstrate their knowledge through, for example, meaningful discussion, group work, art, hands-on projects, essays, and tests. Based on class observations, project descriptions, and work samples, all teachers gave various opportunities for students to show their learning and apply their knowledge. MHS also provides opportunities for students to show knowledge and higher-level skills in a variety of ways. In addition to AP classes, Honors classes, and clubs, opportunities to dive deeper into coursework and content are offered within projects by providing “challenge options” and allowing for and creating various roles and mediums for students to demonstrate their knowledge of the content. These options also allow students, in a scaffolded way, to expand their skills beyond the basic requirements. The CTE program promotes classes that are structured to support students	Classroom Observations Student Work/ Curriculum Examples Real-World Connections Samples Applied Learning Evidence

to be successful in real world professions, through internships and real world applications. For example, in Radio Production, students can create their own show or podcast or be a part of broadcasting live events.	
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C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
All students at MHS participate in the “Get Focused Stay Focused” program in which students learn about different career and college paths and require them to come up with a plan for the future. MHS has a robust CTE program offering pathways in Agricultural and Natural Science; Arts, Media and Entertainment; Building and Construction trades; Engineering and Architecture; and Hospitality, Tourism, and Recreation. All CTE pathways are advised by industry professionals and aim to prepare students within their given field. Evidence of their real-world knowledge of their career-based class is shown within our two yearly CTE fairs. There are also various internship and workability opportunities within the Resource program and the CTE program. Every two years students participate in a huge Career Fair, as well, and general classes aim to connect curriculum to real-world applications. Despite these offerings, many students feel that while the educational curriculum is relevant, some feel it is lacking real-world applications. This may be a confusion of terms, but the school does seem to struggle to cultivate a deeper sense of meaning in the work we ask our students to complete.	Rigor Samples Real-World Connections Samples Applied Learning Evidence AP/Honors Enrollment Data Student Event

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Use of technology
2. Diversity of classes
3. Diversity of teaching and learning methods.
4. Connecting education to real-world issues

Areas of Growth

1. Emphasis on teacher/classroom/content collaboration (bigger cross curricular projects,

more continuity across curriculums)

2. Building a culture of rigor - focus on revisions, critiques, producing high quality work vs. just getting stuff done.
3. More student buy-in and engagement
4. More teacher communication with regard to curriculum and teaching strategies.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Findings	Supporting Evidence
In recent years, MHS has adopted a system of standards-based grading to more accurately reflect student learning and to avoid factoring work habits and behaviors into students' grades. According to teachers' responses in a recent teacher survey, many teachers design summative and formative assessments by backwards-mapping from their selected list of essential standards. According to one teacher, "Most of my units revolve around a text of some kind, so first I think about the strengths of the text as an educational tool. From there, I find the relevant standards; many standards, though, are used repetitively, such as W.1 (Essay Writing) and RL.2 (Theme Analysis). Then I come up with the writing assessment and work backwards from there, using formative assignments to accumulate the knowledge, content, and skills they'll need to write the essay..." While teachers have shifted to a system of standards-based grading that effectively and equitably reflects student learning and removes work habits and behaviors from grades, we wonder whether this grading system	Teacher Survey Summative Assessments w/ Aligned Formative Assessments

inadvertently supports students missing deadlines, submitting late work without penalty, and “gaming the system” in some ways.	
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D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students’ grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
When the school transitioned to a standards-based grading system, staff deliberated and voted upon a common four-point rubric (with clearly defined proficiency levels) to be adopted in assessing students’ learning across disciplines. Consistency in using the agreed-upon four-point complexity levels can be observed in many teachers’ syllabi and rubrics. As shown by students’ responses in a recent student grading survey, some students believe that grading is consistent across the school, whereas many students believe that grading is inconsistent across the school. According to one student, “None of the teachers are consistent. Some are pretty relaxed while some are extremely strict. You also have to become familiar with all of the different qualities they favor in work, like quantity over quality and vice versa, or adding a personal flair vs going by a preset structure.” While inconsistencies between teachers may exist, we wonder whether inconsistency and somewhat different teaching strategies, approaches, expectations, content, etc. are necessarily a negative thing if all teachers are generally using the same overarching grading system. Will inconsistencies always exist on any given staff?	Syllabi Rubrics Student Grading Survey

