

The Single Plan for Student Achievement

School: Mountain High School
CDS Code: 36-67868-3630241
District: Rim of The World Unified School District
Principal: Derek Swem
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Mountain High School's Vision and Mission Statements

School Purpose:

The purpose and goal of Mountain High School is to develop and provide an academic program to meet the needs of our diverse student population, whom need an alternative method of learning. Our purpose as educators is to lead students on a pathway of academic success and empower them to be problem solvers and lifelong learners.

Mission Statement:

At Mountain High School, students will discover and develop their own unique talents and interests while realizing personal success with academics through personalized learning. Each student will be an empowered learner and an engaged citizen to achieve a positive impact in the local and global communities.

School Profile

Mountain High School, home of the Eagles, is located at the 5000 foot elevation in the San Bernardino Mountains, adjacent to Rim of the World High School in Lake Arrowhead, CA. MHS serves students in grades ten through twelve in the Rim of the World Unified School District following a traditional calendar. Currently in the 2016-17 school year, 45 students are enrolled. MHS's ethnic breakdown is as follows: 22.22% Hispanic, 73.33% White, and 4.44% Multiple. 26 out of 45 MHS students qualify for free or reduced lunch; 9% qualifying for English Language Learner support, whereas the students go to Rim HS for their ELD support.

Mountain High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. Our dedicated staff includes 4 certificated and 2 classified employees with 1 credentialed administrator. Mountain High School is a non-traditional, continuation high school in the sense that the academic day is six and a half hours long, with six periods.

The Rim of the World Unified School District takes great efforts to ensure that all schools are clean, safe and functional through proper facilities maintenance and campus supervision. A day custodian is assigned to address school safety hazards and maintenance. District maintenance and the site custodian ensures that repairs are consistent keeping the school in good condition in a timely manner.

The school administrator, security and teaching staff place high priority on providing adequate adult supervision on campus before, during and at dismissal. MHS is a closed campus. All visitors must check in at the office.

Although the student body can be categorized as having relatively few representatives among minority groups, there is an extremely broad spectrum of socio-economic conditions among families of students who attend MHS. The majority of the students live a considerable distance from the school site, and are transported by school bus transportation.

The School Accountability Report Card is available in the main office or on the Rim of the World Unified School District web site at: <http://www.rimsd.k12.ca.us>.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Survey of the parents and students, including a Senior Exit Survey, was conducted June 2017.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Principal and Assistant Principals are visible and performs classroom visitations weekly. Teacher observations are performed, documented and performance objectives are gone over with individual teachers. All teachers are meeting district standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of local assessments has not been implemented as of yet, but for the 2017-18 school year district assessments will be implemented. Mountain High School students should have access to the same benchmarks as their counterparts at RWHS, as they are testing on the same CAASPP format as traditional students.

In the sense of classroom assessments, students are assessed weekly in the content that they had received that week. Teachers will have a chance to look at the data to evaluate if a re-teach is necessary or if they can move on in the curriculum. Also, with Aleks, students are assessed for current grade level in mathematics, and starts that student at their ability level for a true intervention. This is not saying that every student needs to take this class, but for those below grade level standards, it will prepare them for life after school, or more successful to reach higher in education.

The juniors take the CAASPP in April, currently MHS is not meeting performance goals or participation goals, partly due to small number of juniors. With the integration of Aleks, and a more individualized teaching aspect, scores on the state testing will improve. With the English portion of the CAASPP, students will focus on writing skills as well as comprehension skills in the other three content areas.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

By testing weekly, teachers will have a better opportunity to assess where their students are academically and where their weaknesses are. Through the assessment data, teachers will be able to monitor their students' needs. After looking at the data, teacher will be able to move forward with the curriculum and integrate content that needs to be reviewed/retaught. Also, by monitoring student current progress, the teacher(s) and counselors will be better to serve the students in what they need next.

With some students at the continuation high school, traditional approaches do not work for all students, so by doing numerous assessments, teachers will be better at finding the methods that work best for their students in that context.

Teacher will have to continuously check for understanding to modify their instruction as they teach. If the students do not understand, teachers are able to change their instruction on the fly.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All core subjects taught by highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Due to the six period day, are staffing ration is 23 to 1, but due to our small population, we are limited to the teachers available per bargaining member contract.

There are 6 Professional Learning Days with late start in which PD will/can be provided. Also, after-school meetings with PLC's on Mondays are available.

A new English Language Arts program is being piloted, training will be offered to the teacher. Also, with the integration of EADMS this year, teachers will be trained as well.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to student performance levels and professional needs. The Rim of the World Unified School District and Mountain High School plans, organizes, and presents in-service programs designed to improve student academic performance. Instructional materials and programs are standards-based with built-in assessment tools.

With the state standards in place and the Next Generation Science Standards being implemented in the fall of the 2017-18 school year, PD is essential in developing pedagogy with not only the teacher, but the student as well.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District supported articulation\department meetings to articulate curriculum, PLC/SLC, administration to offer demo lessons and or ideas to help facilitate new instructional practices/methods.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

With a staff of three people, they will primarily work as a small learning community as well as a professional learning community.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Bloom's Taxonomy along with Webb's DOK will be utilized to help move students from below grade level standards to meeting grade level standards in content. The County Walkthru form will be used as a guide to see what needs to be implemented.

Due to individual learning needs and widely varying abilities of student skills, MHS teachers utilize differentiation techniques through re-teach and intervention strategies for students who score below basic. This creates the necessity for MHS teachers to be flexible and, where limited financial resources in the school budget are available to purchase support materials. MHS teachers spend much of their time providing individual support for students requiring assistance. Teachers structure their daily classroom schedules to provide the necessary one-on-one support for students.

