

SINGLE PLAN FOR STUDENT ACHIEVEMENT  
**MOUNT MIGUEL HIGH SCHOOL**

3768130-3734761

CDS Code



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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Grossmont Union High School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_

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# **Mount Miguel High School**

## **Single Plan For Student Achievement**

### **2011-2012**

The process for developing, implementing, and monitoring the Mount Miguel “Single Plan for Student Achievement” (SPSA) and the WASC single school-wide action plan are combined into one process. The SPSA is reviewed and revised each school year. The School Site Council (SSC), composed of the principal and elected representatives from the faculty and classified staff, parents, and students, has been the guiding force. Input is obtained from all stakeholders (administration, all staff, parents, students, and community members). The SPSA is modified and adjusted annually in the quest for continuing improvement, and annual revisions are presented to the district’s Governing Board for approval.

#### **I. MOUNT MIGUEL INFORMATION**

##### **A. School Profile**

Mount Miguel High School (MMHS), located in Spring Valley, serves an urban-fringe community of San Diego, California. The school has had around 2,000 students per year since it was built in 1954. Mount Miguel is part of the Grossmont Union High School District, which serves approximately 25,000 students, grades 9-12. The district supports nine comprehensive high schools situated throughout eastern San Diego County, plus an alternative high school and two charter high schools. Enrollment has been declining over the past several years; as of February 2011, Mount Miguel has 1,670 students.

Mount Miguel’s students come primarily from five feeder middle schools—La Presa, La Mesa, and Spring Valley Middle Schools (La Mesa-Spring Valley School District) and Palm Middle School and Lemon Grove Middle School (Lemon Grove School District).

Most students come from single-family homes or apartments in the immediate area. A significant population of Mount Miguel (66%, see page 13) is considered to be economically disadvantaged. Further, a portion of the population comes from military families. The district offers students opportunities to attend other schools in the district through its “Choice Program,” but the majority of the students who live in the area opt to attend Mount Miguel. In 2010 approximately 60 students chose to attend other district campuses.

Mount Miguel’s student body reflects the community’s cultural and economic diversity and has undergone many changes in recent years. Statistics reveal a steady increase in the school’s Hispanic population and a corresponding decrease in the White (non-Hispanic) population. As a result of this population shift, Mount Miguel has a significant and consistent percentage of students designated as English Learners (ELs).

Mount Miguel has responded to its demographic change by working to improve its curriculum and instructional methods. Serving a student population with ongoing demographic changes that is highly transient is challenging. In response, the school has a practice of continually adjusting its plans and programs to support its community. Mount Miguel is restructuring programs to be more responsive to its students’ diverse needs and interests in order to have a greater impact on students’ educational and vocational futures.

##### **B. Mission Statement**

As a result of attending Mount Miguel High School, all students will acquire knowledge, skills, and understanding that will enable them to be constructive, contributing, and successful citizens.

### Expected School-wide Learning Results (ESLRs)

As students complete their education at Mount Miguel High School, they will develop the skills to be:

- Effective Readers
- Competent Writers
- Articulate Speakers
- Quantitative Problem Solvers
- Prepared for Life-Long Learning

### **C. Title I Status**

Mount Miguel is a school-wide Title I school. Mount Miguel has not met the Adequate Yearly Progress (AYP) criteria for the past three years and is identified as a school in year three of Program Improvement. In addition, the Grossmont Union High School District has been identified as a Program Improvement District. Both the district and Mount Miguel are working to meet the goals required to remove their status designations.

Mount Miguel High School did not meet its AYP criteria because several sub-groups did not achieve sufficient proficiency in English-Language and mathematics.

For 2007-2008, Mount Miguel's API score was 634. In 2008-2009 the score increased to 669, marking a 35-point gain from the previous year. For 2009-2010, Mount Miguel's API advanced 3 points to 672. Already, preliminary data from the 2010-2011 administration of the CAHSEE indicates that Mount Miguel has continued its growth trend, with estimated scores increasing 4.1% in English and 2.84% in mathematics. The passing rate for English 71.1% and mathematics is 77.84%. These reflect the highest pass rates in Mount Miguel history.

### **D. Student Demographics**

Mount Miguel's student enrollment has fluctuated over the past five years. In 2006-2007, the population was 1,842 and grew to 1,949 for 2009-2010. Enrollment has declined slightly for 2010-2011 and is 1,670 as of February 24, 2011. Since 2006-2007, the school's Hispanic population has increased from 43% to 54.3% and the White (not Hispanic) population has declined from 20% to 13.2%. Other student populations have remained consistent. The African-American, Filipino, Asian, Pacific Islander, and American Indian/Alaskan Native populations have hovered about 21%, 5%, 3%, 2%, and 1% respectively.

### **E. Faculty/Staff Demographics**

Mount Miguel employs 80 teachers, 5 counselors, 1 school psychologist, and 1 librarian, with an average of 11.8 years of experience in education and 10 years in the district. Twenty-seven percent (27%) of the teaching faculty holds a Master's Degree. Due to retirements, the school has lost many veteran teachers in the last few years. The newer teachers consistently have demonstrated an enthusiasm for the school improvement initiatives as well as a commitment to solving the academic and attitudinal challenges at Mount Miguel. "No Child Left Behind (NCLB) compliant teachers" staff all of Mount Miguel's core academic courses.

## **II. PILLARS OF STUDENT ACHIEVEMENT**

In 2010-2011, the School Site Council (SSC) took a critical look at the school's overall plan to ensure that it was reflective of its most up-to-date concerns. In this process, trends emerged that helped clarify the specific intents and focus areas, shaping an overall new design. With the main goal of improving student

achievement, the staff identified five common ways that they have been working, and will continue to work, to promote student academic and personal success: building *Professional Learning Communities*, developing a *Rigorous Curriculum*, expanding *Student Support and Extended Learning Time*, *Data Monitoring*, and increasing *Parental Engagement*. This became the design, and the following graphic illustrates this concept:



Professional Communities (PLCs) within the school have been working collaboratively for the last six years. Each school year, new groups and sub-groups are added, structured around subject areas and grade-levels. These teams of teachers design instruction, monitor student achievement, and strategize about ways to improve student performance.

Rigorous Curriculum is provided to ensure that Mount Miguel students can be successful in higher education and/or in careers. School-wide efforts to align courses to standards and improve student assessment and placement have been implemented over the past three years. The Honors/AP enrollment has grown dramatically and department efforts to improve literacy instruction have positively impacted test scores.

Student Support has expanded and a “Pyramid of Interventions” has grown to include more preventative programs and targeted supports that promote home/school collaboration and communication.

Data monitoring is embedded throughout the school’s plan to ensure that efforts are measurable by the data and that feedback is used to re-evaluate the plan, improving services and programs.

Parental Engagement is essential to meeting the school’s goal of student achievement. Families must be active partners in the educational process. Annual conferencing, spring parent conferences, community advisories and partnerships, and information nights are part of the varied initiatives supported by this plan.

Mount Miguel’s commitment to these action steps, called the “Pillars of Student Achievement,” has united the administration, staff, students, parents, and community in the active pursuit of improvement. This new work supports Mount Miguel’s vision, its mission, and its community.

## A. Professional Communities

Professional Learning Communities are groups work together in the “core” departments (English, math, science and social science) to discuss ways to meet academic goals. PLC groups typically meet during “Collaboration Time” on (24 early-release) Tuesdays during the school year. The counselors and librarians also participate in PLC groups with their peers from other schools in the district.

1. The 9<sup>th</sup> Grade English PLC team has created common unit and semester tests as well as common writing assessments. A common rubric was also developed to create consistency between teachers and across grade levels. The common writing assessments end with a school-wide Writing Program Assessment (WPA). The team continues to develop common benchmarks as well as analyzing data from these assessments to determine areas of strength and areas that need to be modified.
2. The 10<sup>th</sup> Grade English PLC is continually refining unit and semester common assessments. These include multiple choice tests and essays. Exam questions and scoring rubrics are aligned to state standards and are able to use Edusoft to analyze student mastery of the standards. The PLC provides leadership in preparing students for the CAHSEE and STAR tests through the production of review materials, distribution of practice tests, and facilitation of targeted after-school tutorials.
3. The English Learner (EL) Program PLC includes teachers from core areas, administrators and counselors. EL courses are integrated into the master schedule with ELD teachers working to align advanced classes with the state’s English Language Arts standards. All teachers in the English Language Mainstream (ELM) have been trained in Specially Designed Academic Instruction in English (SDAIE) strategies. The new teachers focus on implementing SDAIE strategies into their classroom curriculum during their first year of participation in the Beginning Teacher Support and Assessment (BTSA) program. CAHSEE tutorials for EL students are offered after-school.
4. Math PLCs in Basic Algebra, Algebra Support, Algebra IC, Geometry and Geometry Support have developed and implemented common calendars, assignments, chapter assessments (quizzes, group tests and individual tests) and semester final exams. Teacher-leaders have taken the initiative in this process. This work has helped standardize instruction and grading practices throughout the teams and has improved the coordination between “support” classes and “regular” classes.
5. The Basic Algebra PLC developed a pacing calendar that incorporated the CAHSEE and CST along with classroom activities and exams. With the implementation of new technology, i.e., SmartBoards installed in the remodeled classrooms, the PLC also created ready-made lessons available to the team for individual modification and implementation. At its meetings, the team is focused on how lessons are presented to students and how they may be improved.
6. The Social Science Department PLCs developed aligned assessments and offered Saturday tutorial sessions for world history and United States history students. In 2010-2011, the *Encuentros* program, served underperforming students in a targeted, after-school tutorial and support curriculum.
7. The Biology PLC continues to develop biology learning objectives that match state standards in the form of study guides for the students. They are in the process of implementing common unit, mid-term, and year-end assessments. Biology units were

aligned during the summer of 2010 to provide a common course and sequence so that students can receive tutorial help from any biology teacher at any given point in the year.

8. Leadership Team: The previous, and traditional, Department Chair Council was changed into a "Leadership Team." Its work includes the standard work of Department Chair Council, but the body has moved in the direction of shared instructional leadership. The Leadership Team guides discussions around curriculum and school culture. It meets after school twice monthly instead of once a month.

## **B. Rigorous Curriculum**

A rigorous curriculum for all students challenges each to grow in knowledge and personal maturity by engaging in meaningful and relevant instruction:

1. A-G Requirements for UC and CSU Entrance: Mount Miguel has seen a steady increase in the percentage of graduates completing the "A-G requirements" necessary for University of California and California State University entrance. In 2006-2007, Mount Miguel saw an A-G completion rate of 22% of graduates; 2009-2010 saw 62% of the graduates completing the A-G requirements.
2. Advanced Placement (AP) Program: Total student enrollment in the AP program has grown, increasing from 272 students in 2006 to 539 enrolled in the current 2010-2011 school year. Mount Miguel's overall AP pass rate has increased from 24.5% at the last WASC visit in the spring semester 2006-2007 to 28.2% in 2008. The Spanish Language AP exam has consistently shown the highest scores with a 93% pass rate in 2008. The school has made a recent effort to increase offerings in Honors courses at the 9<sup>th</sup> and 10<sup>th</sup> grade levels to support growth in AP enrollment. In 2008-2009, Mount Miguel offered 24 honors courses involving 682 seats and this increased to 25 courses with 780 seats in 2009-2010. The offerings in our Honors courses dropped to 24 sections with 653 students in 2010-2011 as the school no longer offered Honors World History (historically three sections) but offered AP European History instead. (How many sections?) While there was an increase in the number of students taking AP tests in 2009, up from 195 to 257, the pass rate declined to 24%.
3. The Academy of Hospitality and Tourism Management (AHTM) is a "model" academy for both the Grossmont Union High School District and statewide for the California Partnership Academies Program. Nearly 90% of the Academy's 110 students are defined as "at-risk" students when they are selected to enter the program as sophomores. AHTM provides 10<sup>th</sup>-12<sup>th</sup> grade students with a career education curriculum targeting the fields of travel and tourism. Business partners provide industry speakers, tours, internships, and courses (economics, marketing, computer applications, and world history/geography) at the high school level and associated community colleges and universities. The 2010-2011 year marks the beginning of the academy's 11<sup>th</sup> year and 8<sup>th</sup> graduating class.
4. The Academy of Medical and Health Sciences began in the 2006-2007 aided by a Specialized Secondary Programs grant from the California Department of Education. It offers its 180 students an option to participate in one of its three or four-year programs. Its medical and health sciences curriculum integrate science and health courses with physical education and English. It provides opportunities for mentoring by healthcare professionals and incorporates service learning. The program offers a summer institute and facilitates discovery internships for its 10<sup>th</sup>-12<sup>th</sup> grade students.

5. Career and Technical Education (CTE) pathways work in partnership with ROP. Mount Miguel offers the following CTE strands: Hospitality and Tourism Management; Arts, Media, and Entertainment; and, Childhood and Family Development.
6. ROP Courses have continued to increase at Mount Miguel over the past three years in response to student needs for post-secondary preparation. ROP courses include Virtual Enterprise, Restaurant, Cosmetology, Floral Design, Photography, and Teaching Careers.
7. The Matador Early College (MEC) Program is a Smaller Learning Community (SLC) featuring a core group of teachers linked with a group of students representing all four grades. This program began in 2010-2011 and serviced 78 freshmen and 30 targeted 10<sup>th</sup> grade students in preparation for meeting MEC goals. MEC also provided services to 60 students per grade level in the 10<sup>th</sup> through 12<sup>th</sup> grades. The goal of this program is to create a vertical path that leads to college, and students who select MEC will be prepared to enroll in one community college course their junior year and two their senior year.
8. Benchmark Assessments: Mount Miguel staff has spent considerable time and effort in standards alignment over the past several years. Common benchmark assessments have been developed and used in English, math, social science, and science. The expansion of PLCs to all core departments increased the development of benchmark assessments.