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
The opportunity for students to revise their work and reassess their learning is a core component of our standards-based grading system. As shown by a recent student grading survey, about half of students believe that their grades accurately reflect what they have learned or achieved, while half of students believe that their grades do not accurately reflect what they have learned. Regarding the revision policy used by many teachers, one student reported, “In the end [despite] being confusing, I do think the retest part of this grading system is very helpful to making sure I really get the [nature of the content] instead of trying once and moving on.”	Syllabi Student Grading Survey

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and

instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
Instructional staff work in partnership with school leadership to offer accredited programs and courses that are challenging, coherent, and relevant. At the beginning of each school year, school leadership facilitates staff meetings in which course expectations and grading policies are collectively reviewed by staff. School leadership and instructional staff also work closely with Mendocino College, the College Board, and the CA Dept. of Education to offer relevant and challenging dual enrollment options, AP courses, and CTE courses, respectively. As shown by A-G-approved course descriptions, teachers' course syllabi submitted to school leadership, and staff meeting minutes, school leadership and instructional staff assess many programs and expectations on an annual basis. We are left wondering about the degree to which the School Board and district leadership impacts the assessment of programs and expectations. There seems to be a sense of trust between district staff, school leadership, and instructional staff in the fidelity of offering programs that are challenging, coherent, and relevant.	Course Descriptions Syllabi

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Findings	Supporting Evidence
MHS uses data from various academic assessments and stakeholder surveys to inform changes to school programs, professional development offerings, and resource allocations. For example, using AP Exam scores, MHS adjusts course offerings and dedicates funding to professional development conferences offered by the College Board. Limited success on the AP Statistics Exam in previous years, for instance, led to the AP Statistics course being removed from our course offerings and a college math course being added in order to better meet students' needs and skill levels. In addition, survey results from the CA Healthy Kids Survey has led to MHS offering SEL training to instructional staff and counseling team members, providing vaping education workshops, and funding professional development opportunities regarding mental health.	AP/Honors Enrollment Data AP Pass Rates California Healthy Kids Survey Social-Emotional Support Data

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

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
The school encourages teachers to backward plan their curricula based on content-specific standards. Teachers use formative work to measure mastery of the relevant standards as students work toward their summative assessments, reteaching material that students don't initially grasp. Should students perform poorly on their summative assessment, they are encouraged to relearn and reassess. Teachers have contributed multiple examples of formative and summative assessments that demonstrate this reassessment process. Staff has also participated in trainings to help develop those systems and help one another develop and improve student learning and standards-based grading. We worry, however, that students "gaming the system" – students not understanding that formative work informs success on summative assessment – can lead to undisciplined habits because it may motivate them to focus on what will get the grade rather than on understanding the material.	Summative and Formative Assessments Teacher Survey Standards-Based Grading PD (access available upon request)

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
Many MHS teachers regularly assign students formative assessments in which feedback is given in a timely, specific, and descriptive manner. Many teachers also elicit student feedback in the form of self-assessments and course evaluations in order to monitor academic progress and college/career readiness. According to one member of the instructional staff in a recent teacher survey, "I speak with students one on one and give them verbal feedback. The help and feedback provides direct instruction	Student Work/ Curriculum Examples Teacher Survey Student Self-Assessments/ Reflections

to do well on the summative assessment.” Staff has noticed that some students who are especially invested in the standards-based grading system crave instant feedback in the form of assessment grades/scores, despite this being an unreasonable request depending on the type of assessment (essay, test, etc.). We believe this stems from cultural trends of instant gratification and reliance on technology.	
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ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Staff and school leadership in philosophical agreement regarding the efficacy of standards-based grading
2. Offering of assessments (stakeholder surveys, forums, etc.) to elicit feedback regarding course rigor/relevance, student needs, mental health, etc.

Areas of Growth

1. Need to create an academic culture who values the importance of formative assessments/feedback, meeting deadlines, and learning for learning’s sake
2. Need for more transparency in district’s role in impacting assessments and accountability