Mathematics: In a continuing effort to provide a foundation for a high-quality mathematics program for all students and improve student-learning opportunities in Mathematics, Aleks will be used to help foster the intervention process. Integrated Mathematics 1 and 2, along with Financial Algebra are taught. As our students grow in their mathematical ability, we need to add Integrated Mathematics 3 for students to be proficient on the CAASPP.

English Language Arts: Literacy is a key to becoming an independent learner, along with comprehension in what students are learning; this is key in all other content areas such as Social Sciences and Science. The ability to communicate using writing, listening and speaking are essential tools for further learning and career development, but also because they enable the human spirit to be enriched and foster responsible citizenship. MHS students are also mastering academic vocabulary throughout the core curriculum. English is piloting a new program that offers three different lexile levels for a better differentiated instruction for individuals.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

NA

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

With the structure of MHS, students are either brick and mortar, traditional learning; or CBI - Computer Based Instruction - which is currently used for credit recovery classes, to catch up on classes. Moving forward, we should be looking at an integrated model of instruction using both tradition Direct Instruction and CBI. That means we would have to look for something other than Odyssey Ware.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All resources available to the comprehensive high school is available for Mountain High School. As curriculum changes at RHS, so does it at MHS.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

New textbooks for mathematics aligned to the state standards, new science textbooks for Intro to Environmental Science will be used at MHS. The English books are supplemented in which some standards are not addressed, as well - ERWC is being used and should be implemented for our students to help with college classes. With the new pilot, the English curriculum would be updated and offer a better well-rounded curriculum for MHS students. The Social Science classes will receive new text when the state adopts new standards.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Aleks
Title 1 Aide
ERWC

14. Evidence-based educational practices to raise student achievement

Marzano's strategies, Kate Kinsella academic tool kit, Aleks, EADMS, Naviance, interim benchmarks through CAASPP

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

SSC and PTA needs to be established

Rim Family Services

Mountain Counseling

A teacher to start up an ASB program.

MHS students also participate in ROWUSD summer school offerings to recover credits that they did not earn previously. These classes were available for high school seniors who required credits for summer graduation and 11th grade students who are credit deficient.

MHS students are given other opportunities to grow academically and gain more experience in their vocational interests through information provided in Advisory and through Rotary classes in Career & leadership provided during the spring semester. MHS students are able to experience mock interviews and attend career presentations provided by our community business members.

Looking at integrating MHS students into RHS for ROP and electives.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, (SSC), MHS staff meetings, Rotary (Career Building Class), Rotary (Choices Program)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title1 instructional aide, Aleks, Odysseyware.

18. Fiscal support (EPC)

Services provided by categorical funds that enable underperforming students meet standards. The schools general and categorical funds prioritize, coordinate and allocate funds to support the implementation of the SPSA goals, ESPs for effectiveness of instructional and curriculum alignment.

Description of Barriers and Related School Goals

Student population varies in size due to students availability and or wantingness to go from Rim HS to MHS.

Due to the number of students, number of staff and curriculum is limited.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	20		13	17		13	17		65	85	
All Grades	20	20		13	17		13	17		65	85	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2561.0	2468.9		0	5.88		31	5.88		54	17.65		15	70.59	
All Grades	N/A	N/A	N/A	0	5.88		31	5.88		54	17.65		15	70.59	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	11.76		85	35.29		8	52.94	
All Grades	8	11.76		85	35.29		8	52.94	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	5.88		62	23.53		31	70.59	
All Grades	8	5.88		62	23.53		31	70.59	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	5.88		77	52.94		15	41.18	
All Grades	8	5.88		77	52.94		15	41.18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	0.00		85	35.29		8	64.71	
All Grades	8	0.00		85	35.29		8	64.71	

Conclusions based on this data:

1. Due to student numbers of less than 10 tested, MHS needs to develop a data collection system to track individuals every 6 week session to monitor student achievement progress.
2. Through the WASC visit in the Fall of 2016, an Assessment Model has been developed to help track true growth and needs.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	19		13	16		13	16		65	84.2	
All Grades	20	19		13	16		13	16		65	84.2	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2513.4	2398.1		0	0.00		0	0.00		31	6.25		69	93.75	
All Grades	N/A	N/A	N/A	0	0.00		0	0.00		31	6.25		69	93.75	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00		15	6.25		85	93.75	
All Grades	0	0.00		15	6.25		85	93.75	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00		54	25.00		46	75.00	
All Grades	0	0.00		54	25.00		46	75.00	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00		54	37.50		46	62.50	
All Grades	0	0.00		54	37.50		46	62.50	

Conclusions based on this data:

1. Due to student numbers of less than 10 tested, MHS needs to develop a data collection system to track individuals every 6 week session to monitor student achievement progress.
2. Through the WASC visit in the Fall of 2016, an Assessment Model has been developed to help track true growth and needs.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
11										***					
12	50	***		25					***	25					
Total	40	50		20					50	40					

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
11										***					
12	50	***		25					***	25					
Total	40	50		20					50	40					

Conclusions based on this data:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change

Chronic Absenteeism	N/A	N/A	N/A
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An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change

College/Career

N/A

N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
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English Language Arts (Grade 11)

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	()	()

Conclusions based on this data:

1.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	2015	2016	2017

Graduation

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career

All Students

English Learners

Foster Youth

Homeless

Socioeconomically
Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Pacific Islander

Two or More Races

White

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Learning and Achievement.

LEA GOAL:

LCAP Goal #1: Student Learning; All students have equitable access to rigorous, relevant, and engaging learning experiences for life-long individual success. District Goal #1: Student Learning.

SCHOOL GOAL #1:

ALL MOUNTAIN HIGH SCHOOL STUDENTS HAVE EQUITABLE ACCESS TO RIGOROUS, RELEVANT, AND ENGAGING LEARNING EXPERIENCES FOR LIFE-LONG INDIVIDUAL SUCCESS.