### **C. Student Support and Extended Learning Time.**

Several support initiatives target populations for additional services:

1. Math support courses are offered to freshmen who need additional support and encouragement in Algebra and Basic Algebra and to sophomores in geometry. Students are assigned “math support special studies” in addition to their regular math class.
2. 9<sup>th</sup> Grade Support Classes: During 2010-2011, most freshmen were enrolled in AVID, JROTC, Matador Early College (MEC), math support, or Special Education (SE) study skills classes designed to deliver key social and academic support services.
3. The AVID program has grown. AVID has impacted school culture and increased academic rigor. Enrollment has increased over the last several years. As a result of targeted effort, AVID has expanded from one multi-grade level section to eight vertically-teamed sections (three 9<sup>th</sup> grade sections, two 10<sup>th</sup> grade sections, two 11<sup>th</sup> grade sections, and one 12<sup>th</sup> grade section). 228 students are currently enrolled for 2010-2011. AVID teachers at Mount Miguel have also formed their own PLC to deal with AVID-related issues.
4. Matador Early College (MEC) started in September 2010-2011 as a merger of two earlier programs (the Success Academy and the Matador Pride program). This created a new vertical Smaller Learning Community (SLC) with 9<sup>th</sup>-12<sup>th</sup> graders. The goal of MEC is to develop each student’s strengths and enroll students in college courses in their area(s) of interest while still in high school (see “Pathways and Smaller Learning Communities”). MEC offers peer mentoring and support classes during freshman and sophomore years.
5. The Army JROTC program offers specialized support for 9<sup>th</sup>-12<sup>th</sup> grade cadets enrolled. JROTC carefully monitors student grades and behavior in their academic classes. JROTC offers travel and competition opportunities at the county, state, and national level. JROTC Color Guards provide service to public events throughout San Diego County.
6. Empowerment Programs are active at the school and involve a wide variety of students. Efforts are made to intervene with struggling students before they reach crisis in their

academic or personal life. Group programs and activities work on issues including race/human relations, personal empowerment, drug and alcohol prevention, gang intervention. Mount Miguel sponsors the following programs:

- Brother-to-Brother and Sister-to-Sister are leadership programs.
  - The Latina Empowerment Conference is a leadership conference.
  - Friday Night Live is a county-wide substance abuse deterrent program.
  - Camp LEAD (Leadership for Equity Access District-Wide) is a race/human relations program.
  - Various Parent groups address general school issues and those relating to sub-groups.
7. The After School Safety and Enrichment (ASSETs) Program provides incentives for schools and communities to work together to establish before- and after-school enrichment programs that provide academic support; educational enrichment; safe, constructive alternatives for high school students; and assistance in passing the California High School Exit Exam. Programs may operate before school, after school, weekends, summer, intersession, and vacation.
  8. After-School Tutorials are offered in core and elective subjects by certificated teachers. Tutorials allow students to improve academic knowledge and study skills.
  9. Special Education (SE) teachers provide support services for resource, special-day and mildly handicapped students. Some SE teachers work in inclusive general education classrooms to support all students. SE teachers also work with the 9<sup>th</sup> and 10<sup>th</sup> grade classes in collaborative settings where there are concentrations of SE students. Two recent SE curricular advances include the implementation of a cohesive English curriculum for grades 9-12 and a new reading curriculum to further develop literacy skills. In September 2008, the SE Department adopted a "Super Advocate" model to serve the SE population. The Super Advocate assists most SE students with their Individualized Education Plan (IEP) process and implementation.
  10. The Learning Center was opened at Mount Miguel in September of 2009 to meet the needs of 11<sup>th</sup>, 12<sup>th</sup>, and fifth-year 12<sup>th</sup> graders who need a personalized and supportive environment for credit recovery. Two teachers provide computer assisted instruction and other assistance for students to complete core subject curriculum. The individual academic needs are addressed and career guidance provided as students work to meet their graduation goal.
  11. The Community Resource Center, also known as the Resource Center has been in operation for the last five years. This on-site center has provided counseling services through Harmonium, a state-funded service program that offers individual and small group counseling. The center's primary goal is to bring together school and community resources to increase the availability of these resources to Mount Miguel's students and their families. Students may be referred by staff, parents, or self-refer to the Student Assistance Program (SAP) team. The SAP team oversees the needs of the students and creates a unique action plan for each student, delivering one or more school and/or community-based services at the school site.
  12. An East County Gang Task Force including local educators, law enforcement and elected officials has addressed community safety concerns impacting East County schools, including Mount Miguel.

## D. Data Monitoring : Assessment Summary

Student achievement can be measured in several ways—including standardized tests required by the state’s Standardized Testing and Reporting (STAR) program, the California High School Exit Exam (CAHSEE), and established assessment tests such as the Scholastic Aptitude Test (SAT) and Advanced Placement (AP) exams. The following is a summary of the data:

1. Academic Performance Index (API) Mount Miguel’s API was 653 at the last WASC visit in 2006-2007. Since then it declined to as low as 634 only to significantly improve by 35 points in 2008-2009 increasing from 634 to 669. This tremendous growth was not matched in 2009-2010, but still the API increased three points to 672. The school did not meet the Adequate Yearly Progress (AYP) criteria in terms of percent proficient for specific sub-groups in both English-Language Arts and mathematics; Mount Miguel is in year three of Program Improvement.
2. California Standards Test (CST/STAR) Over the last four years, Mount Miguel students demonstrated an increase in proficiency in nearly all content areas as well as grade levels on the CST. Most notably improvement has been marked in history and science, although mathematics and English have also improved.
3. California High School Exit Exam (CASHEE) Mount Miguel High School has seen an increase in the pass rate of students taking the CAHSEE during the past four years. For English-Language Arts (ELA), the pass rate for sophomore (first-time) test-takers increased from 62% in 2006-2007 to 67% in 2009-2010, and the pass rate in mathematics increased from 69% to 76%. The passing rate for Special Education students decreased significantly from 19% to 7% in ELA, but increased from 16% to 23% in mathematics over the same time period. The passing rate for English Learners increased in both ELA (30% to 39%) and mathematics (56% to 68%).
4. D/F Rates Using “Performance Profile” on the district web site, teachers can notify students, parents and the students other teachers about a potential course failure. Such posting can be done throughout the semester. The counselors and vice-principals track students who are given these notices and counselors and teachers work with students who are performing below expectations in their classes. The review of student progress is continuous and appraisals take place during the year in the wake of grade or D/F reports or upon referral.
5. Absenteeism/Truancies A district administrator works with Mount Miguel and the County Probation to address truancy issues. Student offenders and their parents are informed of truancy laws by our Drop-Out Prevention Specialist (DPS). Every attempt is made to address the attendance issues before they become destructive or academically fatal.
6. Drop-Out Rates The school’s dropout rate has increased over the last five years. To address this issue, the school has employed the services of a Dropout Prevention Specialist. The DPS monitors attendance, identifies students with issues, consults with students, parents, and school officials, prepares attendance plans and refers cases to the Student Attendance Review Teams (SART) and Student Attendance Review Boards (SARB).
7. Suspensions Over the past three years, the number of annual suspensions has fluctuated, but the overall number has declined from 417 (2008-2009) to 197 (2009-2010). Suspensions dropped 53%.
8. Expulsions From 2008-2009 to 2009-2010, expulsions dropped from an annual total of 27 to 13, a decline of 52%.

## E. Parental Engagement

Mount Miguel High School views its parents and community stakeholders as vital partners. The staff is reaching out to engage parents and community partners in authentic dialogue that improves academic achievement and enhances community services. The following is an outline of efforts to facilitate involvement:

1. Annual meetings inform parents of our school budget and plan and explain how parents can exercise their rights to be involved school governance:
  - Announcements of parent meetings are posted in the office 72 hours before meeting times.
  - An annual parent meeting is held each year prior to our Back-to-School night to inform parents of the opportunities for them to be involved in school and program oversight opportunities: School Site Council (SSC), PTSA, ELAC, Academy Boards, etc.
  - Travel and Tourism and The Medical Academy have advisory boards.
  - AP, AVID, MEC, and JROTC host parent information nights.
  - SSC flyers in English and Spanish are available in the main office and are distributed to parents during the first PTSA and ELAC meetings of the school year.
  - Four Title I overview meetings for parents are provided at the start of each school year. These meetings are offered both in the evening and during the school day and include a presentation to all parents attending Back-to-School Night and the October meetings of our PTSA and ELAC parents.
  - At least six School Site Council (SSC) meetings are scheduled each year. They are publicized in our Single Plan for Student Achievement Summary and all interested parents, staff, and community members are invited to attend.
  - A link ([http://www.mountmiguelhs.org/parents/School\\_Site\\_Concil.jsp](http://www.mountmiguelhs.org/parents/School_Site_Concil.jsp)) will be available on the school's website in September 2010-2011. It will include relevant information about Title I (such as basic information about our Title I program; a list of the SSC meeting dates, its agendas, and copies of meeting minutes; and a copy of the SPSA).
2. Parents participate in the ongoing planning and review of our school plan and improvement of its programs:
  - Three parent representatives are elected by parents to serve on the SSC.
  - All parents are invited to attend SSC meetings.
  - ELAC consists of an elected board and parent members who attend monthly meetings.
  - The SPSA is presented and discussed at ELAC meetings.
  - At Back-to-School night each year, English and Spanish summaries of the school's goals for improving student achievement, specifics about Title I funding, a list of the SSC meeting dates, and a clear statement of the parental right to be involved with Title I are distributed to parents.
  - Meeting dates of the SSC and ELAC are posted in the main office with a copy of the agenda.
  - Band and Athletic boosters support our extra-curricular programs.
  - The Mount Miguel Foundation is an established non-profit with a mission to raise money and provide resources to the school's academic and co-curricular programs.
3. Program information is provided to each parent during annual conferencing. Printed literature is available in the counseling office to provide students and their families:
  - Counselors explain the curriculum, assessments, and proficiency levels students are expected to meet, facilitating the design and review of a four-year, post-secondary plan for each Mount Miguel student.

- Parents are provided with progress reports mailed home at the sixth and twelfth week of each semester and the final grades at the end of the semester. Similar reports are mailed home at the third and ninth weeks for students in danger of receiving D or F grades in a subject.
  - Teachers distribute a course syllabus to each student. Programs like the AVID, AP, MEC, Travel and Tourism, etc. have parent/student/teacher compacts specific to their programs, listing expectations and providing parents the information they need to be contributing partners.
  - Teachers and parents also keep in contact over the phone, via e-mail and written messages, and scheduled meetings.
  - Each fall, a Parent Institute provides information regarding parent rights and responsibilities, explaining to parents the vital role they play in the education of their children. Counselors and administrators attend meetings to connect parents with Mount Miguel's services. Parents who attend institute training receive a copy of their student's transcript and receive training to enable them review their student's transcript from one of our school counselors.
  - Parents have access via the Internet to our Parent Portal where they can inquire of their student's attendance and academics.
  - Evening presentations, such as College Night and FAFSA information night, offer parents opportunities to engage in their student's education and to provide input into their post-secondary plan. The school provides free transportation to this and other parent information events sponsored by the district.
4. Parent opportunities for regular meetings that facilitate their participation in the education of their children include:
- All parents are invited to meet with their student and school counselor at the end of each school. During the meeting, they jointly review their student's progress, modify the student's four-year and post-secondary plans, and select appropriate classes for the upcoming year in line with the student's academic goals and interests.
  - Parent Conferencing invites parents to meet face-to-face with teachers in the cafeteria/gym and parents are encouraged to schedule additional conference time with teachers to meet their needs.
  - Counselors are available to meet with parents for academic, career, and personal needs. Drop-in appointments can be accessed during lunch, break, and after-school. Counselors have made it a priority to meet at times most convenient for the parent.
  - Administration has an open door policy with regard to parents. Parents are welcomed promptly and meet with regarding their concerns.
  - Counselors offer referrals to our Resource Center to parents (and students) as appropriate.
  - Teachers and parents communicate via phone, e-mail, cards, letters, certificates, and face-to-face conferencing.

Efforts to open Mount Miguel's doors to parents and partners have expanded opportunities for parents to engage as meaningful collaborators. Parent engagement was chosen by the staff as one of the site's focus areas for its 2011-2012 WASC review.

### III. SCHOOL DATA IN DEPTH

#### A. School Profile Data

As of February 24, 2011 enrollment for 2010-2011 is 1670 students.

##### 1. 2010-2011 Breakdown by Sex and Grade

<u>Grade</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
09	187	182	369
10	200	176	376
11	237	230	467
12	234	224	458
Total	858	812	1670

##### 2. Mount Miguel’s Increasing Diversity

Mount Miguel’s student enrollment has seen significant demographic changes over the past few years. While enrollment has generally been about 1,900 students, it dropped to 1670 for the 2010-2011 school year. It appears that the number will stay at or near this level for the near future. At the same time, our Hispanic population has increased while our white, non-Hispanic population has decreased. (Note: Data Quest currently does not report 2010-2011 numbers,)

	<b>Enrollment</b>	<b>African American not Hispanic</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Pacific Islander</b>	<b>White not Hispanic</b>	<b>Multiple or No Response</b>
2010-2011	1,670								
2009-2010	1,901	402 (21.1%)	21 (1.1%)	52 (2.7%)	86 (4.5%)	1,032 (54.3%)	43 (2.3%)	250 (13.2%)	14 (0.7%)
2008-2009	1,949	384 (19.7%)	20 (1.0%)	64 (3.3%)	97 (5.0%)	996 (51.1%)	48 (2.5%)	243 (12.5%)	97 (5.0%)
2007-2008	1,944	397 (20.4%)	28 (1.4%)	71 (3.7%)	96 (4.9%)	958 (49.3%)	50 (2.6 %)	312 (16.0%)	32 (1.6%)
2006-2007	1,909	376 (19.7%)	33 (1.7%)	75 (3.9%)	88 (4.6%)	886 (46.4%)	50 (2.6 %)	357 (18.7%)	44 (2.3%)

##### 3. EL Student Population

Mount Miguel has had a steady increase in the number of English Learners who participate in the EL program. This population continues to grow, and it is in need of the support provided by the EL program.

*Note: The data below for 2008-2009 is taken from Data Quest, which, for some reason, was found to be inaccurate. For example, Performance Profile 2008-2009, indicates 420 students as English Learners, while Data Quest reports 234 students. The Grossmont Union High School District (GUHSD) is researching this situation as this report is written.*

a. EL Students by Year and Program

School Year	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
2009-2010	1,901	349 (18.4 %)	290 (15.3%)	19 (8.1 %)
2008-2009	1,935	234 (12.1%)	224 (11.6%)	0 (0%)
2007-2008	1,944	353 (18.2%)	338 (17.4%)	19 (5.4%)
2006-2007	1,909	352 (18.4%)	278 (14.6%)	10 (3.3%)

b. English Learner Numbers by Grade

English Learners	2010-2011	2009-2010	2008-2009	2007-2008
9 <sup>th</sup> Grade	93		106	70
10 <sup>th</sup> Grade	71		85	115
11 <sup>th</sup> Grade	112		26	91
12 <sup>th</sup> Grade	94		17	77
Total	370	349	234	353

**B. Title I Data**

Special Categories of Students: Approximately 66% of Mount Miguel students are eligible to receive free or reduced lunches based on data from the 2010-2011 school year. This economic indicator qualifies Mount Miguel for school-wide Title I funding for 2010-2011.

**1. Free and Reduced Price Meals 2006-2011**

School Year	Enrollment	Free & Reduced Price Meals
2010-2011	1,670	1,103 (66%)
2009-2010	1,901	1,057 (55.6%)
2008-2009	1,949	988 (50.7%)
2007-2008	1,944	1,128 (57.6%)
2006-2007	1,909	867 (44.5%)

**C. Faculty/Staff Demographics**

**1. Mount Miguel High School Certificated Staff 2010-2011**

	Number of Staff	Full-Time Equivalents
Administrators	5	5
Pupil Services	7	7
Teachers	80	80

**2. Mount Miguel High School Teaching Credentials 2010-2011**

	Number of Credentials * (Teachers may hold more than one)	Percent of Total
Full Credential	80	100%
University or District Intern	0	0%
Emergency	0	0%
Waiver	0	0%
Total	80*	100%

\*CDE/DataQuest Numbers

The certificated staff includes five administrators, five counselors, a full-time psychologist, a speech/hearing therapist, and librarian. There are also 42 classified staff members, a school deputy resource officer, three hourly campus supervisors, 7 custodians or groundspeople, 17 cafeteria workers and several classroom aides.

**D. Student Performance Data Summary**

**1. Academic Performance (API) and Adequate Yearly Progress (AYP)**

**a. API Scores by Year**

Year	Students tested	API Score	API Base	State-wide Rank	Similar Schools Rank	Growth Target	API Growth	School-wide Target	Comparable Improvement
2009-2010	1013	673	669			7	4	N	
2008-2009	1172	669	634	3	6	7	36	Y	
2007-2008	1211	634	634	2	3	8	0	N	N
2006-2007	1247	634	653	2	2	8	-19	N	N

2008-2009 saw a significant increase in its API Score which increased 36 points over the 2007-2008 base.