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

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

E1. Prompt: *Evaluate the school’s effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Findings	Supporting Evidence
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There are some strategies in place for the school to engage parents and the community. The fall Back to School Night has averaged 36% attendance over the last four years. Parents are mostly aware of events like this, but they may not attend because they are unable to or they don't feel incentive. Events such as the CTE Fair are of interest to parents, where student work is showcased. Parents receive information about these events and other announcements and notifications from the school via email, Google Classroom, and Aeries. When asked about the kind of events parents are interested in attending, events along the line of showcasing student work, like art shows, theater performances, and musical events are at the top. Parents are overwhelmingly interested in direct parent-teacher conferences, too. Most of this data comes from a very small pool of highly-engaged parents, which may not speak for parents as a collective, and speaks to limited engagement from parents. This may be a current shortfall at this point in time. Parents are not offered direct conferences with teachers, but they are able to request it. Questions have arisen about the time required for this, and whether that would increase attendance at Back To School Night. Although many parents have access to Classroom and Aeries, they mostly do not feel this directly helps them support their child, nor support them in the learning process. Teachers and administrators are looking for ways to further engage parents and to directly communicate with them.	BTSN Data (Requested Data) Parent Event
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E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Findings	Supporting Evidence
The Mendocino High Schools have many existing policies and regulations to ensure that all students enjoy a safe, clean, and orderly place in which to learn. These policies also speak to internet safety and parent-student complaint procedures. The Mendocino	Student/Parent handbook BIF data (Chapter II) PBIS guidelines California Healthy Kids Survey

High Schools Student/Parent Handbook documents expectations relating to maintaining a safe, clean, and orderly school that supports learning. The handbook also includes student internet safety expectations. Additionally noted in the handbook are the guidelines for parents and students to follow should a complaint arise. Positive Behavior Intervention System (PBIS) guidelines teach and reinforce the needed behaviors to ensure the schools remain safe, clean, and orderly. PBIS expectations are first taught (and reinforced) to students while they are in the K8 School. While the guidelines are modified to be age appropriate for high school age students, the overall expectations of being safe, respectful, and responsible remain constant (this will change slightly with our adoption of “Be EPIC!”). Expected behavior for all areas of the schools (classrooms, parking areas, restrooms, assemblies, etc.) are reviewed with students. A BIF (Behavior Intervention Form) is completed and turned in to the office for further follow up when students do not demonstrate the requested behaviors. While using technology, students are expected to abide by the generally accepted rules of network etiquette and common decency. Students who do not abide by the accepted guidelines will be subject to consequences. The handbook also notes in detail how a parent or student may file a complaint relating to rules, regulations or procedures. While Mendocino High Schools have a well developed Student/Parent Handbook, there is still work to do. Cell phone use in class is an area that needs to be revisited. The PBIS guidelines for being safe, respectful and responsible might be revamped to include more areas of student safety (emotional and physical).	Student Event: Relevance and Meaningful Opportunities for Participation
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E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

Findings	Supporting Evidence
The school culture strongly demonstrates caring, concern, and high expectations for all students. Many students feel that teachers hold students to high standards in terms of respect for their peers. Inappropriate language and behavior results in moderate to severe consequences, from students receiving a Behavior Intervention Form, which documents their inappropriate actions, to being asked to leave the class, to calling parents, to suspension. MHS has students who are mostly caring and kind people. Although students feel that teachers have high expectations for behaviors toward other students, staff feels that they need better and more direct training about how to better emotionally and socially support the students, especially as we have returned to school after being	California Healthy Kids Survey Student Event: Relevance and Meaningful Opportunities for Participation ASPIRE Data (Office Data) Teacher Survey

online for a year. Another concern is that we tend to focus our interventions toward students that are struggling. We could probably do a better job of supporting students who seem to be doing well or who do not draw attention to themselves.	
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E2.3. Atmosphere of Trust, Respect, Equity and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings	Supporting Evidence
Mendocino High Schools offer a well rounded atmosphere of trust, respect, equity, and professionalism. The area not improving, meaningful participation, is being addressed. The evidence of this is the School Climate Report Card (CHKS). Analysis shows that students' overall support and engagement has improved over this six year time period with the exception being for opportunities for meaningful participation, which states that high expectations and caring relationships, perceived school safety, and school connectedness categories have all improved. Our "Relevance and Meaningful Opportunities for Participation" student event suggested that ASB helps student issues get heard. The study also suggests singular students feel their concerns are being lost unless they are a part of a larger group or their issue is taken up with a teacher or advisor. Overall students state this is an accepting and supportive place. Even though one area went down over the time period, the school overall cultivates an atmosphere of trust, respect, equity, and professionalism in general as referenced in the above surveys.	California Healthy Kids Survey Student Event: Relevance and Meaningful Opportunities for Participation