Embedded within the goal is continuous growth in academic achievement across all subgroups as measured across a variety of indicators including but limited to:

Objective 1: Increasing the number of students "Exceeding/Met Standard" on the English Language Arts portion of the CAASPP by 5% from 11.76% (2016-2017) to 16.76% (2017-2018), including all subgroups of English Learner, Socioeconomically Disadvantages, Foster Youth, and Hispanic.

Objective 2: Increasing the number of students "Exceeding/Met Standard" on the Mathematics portion of the CAASPP 3% from 0% (2016-2017) to 3% (2017-2018), including all subgroups of English Learner, Socioeconomically Disadvantages, Foster Youth, and Hispanic.

Objective 3: Improving English Language Learner (EL) students' performance on ALL standards-based common and formative assessment tests as determined by a minimum of a 5% decrease in the number of EL students scoring "Standard Nearly Met/Not Met" at all grade levels by focusing resources on differentiating instruction and support. All EL students will advance at least one performance on the 2017 CELDT exam, increasing the re-classification rate from the 2016-2017 baseline of 0% to 50% (2017-2018).

Objective 4: Increasing the Schoolwide Graduation Rate by from 42.5% (2017 AYP Cohort Grad Rate Class of 2015-2016) to 70% (2018 AYP Cohort Grad Rate Class of 2016-2017).

Objective 5: Decreasing the Schoolwide Cohort Dropout Rate from 52.5% (2017 AYP Cohort Grad Rate Class of 2015-2016) to 30% (2018 AYP Cohort Grad Rate Class of 2016-2017).

Objective 6: Increasing the Pass Completion Rate by 10% from 53.75% (2016-2017) to 63.75% (2017-2018).

This goal addresses the following WASC Critical Areas for follow-up:

WASC Critical Area #3; The Mountain High School staff should explore an adoption of curriculum which meets the 21st century expectations and avails students of both on and off campus access and accountability which will insure equitable access to the curriculum and will likely have a positive impact on closing the achievement.

WASC Critical Area #4; The Mountain High School staff should explore how to effectively implement the use of the EADMS data warehouse to create ongoing assessment data to measure students progress toward mastery of the standards and inform instruction.

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Data Used to Form this Goal:

1. CAASPP Test Results.
 2. Six week session assessment data.
 3. Grade Reports.
 4. CELDT.
 5. Graduation Rate.
 6. Pass Completion Rate.
 7. Re-classification Rate:
 Beginning of 2016-2017: 0 EL student in 11th grade, 1 EL students in 12th grade for a total of 1 EL students (2% of the overall student population).
 End of the Year 2016-2017: 0 EL students for a 0% Re-Classification rate.

Findings from the Analysis of this Data:

1. The CAASPP data shows MHS students testing below county and state level in Math "Exceeding/Met Standard" at 0% and testing above county and at state level in ELA "Exceeding/Met Standard" at 11.76%. (County "Exceeding/Met Standard" in ELA is 52.75% and 23.99% in Math; state "Exceeding/Met Standard in ELA is 59.76% and "Exceeding/Met Standard in Math is 32.14%). MHS needs to continue focusing on researching and implementing ELA and Math materials/programs for improving differentiated instruction for individuals.

2. MHS needs more close monitoring and intervention for those students who are not completing their credits. Possible increase of scheduled time between counselor and students to address the issue.

How the School will Evaluate the Progress of this Goal:

1. Professional Learning Communities (PLC) meetings to do analysis, review, evaluation of data and then use the data to identify at-risk students or students needing intervention and use the data to drive differentiated instruction.
 2. MHS School Site Council will review data to evaluate success of programs.
 3. Use number/percentage of students not progressing towards credit recovery.
 4. Use the percent of students progressing towards credit recovery at each 3 week mark and the end of each 6 session.
 5. Use the percent of all students and subgroup students "Exceeding/Met Standard" on CAASPP.
 6. Use percent of students graduating, including subgroups.
 8. Use the number and percentage Reclassification of EL students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Continue to provide standards-aligned curriculum and assessments with high quality instruction to prepare students to graduate and career ready, with emphasis on	08/14/18 - 06/06/19	Administrator, PLC teams, Counselor, Teachers.	Instructional materials and Supplies, inclusive of computer supplies.	4000-4999: Books And Supplies	Lottery: Instructional Materials	1,150.00
			Materials and Supplies.	4000-4999: Books And Supplies	Unrestricted	997.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Reading/Language Arts, ELD, Writing, Mathematics, Science, History/Social Science.</p> <p>a. Align science to the New Generation Science Standard (NGSS).</p> <p>b. Continue to research and develop project based learning opportunities and lesson designs.</p> <p>c. Continue to develop and refine common assessment tests (IO Education) to establish competencies and monitor student progress. Ensure common assessments and course requirements align to state standards.</p> <p>d. Develop 6 week plan for credit recovery, with assessment model. Week 1-5 teach, assess, reteach. Week 5 "final" and week 6 "re-assess."</p> <p>e. Continue to develop and refine a common departmental grading policy and common syllabi.</p> <p>f. Teachers will continue to use the available data to analyze, and then continue to develop appropriate standards-based intervention and instructional materials for all students not meeting the standards' targeted goal in order to narrow the achievement gap.</p>			History supporting materials.	4000-4999: Books And Supplies	Title I	2,000.00
1.2 Increase the number of students "Exceeding/Met Standard" on the	08/14/18 - 06/06/19	Administrator, Teachers.	California Study Sync English materials.	4000-4999: Books And Supplies	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>CAASPP, including all subgroups, and increase number of students scoring advanced/proficient in Grade 12 Science.</p> <p>a. Continuous assessment of student transcripts for "class" needs, measuring student progress at the 3 week mark in each 6 week cycle. Student progress communicated to student and parent.</p> <p>b. Explore Financial Literacy as a possible replacement for Financial Algebra.</p> <p>c. California Study Sync, for English Language Arts (ELA) support.</p> <p>d. Move towards implementing an 7 period day, with the four core classes in the morning and then 3 recovery/CBI/intervention classes.</p>			Math manipulatives and supporting materials, including individual whiteboards for students.	4000-4999: Books And Supplies	Title I	3,000.00
			New English curriculum.	4000-4999: Books And Supplies	District Funded	0
<p>1.3 Continue to provide differentiated instruction and learning support for all students, including all subgroups; Hispanic, Foster, English Learners, Socioeconomically Disadvantaged.</p> <p>a. Review assessments, grades, and student progress towards credit recovery at the 3 week mark in the 6 week cycle and re-assess at 6 weeks, identifying students needing additional support.</p> <p>b. California Study Sync (replacing Read 180) support for ELA</p>	08/14/18 - 06/06/19	Administrator, Teachers.	California Study Sync for ELA support and credit recovery.	4000-4999: Books And Supplies	District Funded	0
			Ten (10) new laptops to be used as replacement computers for Odysseyware/Credit recovery, Study Sync. Plus licenses.	5000-5999: Services And Other Operating Expenditures	Title I	2,774.23
			Materials & Supplies	4000-4999: Books And Supplies	LCFF - Supplemental	1,590.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>intervention support and progress towards credit recovery, and for better differentiated instruction for individuals.</p> <p>c. Increasing the number of students able to be enrolled in MHS to 65 students.</p>						
<p>1.4 Increase graduation rate.</p> <p>a. Identify and offer alternative programs for students who need credit recovery options such as Odysseyware, Independent Study, Summer School, or Virtual/Online learning opportunities.</p> <p>b. Meet with high school counselor to evaluate progress towards credit recovery. Intake meetings.</p> <p>c. Encourage students to obtain as many credits per term as possible. Monitoring by high school counselor.</p>	08/14/18 - 06/06/19	Administrator, Teachers, Staff, Counselor.	<p>Odysseyware - online learning. (Resource Code 0126 "credit recovery)</p> <p>One counselor at one hour per day, three days a week, to be on the MHS campus.</p> <p>Postage/report cards.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>District Funded</p> <p>Unrestricted</p>	<p>5,250.00</p> <p>0</p> <p>49.00</p>
<p>1.5 Develop comprehensive full-year courses plan for Electives and ROP/CTE in collaboration with Rim High School.</p> <p>a. Develop behavioral contracts with student in order to responsibly and successfully participate in ROP/CTE courses</p> <p>b. Explore the possibility of Career Pathways at MHS in collaboration with Rim High School.</p>	08/14/18 - 06/06/19	Administrator, Counselor.	Meetings with Administrator, ROP/CTE Administrator, Counselor.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.8 Develop and implement with consistency assessment models for student achievement.</p> <p>a. Update school ESLRs, to include measurable objectives and outcomes.</p>	08/14/18 - 06/06/19	Administrator, Teacher, Staff, MHS Site Council.	Meetings with staff, MHS site council, and ELAC.	None Specified	None Specified	0
<p>1.9 Specific to English Learners (EL), develop a comprehensive EL plan to provide differentiated instruction and learning support for all EL students.</p> <p>a. ELD students clustered with EL teacher in ELD class.</p> <p>b. Transitioning from CELDT to ELPAC. Administer CELDT testing during the fall for proper placement of all incoming students based upon CELDT scores. ELPAC field test in the fall. ELPAC testing in the spring.</p> <p>c. GLAD/SDAIE and Effective Interactive Direct Instruction (EIDI) instructional strategies utilized in core content areas. Emphasize consistent use of SDAIE and SIOP models in all classrooms.</p> <p>d. EL Coordinator/EL Teacher to monitor and service EL students, addressing academic and social progress of EL students and support their families.</p> <p>e. Develop standards-based grade level and content level activities and projects which provide increased access to core content, language acquisition, and academic</p>	08/14/18 - 06/06/19	EL Coordinator, Administrator, Counselor, Teachers, Staff.	<p>English 3D Course "C." (utilized in ELD class).</p> <p>ELD ELA Training through the San Bernardino County for all core subject teachers.</p> <p>Implement ELD class.</p>	<p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>None Specified</p> <p>Donations</p> <p>District Funded</p>	<p>0</p> <p>0</p> <p>0</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>achievement. Explicit literacy instruction to become part of all content-area subjects.</p> <p>f. Academic Vocabulary emphasis across the curriculum for EL students.</p>						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness.
LEA GOAL:
LCAP Goal #2: All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world. District Goal #2: College and Career Readiness.
SCHOOL GOAL #2:
ALL STUDENTS WILL GRADUATE FROM MOUNTAIN HIGH SCHOOL COLLEGE AND CAREER READY. Embedded within the goal are various measurement indicators, including but limited to: Objective 1: Increasing the number of students participating in ROP/CTE courses by 5% and increasing their ROP/CTE Completion Rate. Objective 2: Increasing the number of students who graduate and attend community/junior college, and increasing the number of students who graduate and attend some form of higher learning. Objective 3: Increasing the number of students transitioning back to comprehensive high school (Rim of the World High School). Objective 4: Increasing the number of students who feel that MHS has "well/somewhat prepared" them for their college plans after high school. Objective 5: Increasing the number of students who feel that MHS has "well/somewhat prepared" them for their career plans after high school. Objective 6: Increasing the number of students who go on to some kind of post-secondary education/training after high school. This goal addresses the following WASC areas that need to be strengthened: #3; The Mountain High School faculty, staff, and admin should place a priority on providing students multiple opportunities to interact with the Naviance software to create more career and college centered activities so that students can envision a world where their talents are useful and appreciated by the community,
Data Used to Form this Goal:
1. Transcripts. 2. Grades. 3. ROP/CTE Enrollment and Completion Rate. 4. Data from tracking service of status of students after graduation from MHS.