**b. Academic Performance Index (API) – by Sub-Groups 2009-2010**

Sub groups	Number of Students Included in 2010 API	2010 API Score	2009 API (Prior Base)	2010 API Target	2010 API Growth	Met Target?
African American	217	654	638	8	16	Y
Hispanic or Latino	563	651	652	7	-1	N
White not Hispanic	136	704	720	5	-16	N
Economically Disadvantaged	713	650	657	7	-7	N

**c. Adequate Yearly Progress (AYP) 2009-2010**

<b>Made 2010 AYP:</b>		
<b>Met 12 of 22 AYP Criteria</b>	No	
<b>Met 2010 AYP Criteria:</b>	<b>English &amp; Language Arts</b>	<b>Mathematics</b>
Participation rate	Yes	Yes
Percent proficient	No	No
API - Additional indicator for AYP	Yes	
Graduation rate	No	
Program Improvement (PI)		
PI Status	In PI Year 3	

d. Adequate Yearly Progress (AYP) – by Sub-Groups 2009-2010

GROUPS	PERCENTAGE TESTED		PERCENTAGE PROFICIENT	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>School-wide</b>	Yes	Yes	No	No
African American or Black (not of Hispanic origin)	Yes	Yes	No	No
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	No
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	--	--	--	--
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	Yes	Yes	No	No
Students with Disabilities	--	--	--	--

2. California Standards Tests (CST/STAR)

Mount Miguel students demonstrated an increase in proficiency in nearly all content areas as well as grade levels on the 2009-2010 tests. However, despite significant increases, mathematics scores showed a need for improvement.

a. California Standards Tests – Test Summary Report

Mount Miguel High School	Language Arts Percent Proficient and Above	History Percent Proficient and Above	Math Percent Proficient and Above	Science – Gr 10 Percent Proficient and Above	Science – End of Course Percent Proficient and Above
2009-2010	27.5%	36.9%	13.3%	29.9%	26.9%
2008-2009	26.9%	30.3%	14.8%	24.7%	23.9%
2007-2008	25.7%	23.5%	14.3%	28.1%	17.3%
2006-2007	25.9%	22.2%	12.9%	16.5%	15.5%

b. California Standards Tests - Increase from the Previous Testing Year

Mount Miguel High School	Language Arts Percent Proficient and Above	History Percent Proficient and Above	Math Percent Proficient and Above	Science – Gr 10 Percent Proficient and Above	Science – End of Course Percent Proficient and Above
2009-2010	+0.6%	+6.6%	-1.5%	+5.2%	+3%
2008-2009	+1.2%	+6.8%	+0.5%	-3.4%	+6.6%
2007-2008	-0.2%	+1.3%	+1.4%	+11.6%	+1.8%

c. California Standards Test by Grade and Subject

Grade/Test	Year	# Tested Students	% Adv or Proficient	1 Year Change	% Below or Far Below Basic	1 Year Change
9th Grade English/ Language Arts	2010	359	35%	+4%	34%	-2%
	2009	429	31%	-4%	36%	5%
	2008	425	35%	4%	31%	-2%
	2007	466	31%	Baseline	33%	Baseline
10th Grade English/ Language Arts	2010	410	24%	+2%	44%	+2%
	2009	415	26%	3%	42%	-5%
	2008	443	23%	2%	47%	0%
	2007	454	21%	Baseline	47%	Baseline

11th Grade English/ Language Arts	2010	339	23%	-1%	46%	-3%
	2009	434	24%	5%	49%	-3%
	2008	397	19%	-6%	52%	4%
	2007	418	25%	Baseline	48%	Baseline
9th Grade Algebra I	2010	283	15%	-17%	58%	4%
	2009	375	32%	17%	54%	-4%
	2008	328	15%	-3%	58%	-4%
	2007	302	18%	Baseline	62%	Baseline
10th Grade Algebra I	2010	189	11%	5%	89%	21%
	2009	201	6%	1%	68%	-5%
	2008	205	5%	-1%	73%	3%
	2007	248	6%	Baseline	70%	Baseline
11th Grade Algebra I	2010	44	2%	-3%	62%	-16%
	2009	102	5%	3%	78%	2%
	2008	91	2%	-2%	76%	5%
	2007	136	4%	Baseline	71%	Baseline
9th Grade Geometry	2010	64	39%	-9%	34%	22%
	2009	50	48%	-8%	12%	6%
	2008	46	56%	12%	6%	-14%
	2007	61	44%	Baseline	20%	Baseline
10th Grade Geometry	2010	152	6%	1%	70%	-8%
	2009	153	5%	-11%	78%	23%
	2008	124	16%	6%	55%	-6%
	2007	104	10%	Baseline	61%	Baseline
11th Grade Geometry	2010	121	0%	-1%	86%	-8%
	2009	136	1%	-1%	94%	15%
	2008	126	2%	0%	79%	5%
	2007	66	2%	Baseline	74%	Baseline
10th Grade Algebra II	2010	65	37%	-12%	34%	13%
	2009	47	49%	-2%	21%	-3%
	2008	63	51%	15%	24%	4%
	2007	39	36%	Baseline	20%	Baseline
11th Grade Algebra II	2010	116	3%	-2%	78%	-3%
	2009	115	5%	-3%	81%	3%
	2008	84	8%	-4%	78%	11%
	2007	94	12%	Baseline	67%	Baseline
10th Grade World History	2010	406	40%	8%	36%	-10%
	2009	398	32%	8%	46%	-4%
	2008	431	24%	6%	50%	1%
	2007	421	18%	Baseline	49%	Baseline
11th Grade US History	2010	336	34%	4%	38%	-4%
	2009	421	30%	5%	42%	-1%
	2008	392	25%	-2%	43%	3%
	2007	378	27%	Baseline	40%	Baseline
10th Grade Life Sciences	2010	415	29%	4%	36%	-3%
	2009	413	25%	-3%	39%	5%
	2008	445	28%	12%	43%	-2%
	2007	399	16%	Baseline	61%	Baseline
9th Grade Biology	2010	44	59%	15%	2%	-16%
	2009	49	44%	-1%	18%	5%
	2008	42	45%	1%	15%	-2%
	2007	52	44%	Baseline	14%	Baseline
10th Grade Biology	2010	352	25%	4%	38%	-2%
	2009	347	21%	0%	40%	5%
	2008	340	21%	7%	44%	-2%
	2007	338	14%	Baseline	49%	Baseline
11th Grade Biology	2010	32	6%	-9%	69%	20%
	2009	35	15%	10%	49%	-6%
	2008	44	5%	0%	55%	-8%
	2007	65	5%	Baseline	63%	Baseline

10th Grade Chemistry	2010	15	53%	+29%	20%	-16%
	2009	21	24%	-10%	36%	11%
	2008	24	34%	10%	25%	15%
	2007	54	24%	Baseline	10%	Baseline
11th Grade Chemistry	2010	155	24%	0%	32%	-10%
	2009	172	24%	18%	42%	-14%
	2008	126	6%	-7%	56%	17%
	2007	141	13%	Baseline	39%	Baseline
11th Grade Earth Science	2010	8	-	-	-	-
	2009	12	0%	-3%	92%	7%
	2008	78	3%	-6%	85%	32%
	2007	95	9%	Baseline	53%	Baseline
11th Grade Physics	2010	8	-	-	-	-
	2009	17	47%	16%	24%	7%
	2008	29	31%	15%	17%	-10%
	2007	64	16%	Baseline	27%	Baseline

### 3. California High School Exit Exam (CASHEE) Pass Rate Data

		English Language Arts		Mathematics	
		# Tested	% Passed	Tested	% Passed
March 2010	School-Wide	417	67%	418	76%
	English Learner	104	39%	101	68%
	RFEP Students*	42	90%	43	93%
	Special Education	44	7%	40	23%
	Socioeconomically Disadvantaged	296	64%	297	74%
March 2009	School-Wide	423	67%	427	78%
	English Learner	91	29%	92	63%
	RFEP Students*	63	92%	64	95%
	Special Education	46	28%	45	24%
	Socioeconomically Disadvantaged	282	68%	282	78%
March 2008	School-Wide	455	68%	444	69%
	English Learner	104	39%	97	54%
	RFEP Students*	56	89%	56	89%
	Special Education	35	9%	29	17%
	Socioeconomically Disadvantaged	242	64%	236	67%
March 2007	School-Wide	466	62%	459	69%
	English Learner	99	30%	96	56%
	RFEP Students*	42	88%	42	88%
	Special Education	47	19%	37	16%
	Socioeconomically Disadvantaged	285	56%	279	66%

\* RFEP Students: Redesignated Fluent-English Proficient Students

### 4. Advanced Placement (AP) Program

#### a. Number of Students taking the AP tests

Mount Miguel has seen a significant increase in the number of students taking the AP tests in the past five years. The percentage of students passing these exams hovers about 27%, half of the district average.

	2010-2011	2009-2010	2008-2009*	2007-2008	2006-2007	2005-2006	2004-2005
MMHS # Students			148	113	117	111	96
MMHS # Tests			257	195	227	196	172
MMHS # Tests Passed			62	55	68	48	46
MMHS % Passed			24%	28.2%	30%	24.5%	26.7
GUHSD # Students			2,762	2,636	2,581	2,497	2,311
GUHSD # Tests			5,026	4,815	4,864	4,509	2,387
GUHSD % Passed			58%	53%	55%	51.5%	53.6

b. Advanced Placement Classes: Enrollment and Offerings

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
English 1Lang	91	88	75	51	77
English 2 Lit	93	70	37	46	49
Am Government	88	85	50	56	66
AP European History	101				
US History	101	95	78	53	67
Calculus	25	32	19	21	19
Spanish Lang	23	28	20	29	29
Spanish Lit	-	-	-	-	-
Art History	-	-	-	34	-
Stu/Draw	1	-	2	1	1
AP Physics	39	38	-	-	31
Total	539 17 sections	436 13 sections	281	291	339

c. Additional Honors Courses: Enrollment and Offerings

In addition to the AP classes above, enrollment for the following honors level courses is listed:

	Semester 1, 2010-2011		Semester 1, 2009-2010		Semester 1, 2008-2009	
			# of Sections	Enrollment	# of Sections	Enrollment
English 1H	61	3	3	66	3	55
English 3H	93	3	3	97	3	97
French 5H	6	1	1	5	1	3
French 7H	3	(combined)	(combined)	2	(combined)	8
Spanish 5H	6	1	(combined)	23	1	4
PI & S Geometry IH	61	2	4	77	3	91
Algebra II H	87	3	2	65	2	59
Pre-Calc IH	62	2	1	57	2	42
Biology IH	75	3	2	103	1	69
Chemistry 1H	94	3	1	72	2	40
Bio/Chem	26	1	1	9	1	21
In/Geog 1 H	82	3	3	100	3	103
W His/Geo 1 H	Replaced w/AP European History		3	104	3	90
Total	653	25	24	780	25	682

**5. A-G Requirements for UC and CSU Entrance**

Mount Miguel has seen a steady increase over the last six years in the percentage of graduates completing the A-G requirements. In 2005-2006, 17.8% of graduates met the A-G requirement which was a decline from the previous year. This percentage has increased each year since so much so that 62.2% of Mount Miguel graduates in 2008-2009 met the A-G requirements. (Note: Data currently available through 2008-2009)

a. Graduates Meeting UC and CSU A-G Requirements

Year of Graduation	Number of Graduates	Number of Graduates Meeting A-G Requirements	Percent of Graduates Meeting A-G Requirements
2010-2011			
2009-2010			
2008-2009	296	184	62.2%
2007-2008	319	181	56.7%
2006-2007	307	91	29.6%
2005-2006	326	72	22.1%
2004-2005	337	60	17.8%

## 6. Other Scores

### a. SAT Scores

SAT scores for Mount Miguel students have been quite consistent in both the verbal and math sections. In 2007-2008 the SAT testing sections changed to include critical reading, math, and writing.

	2009-2010	2008-2009	2007-2008
MMHS Critical Reading		<b>423</b>	<b>447</b>
GUHSD Critical Reading		501	498
CA Critical Reading		495	494
MMHS Math		<b>443</b>	<b>458</b>
GUHSD Math		514	514
CA Math		513	513
MMHS Writing		<b>419</b>	<b>442</b>
GUHSD Writing		494	497
CA Writing		494	504

### b. California English Language Development Test Report

Grade/Test	Year	9	10	11	12	Total
Advanced	2010-2011					
	2009-2010	14 18%	0	2 5%	0	16 10%
	2008-2009	8 10%	4 5%	13 13%	10 12%	35 10%
	2007-2008	0 0%	5 5%	3 4%	10 11%	18 5%
Early Advanced	2010-2011					
	2009-2010	26 33%	12 44%	16 40%	10 48%	64 39%
	2008-2009	26 33%	26 31%	42 43%	34 40%	128 37%
	2007-2008	14 21%	28 28%	34 41%	29 33%	105 31%
Intermediate	2010-2011					
	2009-2010	22 28%	5 19%	10 25%	6 29%	43 26%
	2008-2009	32 41%	35 42%	25 26%	26 31%	118 44%
	2007-2008	40 60%	44 44%	28 34%	28 32%	140 42%
Early Intermediate	2010-2011					
	2009-2010	11 14%	5 19%	8 20%	5 24%	29 17%
	2008-2009	12 15%	17 20%	10 10%	9 11%	48 14%
	2007-2008	11 17%	17 17%	11 13%	12 14%	51 15%
Beginning	2010-2011					
	2009-2010	5 6%	5 19%	8 20%	5 24%	29 17%
	2008-2009	1 1%	1 1%	7 7%	5 6%	14 4%
	2007-2008	1 2%	6 6%	7 8%	9 10%	23 7%
Total Number Tested	2010-2011					
	2009-2010	78 100%	27 100%	40 100%	21 100%	166 100%
	2008-2009	79 100%	83 100%	97 100%	84 100%	343 100%
	2007-2008	66 100%	100 100%	83 100%	88 100%	337 100%

## E. Support and Intervention Processes

### 1. Individual Intervention

Individual student records as well as subject and student sub-group data are kept.

#### a. The D/F Grade Report (Fall Semester)

	2010	2009	2008	2007	2006
English		25.12%	27.28%	29.05%	32.46%
Mathematics		39.35%	43.07%	42.70%	45.51%
Science		33.50%	33.49%	30.18%	45.81%
Social Science		33.13%	30.57%	28.95%	31.51%

#### b. Student Groups Performing Below Standards or Expectations

Group	Grade Level	Performance Gap
English Learners	All	Significant achievement gap on CSTs and CAHSEE
Gifted and Talented students	All	A-G completion rate and AP passing rate are below district averages
Special Education participants	All	Significant achievement gap on CSTs and CAHSEE
Other student groups: Low SES	All	Significant achievement gap on both CSTs and CAHSEE
African American and Hispanic/Latino	All	Improvement with both subgroups on CSTs but still achievement gap; improvement shown on CAHSEE however: these subgroups reported lower scores than the site passing rate in ELA (Hispanic) and Math (both sub-groups)

#### c. Progress Reducing Dropout Rates

The school's dropout rate has increased in the last few years. The exact amount of the dropout increase is difficult to compute, possibly due, in part, to differing methods of tracking student movement statewide. In an effort to reduce these differences and obtain consistent data, the school's Site Support Technician joined other individuals from local school sites to receive training from the district in consistent data reporting.