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

Findings	Supporting Evidence
We have a Multi-Tiered System of Support (MTSS) to help students succeed with their academic needs. What follows is a brief description of some of the elements of our system: The Resource room helps students with special needs, such as emotional or learning disabilities. In Resource, teachers provide extra help with reading, writing, math, and understanding assignments. Returning to school post-COVID has brought a much larger pool of students needing additional support, and more students are qualifying for special education under the category of “emotional disturbance.” ASPIRE helps students who are struggling for any reason. Approximately 10% of students are ASPIRED each year. Of those students, 16% are ASPIRED multiple times, suggesting that prior interventions were not successful. As of March 2022, we have already ASPIRED 15 students, so we will probably exceed prior years’ levels. A few are referred to SSTs after ASPIRE. This year we have had four SST meetings; two of those have resulted in IEPs. This suggests that 11 have been handled at the ASPIRE level (73%), and only 13% have resulted in the third tier of an IEP. In addition, we have Success Room, which is a space for students to visit during lunch once a week when they are missing a summative assessment to provide space and time to complete their work. This year it has a 40% success rate for students completing missing assignments. This is just a representative of a snapshot of MTSS during the 2021-22 school year.	ASPIRE Data (Requested Data) Social-Emotional Support Data SST Data (Requested Data) MTSS Staff Handbook

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

Findings	Supporting Evidence
There are many alternative instructional options and personalized approaches to support the learning needs of students. Staff training often includes seminars on how to structure support for different learning styles. Bi-weekly staff meetings have a portion allocated for specific student support that is needed, and conversations take place among teachers on how they are able to engage and support specific students. Standards-based grading gives different learners broader ranges of opportunities to demonstrate their learning; in biology, for example, if a standard focuses on explaining how offspring inherit traits, students can show their understanding by modeling, writing, or developing comic strips or children’s books. Some students struggle in the traditional classroom and have access to modified assignments in the resource room, either with an instructional aide, or just to work in solitude. Many staff feel	ASPIRE Data (Requested Data) Social-Emotional Support Data Student Work/ Curriculum Examples Teacher Survey

that time spent collaborating with people within their departments is the greatest use for developing relevant and successful support systems. Although the CTE department has monthly check-ins to develop relevant and useful instructional practices, there hasn't been any time specifically dedicated to this for any other departments this year.	
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E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

Findings	Supporting Evidence
MHS strongly supports many forms of MTSS. ASPIRE allows for a teacher to bring attention to a student during staff meetings and get feedback from other teachers and administration on how to support said student. A Student Success Team (SST) is the next step which involves parents and teachers to assist in coming up with a plan to further support a student. PSP is a resource offered to all students to get help from their advisor and to have extra time to work on projects they might need extra time/help with. IEP meetings are offered to students with special educational needs and their parents. These forms of interventions work well in a small school like ours. When we use all of these systems in conjunction there are fewer opportunities for students to fall through the cracks. In addition, advisors create relationships with their students that promote security and well-being. The effectiveness of programs is assessed through indirect measures, such as achievement data, D/F rates, and behavior data. There has been some effort to track the success of the ASPIRE program looking at how many students are re-ASPIRED (about 16% are).	ASPIRE Data (Requested Data) MTSS Handbook

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Findings	Supporting Evidence
MHS offers a wide variety of curricular and co-curricular activities. Weekly Math, English, and CSF peer tutoring help students master academic standards. Honors and AP classes help prepare students for college-readiness, while CTE classes prepare students for careers in technical fields. Our Alternative Education week – a week during which teachers lead a group of students through an alternative experience of some kind, such as exploring Yosemite, going on college tours, or learning how to surf – helps students	Tutoring Lists/ Data AE Week Pamphlet Course Descriptions California Healthy Kids Survey Student Event: Relevance and Meaningful Opportunities for Participation

make real-world connections to what they’ve learned in school and find new passions. All of these help students become the creative, critical thinkers we’ve desired they become, and by offering our students many ways to advance in their future, we support the diverse needs and aspirations of our student body. However, as reported on the California Healthy Kids Survey and during our Student Event, some students do not see or understand the relevance of what we provide, so either what we offer is less relevant than we think, or we need to do a better job of articulating the reasons we do the things we do.	
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E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings	Supporting Evidence
Many students engage in various connections that promote and develop advocacy and community connections. In order to graduate, students must complete 60 hours of community service in any area they are interested in. Opportunities vary widely and include AE week trips that are volunteer-based. Some students with free periods are invited to visit the K8 school weekly to read to younger students and mentor them in the classroom. Students who participate in this find the experience both enriching and often inspiring in terms of possible career paths. The CTE department has been working to incorporate internship opportunities. The SONAR program offers students the opportunity to learn about the environment and dig into local environmental issues. This has led to students doing internships with global non-profits like ReefCheck and studying environmental science in college. ASB is a student-run group that encourages student voice; all students are invited to bring any issue or idea to the table and everything is considered. Still, some students don’t feel they are heard or that their voices matter, and some elect to not participate in anything other than what they are required to do.	MTSS Handbook Course Descriptions Student Event: Relevance and Meaningful Opportunities for Participation

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.