4. Student Survey.

* 66.66% of senior students who responded to the 2015-2016 Senior Exit Survey feel that MHS has well or somewhat prepared them for their college plans after high school.

*100% of senior students who responded to the 2015-2016 Senior Exit Survey feel that MHS has well or somewhat prepared them for the career plans after high school.

5. Parent Survey.

Findings from the Analysis of this Data:

1. MHS currently does not have a formal program for tracking data to measure post-secondary success.
2. MHS needs create a plan to increase the enrollment of MHE students in ROP/CTE courses and electives.
3. MHS needs to place more emphasis on providing students with multiple opportunities to create more career and college centered activities, planning, and education so that the students can better envision and execute their college and career plans after high school.
4. Based upon the EAP "college readiness" results for English and Math, there needs to be more communication on the importance and focus of the EAP to parents and students. Students and parents need to understand that a low EAP score means taking remedial math and English in community college.

How the School will Evaluate the Progress of this Goal:

1. Use the number of students, including all subgroups, enrolled in ROP/CTE and elective courses.
2. ROP/CTE Completion Rates.
3. Student Survey.
4. Transcripts.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Continue to refine comprehensive "College and Career Readiness" plan. a. Students to meet with high school counselor for continuous assessment of student transcripts for "class" needs. b. Develop articulation with community and junior colleges and tech/trade schools; representatives to MHS campus. Field trip to visit campuses. c. Develop plan to invite industry professionals to speak to students of their career/profession.	08/14/18 - 06/06/19	District, Administrator, Teachers, Staff.	Get Focused, Stay Focused books and its included 10 year plan.	4000-4999: Books And Supplies	None Specified	0
			Senior Portfolio materials.	4000-4999: Books And Supplies	Donations	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>d. College and career exploration program, including student interest assessments through "Get Focused, Stay Focused curriculum." Imbedded in program are College and Career Curriculum (CCR) lessons of 20-25 minutes. Special focus on traditionally "at-risk" Hispanic, English Learners, Socioeconomically Disadvantaged, and Foster Youth subgroups.</p> <p>e. Senior Portfolio.</p> <p>f. Students to create a "10 year plan" to include high school and post secondary plans.</p>						
2.2 Continue to implement a system to track Mountain High School students after they graduate: collect data as to how many graduates go directly into workforce, enter a trade/tech school, or enter community or junior college; collect data as to what the graduates are doing five years after high school graduation.	08/14/18 - 06/06/19	District, Administrator, Counselor.			District Funded	
2.3 Continue high school exit survey to be taken by graduating seniors as to how they feel MHS prepared them for "after graduation."	08/14/18 - 06/06/19	Administrator.				
2.4 Develop transition plan to move students back to Rim High School.	08/14/18 - 06/06/19	Administrator, Counselor.	None. Counselor.	None Specified 1000-1999: Certificated Personnel Salaries	None Specified District Funded	0 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.5 Explore partnering with local community college for dual enrollment opportunities. (college and career readiness)	08/14/18 - 06/06/19	District, Administrator, ROP/CTE Administrator.	Meetings scheduled with local community colleges, specifically Crafton Hills Community College, to determine how to offer classes up on the mountain and what courses to serve the interests and needs of all students.	None Specified	None Specified	0
2.6 Add additional time on MHS campus of high school counselor.	08/14/18 - 06/06/19	District, Administrator, Counselors	One counselor at one hour per day, three days a week.	1000-1999: Certificated Personnel Salaries	District Funded	0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Highly Qualified Staff, Professional Development.
LEA GOAL:
LCAP Goal 3: Highly Qualified Staff; All students are prepared with knowledge and skills for post-secondary success to meet the demands of a challenging global world. District Goal #3: Highly Qualified Staff.
SCHOOL GOAL #3:
MOUNTAIN HIGH SCHOOL WILL BE A PLACE WHERE CARING, HIGHLY QUALIFIED, AND COMPETENT TEACHERS AND STAFF COLLABORATE AND COMMUNICATE TO CREATE AN EXCEPTIONAL LEARNING ENVIRONMENT FOR STUDENT SUCCESS USING INNOVATIVE INSTRUCTIONAL TECHNIQUES AND LEARNING PRACTICES. This goal addresses the following WASC Critical Areas and areas that need to be strengthened for follow-up: WASC Critical Area #4; The Mountain High School staff should explore how to effectively implement the use of the EADMS data warehouse to create ongoing assessment data to measure students progress toward mastery of the standards and inform instruction. WASC Area to be Strengthened:The Mountain High school faculty should place a priority on formalizing a system of planning and reporting teacher collaboration time, documenting its effectiveness on students' growth and learning, and reflecting on ways to improve outcomes in an effort to develop and share best practices and their effects on student achievement.
Data Used to Form this Goal:
1. PLC Reports. 2. Classroom Observations. 3. County walkthrough visitations. 4. Teacher use of technology in the classroom (survey).
Findings from the Analysis of this Data:
1. MHS staff is in year four of Common Core Implementation but needs to utilize PLC in order to continue implementation, including development of quarterly common assessments. 3. MHS classrooms need additional power for operation of technology. 4. Lack of consistent, active and effective lessons designed for differentiated instructions.
How the School will Evaluate the Progress of this Goal:
1. Professional Learning Communities (PLC) reports.