#### i. Mount Miguel High School Dropout Rate

	2009-2010	2008-2009	2007-2008*	2006-2007	2005-2006
Enrollment	1,901	1,935	1,944	1,909	1,842
Dropout Number	117	115	88	82	57
MMHS Dropout Rate	6.0%	5.9%	4.6%	4.3%	3.1%
District Dropout Rate	3.6%	2.6%	3.3%	2.4%	3.4%
State Dropout Rate	5.7%	4.9%	5.5%	3.8%	3.4%

ii. Dropouts by Ethnic Designation (Data available through 2008-2009)

	Amer. Ind. or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Multiple or No Response
<b><u>Mount Miguel High School</u></b>	<b>2 (5.9%)</b>	<b>8 (10.8%)</b>	<b>0 (0%)</b>	<b>2 (2.2%)</b>	<b>43 (4.9%)</b>	<b>12 (3.2%)</b>	<b>13 (3.7%)</b>	<b>2 (4.4%)</b>
<u>District Total</u>	9 (2.0%)	15 (2.8%)	6 (2.2%)	9 (1.8%)	174 (2.8%)	56 (2.7%)	276 (2.1%)	16 (2.0%)
<u>County Total</u>	(5.4%)	(3.1%)	(5.9%)	(2.1%)	(4.9%)	(7.0%)	(2.1%)	(7.4%)
<u>State Total</u>	(6.0%)	(1.9%)	(5.7%)	(2.3%)	(5.2%)	(7.3%)	(2.8%)	(5.4%)

b. Suspension, Expulsion and Discipline Data

	<b>MMHS Suspensions</b>	GUHSD Suspensions	<b>MMHS Expulsion</b>	GUHSD Expulsions
2009-2010	<b>197</b>	2,003	<b>13</b>	148
2008-2009	<b>417</b>	4,198	<b>27</b>	236
2007-2008	<b>367</b>	3,115	<b>19</b>	195
2006-2007	<b>496</b>	3,830	<b>22</b>	196

## V. Ongoing Improvement

### School Goals for Improving Student Achievement

In 2006, the Western Association of Schools and Colleges (WASC) Visitation Committee identified seven “key issues” at Mount Miguel and submitted their recommendations. These seven recommendations were integrated with the five existing Single Plan for Student Achievement (SPSA) goals effective in 2006; the resulting combined goals numbered nine. These nine goals are described below:

- Goal #1: The district, site administration, counselors, department heads and involved school staff will significantly increase the number of students achieving success in the core academic classes. All students will meet or exceed grade level standards, minimally achieving proficiency or better by 2013-2014.
- Goal #2: All EL students will become proficient in English and meet or exceed grade level standards with minimal proficiency or better in ELA, reading and math by 2013-2014.
- Goal #3: All Special Education students, unless designated by their IEP for California Alternate Performance Assessment (CAPA) testing, will meet or exceed grade level standards with minimal proficiency or better in ELA, reading and math by 2013-2014.
- Goal #4: MMHS will continue to expand its efforts to improve race and human relations and will maintain this as a priority. Learning environments will be safe, violence, drug, and tobacco free and conducive to learning.
- Goal #5: The district, site administration, counselors, department heads, and instructional staff will work collaboratively to significantly increase the number of students fulfilling A-G university requirements. MMHS staff, students, parents, and community will work in partnership to support students as they seek to graduate from high school as well rounded individuals prepared for post-secondary education or work.
- Goal #6: The district, site administration, counselors, department heads, and instructional staff will work collaboratively to increase the number of students passing academically accelerated classes. Efforts will be made to increase the number of students taking and passing the AP exams.
- Goal # 7: MMHS will continue to improve the literacy skills of its students by focusing on both reading and writing across the curriculum.
- Goal #8: MMHS administration, counselors, and staff will work to decrease chronic absenteeism, trancies, and tardies.
- Goal #9: MMHS administration will continue to work with the district to develop and implement a plan to provide for the upgrade and/or modernization of the school’s educational facilities.

**1. The district, site administration, counselors, department heads and involved school staff will significantly increase the number of students achieving success in the core academic classes. All students will meet or exceed grade level standards, minimally achieving proficiency or better by 2013-2014.**

### Plans for Improving Student Achievement

**Rationale:** Mount Miguel has identified the need to strengthen student achievement and success on statewide assessments. This goal also aligns with state and federal requirements (No Child Left Behind).

**ESLR's:** Effective readers, competent writers, and quantitative problem solvers.

**Student groups participating in this goal:** All students

The following progress has been made during the 2010-2011 school year:

#### *Professional Communities*

- Every effort was made to schedule teachers into no more than two different teaching assignments to enable all teachers to fully participate in the related PLC work and communication.
- During the 24 Collaborative Tuesdays throughout the 2009-2010 school year, the PLCs (and sub-groups) met, as needed to align curriculum to the CA State Content Standards, and to plan instruction, calendars and assessments. PLCs continue to meet this school year.
- Each PLC self-checked their progress in accomplishing team-determined goals for the year.

#### *Rigorous Curriculum*

- SmartBoards and other technologies have been installed into classrooms as they are modernized to assist in engaging students in the learning process.
- Science and social science teachers adopted new textbooks aligned to California Standards.
- Teachers, with principal approval, will attend workshops and conferences to expand their understanding of their subject area and instructional strategies to enhance student engagement.
- AVID courses are offered in all for grades: Eighty-eight 9<sup>th</sup> grade students, in three classes, fifty-three students in two 10<sup>th</sup> grade classes, fifty-five students in two 11<sup>th</sup> grade class and thirty students in one 12<sup>th</sup> grade "senior seminar AVID"
- One hundred and eleven students participated in the continuing Learning Center program. It was started in September 2009 to provide assistance for 11<sup>th</sup>, 12<sup>th</sup> and fifth-year 12<sup>th</sup> graders who need a personalized and supportive environment for credit recovery so they can graduate. The program provides two teachers and uses computer-assisted instruction.

#### *Student Support and Extended Learning Time*

- 228 students participate in 8 AVID classes where teachers monitor progress and provide extended learning time.
- Certain advanced classes, JROTC courses, Marching Band, and MEC offer academic monitoring and peer mentoring for participating students.
- Math students who continue to show up on the D&F List or Progress Reports have been scheduled into Math Support classes. Counselor/Academic Advisor/VP teams monitor biweekly D&F Lists and make program changes or parent contacts as necessary.
- Math Support classes were offered for Basic Algebra (3 classes, Algebra 1C (3 classes) and Geometry 1C (2 classes) allowing struggling math students to be in two math classes simultaneously for extra practice and reinforcement.
- After-school tutorials were offered in all core subject areas.
- CAHSEE English and math tutorials were offered several times a year for any students needing the practice and help. Special Education, EL and Title I students are encouraged to participate.
- GATE students have been offered tutorials as support for class work and in preparation for the AP exams.

### Data Monitoring

- D&F lists and formal progress reports are used for monitoring academic performance. D&F information can be posted after the third, ninth and fifteenth weeks, and progress reports are produced after the sixth and twelfth weeks of each semester.
- PLC teams plan common assessments, review assessment results, and modify future instruction based upon assessment results.

### Parental Engagement

- Students and parents are able to access student academic progress via the “Student Portal” and “Parent Portal” on the district’s secured website at [www.guhsd.net](http://www.guhsd.net). Ongoing information on student grades, attendance, discipline and possible fines/debts is available
- For planning purposes, information on dates for standardized testing and finals, etc. is available to students and parents. General school information, in English and Spanish, is available at the school website at [www.mountmiquelhs.org](http://www.mountmiquelhs.org).
- Parents can contact teachers directly via email using the school’s website.
- Classroom phone numbers and teacher email addresses are listed under the teacher’s name on district site, <http://portal.guhsd.net>.

### Performance gains expected for these students:

- During the 2010-11 school year, there will be a 10% decrease in the percentage of students receiving semester grades of D or F when compared to similar data from the previous year.
 

Goal in 2010-2011	Data pending
Goal Not Met in 2009-2010 -	25.97% received semester grades of D or F which provided a 2.15% decrease but the goal had been 2.7%
Goal Met in 2008-2009 -	27% received semester grades of D or F
Goal Not Met in 2007-2008 -	34% received semester grades of D or F
- By the end of the 2010-11 school year, the percent of students in each sub-group scoring proficient or above on the CST’s in all four core subject areas will increase by 5%, and 5% of the students scoring below basic or far below basic in 2009-10 will score basic or above.

#### 2009-2010 (Goal Met in subjects with asterisks (\*))

<u>Proficient &amp; Advanced</u>		<u>Change</u>	<u>Below Basic &amp; Far Below</u>		<u>Change</u>
English	27.7%	(+.8%)	English	41.3%	(-1.4%)
Math	13.3%	(+11.5%)	Math	62.9%	(-1.3%)
Social Science (*)	37.1%	(+6.2%)	Social Science (*)	37%	(-7%)
Science	27.1%	(+3%)	Science	35.5%	(-4.1%)

#### 2008-2009 (Goal Met in subjects with asterisks (\*))

<u>Proficient &amp; Advanced</u>		<u>Change</u>	<u>Below Basic &amp; Far Below</u>		<u>Change</u>
English	26.9%	(+1.2%)	English (*)	42.7%	(-.5%)
Math	14.8%	(+.5%)	Math	64.2%	(+2.7%)
Social Science (*)	30.9%	(+7.4%)	Social Science (*)	44%	(-3.5%)
Science	24.1%	(+2.6%)	Science (*)	39.6	(-6.3%)

#### 2007-2008 (Goal not Fully Met)

<u>Proficient &amp; Advanced</u>		<u>Below Basic &amp; Far Below</u>	
English	25.7%	Basic English	43.2%
Math	14.3%	Math	61.4%
Social Science	23.5%	Social Science	47.5%
Science	21.5%	Science	45.9%

- By the end of the 2010-2011 school year, the number of students scoring proficient or above on the CAHSEE will meet the minimum percentage proficiency required for AYP. (Goal partially Met in 2009)

English	2009-2010	32.1%	2008-2009	44.5%	2007-2008	36.55%
Math	2009-2010	42.2%	2008-2009	43.5%	2007-2008	37.31%

\*English – no specific sub-group met the target.

\*Math – no specific sub-group met the target

\*Each student needs a score of 350 for “passing” and a score of 380 is needed for “proficiency.”

- By the end of the 2010-2011 school year, there will be an increase of 5% in the number of students at each grade level receiving a score 4 or above on the WPA (Writing Program Assessment). A score of four (4) is considered proficient (meets standards).

(Goal Not Met in 2010, 2009 or 2008)

2009-2010	Data is unavailable at this time					
2008-2009	6-0	5-9	4-172	3-309	2-116	1-15
2007-2008	6-0	5-11	4-164	3-399	2-156	1-7

2008-2009 - Total with 4 or > = 181 (Increase of 3.4% from pervious year)

2007-2008 - Total with 4 or > = 175

(For year 2008-2009, data for grades 10 and 11 is used. For year 2007-2008, grade levels unknown)

Means of evaluating progress toward this goal: Disaggregated longitudinal data.

Group data needed to measure academic gains: School and District D&F rates, CST (Star/CST), CAHSEE, and GUHSD Writing Performance Assessment (W.P.A.)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u>				
1. Teachers will be scheduled to teach a maximum of two different courses, whenever possible to enable all teachers to fully participate in various PLC groups.	1. Principal (Steve Coover) & VP (Jamie Holding)	1. None	1. None	1. None
2. Each PLC will meet during the year to align curriculum to CA State Content Standards, develop pacing calendars, and develop common assessments.	2. PLC Lead Teachers & Dept. Chairs	2. Curriculum Writing Rate (CRW) for work	2. \$20,000	2. Title I, EIA, MAA, CAHSEE
3. PLCs (and sub-groups) will meet, as needed, to plan instruction, finalize assessments, review assessment results, and modify future instruction based upon assessment results.	3. Principal (Steve Coover), VP (Ben Smith), PLC Leads, Dept. Chairs.	3. Collaborative Tuesdays and release days	3. \$5,000	3. Title I, EAI, MAA, CAHSEE
4. All PLC course teams will self-check their progress in accomplishing team-determined goals during the year.	4. Team Leaders	4. CWR and substitutes	4. \$15,000	4. Prof. Dev, Title I, EIA, MAA, CASHEE

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u><i>Rigorous Curriculum</i></u>				
1. SmartBoards and other technologies will be purchased to assist in engaging students in the learning process.	1. Principal (Steve Coover)	1. Various Technologies	1. \$28,000	1. Title I, EIA, MAA, CAHSEE
2. Science and social science teachers will adopt new textbooks aligned to California State Standards.	2. Science, Social Science Dept. chairs (Nathan Samuels, Haim Mizrahi)	2. Textbooks	2. \$50,000	2. Lottery Funds, 861
3. Teachers, with principal approval, will attend workshops and conferences to expand their understanding of their subject area and instructional strategies to enhance student engagement.	3. Principal (Steve Coover), Dept. Chairs, Team Leads	3. Conference Attendance	3. \$15,000	3. Title I, EIA, MAA, CAHSEE
4. AVID courses are offered at all grade levels.	4. VP (Jamie Holding), AVID Coord. (Kathleen Murphy), Support AVID teachers	4. 9 Sections	4. \$119,000	1. Title I, EIA, MAA,
5. Learning Center classes will provide online instruction for 11 <sup>th</sup> , 12 <sup>th</sup> and fifth-year 12 <sup>th</sup> graders for credit recovery.	5. Principal (Steve Coover), Learning Center Coordinator (April Baker)	5. Nine sections of Learning Center instruction	5. \$153,000	5. Title I, Title I Prof. Dev.
<u><i>Data Monitoring</i></u>				
1. D&F Lists will be utilized after the 3 <sup>rd</sup> , 9 <sup>th</sup> and 15 <sup>th</sup> weeks, for frequent monitoring of student academic performance.	1. Counselors and teachers	1. None	1. None	1. None
2. Counselor/Academic Advisor/VP teams will monitor 3-week D&F Lists and make program changes or parent contacts as necessary	2. Grade level teams	2. None	2. None	2. None
3. Students who continue to show up on the D&F List from math classes will be scheduled into Math support classes from their elective classes.	3. Counselors assigned by student's last name	3. None	3. None	3. None

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u><i>Student Support and Extended Learning Time</i></u>				
1. 226 students participate in 9 AVID classes where teachers will monitor progress and provide extended learning time.	1. AVID Coord. (Kathleen Murphy), Support AVID teachers	1. Nine Sections	1. \$119,000	1. Title I, EIA, MAA
2. The MEC Program will serve approximately two hundred and eighty in all four grades who are identified as under-prepared.	2. VP (J. Holding), MEC Coordinator (Harold Mumford)	2. Two periods of special study mentoring	2. \$34,000	2. Title I, EIA, MAA
3. Math Support classes are offered for Algebra 1C and Geometry 1C classes allowing extra instruction for struggling students.	3. VP (J. Holding), Math Dept. Chair (Mike Love)	3. Unknown	3. Unknown	3. Unknown
4. After-school tutorials will be offered in all core subject areas.	4. VP (Jay Guerra)	4. Teacher Pay	4. \$44/hour	4. Suppl. Instruction, ASSETs
5. CAHSEE English and math tutorials will be offered several times during the year, with special participation encouragement given to EL, Special Education and Title I students.	5. VP (Jamie Holding)	5. Teacher Pay	5. \$44/hour	5. Title I, EIA, MAA, CAHSEE
6. GATE students will be offered tutorials as support for class work and in preparation for the AP exam.	6. VP (Jamie Holding)	6. Teacher Pay	6. \$44/hour	6. Suppl. Instruction & ASSETs
7. Additional Summer School classes will be offered beyond the regularly scheduled classes in the core subject areas to include remedial and enrichment courses in the core subject areas.	7. Teachers	7. Teacher Pay	7. Approx. \$6,000 per class	7. Title I
<u><i>Parent Engagement</i></u>				
1. Students and parents can privately monitor student grades, attendance, discipline, fine, etc. via the “Student Portal” and “Parent Portal” at the district’s web site at www.guhsd.net.	1. Principal (Steve Coover)	1. Software	1. \$2,000	1. Title I, EIA
2. Students and parents can access general school information for planning purposes, such as dates for final exams and standardized tests, via the MMHS web site at www.mountmiguelhs.org.	2. Principal (Steve Coover)	2. Software and consultant	2. \$2,500	2. Title I, EIA
3. Parents can contact teachers directly via email or phone. Contact information is available on the district and the school website.	3. Principal (Steve Coover)	3. None	3. None	3. None
4. Many teachers have websites with class information for student and parent use.	4. Individual teachers	4. None	4. None	4. None
5. Conferencing will be provided annually via the new summer scheduling procedure.	5. VP (J. Holding), Head Counselor (Maria Garcia)	5. Hourly Pay	5. \$2,500	5. Title I, EIA, MAA, CAHSEE

**2. All EL students will become proficient in English and meet or exceed grade level standards with minimal proficiency or better in English Language Arts (ELA), reading and math by 2013-2014.**

**Rationale:** Mount Miguel has identified the need to strengthen student achievement and success on statewide assessments for underserved student populations. This goal also aligns with state and federal requirements of No Child Left Behind.