Areas of Strength

1. Multi-tiered systems of support
2. High expectations and concern for students
3. Atmosphere of trust, respect, equity, and professionalism
4. Student voice and choice

Areas of Growth

1. ASPIRE more students and spend more time focusing on MTSS for all students
2. Cell phone use and policy
3. Increase opportunities for students to feel like they have meaningful participation in school
4. Provide parents with meaningful and relevant opportunities for engagement and involvement

Chapter IV: Summary from Analysis of Identified Major Student Learner Needs



Through our work on the “Progress Report,” the stakeholders identified a list of seven potential critical needs: reduce chronic absenteeism, address general wellness and mental health issues, continue strengthening CTE pathways, develop staff collaboration and peer coaching, increase life-skills offerings, provide universal access to adequate internet connectivity, revive a culture of academic excellence, and increase parent involvement.

From the beginning of the self-study process, however, the principal and WASC coordinator wanted to eliminate individual bias by encouraging staff to see and understand the school as a whole, not just their own part of it. Because the pandemic extended our self-study process by about 6 months, we realized we could delay identifying a more specific list until after all stakeholders had analyzed all of the data available to them in their focus groups. We hoped this would allow our stakeholders to analyze the data with minimal preconceived notions, therefore reducing confirmation bias.

So when we finished analyzing all of the data in our focus groups in March, 2022, we asked each group to bold the two “areas of growth” that they felt were the most pressing, and then we had them share their discoveries with their home groups. After this, the coordinator made a survey with all of these “areas of growth,” and then staff was asked to rank them from most to least important. With this information, the coordinator drafted a list of four critical needs.

These initial critical needs were vague; there was also overlap between them. With this in mind, first the staff and then the principal and coordinator revised the goals until they were both comprehensive enough to address our learner needs and specific enough to work toward. Through this process, we revised those four critical needs into our three major learner needs, which became our goals. Although they reflect some of the concerns that we identified in our “Progress Report,” such as a concern for mental health, rigor, and collaboration, the full self-study process also revealed additional needs, such as the need to support all students and to bring the meaning and relevance of our programs into higher resolution for our students. The sum of our analysis is reflected in the following goals:

The Visiting Committee made four further recommendations that were added into the existing goals and action items in the school-wide action plan:

1. As part of improving the efficiency of our academic intervention system, look at how special education resources are used and structured. Also, provide professional development for integrative aides as necessary. (Goal 1)
2. Define the expectations for honors-level courses and determine if we are seeing an appropriate increase in learning and rigor for honors students. There is no existing protocol of what is expected in honors sections. (Goal 2)
3. Begin college advising earlier in high school. There was discussion of providing the “red folder” in the 9th grade year and adding a checklist and information each year. Currently, students get the red folder spring of junior year. (Goal 3)

4. Clearly communicate the purpose of the responsible citizenship graduation requirement and make it a bigger part of the advising process starting in 9th grade so that students do not wait until senior year. It was also suggested that we advertise our volunteer “workforce” to the community. (Goal 3)

2022 School-Wide Goals

1) While we have structures and supports in place, there is a need to increase the efficiency and accountability of our intervention program to reach all students and involve stakeholders. We will expand our multi-tiered system of supports (MTSS) through the existing structures of PBIS, ASPIRE, and Personal Success Period (PSP) to promote academic excellence, positive behaviors, and social-emotional well-being for all students. We will also explore research based models to ensure we are using our special education resources as efficiently as possible to support student learning.

2) Due to many factors, both internal and external to the school community, there is a need to cultivate a culture of rigor that values the importance of sustained effort and academic excellence. To support staff and students in improving rigor, we will utilize professional learning community strategies with fidelity to create a culture of excellence amongst staff and ensure student learning, and we will explicitly teach students perseverance and resilience.

3) In order to inspire our students to be lifelong learners and productive citizens, we will analyze our programs and curriculum for relevance and explore strategies – such as project-based learning, cross-curricular connections, and student empowerment – for making education more accessible and meaningful to our students. We will continue to expand and improve our career and college readiness programs to best prepare our students for post-secondary success.