2. Classroom Observation.
3. Staff Survey.
4. Professional Development workshops agendas and sign-in sheets.
5. School Site Council will receive from administration report on increase use of technology in classroom and professional development in support of teacher use of technology.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Continue staff participation in six (6) scheduled PLC meetings during the school year. This time to be used collaborating on analyzing data (Common benchmark assessments, CAASPP, graduation rates, Pass Completion Rate, progress towards credit recovery, and grades) and evaluate data to ensure success of common and benchmark assessments, 6 week cycle, and integration of differentiated instruction.</p> <p>a. Time is allotted for additional time for all PLC teams: 1st Monday of the month staff meeting, 2nd Monday of the month Department Chair meeting, 3rd Monday of the month PLC team/department meeting working with Rim High teachers, 4th Small Learning Communities (SLC) meeting.</p> <p>b. Utilization of PLC to research project based learning opportunities to be used in the classroom.</p> <p>c. Utilization of PLC and additional time to research and develop technology to be integrated into the classroom to enhance Common Core instructional and differentiated instructional practices.</p>	08/14/18 - 06/06/19	Administrator, PLC Teams, Teachers, Staff.	PLC time.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Continue to provide training in state standards and project based learning. a. Teachers will lesson design in PLC.	08/14/18 - 06/06/19	District, Administrator, Teachers.	Common Core Professional Development. PLC Time.	None Specified None Specified	District Funded District Funded	0 0
3.3 Current staff will receive on-going professional development whereby the most effective research based teaching strategies will be provided in order to meet the needs of ALL learners and assist underperforming students while assessing the core content and meet the state academic standards. a. Differentiated instructional strategies and methodology (such as Marzano). b. Kate Kinsella Academic Vocabulary	08/15/17 - 06/07/18	District, Administrator.	Incorporated into PLC time. Send teachers to California Continuation Education Association training to receive up to date curriculum, policies, services, programs, etc. relating to continuation high schools. Send principal to the Principal Institute. Visitation to "like/comparable" continuation high schools	None Specified 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	District Funded Title I Title I Title I	0 3,000.00 1,000.00 500.00
3.4 All teachers, para-professionals, and administrators will acquire and implement instructional practices to enable ALL students in the school to meet academic content standards: a. Effective first instruction. b. Active Instructional Practices, Linear and Looping Lesson Designs, with "bell to bell" instruction; introducing, developing and implementing effective instructional	08/14/18 - 06/06/19	District, Administrator, Teachers, Staff.	Incorporated into PLC time. ELD ELA Training through the San Bernardino County for all core teachers.	None Specified 5800: Professional/Consulting Services And Operating Expenditures	District Funded Donations	0 0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>strategies.</p> <p>c. Common Core Standards emphasis on project-based learning and use of critical thinking skills.</p> <p>d. EIDI (Explicit Interactive Direct Instruction) training for planning, instruction, monitoring data, and Academic Vocabulary.</p> <p>e. Revisit SDAI training.</p> <p>f. ELD ELA Training in PLC. Building teacher efficacy in providing additional component in lesson design for EL standards.</p>						
<p>3.5 Teachers and Administration will attend professional development programs, conferences, seminars, and/or workshops that focus on: program improvement; effective use of core, ELD, and intervention materials; effective instruction for students requiring intervention or ELD instruction; and provide ongoing professional development to strengthen programs that support student achievement (i.e. EL).</p> <p>a. Carefully Review site requests for conferences to ensure that student achievement data drives the focus of the professional development.</p> <p>b. Ensure that a system is established for follow-up, support, and coaching, as well as a system to monitor implementation and hold teachers</p>	08/14/18 - 06/06/19	Administrator, Teachers, Support Staff.	Conferences.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
accountable for integration.						
<p>3.6 With collaboration and planning between teachers and administration in PLC planning, continue integration of technology into the classroom to support and enhance additional instructional practices and learning in implementation of the Common Core Standards.</p> <p>a. Increase the use of technology by teachers in their instructional practices. Tech professional development will be created to be incorporated into PLC time to integrate technology into lesson design plans and addressing needs of all students, making sure to align with Common Core Standards.</p>	08/14/18 - 06/06/19	District Tech, Support Staff, Administrator, Teachers.	PLC time.	None Specified	District Funded	0
<p>3.7 Conduct continued professional development on software/hardware and investigate purchase of technology programs that support instruction.</p> <p>a. Train teachers in the use of Kahn Academy, Aeries, IO Education.</p> <p>b. Utilize professional development and PLC time to develop appropriate use of instructional technology in lesson design and classroom instruction.</p>	08/14/18 - 06/06/19	District, Administrator, Tech Personnel, Teachers.	PLC meetings.	None Specified	District Funded	0
3.8 Develop staff surveys for professional development feedback.	08/14/18 - 06/06/19	Administrator.	None.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.9 Continue to utilize AERIES/ABI reporting.	08/14/18 - 06/06/19	Teachers.	None.	None Specified	District Funded	0
3.10 Develop assessments - based on CAASPP to help with instruction and projects.	08/14/18 - 06/06/19	Administrator, Teachers.	PLC time.	None Specified	District Funded	0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate, Culture, Security, and Student Safety.

LEA GOAL:

LCAP Goal #4: Safe, Well Maintained, and Secure Facilities: All students and educational partners are provided a high quality physical environment where they enjoy safe, respected, positive connections and experiences. District Goal #4: Safe, Well Maintained, and Secure Facilities.

SCHOOL GOAL #4:

MOUNTAIN HIGH SCHOOL WILL PROVIDE A HIGH QUALITY PHYSICAL ENVIRONMENT WHERE ALL STUDENTS AND EDUCATIONAL PARTNERS ENJOY SAFE, RESPECTED, POSITIVE CONNECTIONS AND EXPERIENCES.

Objective 1: Increasing the Attendance Rate from 84% (2016-2017) to 95% (2017-2018).

Objective 2: Decreasing the Schoolwide Cohort Dropout Rate from 52.5% (2017 AYP Cohort Grad Rate Class of 2015-2016) to 30% (2018 AYP Cohort Grad Rate Class of 2016-2017).

Objective 3: Reducing the Chronic Absenteeism from 75% (2016-2017) to 65% (2017-2018).

Objective 4: Increasing the number of students who "strongly agree/agree" that the MHS facilities are well-maintained, functional, and clean from 72.72% (2015-2016) to 82% (2017-2018). Increasing the number of parents who "strongly agree/agree" that the MHS facilities are well-maintained, functional, and clean from 67.67% (2015-2016) to 77% (2017-2018).