**ESLR's:** Effective readers, competent writers, and quantitative problem solvers.

**Student groups participating in this goal:** EL, FEP, and re-designated FEP students

The following progress has been made during the 2010-2011 school year:

*Building Professional Communities*

- SDAIE training and ELD professional development are represented in PLC goals.
- Two additional English teachers have been assigned ELD sections in an effort to integrate with English Department.
- EL PLC worked to help colleagues explore and implement successful strategies to differentiate for ELs in the ELM.

*Rigorous Curriculum*

- The EL Coordinator worked to ensure that all teachers are made aware of and are aligning their curriculum with the EL standards for each specific core subject.
- All core subject areas included either ELD or sheltered sections that apply Specially Designed Academic Instruction in English (SDAIE) strategies.
- The ELD advanced curriculum has been modified to align with the 9<sup>th</sup> grade English curriculum. Curriculum has been updated to the EDGE high school curriculum. All ELD teachers have been trained in its use.

*Student Support and Extended Learning Time*

- 2010 Summer School applications provided an opportunity for all EL students to enroll in an ELD enrichment class. 2011 Summer School has done the same.
- After-school tutorials were offered to EL students. Each core department offered either lunch tutorial or after-school tutorial staffed by an ELD or sheltered teacher.
- Lunch and after-school CAHSEE tutorials were offered to targeted EL students.

*Data Monitoring*

- The implementation of an Individual Graduation Plan (IGP) for every Mount Miguel High School student. All students meet annually to revise their IGP.
- Performance Profile information has been accessed monthly by EL Coordinator to monitor R-FEP students' progress.
- EL Coordinator, EL teachers, and grade level counselors monitor D/F data and adjusted student schedules as necessary.

*Parent Engagement*

- Translation services have been available by the district translator for ELAC meetings, parent nights, and school publications.
- All major school documents have been (or are in the process of being) translated into Spanish for use by students and parents (e.g. student handbook, letters home, enrollment materials, IEPs, and SPSA).

- Mount Miguel offers weekly bilingual workshops through the Parent Institute for Quality Education during the fall semester.
- Agendas have been mailed to all EL families prior to ELAC meetings. Notice of monthly meeting is posted on the school marquee. An all-call has gone out to all EL parents inviting them to our ELAC meetings.

**Performance gains expected for these students:**

- By the end of the 2010-2011 school year, at least 25% of EL students will score proficient or above on the CAHSEE ELA and 38% will score proficient or above on the CAHSEE math.

First time 10<sup>th</sup> grade CAHSEE scores for English Language Arts:

2009-2010: Passed = 39%      Proficient = 15

2008-2009: Passed = 29%

2007-2008: Passed = 38.74%

First time 10<sup>th</sup> grade CAHSEE scores for Mathematics:

2009-2010: Passed = 68%      Proficient = 32.5

2008-2009: Passed = 63%

2007-2008: Passed = 54%

**Means of evaluating progress toward this goal:** Disaggregated and longitudinal data.

**Group data needed to measure academic gains:** CAHSEE, CELDT, and STAR data.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>Professional Communities</i>				
1. Additional English teachers will be selected to teach sections of ELD so that the ELD program is more fully aligned with college prep English classes and integrated with the English department.	1. Principal (Steve Coover), EL Coordinator (Paola Cerezo)	1. None	1. None	1. None
2. Teachers will be provided training and support on the implementation of SDAIE and academic vocabulary instructional strategies in sheltered classes, including materials.	2. Admin. Team	2. SDAIE / Academic Lang. training	2. \$2,000	2. District Staff Dev, Title I, EIA
<i>Rigorous Curriculum</i>				
1. EDGE materials and training will be available for all new ELD teachers.	1. EL Coordinator (Paola Cerezo)	1. Textbooks & training	1. \$2,000	1. Lottery AB466
2. Sheltered courses with parallel college prep curriculum will be included in the master schedule for all core subject areas.	2. VP (Jay Guerra)	2. None	2. None	2. None
3. The EL Coordinator and all core department chairs will implement the "Individual Graduation Plan" for each student to access core curriculum.	3. EL Coordinator (Paola Cerezo) and Core Dept Chairs	3. None	3. None	3. None

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u><i>Student Support and Extended Learning Time</i></u> 1. Summer School will be offered for all EL students with a goal of 50% participation. 2. Targeted after-school day tutorials will be offered for EL students. 3. CAHSEE tutorials will be offered for EL students.	1. EL Coordinator (Paola Cerezo) 2. EL Coordinator (Paola Cerezo) 3. EL Coordinator (Paola Cerezo)	1. Teacher 2. Teacher pay 3. Teacher pay	1. \$12,000 2. \$44/hour 3. \$44/hour	1. SS Funds 2. Dist. Funds, Title I, EIA 3. Dist. Funds, Title I, EIA
<u><i>Date Monitoring</i></u> 1. Academic Progress data will be used to monitor EL students for success and adjustments will be made to programs as needed. 2. The EL Coordinator will regularly access the district Performance Profiles to obtain necessary data to monitor R-FEP student progress for success to ensure support and provide necessary interventions.	1. Counselors and EL Coordinator (Paola Cerezo) 2. EL Coordinator (Paola Cerezo) and Core Dept Chairs	1. None 2. None	1. None 2. None	1. None 2. None
<u><i>Parental Engagement</i></u> 1. Translation services will be available and staff designated for translation. 2. Important school information translated into Spanish will be available to parents. 3. A “Parent Institute” will be offered for parents to learn about school expectations. 4. Parents will be encouraged to participate in the ELAC.	1. Principal’s Secretary (Diane Quintero) 2. Principal’s Secretary (Diane Quintero) 3. Principal (Steve Coover) 4. ELAC President	1. None 2. Translations 3. PIQE, paper supplies, postage 4. Paper supplies and postage	1. None 2. \$3,000 3. \$6,000 4. \$500	1. None 2. Dist. Translator, Title I, EIA 3. Title I 4. Principal

**3. All Special Education students, unless designated by their Individual Educational Plan (IEP) for CAPA testing, will meet or exceed grade level standards with minimal proficiency or better in English Language Arts (ELA), reading and math by 2013-2014.**

**Rationale:** Mount Miguel has identified the need to strengthen student achievement and success on statewide assessments for the special needs population. This goal also aligns with state and federal requirements of No Child Left Behind (NCLB).

**ESLR's:** Effective readers, competent writers, and quantitative problem solvers.

**Student groups participating in this goal:** Special Education students

The following progress has been made during the 2010-2011 school year:

*Professional Communities*

- Special Education teachers meet monthly as a department and are members of subject PLCs.
- A Super Advocate (a released credentialed teacher who carries 135 student caseload) continues to facilitate mainstream programming and support.
- All Special Education teachers are provided continual professional development for both ELA and Math instruction through the school and district Special Education departments.

*Rigorous Curriculum*

- Teachers use standards-aligned textbooks in Special Education classes.
- Special Education teachers work with core departments to align modified courses with college-prep offerings.

*Student Support and Extended Learning Time*

- The Special Education Advocate and Counselor are present at each student's Annual and Triennial Review to help develop individualized curriculum for each student.
- Special Education students are encouraged to attend the English, math, social science, and science tutorials after school.
- Special Education students receive a CAHSEE Prep Workbook in math or English.
- CAHSEE tutorials are offered that target Special Education students.

*Data Monitoring*

- Special Education teachers participate in the three-week D&F progress monitoring.
- Special education students are monitored each semester and adjustments are made to schedules.
- IEPs are available to teachers through Teacher Portal. CELDT, CST, and WPA are available through Performance Profile.

*Parental Engagement*

- Parents receive regular communications regarding student progress.
- Work is being done to encourage the use of electronic communications methods through the MMHS website, the district's Parent Portal, and individual parent-teacher networks.
- The Special Education Advocate and School Psychologist inform parents of their rights regarding their students through the distribution of the Special Education Handbook at the beginning of each school year.

**Performance gains expected for these students:**

- By the end of the 2010-2011 school year at least 23% of Special Education students will score proficient or above on the CAHSEE ELA and 21% will score proficient on the CAHSEE math (see CAHSEE pass rate data above).

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>Professional Communities</u></p> <p>1. Special Education programs will be more fully integrated into core departments by meeting with PLC course teams.</p> <p>2. Professional development in ELA and math instruction will be provided for all special education teachers.</p>	<p>1. SE Chair (Nelson Walton), VP (Jamie Holding)</p> <p>2. Principal (Steve Coover)</p>	<p>1. None</p> <p>2. Training</p>	<p>1. None</p> <p>2. None</p>	<p>1. None</p> <p>2. Dist. Prof. Dev.</p>
<p><u>Rigorous Curriculum</u></p> <p>1. Teachers will use standards-aligned textbooks in Special Education classes.</p> <p>2. Special Education advocates and counseling will work to develop a plan for each student to access core curriculum and catch up when necessary.</p> <p>3. Teachers will be provided “Read Naturally” and/or language reading materials and provided the appropriate training for their proper use.</p>	<p>1. SE Chair (Nelson Walton)</p> <p>2. IEP teams</p> <p>3. SE Dept Chair (Nelson Walton)</p>	<p>1. Textbooks</p> <p>2. None</p> <p>3. Textbooks &amp; training</p>	<p>1. \$4,500</p> <p>2. None</p> <p>3. \$2,400</p>	<p>1. Lottery Funds</p> <p>2. None</p> <p>3. AB466</p>
<p><u>Student Support and Extended Learning Time</u></p> <p>1. Targeted after school tutorials are offered for Special Education students.</p> <p>2. CAHSEE tutorials are offered for Special Education students including CAHSEE directed instruction and integration of CAHSEE curriculum into classes.</p>	<p>1. SE Chair (Nelson Walton)</p> <p>2. VP (Jay Guerra)</p>	<p>1. Teacher pay</p> <p>2. Teacher pay</p>	<p>1. \$44/hour</p> <p>2. \$44/hour</p>	<p>1. Dist. Funds</p> <p>2. Dist. Funds; CASHEE intervention, Title I, EIA</p>
<p><u>Data Monitoring</u></p> <p>1. CELDT, CST and WPA data are available in the District Performance Profiles and are systematically reviewed for progress.</p> <p>2. Special Education students are monitored for academic progress at least each semester and adjustments made to programs as needed.</p>	<p>1. Advocate, IEP team members, counselors, VP (Jay Guerra)</p> <p>2. Advocate and teachers, Super Advocate (Samantha Lumula)</p>	<p>1. None</p> <p>2. None</p>	<p>1. None</p> <p>2. None</p>	<p>1. None</p> <p>2. None</p>

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Parental Engagement</i></p> <p>1. Parents receive regular communication from the Special Education Advocates and/or counselor regarding student progress.</p> <p>2. Parents are informed of parent rights regarding their Special Education student via the Special Education Handbook and the District Parent’s Rights Handbook.</p>	<p>1. Super Advocate (Samantha Lumula), and other advocates, Counselors)</p> <p>2. School Psychologist, SE Chair (Nelson Walton), Special Education advocates, Principal’s Secretary (Diane Quintero)</p>	<p>1. None</p> <p>2. Translation</p>	<p>1. None</p> <p>2. \$3,000</p>	<p>1. None</p> <p>2. Dist. Translator</p>

**4. MMHS will continue to expand its efforts to improve race and human relations and will maintain this as a priority. All students will be educated in learning environments that are safe, violence, drug, and tobacco free, and conducive to learning.**

The following progress has been made during the 2010-2011 school year:

**Rationale:** By offering resources and services that provide a safe, secure, and drug-free environment for all students (with a focus on students of differing socioeconomic status, ethnicities, gender, sexual orientation, languages, and disabilities), a more successful campus climate conducive to learning is being established.

**ESLR's:** Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

**Student groups participating in this goal:** All students, students with specific socio-cultural or behavioral/emotional needs.

The following progress has been made during the 2010-2011 school year:

*Professional Communities*

- The counseling department meets as a PLC to identify ways to expand systematic interventions that support student achievement.
- Teachers working within a cross-curricular PLC team comprise the Matador Early College (MEC) program, which identifies at-risk or underserved students questions of equity and justice related to socio-cultural heterogeneity and stratification.
- Geography PLC uses the Toward No Drug Abuse (TND) curriculum to engage students in questions relating to race, identity, decision-making skills, and inter-social communication.
- Teachers and counselors serve as volunteers for Camp LEAD and participate in follow-up reunions and Club LEAD.

*Rigorous Curriculum*

- BTSA training provided by the District runs several workshops with a focus on pedagogical strategies (SDAIE strategies, reducing affective educational barriers, student intervention programs, etc.) geared towards increasing academic proficiency for at-risk and underserved populations. BTSA mentors also work with teachers individually to reflect on how their pedagogical strategies are meeting their students' needs.
- A voluntary Ethnic Studies after-school class serves both as an academic outlet for learning about issues of social awareness and history, as well as a 10<sup>th</sup> grade history STAR test review course.
- EL summer workshops are provided for by the district-wide PLC team to increase awareness of the academic, economic, and socio-cultural hardships that refugee, transitory, and migrant populations face. Summer workshops offer content-specific strategies for providing academic access to different EL populations (Somali, Chaldean, and East Asian refugees, and EL Latino students).
- Counseling provides teachers with an in-service relating to the "Safe Schools/Healthy Students" grant-funded Student Assistance Program (SAP). The counseling department informs teachers the programs available as part of the school's "Pyramid of Interventions"

*Student Support and Extended Learning Time*

- The Resource Center, run by the school's counseling department, provides a variety of programs to help students with specific social, emotional, or career-oriented needs. Counseling is provided

through the school's partnership with a variety of community organizations such as Harmonium, San Diego Youth Services, East County Outpatient Counseling and others.