Chapter V: Schoolwide Action Plan/ SPSA



Goal 1

While we have structures and supports in place, there is a need to increase the efficiency and accountability of our intervention program to reach all students and involve stakeholders. We will expand our multi-tiered system of supports (MTSS) through the existing structures of PBIS, ASPIRE, and Personal Success Period (PSP) to promote academic excellence, positive behaviors, and social-emotional well-being for all students. We will also explore research based models to ensure we are using our special education resources as efficiently as possible to support student learning.

Identified Need

LEA Goal: Goal 1, Goal 2, Goal 3, Goal 4

Learning Outcomes addressed: Use available resources to meet challenges with creativity and resilience. Be a positive, productive, and informed member of local and global communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Number of Behavior Intervention Forms (BIF) and suspension rates	<u>Total BIFs</u> 2017-2018: 368, 2.15/student 2018-2019: 332, 1.99/student 2019-2020: 250, 1.51/student (2020-2021 Distance learning) 2021-2022: 268 YTD <u>Suspension rates</u> 2018: 5.9% (11.4% Economically Disadvantaged) 2019: 6.0% (8.6% Economically Disadvantaged) 2020: 6.5% (7.6% Economically Disadvantaged; 15.4% Disabilities)	We will reduce the number of BIFs from '17-'18 levels and keep suspension rates under 6% for all groups.
2. Counseling referral rate, caseloads, and modules given	<u>Caseloads: (data needed)</u> IEP: Non-IEP:	We will increase access to social emotional counseling for all students through counseling services and PSP.
3. Substance use at school (alcohol and other drugs – AOD)	CHKS current AOD use on campus 2017: 9 th /11 th : 23%/26% 2019: 9 th /11 th : 13%/10% 2021: NA, Any AOD use 33%/52%, (31%/61% in 2019, 86%/74% in 2017)	We will continue to reduce substance use at school as measured by CHKS.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4. School Climate Index (SCI) percentile on the California Healthy Kids Survey (CHKS).	SCI Score, similar school percentile 2015: 306, 54 th percentile 2017: 315, 62 nd percentile 2019: 352, 89 th percentile 2021: NA	We will increase our SCI score to 350 or similar schools percentile to at least 90% on the CHKS survey.
5. Chronic absenteeism rate (miss 10% or more of school days).	Chronic Absenteeism Rate 2017-2018: 19.4% 2018-2019: 14.8% 2019-2020: 18.1% (from Aeries) 2020-2021: 5.1% (distance learning, from Aeries)	We will reduce the chronic absenteeism rate as measured by the state to below 10% as a total population.
6. D and F rate for Math, English, Science, Social Science	2018: Math (10.3%), English (14.1%), Science (23.2%), Soc Sci (4.3%) 2019: Math (10.8%), English (17.0%), Science (9.0%), Soc Sci (10.2%) 2020: Math (8.2%), English (10.7%), Science (8.3%), Soc Sci (6.6%) 2021: Math (10.2%), English (8.94%), Science (7.1%), Social Science (2.0%)	Maintain or decrease the recent rate of D's and F's in Math, English, Science, and Social Science for all students compared to 2018 values in Aeries analytics.

Actions for Goal 1

Students to be Served by these strategies/actions: All Students

Action	Responsibility/Timeline	Evidence
1. Utilize Engagement Team to oversee PBIS sustainability.	Administration, Engagement Team / ongoing	Team minutes, evidence of PBIS implementation
2. Explore research based models for delivery of special education services.	SpEd department, administration / 2023-2024	Meeting minutes, evidence of research
3. Provide professional development for integrative aides.	SpEd department, administration	List of professional developments attended
4. Utilize acknowledgements (cardinal credits, student awards etc.) to celebrate the positive accomplishments and plan lunchtime activities and spirit events and	All staff, Administration, ASB / ongoing	List of planned events

assemblies to promote positive culture.		
5. Implement SRSS-IE universal screening to identify and provide interventions to at-risk students.	Counseling staff, teachers / annual	Aggregate survey results
6. Develop social counseling groups (possibly using MCYP) and refer students when they receive multiple BIFs or marks of 1 on Cit.	Counseling staff, administration / 2023	Referral numbers and group attendance numbers
7. Develop structures to promote daily social-emotional check-ins including Tier 1 supports, advisor phone calls home, and PSP curriculum.	Advisors, Administration, counseling staff / 2023	sample curriculum and materials
8. Create informational flyers and posters on how students can access academic and counseling supports.	Administrative assistant, counseling staff / 2023	Flyers and posters
9. Engagement Team analyzes data at bi-weekly attendance meetings and works with social worker to remove barriers to attendance.	Engagement Team, Social worker, Registrar / Ongoing	Meeting notes and data
10. Utilize the Engagement Team to improve the delivery of interventions through PSP and ASPIRE.	ASPIRE Coordinator, Engagement Team / 2024	Meeting notes, ASPIRE documentation
11. Refine protocol for vaping education as alternative to suspension and explore nicotine cessation options for students	Administration, counseling / 2023	Number of students completing modules, number of referrals to cessation programs