Objective 5: Increasing the number of students who "strongly agree/agree" that they feel safe on campus from 90.91% (2015-2016) to 95% (2017-2018).

This goal addresses the following WASC areas that need to be strengthened:

#4; The Mountain High School student community should have a representative to the board in an effort to apprise the board of needs and happenings at the school.

Data Used to Form this Goal:

1. Student Survey.
2. Parent Survey.
3. Progress towards credit recovery (data from 6 week cycle).
4. Attendance Report.
5. Referral/Suspension/Detention Data.

Findings from the Analysis of this Data:

1. From the parents who responded to the MHS 2015-2016 Parent Survey, 100% of parents strongly agree/agree that they feel their child is safe on campus.
2. From the parents who responded to the MHS 2015-2016 Parent Survey, 67.67% of parents agree that the MHA facilities are well-maintained, functional, clean, and in good working condition.
3. From the students who responded to the MHS 2015-2016 Student Survey, 90.91% of students strongly agree/agree that they feel safe on campus.
4. From the students who responded to the MHS 2015-2016 Student Survey, 72.72% of students strongly agree/agree that the MHS facilities are well-maintained, functional, clean, and in good working condition.
5. The Attendance Rate for MHS hovers at about 84% during the school year. Look at incentives to increase attendance.

How the School will Evaluate the Progress of this Goal:

1. Fewer student referrals and suspensions.
2. Increased student attendance.
3. Increased percentage of parents who survey feel their student is "safe" on campus.
4. Increased percentage of parents who survey that MHS's facilities are "well maintained, functional, clean, and in good working condition."
5. Increased percentage of students who feel safe at school.
6. Increase of students progressing towards credit recovery.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Continue to expand and improve enrichment opportunities for all students, including but not limited to: electives such as drama, fine art, music, photography; ROP/CTE; and others. a. Develop student activities such as ASB.	08/14/18 - 06/06/19	Administrator, Teachers.	Elective Classes - Master Schedule.	None Specified	District Funded	0
			ROP/CTE classes - Master Schedule.	None Specified	District Funded	0
4.2 Maintain relationships and community partnerships with local organizations, industry/business partners to support student achievement and success (e.g. Rotaries, Rim Education Foundation, etc.)	08/14/18 - 06/06/19	Administrator, Teachers.	Diplomas.	None Specified	None Specified	0
4.3 Continue award and recognition assemblies and events. a. Graduation diploma for graduating	08/14/18 - 06/06/19	Administrator, Staff.		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
seniors.						
4.4 Develop a Positive Connection to School program, targeting at-risk students in order to increase attendance and academic success.	08/14/18 - 06/06/19	Administrator, Teachers, Staff.		None Specified	None Specified	0
4.5 Contract with a social work to provide behavior counseling services to students without IEPs.	08/14/18 - 06/06/19	Administrator, Counselor.	Rim Family Services.	None Specified	None Specified	0
4.6 Review the Comprehensive School Safety Plan annually and propose any changes to improve security.	08/14/18 - 06/06/19	Administrator, MH Site Council, Teachers, Staff.	Meetings with staff, and MHS site council.	None Specified	None Specified	0
4.7 Conduct annual drills: lockdown, disaster and fire. Review and refine Emergency Plans in Staff Handbook and CSSP.	08/14/18 - 06/06/19	Administrator, Teachers, Staff, Security Staff.		None Specified	None Specified	0
4.8 Add additional principal presence on the MHS campus.	08/14/18 - 06/06/19	District, Administrator.	Principals.	1000-1999: Certificated Personnel Salaries	District Funded	0
4.9 Review physical site annually (or more frequently) for maintenance, safety, cleanliness, and security issues, including campus lighting. a. Address and enhance school site safety. b. Address and improve campus cleanliness.	08/14/18 - 06/06/19	District, Administrator.	Walkthrough of campus.	None Specified	None Specified	0
4.10 Continue to develop and implement PBIS model at MHS to address expected student behavior on campus.	08/14/18 - 06/06/19	Administrator, Teachers.	PBIS training.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. MHS PBIS team PBIS training. b. MHS teacher and staff training. c. Develop PBIS visuals to display throughout campus.						
4.11 At the beginning of each school year, a Mountain High School Student will be chosen to serve as Student Representative to the Rim of the World Unified School District Board of Education. Should the MHS Student Representative graduate early, another will be chosen to fill the Student Representative vacancy.	08/14/18 - 06/06/19	District, Administration.		None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent and Community Engagement.
LEA GOAL:
LCAP Goal #5: Community Involvement: All parents and community members are actively integrated in a collaborative model of building enhanced relationships that support teaching and learning. District Goals #5: Community Involvement.
SCHOOL GOAL #5:
MOUNTAIN HIGH SCHOOL WILL BE A PLACE WHERE ALL PARENTS AND THE COMMUNITY MEMBERS ARE ACTIVELY INTEGRATED IN A COLLABORATIVE MODEL OF BUILDING ENHANCED RELATIONSHIPS TO CREATE AN EXCEPTIONAL LEARNING ENVIRONMENT, SUPPORTING TEACHING AND LEARNING.
Data Used to Form this Goal:
<ol style="list-style-type: none"> 1. Parent Survey. 2. Community Survey. 3. Number of parents and community members involved with student learning. 4. LCAP Community, Parents and Students Stakeholder Group. 5. ELAC participation (sign-in sheets).
Findings from the Analysis of this Data:
<ol style="list-style-type: none"> 1. Limited parent involvement and participation. 2. Community involvement is limited to few organizations on the mountain. 3. Limited parent participation in ELAC.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none"> 1. SSC & ELAC meetings/minutes/sign-in sheets. 2. Community Organization Presentations (i.e. Rotary, etc.). 3. Parent Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Develop and maintain relationships and community partnerships with local	08/14/18 - 06/06/19	Administrator.		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>industry/business partners to support student achievement and success.</p> <p>a. Organizations to include (but not limited to) are all local Rotaries, Rim of the World Education Foundation, and local businesses.</p> <p>b. Businesses and community organizations to be an integral part and support system of career exploration.</p> <p>c. Parent and community members are participants in Senior Mock Interviews.</p>						
<p>5.2 Parents solicited to be member participants in various committees, such as Site Council, WASC, ELAC, LCAP, District Parent Advisory Committee, and others.</p> <p>a. Focus on building parent participation in ELAC.</p> <p>b. Focus on building parent participation in MHS School Site Council.</p>	08/14/18 - 06/06/19	District, Administrator.		None Specified	None Specified	0
<p>5.3 Increase the use of social media - Facebook, Twitter, E-Blast, Auto-Call and MHS schoolpage - to keep MHS staff, students, parents, and community members abreast of pertinent information, programs, and activities.</p>	08/14/18 - 06/06/19	District, Administrator, Staff.		None Specified	None Specified	0