- Family Health Centers of San Diego provides low-cost sports physicals from their Mobile Medical Unit to students demonstrating financial hardship as a way to provide equitable access to extracurricular activities for underserved populations.
- The Student Assistance Program (SAP), established through a federal grant ("Safe Schools/Healthy Students"), is run by a student support personnel team (SSPT) comprised of administrative and counseling staff. The SAP is a set of systematic services categorized into three tiers so as to meet the targeted needs of specific populations of students. Tier I services, which are made available to all students, focus on fostering a safe, socio-culturally aware, and healthy community, and are considered preventative measures. Tier II and Tier III services are strategic interventions made available to students requiring specialized needs. Tier III interventions are the next (more intensive) set of interventions that occur after tier II options have been attempted. These services are targeted for at risk-students so as to provide them the resources that will allow them to have a more equitable and socially-conscious education.
- The Mount Miguel "Pyramid of Interventions" is a detailed comprehensive outline of the Student Assistance Program, the set of systematic interventions and services (organized into Tiers I, II, and III) that Mount Miguel's staff and community resources offers to students and their families.

#### *Data Monitoring*

- Attendance data, graduation and dropout rates are recorded and monitored.
- Suspension, expulsion and crime data are continuously monitored.
- As part of the "Safe Schools/Healthy Students" Grant, Mount Miguel students are given a survey/questionnaire that monitors their perspective on Mount Miguel's access to resources, academic environment, and the school climate as it relates to safety and inclusiveness.

#### *Parent Engagement*

- The school's English Language Advisory Committee (ELAC) hosts a parent conference so that parents could be informed of high school academic opportunities as well as college and university requirements.

#### **Performance gains expected for these students:**

- None listed at this time. Will be added later.

**Means of evaluating progress toward this goal:** Analysis of disaggregated and longitudinal data.

**Group data needed to measure academic gains:** To be identified

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u>				
1. PLC student engagement strategies will be implemented to provide proper scaffolding to ensure success in the core curriculum.	PLC team leads 1. ASB Advisor (Bob Raymond)	1. None 1. None	1. None 2. None	1. None 2. None
1. The offerings of clubs on campus will be expanded to support mutual student understanding, tolerance, and respect for cultural diversity.				
2. AVID classes will provide mentoring of freshman.	2. AVID Coordinator (Kathleen Murphy)	2. None	2. \$35,000	2. Title I, EIA
3. The school will expand the number of students meeting A-G requirements and then applying to 4-year colleges.	3. AVID Coordinator (Kathleen Murphy)	3. None	3. None	3. None
<u>Rigorous Curriculum</u>				
1. School-wide assemblies, activities and clubs will be provided to encourage academic success and develop proper social skills.	1. ASB Advisor (Bob Raymond)	1. Presenter fees	1. \$4,000	1. Title I, ASB
2. Race/Human relations celebrations and events will be promoted by staff, student groups and parents throughout the school year.	2. Principal (Steve Coover), Sylvia Sposato, Mike Love	2. Presenter fees	2. \$4,000	2. Title I
3. Support groups will be offered through guidance and counseling for students in need of skills related to conflict resolution, anger management, healthy relationships, school success, etc.	3. Counselors	3. None	3. None	3. None
<u>Student Support and Extended Learning Time</u>				
1. The guidance and counseling staff will implement a Peer Mediation program.	1. Maria Garcia	1. Food & supplies	1. \$1,300	1. SCVPP
2. Freshmen students will learn from their AVID teachers about school clubs, athletics and extra curricular opportunities. The goal will be 100% of the freshman involved in a MMHS activity.	2. Kathleen Murphy, AVID Teachers	2. None	2. None	2. None
3. The anti-drug and anti-alcohol program, Friday Night Live Program, will be expanded.	3. Resource Center (Dalia Gonzalez)	3. None	3. None	3. SDCOE Grant
4. Both Student African-American Brotherhood (SAAB) conference and Latina Conference for development of student leadership, participation of staff, students, and parents.	4. Mike Love; Sylvia Sposato	4. Registration, transportation, food, printing, etc.	4. \$6,000	4. Title I, EIA
5. ASB will continue to recruit a leadership group reflective of the school ethnic diversity.	5. ASB Advisor (Bob Raymond)	5. None	5. None	5. None
6. Cultural field trips will continue.	6. SSC	6. Trans. and Substitutes	6. TBD	6. Title I, EIA
7. The Community Resource Center, with services offered through a wide variety of public and private agencies, will offer individual and group support and resources.	7. Dalia Gonzalez and Counselors	7. Furniture, equipment, supplies	7. \$12,000	7. MAA
8. Harmonium for individual, short-term counseling.	8. Counseling Dept	8. None	8. TBD (\$12,000?)	8. Title I

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>Data Monitoring</i>				
1. Administration and staff will monitor suspension /expulsion, crime data, attendance data, graduation rates and dropout rates.	1. VPs	1. None	1. None.	1. None
2. The School Resource Officer will meet regularly with the Lead Campus Supervisor to better articulate and plan campus security plans	2. VP (Dan Santos)	2. None	2. None	2. None
3. The Lead Campus Supervisor will meet regularly with District Support Services and other Lead Campus Supervisors to improve services to MMHS.	3. Lucia Washburn	3. None	3. None	3. None
4. Administration and staff will monitor suspension /expulsion, crime data, attendance data, graduation rates and dropout rates.	4. VPs	4. None	4. None.	4. None
5. The School Resource Officer will meet regularly with the Lead Campus Supervisor to better articulate and plan campus security plans	5. VP (Dan Santos)	5. None	5. None	5. None
<i>Parental Engagement</i>				
1. Freshman Orientation Night will be presented in April/May and individual summer conferencing will allow for one-on-one program scheduling.	1. VP (Jay Guerra)	1. Food & decorations.	1. \$3,000	1. Title I, ROP
2. Students will be recognized for academic achievements, improvement, community and school service, as well as co-curricular and extra-curricular activities.	2. Principal (Steve Coover)	2. Food, decorations, supplies	2. \$4,500	2. Title I
3. Communication with parents regarding Freshman Orientation Night and recognition described above.	3. Principal (Steve Coover)	3. Paper supplies and postage.	3. \$2,500	3. Title I

**5. The district, site administration, counselors, department heads, and instructional staff will work collaboratively to significantly increase the number of students fulfilling A-G University of California and CSU requirements. MMHS staff, students, parents, and community will work in partnership to support students to graduate from high school as well rounded individuals prepared for post secondary education or work.**

**Rationale:** Mount Miguel has identified a need for increased partnership with all stakeholders as students prepare for graduation, college, and life beyond high school.

**ESLR's:** Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

**Student groups participating in this goal:** All students

The following progress has been made during the 2010-2011 school year:

#### *Professional Communities*

- Mount Miguel High School has focused on three Career and Technical Education (CTE) Pathways: Arts & Media Entertainment; Child Development & Family Service; and Marketing, Sales, & Service.
- Mount Miguel is developing a new pathway for the 2011-12 school year in construction technology to include Drafting, Woodshop, and Core Mathematics courses (Algebra I, Geometry, and Algebra II).
- CTE classes will provide support in core A-G courses through interdisciplinary projects/curriculum.
- All students in the Teaching Careers Program participate in an internship-like placement at Avondale Elementary and Mount Miguel High Schools.
- MMHS has supported Pathways through funds supplied by the California Partnership Academy Grant, the Specialized Secondary Program Grant, and the Grossmont Healthcare District Grant.

#### *Rigorous Curriculum*

- Drafting and Virtual Enterprise courses are articulated with community colleges. The following courses receive (or are in the process of applying for) college credit and/or meet A-G requirements:
  - Child Development – college credit available and in process of applying to meet A-G requirement.
  - Drafting – college credit available.
  - Floral Design – college credit available and meets A-G requirement.
  - Photography – college credit available and meets A-G requirement.
  - Teaching Careers – in process of applying for college credit meeting A-G requirement.
  - Virtual Enterprise – college credit available and meets district Economics requirement.
- MMHS continues to offer ROP and district-supported courses in Floral Design, Drafting, Woodshop, Accounting, Restaurant Services, Cosmetology, Teaching Careers, and Child Development.
- The Arts and Media pathway developed detailed curriculum for photo and art classes in that CTE program.
- The Matador Early College Program (9-12) has developed partnerships with community colleges allowing students to complete courses for college credit.

#### *Student Support and Extended Learning Time*

- All 9<sup>th</sup> grade students had a 4-day comprehensive review of A-G requirements, developed an Individualized Graduation Plan (IGP), and took the Career Cruising career interest inventory.

- All 10<sup>th</sup> graders participate in conference at the end of the school year in which an Individual Graduation Plan (IGP) and Post-Secondary Plan (PSP) are completed.
- 12<sup>th</sup> grade students had a 2-day Career Cruising career interest inventory as well as a college search.
- AVID and the counseling team have worked to coordinate participation in district wide college fairs, on-campus college admissions presentations, industry speakers, industry tours, and college tours.
- The Medical Academy includes industry-related field trips, career-related speakers and mentors. Medical Academy Coordinator has worked with administration, counseling, and the AVID Coordinator to ensure alignment with A-G requirements.
- The Academy of Hospitality and Tourism Management offers a college mentoring program for 10<sup>th</sup> graders through SDSU, as well as an industry-mentoring program for 11<sup>th</sup> graders.
- The FUTURO Program community partnership provides college mentoring for Latino teens.
- Mount Miguel offers students two academies: the Academy of Hospitality and Tourism Management and the Academy of Medical and Health Sciences. Both provide students opportunities to participate in industry tours and college/professional mentoring programs. Career related field trips are available to students in other CTE courses.
- Academy of Hospitality students participate in culminating ceremonies in the college mentoring and industry mentoring programs, and participate in advisory board meetings.
- The Teaching Careers class works closely with the principal, teachers, and support staff at Avondale Elementary and Mount Miguel High Schools to create work-based opportunities for students. The Avondale principal serves on the teaching careers advisory board.
- The local chapter of Phi Delta Kappa sponsors Teaching Careers membership in Future Educators of America and provides scholarships to students in the Teaching Careers Program.
- Career related information is posted in the school's daily Student Bulletin. The library has an extensive section of books on careers available. Work permits are available in the VP Office.

#### *Data Monitoring*

- The number of graduating students fulfilling A-G university requirements has increased.
- The AVID Coordinator and counselors review each AVID student's transcript for A-G completion. A-G completion rates, SAT participation and graduation rates are reported to AVID Center. Counseling staff monitors A-G completion through PSP/IGP.
- AVID students submit senior data, including college enrollment and contact information. AVID Center follows up with longitudinal surveys. The AVID data collection and survey model is currently being considered as a school-wide strategy.

#### *Parental Engagement*

- Guidance conference with student and parents upon entering high school and at the end of grade 10 to review post-secondary education and career options and develop a PSP plan to meet individual goals.
- Students are recruited for the Academies and CTE programs by recruiting presentations and brochures presented at Open House and other school events.
- MMHS hosts an annual "Men of Distinction and Ladies of Excellence" awards ceremony to celebrate academic and community student leaders. The counseling department hosts a "Senior Awards Night" to celebrate and award scholarships to MMHS students. Parents are invited to attend both events.

#### **Performance gains expected for these students:**

- By 2011-2012, all 11<sup>th</sup> and 12<sup>th</sup> grade students will have options to explore a career pathway. MMHS has focused on three CTE Pathways: Arts & Media Entertainment; Child Development & Family Service; and Marketing, Sales, & Service. The Academy of Medical and Health

Sciences, while not a CTE Pathway, is a further option. Beginning in 2008, every 9<sup>th</sup> grade student received an Individualized Graduation Plan (IGP) that is updated each year. By 2012, all students will have participated in a Post Secondary Planning Meeting (PSP) with a guidance counselor to further develop their plan. (Goal met for 2010-2011)

- By 2010-2011, there will be a 5% increase in the students taking the SAT.
 

2010-2011	Data only available through 2009-2010
2009-2010	28.5%
2008-2009	18.2%
2007-2008	25.3%
  
- By 2010-2011, there will be a 5% gain in the number of students meeting a A-G requirements
 

2010-2011	Data only available through 2008-2009
2008-2009	62.2%
2007-2008	56.7%

**Means of evaluating progress toward this goal:** Comparison of longitudinal and disaggregated data.

**Group data needed to measure academic gains:** 4-Year Plan, A-G enrollment data, SAT and ACT data.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>Professional Communities</i>				
1. The Counselors will work together as a PLC to present information to students about A-G requirements and ways for students to plan their schedules accordingly.	1. Counselors	1. Release time for PLC project development and tracking	1. CWR	1. PLC funds
2. Pathway teachers will foster the development of partnerships to enhance curriculum and develop work-based opportunities for students.	2. Pathway teachers	2. Certificates, hospitality, supplies	2. \$20,500	2. CPA, SSP, Title I
3. Career pathways will be expanded and grant support sought.	3. VP (Ben Smith), Pathway Teachers	3. Conference attendance, site visits	3. \$150,000	3. Title I, SSP, CPA, ROP, Grossmont Health Care Grant
4. Teachers will seek pathway course certifications, articulation with community colleges, and UC/CSU A-G course credit as appropriate	4. Pathway Teachers	4. Curriculum Writing Rate (CWR)	4. \$500	4. Title I, PLC Funds

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u><i>Rigorous Curriculum</i></u></p> <ol style="list-style-type: none"> <li>1. A SAT prep class and PSAT testing for students will be offered on campus.</li> <li>2. Career pathway courses will align with CTE standards and selected core standards (as appropriate)</li> <li>3. Students will explore career opportunities throughout their four years.</li> <li>4. Students will complete a career plan supported by career inventory opportunities and update plan yearly (PSP).</li> <li>5. Students will be offered opportunities for articulated coursework with local community colleges.</li> </ol>	<ol style="list-style-type: none"> <li>1. VP (Jamie Holding), counseling, AVID</li> <li>2. VP (Ben Smith), Pathway Teachers</li> <li>3. VP (Ben Smith), All teachers, Counseling</li> <li>4. Counseling Department</li> <li>5. English Chairperson (Mark Jeffers) and MEC staff</li> </ol>	<ol style="list-style-type: none"> <li>1. TBD</li> <li>2. Curriculum Writing</li> <li>3. Brochures, career materials in library</li> <li>4. Career Cruising</li> <li>5. None</li> </ol>	<ol style="list-style-type: none"> <li>1. TBD</li> <li>2. \$1,000</li> <li>3. \$8,000</li> <li>4. \$2,000</li> <li>5. None</li> </ol>	<ol style="list-style-type: none"> <li>1. GATE, EIA, Title I</li> <li>2. Title I, CTE Funds</li> <li>3. Title I</li> <li>4. GUHSD (curriculum)</li> <li>5. None</li> </ol>
<p><u><i>Student Support and Extended Learning Time</i></u></p> <ol style="list-style-type: none"> <li>1. Students will have opportunities for industry speakers, mentors, industry tours, college visits, and possible internships by participating in pathway programs.</li> <li>2. Pathway teachers will foster the development of community partnerships to enhance curriculum and develop work-based opportunities for students.</li> <li>3. Students will have opportunities to attend workshops on job application process/skills and regional job fairs; to research careers and colleges and receive daily assistance/information on work permits, job openings, workshops, career pathways and academies.</li> <li>4. Career pathway teachers will provide opportunities for stakeholders to attend and/or participate in culminating activities such as seminar presentations, displays of best work, annual reports, panel performances, advisory board meetings, and awards events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pathway Teachers</li> <li>2. Pathway teachers</li> <li>3. Counseling Dept, CTE Teachers, Academy Coordinators, VP (Ben Smith)</li> <li>4. Pathway teachers, academy coordinators</li> </ol>	<ol style="list-style-type: none"> <li>1. Buses, subs., coordination of pathways with two career academies</li> <li>2. Curriculum Writing, substitutes</li> <li>3. Workforce consultant, Janet Hoff</li> <li>4. Certificates, hospitality, supplies</li> </ol>	<ol style="list-style-type: none"> <li>1. \$15,000</li> <li>2. \$1,000</li> <li>3. \$300 (District contract for consultant)</li> <li>4. \$2,500</li> </ol>	<ol style="list-style-type: none"> <li>1. CPA, SSP, Title I</li> <li>2. CPA, SSP, Title I</li> <li>3. Title I, SSP, CPA, Grossmont Health Care Grant</li> <li>4. CPA, SSP, Title I</li> </ol>

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Data Monitoring</u> 1. Administration and staff will monitor A-G completion rates, SAT participation and graduation rates.	1. Principal (Steve Coover), counselors	1. None	1. None	1. None
<u>Parental Engagement</u> 1. Guidance conference with student and parents upon entering high school and at the end of grade 10 to review post-secondary education and career options and develop a PSP plan to meet individual goals.	1. Grade level counseling teams, Jay Guerra	1. Teacher pay	1. \$12,000	1. 10 <sup>th</sup> grade conferencing money, Title I, EIA

**6. The district, site administration, counselors, department heads, and instructional staff will work collaboratively to increase the number of students passing academically accelerated classes. Efforts will be made to increase the number of students enrolled in honors and AP classes and taking and passing the AP exams.**

**Rationale:** Mount Miguel has identified a need for increased partnership with all stakeholders as students prepare for graduation, college, and life beyond high school.