Goal 2

Due to many factors, both internal and external to the school community, there is a need to cultivate a culture of rigor that values the importance of sustained effort and academic excellence. To support staff and students in improving rigor, we will utilize professional learning community strategies with fidelity to create a culture of excellence amongst staff and ensure student learning, and we will explicitly teach students perseverance and resilience.

Identified Need

LEA Goal: Goal 1, Goal 3

Learning Outcomes addressed: Aim for excellence in all that you do. Use available resources to meet challenges with creativity and resilience.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Schoolwide Grading Policy implementation fidelity based on gradebook and syllabus survey	Grading philosophy is in Student Handbook	Ensure ongoing fidelity of implementation of school-wide grading system that is accurate, meaningful, consistent, and supportive of learning. Develop increased consistency in implementation of the policy.
2. Percentage of students accessing the portal.	Data needed	Increase portal access for all students and encourage self-monitoring of learning and achievement.
3. D and F rate for Math, English, Science, Social Science	2018: Math (10.3%), English (14.1%), Science (23.2%), Soc Sci (4.3%) 2019: Math (10.8%), English (17.0%), Science (9.0%), Soc Sci (10.2%) 2020: Math (8.2%), English (10.7%), Science (8.3%), Soc Sci (6.6%) 2021: Math (10.2%), English (8.94%), Science (7.1%), Social Science (2.0%)	We will decrease the rate of D's and F's in Math, English, Science, and Social Science for all students compared to 2018 values in Aeries analytics.
4. Number of referrals for academic dishonesty	Academic dishonesty referrals: '19-'20: 4 '20-'21: 13 (distance learning) '21-'22: 6 YTD	Number of referrals for academic dishonesty will reduce by 50% from prior average levels by 2024.
5. PLC products such as meeting notes, norms, agendas	ASPIRE notes Engagement Team notes CTE Department	All PLC groups will be able to present evidence of work and products produced by 2024.
6. A-G preparedness rate	2017 - 48.8% eligible 2018 - 42.2% 2019 - 60.5% 202 - 56% 2021 - 69.2% Last 3 years average = 61.9%	We will average 70% of students A-G ready over three years.
7. CCI preparedness indicator	2018 - 68.9% prepared 2019 - 51.2% 2020 - 2021 NA	85% or more of students will be prepared according to the state CCI indicator by 2026

Action for Goal 2

Students to be Served by these strategies/actions: All

Action	Responsibility/Timeline	Evidence
1. Educators work in teams and take collective responsibility for student learning.	All staff / 2024	PLC notes and norms
2. Collaborative teams implement a guaranteed and viable curriculum.	All staff / 2023	Lists of Priority Standards and pacing guides
3. Standards-based grading practices reflected in gradebooks.	All teachers	Survey of Aeries grade books and course syllabi
4. Educators use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals and plan interventions and enrichment.	All staff / 2024	PLC notes and norms
5. Institute an Honor Code to support academic honesty.	Administration / Fall 2022	Honor code, BIF data
6. Create a written expectation of rigor in Honors sections.	Teachers, administration / Spring 2023	Written document
7. Improve assessment strategies to provide timely and targeted information for intervention and remediation.	Teachers, administration	
8. Finish creating flyers for programs so that students know what supports are accessible and build metacognition around expectations of programs.	Administrative assistant, counselor / 2023	completed flyers

Goal 3

In order to inspire our students to be lifelong learners and productive citizens, we will analyze our programs and curriculum for relevance and explore strategies – such as project-based learning, cross-curricular connections, and student empowerment – for making education more accessible and meaningful to our students. We will continue to expand and improve our career and college readiness programs to best prepare our students for post-secondary success.