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology.
LEA GOAL:
LCAP Goal #6: Budget, Infrastructure, and Resources; The district prioritizes and allocates resources effectively to support goals while maintaining fiscal responsibility and building sustainability. District Goal #6: Budget, Infrastructure, and Resources.
SCHOOL GOAL #6:
MOUNTAIN HIGH SCHOOL WILL UPGRADE TECHNOLOGY AND INCREASE THE USE OF INSTRUCTIONAL AND OPERATIONAL TECHNOLOGY.
Data Used to Form this Goal:
<ol style="list-style-type: none"> 1. Staff Survey. 2. Tech Survey. 3. Parent Survey. 4. Student Survey. 5. Classroom observations. 6. WASC.
Findings from the Analysis of this Data:
<ol style="list-style-type: none"> 1. Although MHS does have a COW (Computer on Wheels), more power is required to the classroom for full and effective operation.
How the School will Evaluate the Progress of this Goal:
<ol style="list-style-type: none"> 1. Administrator and District walkthroughs. 2. PLC formative and summative assessments. 3. Annual Assessment Model to measure effectiveness for improving student achievement. 4. Attendance of faculty and staff of technology professional development and in-services. 5. Staff, Parent, and Student survey results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6.1 Develop and update a school-site specific technology plan, aligned to District as the district's plan is	08/14/18 - 06/06/19	District, tech personnel, Administrator,	Teacher training in Google drive during PLC time.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>developed, which will increase and improve technology available at the school, and provide adequate training on effective use of technology both by staff and students. The plan should incorporate the next generation technology to support 21st Century Learning.</p> <p>a. Google drive, docs, drops, and dropbox training for teachers and students.</p>		Teachers, Staff.	Student training in Google drive - tbd.	None Specified	None Specified	0
<p>6.2 Continue to research and purchase software programs and hardware which will increase student access to curriculum and enable individual accommodations, especially struggling and at-risk students.</p> <p>a. Continue to research various on-line or web-based learning for students including but limited to: Odysseyware, Discoveryeducation.com.</p>	08/14/18 - 06/06/19	District, Technology Personnel, Administrator, Teachers.	Ten (10) new Chromebooks + licenses to be used as replacement computers for Odysseyware/Credit recovery, Study Sync.	5000-5999: Services And Other Operating Expenditures	Title I	0
<p>6.3 Increase use of technology-based strategies for teaching and learning.</p>	08/14/18 - 06/06/19	District, Technology Personnel, Administrator, Teachers.		None Specified		0
<p>6.5 Continue to upgrade and modify instructional hardware and software around school including the expansion of infrastructure. Research opportunities to acquire new technology and to upgrade current technology.</p>	08/14/18 - 06/06/19	District, Tech Personnel, Administrator.		None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Hardware b. Software c. Additional power support for current technology in classroom.						
6.6 Through collaborative development by instructional leaders in PLC planning, continue integration of technology into the classroom to support and enhance additional instructional practices and learning i. Hardware ii. Software	08/14/18 - 06/06/19	District, Tech Personnel, Administrator.		None Specified	None Specified	0
6.7 Improve on-site tech support and reliability of site technology.	08/14/18 - 06/06/19	Tech Personnel.	Service as needed.	None Specified	None Specified	0
6.8 Research opportunities for grants or other funding to provide continued maintenance and upgrading of current technology.	08/14/18 - 06/06/19	District, Tech Personnel, Administrator, Teachers.		None Specified	None Specified	0
6.9 Conduct continued professional development on use of software and hardware. Investigate purchase of technology programs that support instruction. a. Train teachers in the use of IO Education in PLC time. b. Discoveryeducation.com, a tech resource for teachers, to use for lesson planning, instructional strategies, instructional materials and tools.	08/14/18 - 06/06/19	District, Tech Personnel, Administrator, Teachers.	Discoveryeducation.com - the "streaming" component. PLC time.	None Specified	District Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6.10 Develop an assessment model to gather data on effectiveness of use of technology relating to student achievement.	08/14/18 - 06/06/19	Administrator.		None Specified	None Specified	0

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
hjsfhksjahfas						

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	5,250.00
Donations	0.00
LCFF - Supplemental	1,590.00
Lottery: Instructional Materials	1,150.00
None Specified	0.00
Title I	12,274.23
Unrestricted	1,046.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	0.00
4000-4999: Books And Supplies	8,786.00
5000-5999: Services And Other Operating Expenditures	12,524.23
5800: Professional/Consulting Services And Operating	0.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,810.23
Goal 2	0.00
Goal 3	4,500.00
Goal 4	0.00
Goal 5	0.00
Goal 6	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Derek Swem	X				
Numbers of members of each category:	1				

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Derek Swem

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date