**ESLR's:** Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

**Student groups participating in this goal:** All students

A concerted effort has been made over the past three years to systematically improve upon the strengths of the AP/Honors Program at Mount Miguel and to address the recommendations of the 2006 WASC visiting committee.

The following progress has been made during the 2010-2011 school year:

#### *Professional Communities*

- AP and honors teachers continue to collaborate to increase student opportunity for success in AP and honors classes. An example of such collaboration includes the vertical teaming effort of the social science department members to provide a high quality 9<sup>th</sup> grade honors geography course (several sections) so that students are prepared for and recruited for subsequent AP courses in the field. With this year's first offering of AP European history (three sections in grade 10), the social science department has developed a three year AP sequence.
- Most teachers have attended AP summer institutes. All AP and honors teachers are given the opportunity to attend AP summer institutes.

#### *Rigorous Curriculum*

- All teachers have prepared and submitted AP course syllabi to the College Board. All syllabi have been approved.
- Mathematics: AP Statistics was offered to students for 2009-2010, but too few students enrolled in the course so that it was not actually taught. With the 2011-2012 school year, Statistics (not as an AP course) will be offered again to students.
- Science: Extensive recruiting and staffing adjustments continue to result in significant growth in AP and honors courses since the WASC mid-term visit in May 2006.

#### *Student Support and Extended Learning*

- AP teachers continue to offer tutorials and Saturday prep programs for students in anticipation of the AP exams.
- The AP Spanish Language teacher offers lunch tutorials and practice examination sessions (using the tape recorders) to her own students as well as students who will take the AP Spanish exam, even though they are not enrolled in her class.
- Many AP teachers have developed websites for students.

#### *Data Monitoring*

- The administration, counseling, and AP teachers continue to review AP enrollment and test result data.

- The administration, counseling, and instructors of academically accelerated classes continue to work collaboratively to increase the number of honors and AP courses and the number of sections offered as well as to increase the number of students who enroll in these courses.

*Parent Engagement*

- (Need to update the response to this particular item)
- Representatives from the AP faculty and our guidance staff have provided two informational sessions to parents and students designed to build interest and increase enrollment. One in September 2008 and the other in January 2009 at our “School Showcase Evening.”

**Performance gains expected for these students:**

- By 2011-2012, there will be an increase in the number of students with a score of 3 or better on AP exams. (Data available through 2008-2009,)
 

Goal Not Met in Spring 2009 (2008-2009)	24% received 3 or better (62 of 257 tests)
Goal Not Met in Spring 2008 (2007-2008)	28% received 3 or better (55 of 195 tests)
Goal Not Met in Spring 2007 (2006-2007)	30% received 3 or better (68 of 227 tests)

It should be noted that a decrease in percentage passing might correspond to an increase in the number of students attempting the test.

- By 2011-2012, there will be a 5% increase in AP course enrollment from the previous year.
 

Goal Met in 2010-2011	539 students in AP classes
Goal Met in 2009-2010	436 students in AP classes
Goal Met in 2008-2009	281 students in AP classes
Goal Not Met in 2007-2008	291 students in AP classes

In 2011-2012 our goal is to increase our AP enrollment by an additional 5%.

**Means of evaluating progress toward this goal:** AP enrollment and exam results data.

**Group data needed to measure academic gains:** Analysis of total participation accounting for individual students taking multiple AP exams.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u><i>Professional Communities</i></u> 1. AP Teachers will attend AP Summer Institutes to get new information and strategies. 2. Teachers will share ideas with other teachers in their PLC meetings	1. AP/GATE Coordinator (Shawn Callen)	1. Registration and attendance stipend	1. \$1,000	1. Title II Part A and Title I
<u><i>Rigorous Curriculum</i></u> 1. Syllabi for new AP course will be prepared and submitted to the College Board. 2. . Administration and Dept. Chairs will work to expand AP course offerings and enrollment.	1. AP Teachers and AP/GATE Coordinator (Shawn Callen) 2. Dept. Chairs, Admin	1. Release time for AP/GATE Coordinator (Shawn Callen) 2. None	1. \$200 2. None	1. GATE 2. None
<u><i>Student Support and Extended Learning Time</i></u> 1. AP tutorials will be provided by classroom teachers.	1. AP Teachers Ongoing	1. Cost of the teacher	1. \$44/hour x # of hours tutoring	1. Supplemental Instruction

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Data Monitoring</u> 1. Administration and staff will monitor AP enrollment rate.	1. Principal (Steve Coover), other administrators and AP Coordinator (Shawn Callen)	1. None	1. None	1. None
<u>Parental Engagement</u> 1. The Counseling staff will work with parents and students to expand the number of students taking a least one AP course at MMHS.  2. AP teachers will develop either a MM AP website, or develop their own AP websites.	1. Counseling, Dept Chairs, AP Coordinator (Shawn Callen), and AP Teachers 2. AP Teachers	1. Extra sections of AP classes  2. None	1. \$12,000 per section  2. None	1. FTEs  2. None

## **7. MMHS will continue to improve the literacy skills of its students by focusing on both reading and writing across the curriculum.**

**Rationale:** Mount Miguel has identified a need for increased partnership with all stakeholders as students prepare for graduation, college, and life beyond high school.

**ESLR's:** Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

**Student groups participating in this goal:** All students

The following progress has been made during the 2010-2011 school year:

### *Professional Communities*

- Professional Learning Communities (PLCs) continued to provide teachers with an opportunity to collaborate and develop common lessons on literacy skills.
- The Library works with the teachers to demonstrate the many online resources and other student tools available through the library's Virtual Learning Commons (VLLC) website at <http://library.guhsd.net>. Online magazine and newspaper articles can be accessed. Multiple levels of World Book Online Encyclopedia are available (including one in Spanish). Debate topics, video clips, current events, college and career information and recommended book lists are also offered there.

### *Rigorous Curriculum*

- Ninth grade English teachers used a five-week "writing program" unit to provide common writing skills instruction to all students.
- The school library supported the reading needs of all students, with reading materials covering a wide range of subject areas and content areas. The library has worked to up-date and increase the size of its collection to meet reading interests/needs.
- Student reading and book circulation increased dramatically since the library divided all Fiction books into 14 genre categories (like a bookstore). Students can easily locate books for English classes or free reading. The library staff and teachers can easily refer students to personalized reading topics.
- English teachers assigned (or encouraged) their students to do outside reading as part of the curriculum for their classes.
- Teachers can expect students to locate and use accurate research information from vetted online resources provided by the district.
- Teachers can expect students to correctly cite their print and non-print sources in written reports and PowerPoints using the online MLA tools found on the VLLC.
- New books, popular "Hot titles" titles and lists of books on various subjects are noted on the library VLLC webpage under "Books for You" on the top menu bar.

### *Student Support and Extended Learning Time*

- Classroom instruction involved a continuation of the use of Cornell note taking, SQ3R, etc., especially in the AVID, EL, and other support classes.
- EL classes used "EDGE" curriculum to help students reading below grade level. This program, considered better for HS students, replaced the earlier HighPoint curriculum.
- The library supplies reading materials on a variety of reading levels – from 3.0 to 13.0 to service students from Special Education and EL through GATE. Some books in Spanish are also available.

### Data Monitoring

- Ninth grade English teachers used the Gates-McGinitie as a pre-test to determine student reading levels.
- Anecdotal and library circulation records show that students are checking out more library books (especially Fiction) for English classes and recreational reading.

### Parental Engagement

- Parents can help their students with homework at home using the Virtual Library Learning Commons (VLLC) website. Online magazine and newspaper articles can be accessed. Multiple levels of World Book Online Encyclopedia are available (including one in Spanish). Debate topics, video clips, current events, college and career information and recommended book lists are also offered there. This site is available through the Student Portal and the Parent Portal on the districts website.
- The library accepts recommendations for book purchases as well as donations from students, staff and community members.

### Performance gains expected for these students:

- During the 2011-2012 school year, there will be a 10% decrease in the percentage of students receiving semester grades of D or F when compared to similar data from the previous year.  
Goal in 2010-2011 (Data available through 2009-2010)  
Goal Not Met in 2009-2010 - 25.97% received semester grades of D or F which provided a 2.15% decrease but the goal had been 2.7%  
Goal Met in 2008-2009 - 27% received semester grades of D or F  
Goal Not Met in 2007-2008 - 34% received semester grades of D or F
- By the end of the 2011-2012 school year, the percent of students in each sub-group scoring proficient or above on the CST's in all four core subject areas will increase by 5%, and 5% of the students scoring below basic or far below basic in 2009-10 will score basic or above.

#### 2009-2010 (Goal Met in subjects with asterisks (\*))

<u>Proficient &amp; Advanced</u>	<u>Change</u>	<u>Below Basic &amp; Far Below</u>	<u>Change</u>
English	27.7% (+.8%)	English	41.3% (-1.4%)
Math	13.3% (+11.5%)	Math	62.9% (-1.3%)
Social Science (*)	37.1% (+6.2%)	Social Science (*)	37% (-7%)
Science	27.1% (+3%)	Science	35.5% (-4.1%)

#### 2008-2009 (Goal Met in subjects with asterisks (\*))

<u>Proficient &amp; Advanced</u>	<u>Change</u>	<u>Below Basic &amp; Far Below</u>	<u>Change</u>
English	26.9% (+1.2%)	English (*)	42.7% (-.5%)
Math	14.8% (+.5%)	Math	64.2% (+2.7%)
Social Science (*)	30.9% (+7.4%)	Social Science (*)	44% (-3.5%)
Science	24.1% (+2.6%)	Science (*)	39.6 (-6.3%)

#### 2007-2008 (Goal not Fully Met)

<u>Proficient &amp; Advanced</u>		<u>Below Basic &amp; Far Below</u>	
English	25.7%	Basic English	43.2%
Math	14.3%	Math	61.4%
Social Science	23.5%	Social Science	47.5%
Science	21.5%	Science	45.9%

- By the end of the 2011-2012 school year, the number of students scoring proficient or above on the CAHSEE will meet the minimum percentage proficiency required for AYP. (Goal partially Met in 2009. More recent data is pending.)

English	2009-2010	32.1%	2008-2009	44.5%	2007-2008	36.55%
Math	2009-2010	42.2%	2008-2009	43.5%	2007-2008	37.31%

\*English – no specific sub-group met the target.

\*Math – no specific sub-group met the target

\*Each student needs a score of 350 for “passing” and a score of 380 is needed for “proficiency.”

- By the end of the 2011-2012 school year, there will be an increase of 5% in the number of students at each grade level receiving a score 4 or above on the WPA (Writing Program Assessment). A score of four (4) is considered proficient (meets standards). (Goal Not Met in 2010, 2009 or 2008)

2009-2010	Data is unavailable at this time					
2008-2009	6-0	5-9	4-172	3-309	2-116	1-15
2007-2008	6-0	5-11	4-164	3-399	2-156	1-7

2008-2009 - Total with 4 or > = 181 (Increase of 3.4% from pervious year)

2007-2008 - Total with 4 or > = 175

(For year 2008-2009, data for grades 10 and 11 is used. For year 2007-2008, grade levels unknown)

Means of evaluating progress toward this goal: Disaggregated longitudinal data.

Group data needed to measure academic gains: School and District D&F rates, CST (Star/CST), CAHSEE, and GUHSD Writing Performance Assessment (W.P.A.)

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u>				
1. PLC groups will continue to develop commons lessons on literacy skills.	1. PLC team leaders	1. CWR	1. \$5,000	Dist. Prof Dev. Funds, Title I, EIA
2. The library staff works with teachers to demonstrate the online resources available on the VLLC.	2. Librarian (Pam Howard) and teachers	2. None	2. None	4. None
<u>Rigorous Curriculum</u>				
1. Ninth grade English teachers will use a 5-week writing program to provide common writing instruction.	1. 9 <sup>th</sup> grade English teachers	1. None	1. None	1. None
2. The library will working to up-date and increase the size of its collection to meet student interests/needs and to cover a wide range of subject areas and content areas.	2. Librarian (Pam Howard), student and teacher requests	2. Cost of purchasing new books, per teacher and/or student requests	2. Open-ended	2. General Fund, Lottery, 861, Barona Educational Grant
3. Book circulation will continue to increase with the library divided all Fiction books into 14 genre categories. The library staff and teachers can easily refer students to	3. Librarian (Pam Howard), English teachers	3. None	3. Additional shelving in the future	3. TBD

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>personalized reading topics.</p> <p>4. English teachers will assign (or encourage) their students to do outside reading as part of the curriculum for their classes.</p> <p>5. Teachers will expect students to locate/use accurate info sources.</p> <p>6. Teachers will expect students to correctly cite sources using LA tools on the VLLC.</p> <p>7. New books, popular “Hot titles” titles and lists of books on various subjects are noted on the library VLLC webpage under “Books for You” on the top menu bar.</p>	<p>4. English teachers</p> <p>5. All teachers</p> <p>6. All teachers</p> <p>7. Librarian (Pam Howard)</p>	<p>4. None</p> <p>5. None on site</p> <p>6. None</p> <p>7. None</p>	<p>4. None</p> <p>5. District expense</p> <p>6. None</p> <p>7. None</p>	<p>4. None</p> <p>5. District</p> <p>6. None</p> <p>7. None</p>
<p><u>Data Monitoring:</u></p> <p>1. All 9<sup>th</sup> grade students will be given the Gates-McGinitie Reading Assessment in their English classes to determine student reading levels.</p>	<p>1. All 9<sup>th</sup> grade English teachers</p>	<p>1. Test booklets</p>	<p>1. \$600</p>	<p>1. Lottery funds</p>
<p><u>Student Support and Extended Learning Time</u></p> <p>1. Classroom instruction involved a continuation of the use of Cornell note taking, SQ3R, etc., especially in the AVID, EL, and other support classes.</p> <p>2. EL classes will use “EDGE” curriculum to help students reading below grade level.</p> <p>3. The library supplies reading materials on a variety of reading levels – from 3.0 to 13.0 to service students from Special Education and EL through GATE. Some books in Spanish are also available.</p>	<p>1. Various teachers</p> <p>2. EL Coordinator (Paolo Cerezo) and EL teachers</p> <p>3. Librarian (Pam Howard)</p>	<p>1. Unknown</p> <p>2. TBD</p> <p>3. Unknown</p>	<p>1. Unknown</p> <p>2. TBD</p> <p>3. Open-Ended</p>	<p>1. Unknown</p> <p>2. Title I</p> <p>3. General Fund, Lottery, 861, grants</p>
<p><u>Parental Engagement</u></p> <p>1. Parents can help their students with homework at home using online resources etc. on the Virtual Library Learning Commons (VLLC) website.</p> <p>2. The library accepts recommendations for book purchases and donations from students, staff and community members.</p>	<p>1. Librarian (Pam Howard)</p> <p>2. Librarian (Pam Howard)</p>	<p>1. District expense for online resources. Librarians created format and posted other information.</p> <p>2. Librarian (Pam Howard)</p>	<p>1. No site money involved.</p> <p>2. As requested from the library budget</p>	<p>1. District</p> <p>2. General Fund, Lottery, 861, grants</p>

## **8. MMHS administration, counselors, and staff will work to decrease chronic absenteeism, truancies, and tardies.**

**Rationale:** We have identified a need for increased partnership with all stakeholders as students prepare for graduation, college, and life beyond high school.