Identified Need

LEA Goal: Goal 3, Goal 4

Learning Outcomes addressed: Invest in your future by taking advantage of opportunities to learn and thrive. Be a positive, productive, and informed member of local and global communities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. A. Percent A-G eligible (UC/CSU college eligible)	A-G Readiness 2017: 53.8% 2018: 44.4% 2019: 60.5% 2020: 55.9% 2021: 61.9% CCI Indicator from Dashboard 2017: 59.2% 2018: 68.9% 2019: 51.2% 2020: NA 2021: NA	By 2022, we will increase the rate of A-G eligible students to 55% or higher. (Aeries Analytics)
2. Number of dual enrollment students	2021-2022: Pending	2021 onward, Dual enrollment, which can also satisfy being college ready on the CCI, will either make up for decreases in AP enrollment or supplement it.
3. Percent students receiving a diploma who are also CTE (Career Technical Education) completers	2017: 30% 2018: 22% 2019: 43% 2020: 65% 2021: 73%	By 2022, 35% of graduates will be CTE completers.
4. AP (Advanced Placement) exam pass rate	3 or higher on AP Exams 2018: 42% 2019: 49% 2020: 73% 2021: 70% (# of test takers declined)	By 2022 we will increase achievement in AP courses to a pass rate at or above the state average (approximately 65%) based on the College Board 5-year summary.

Action for Goal 3

Students to be Served by these strategies/actions: All

Action	Responsibility/Timeline	Evidence
1. Analyze CTE pathways for jobs outlook and shift pathways accordingly over time.	CTE Department, administration / ongoing	Meeting notes
2. Implement Work Based Learning to support CTE pathways	CTE Coordinator, Pathways coach / 2023	WBL paperwork, participation data
3. Increase academic and CTE pathways with Mendocino College through dual enrollment and concurrent enrollment.	Administration, counselor, Mendocino College, CTE Coordinator / ongoing	Pathways map
4. Begin the process of college advising (red folders) in the 9th grade year by providing students, parents, and advisors information.	Counseling staff, advisors / Spring 2023	Sample student red folder and contents
5. Provide all students with a clear plan and resources to meet Responsible Citizenship hours in a timely manner.	Counseling, advisors / Spring 2023	Sample student red folder and contents
6. Provide teachers with ongoing AP training	teachers, administration / ongoing	Number of trainings
7. Create common academic culture and expectations around A-G courses, Honors courses, and AP courses	teachers, counselors, administration / 2024	Written expectations and protocols in the Handbook and flyers
8. Adopt methods, including online platforms, for A-G credit recovery	Administration, guidance counselors / 2024	Program adoption, number of students and completion rate

Appendix

A. [LCAP](#)

B. Student Questionnaires/ Interviews:

1. [Student Event: Relevance and Meaningful Opportunities for Participation](#)
2. [Student Grading Survey](#)

C. Parent/ Community Questionnaire/ Interview:

1. [Parent Event](#)

D. [California Healthy Kids Survey](#)

E. [Master Schedule](#)

F. [Approved AP Course List](#)

G. [UC A-G Approved Course List](#)

H. [Course Descriptions](#)

I. [California School Dashboard Performance Indicators](#)

J. [School Accountability Report Card](#)

K. [Graduation Requirements](#)

L. [Budgetary Information, Including School Budget](#)

O. [Glossary of Terms Unique to the School](#)

P. Additional Data Links:

1. [2019 WASC Mid-Cycle Report](#)
2. [A-G Readiness \(Requested Data\)](#)
3. [AP/Honors Enrollment Data](#)
4. [AP Pass Rates](#)
5. [Applied Learning Evidence](#)
6. [ASPIRE Data \(Requested Data\)](#)
7. [California Dashboard CCI Metric](#)
8. [California Healthy Kids Survey](#)
9. [Classroom Observations](#)
10. [Counseling Department Website](#)
11. [Course Descriptions](#)
12. [CTE All-Advisory Board Meeting](#)
13. [D-F Rates \(Office Data\)](#)
14. [Evaluation Procedures: Contract](#)
15. [Master Schedule](#)
16. [Mission and Values:](#)
17. [Mission Statement+SLO's](#)
18. [MTSS Staff Handbook](#)
19. [Percent of CTE completers \(Requested Data\)](#)
20. [Progress Report Draft](#)
21. [Real-World Connections Samples](#)

22. [Rubrics](#)
23. [Rigor Samples](#)
24. [School Board Operations](#)
25. [School Board Website](#)
26. [Site Council Minutes](#)
27. [SPSA](#)
28. [Social-Emotional Support Data](#)
29. [SST Data \(Requested Data\)](#)
30. [Standards-Based Grading PD](#)
31. [Student Work/ Curriculum Examples](#)
32. [Student/Parent Handbook](#)
33. [Student Self-Assessments/ Reflections](#)
34. [Summative and Formative Assessments](#)
35. [Syllabi](#)
36. [Teacher Survey](#)