**ESLR's:** Effective readers, competent writers, articulate speakers, quantitative problem solvers, prepared for life-long learning.

**Student groups participating in this goal:** All students

[\[This section needs to be reviewed and updated\]](#)

The following progress has been made during the 2010-2011 school year:

- Increased number of supplemental educational services such as tutoring and enrichment services offered beyond the regular school day.
- Increased number of attendance documents that have been translated into Spanish for parents and students to inform them about and encourage participation in school-wide supplemental programs such as mentoring, peer tutoring, career counseling, and clubs for every grade level.
- Redesigning the Saturday School program to include credit recovery program that allows students to restore credit.
- Continue to conduct weekly SART and SARB meetings using the services of a full-time DPS working in close cooperation with grade level counseling-administrator teams.
- Tracking of monthly and weekly attendance reports teachers, administrators, coordinators, and counselors.

### **Performance gains expected for these students:**

- By 2010-2011 Mount Miguel will experience a 15% decrease in absences.
  - By the end of 2011-2012 suspension/expulsion rate will decrease by 5%. From 2006-2007 to 2009-2010 suspension fell from 496 to 197, expulsions fell from 22 to 13.
  - Attendance rates for 2011-2012 will improve by .1%.
    - 2009-2010 attendance rate = 91.16%
    - 2008-2009 attendance rate = 91.83%
- Attendance continues to be a major challenge at Mount Miguel.



**Means of evaluating progress toward this goal:** Attendance reports will document variations in monthly attendance.

**Group data needed to measure academic gains:** Disaggregated attendance reports.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u> 1. The Counseling PLC will work to brainstorm ideas for decreasing absences and tardies	1.Ongoing	1. None	1. None	1. None
<u>Rigorous Curriculum</u> 1. Administrators and counselors visit classrooms to review attendance policies 2. Faculty will review possible changes in the schedule (starting later in the day etc.) to decrease tardies in the morning	1.VP (Jay Guerra) 2. All staff	1. None 2. Release time to visit schools with different schedules	1. None 2. Unknown	1. None 2. District
<u>Student Support and Extended Learning Time</u> 1. School will conduct focus groups for students with chronic absentees. 2. Admin will continue to conduct regular SART and SARB meetings. 3. Admin will increase the number of supplemental educational services such as tutoring and enrichment services offered beyond the regular school day.	1. Principal (Steve Coover), Dept. Chairs 2. VP (Jay Guerra) 3. Admin	1. None 2. Dropout Prevention Specialist (DPS) 3. Unknown	1. None 2. \$25,000 3. Unknown	1. None 2. District FTE 3. Unknown
<u>Data Monitoring</u> 1. Staff will analyze weekly and monthly attendance and tardy reports	1. All teachers, administrators, coordinators, and counselors.	1. None	1. None	1. None
<u>Parental Engagement</u> 1. Increased number of attendance documents will be translated into Spanish for parents and students to inform them about and encourage participation in school-wide supplemental programs such as mentoring, peer tutoring, career counseling, and clubs for every grade level. 2. Attendance policy presentation to parent audiences at Open House, ELAC, etc. 3. The administration and counseling office will continue to publicize alternative education programs at Mount Miguel.	1. Principal (Steve Coover), VP (Jamie Holding) 2. VP (Jay Guerra) 3. Admin and Counseling offices	1. None 2. None 3. None	1. None 2. None 3. None	1. CASHEE Intervention & Title I 2. None 3. None

**9. MMHS administration will continue to work with the district to develop and implement a plan to provide for the appropriate upgrade or modernization of the school's educational facilities.**

**Rationale:** Mount Miguel needs to work with District maintenance staff in support of Proposition H and Proposition U Modernization.

**ESLR's:** Partner with all stakeholders as students prepare for graduation, college, and life beyond high school.

**Student groups participating in this goal:** All students

[This section needs to be reviewed and updated—SUMMER 2011]

Mount Miguel High School is in the middle stages of implementing and providing upgrades or modernization of the school's classrooms and other facilities.

**Performance gains expected:**

- By 2010-2011, 6 major buildings will have been remodeled. Buildings 100N, 200N/S, 300N, 700E, 900 were completed by May 2010; Construction on the 400 and 500 buildings began in the Spring of 2011 to be completed by the start of the 2011-2012 school year. Construction is estimated to cost 9.5 million. PROP H = \$274 million – District Wide

Significant Developments:

- Phase 2B: Modernize Classrooms: This consisted of repairing floors, ceiling, lighting, windows, electrical, computer connections, air conditioning, heating, painting, roofing, renovating rest rooms and upgrades for ADA access.
- A new turf field (stadium field) was installed in September 2009 at the cost of 1.2 million dollars.
- The quad area was upgraded and repaired and a shade structure was added.
- A new joint track will be installed and improvements to this athletic area will include new restrooms and snack bar
- Gym bathrooms will be replaced and upgraded to meet ADA access

Prop U Plans for the future:

- The completion of the original scope of PROP H
- TBD - Performing Arts Multi Purpose facility

**Performance gains expected for these students:**

- By 2010-2011, all storm drains, sewers and electrical will be upgraded and the modernization of all classrooms will be in progress.

**Means of evaluating progress toward this goal:** Modernization plans on file

**Group data needed to measure academic gains:** None

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<u>Professional Communities</u> 1. Not Applicable	1. None	1. None	1. None	1. None
<u>Rigorous Curriculum</u> 1. Classroom modernization will be scheduled or completed  2. New technology (Smartboards) and ??? will be installed in all classrooms	1 Principal (Steve Coover) and district  2. Principal (Steve Coover)	1. Construction costs  2. Part of construction under Prop U	1.\$12,000,000  2. Included in Prop U	1. Prop. H, Prop U, Deferred Maintenance 2. Prop U
<u>Student Support and Extended Learning Time</u> 1. Not applicable	1. None	1. None	1. None	1. None
<u>Data Monitoring</u> 1. Mount Miguel website updates show the modernization of the buildings	1. On-gong	1. None	1. None	1. None
<u>Parent Engagement</u> 1. During all parent events, information about ongoing modernization is noted.	1. On-going	1. None	1. None	1. None

## VI. FUNDING

### CENTRALIZED SERVICES EXPENDITURES

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

**MT. MIGUEL**  
**School - Level Description of EIA Funds**  
**Budgeted for Centralized Services**  
**FY 2008-2009 (revised 5/30/08)**

(This chart needs to be updated as soon as possible)

Description	832 / LEP	833 / SCE
Program Management (including Statutory Benefits and Health & Welfare)	\$10,832	\$ 7,879
Supplies, Equipment, Travel, Misc.	\$ 852	\$ 943
Indirect Cost (3% of Total Entitlement)	<u>\$ 2,332</u>	<u>\$ 2,476</u>
<b>Centralized Services</b>	<b>\$ 14,016</b>	<b>\$ 11,298</b>
Administrative Coordinator	\$ 4,894	\$ 5,417
District Interpreter	\$ 7,428	\$ -
Info Analyst	\$ -	\$ 1,965
.1 FTE/site, .233/ECV	\$ -	\$11,788
EL Professional Dev- subs	\$ 5,680	\$ -
Literacy leadership team-consultant	\$ -	\$ 2,065
Literacy leadership team-sub	\$ 3,550	\$ 2,096
PLC Staff Dev	\$ -	\$ 6,549
translators	\$ 2,663	\$ -
CELDT testing	\$ 932	\$ -
CABE (Calif. Assoc. of Bilingual Educators)	\$ 266	\$ -
Travel & misc	\$ 959	\$ 1,061
<b>Direct Services</b>	<b>\$ 26,372</b>	<b>\$ 30,941</b>
<b>Total Centralized &amp; Direct Services</b>	<b><u>\$ 40,388</u></b>	<b><u>\$ 42,239</u></b>

LEP = Limited English Proficient

<b>MOUNT MIGUEL</b>	
<b>School - Level Description of Title I Funds</b>	
<b>Budgeted for Centralized Services</b>	
<b>as of 12/1/10</b>	
<b>Allocation</b>	<b>Description</b>
\$ 44,698	A. Program Management (including Statutory Benefits and Health & Welfare)
\$ 3,450	B. Supplies, Equipment, Travel, Misc.
\$44,423	C. Allocation RESERVE
\$ 35,980	D. Indirect Cost (5.16% of Total Entitlement)
<b>\$ 92,571</b>	<b>Centralized Services</b>
\$ 3,635	E. Sr. Info. Analyst
\$ 2,434	F. Homeless Liaison
<b>\$ 6,069</b>	<b>Direct Services</b>
\$ 8,027	F. 1% Parent Involvement
\$ 80,646	G. 10% Professional development-District PI
\$156,172	I. 20% SES & CHOICE transportation
<b>\$ 244,845</b>	<b>NCLB set asides</b>
<b>\$ 343,485</b>	<b>Total services &amp; set asides</b>

<b>MOUNT MIGUEL</b>	
<b>School - Level Description of Title I - ARRA Funds</b>	
<b>Budgeted for Centralized Services</b>	
<b>as of 11/17/10</b>	
<b>Allocation</b>	<b>Description</b>
\$ 13,073	A. Supplies, Equipment, Travel, Misc. B. Allocation RESERVE C. Indirect Cost (4.45% of Total Entitlement)
<b>\$ 13,073</b>	<b>Centralized Services</b>
<b>\$ -</b>	<b>Direct Services</b>
\$ 3,085	F. 1% Parent Involvement G. Professional Development-District PI
\$ 14,418	H. 1% District Parent Involvement I. 5% SES & CHOICE Transportation J.
<b>\$ 6,170</b>	<b>NCLB set asides</b>
<b>\$ 20,737</b>	<b>Total NCLB set asides</b>

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL (estimated)**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy. [2010-2011 data, needs to be updated once budget is clarified]

**Economic Impact Aid/ English Learner Program (832)** **Amount: \$143,090**

Purpose: Develop fluency in English and academic proficiency of English learners.

**Economic Impact Aid/ SCE (833)** **Amount: \$80,412**

Purpose: Develop fluency in English and academic proficiency of English Learners.

**California Partnership Academy** **Amount: \$64,929**

Purpose: Program support for Academy of Hospitality and Tourism Management

**Specialized Secondary Programs (SSP)** **Amount: \$60,292**

Purpose: Planning support for Academy of Medical and Health Sciences

**Safe Schools** **Amount: \$6,500**

Purpose: To institute those programs and changes to ensure a safe campus.

**TUPE** **Amount: \$8,866**

Purpose: To provide anti-tobacco use information and intervention.

**GATE** **Amount: \$2,547**

Purpose: Support GATE student in honors and AP courses.

**AVID** **Amount: \$15,763**

Purpose: To assist students to success in rigorous curriculum and increase college enrollment.

**Lottery- Proposition 20** **Amount: \$75,185**

Purpose: To provide ongoing improvements in the instructional program.

**861 Block Grant** **Amount: \$51,460**

Purpose: To provide ongoing improvements in the instructional program.

**CAHSEE Intervention Grant** **Amount: \$38,074**

Purpose: To provide supplementary instruction for designated students.

**Federal Programs**

Elementary and Secondary Education Act:

**Title I: School-wide Program** **(301)Amount: \$582,846**

**(ARRA)Amount: \$241,072**

Purpose: Upgrade the entire educational program of the school.

**Other Federal Funds (list and describe):**

**MAA** **Amount: \$13,200**

Purpose: Provides support for English and math courses and/or CAHSEE

**Project SHIELD** **(372) Amount: \$ 30,817**  
**(373) Amount: \$ 29,289**

Purpose: Assist in developing school Resource Center

**Total amount of state and federal categorical funds allocated to this school = \$1,444,342**

## **School Support Programs**

The following resources and services are available for all students to focus on socially-conscious **prevention** of issues relating to safety and well-being (Tier I):

- **Friday Night Live Program** - Overseen by the resource counselor, it organizes school-wide events to help create student awareness of the negative effects of alcohol, tobacco and other drugs. Considered a youth development program, it is student-run and helps create student awareness on the dangers of alcohol, tobacco, and other drugs (ATOD).
- **Post-Secondary Plan (PSP)- 9<sup>th</sup> -12<sup>th</sup> grade** - Academic counselors meet with incoming Freshmen to create a comprehensive high school plan that will allow students to monitor their high school career and take the necessary classes (ex. A-G requirements) to follow a college-bound plan, or to research other career options.
- **Fostering Feeder School Relationships (Articulation with Feeder Schools)** - Counselors visit feeder schools and present information on Mount Miguel's programs, as well as class scheduling for their Freshman year.
- **Medi-Cal/Healthy Families Outreach** - In partnership with Neighborhood Healthcare, a Medi-Cal/Healthy Families certified application assistant is on campus on an as-needed basis to assist families without medical insurance apply for Medi-Cal or Healthy Families.
- **Character Education** - The 7 pillars of good character are 7 character development traits (trustworthiness, respect, responsibility, fairness, caring, citizenship) that are promoted by, discussed, and encouraged by staff as positive behaviors that allow for students to develop positive self-identities as well as positive interpersonal relationships.
- **Guidance Lessons** - Depending on individual needs or programs of teachers (ex. AVID, MEC Program), counselors will run workshops during requested periods on specific topics such as high school graduation requirements, college admission requirements, career planning, and/or financial aid.
- **FUTURO Mentor Program** - In partnership with a sorority with San Diego State, this mentoring program provides high school, underrepresented female students with female college students working within a mentorship capacity so as to increase academic success and increase rates of underrepresented female students within higher education.
- **Back-to-School Night** - Parents get to familiarize themselves with the school campus as well as the teachers and classrooms of their students.
- **Freshman Forum** - Upperclassmen are trained to deliver a presentation to the Freshmen, with the upperclassmen acting out different inter-social bullying roles (victim, perpetrator, bystander, confronter) within different social issues. After the skit, the upperclassmen then debrief with the freshman class and review the 7 Pillars of Character.
- **Freshman Orientation Night BBQ** - Freshmen come in to turn in registration materials and sign up for counseling appointments. Also, freshmen are introduced to clubs and extracurricular programs on campus during April/May with the goal of increasing Freshman participation within some extracurricular aspect or activity within Mount Miguel so as to create support nets and a sense of community and belonging.
- **Matador-for-a-Day** - Students on campus are paired up with incoming freshmen and shadow their high school student for the day.
- **Family Resource Center** - A variety of services are made available for all students and families. These include counseling sessions and connections to school and community resources.
- **Red Ribbon Week** - Held in October, students in the Friday Night Live Club put together activities for the week to inform students about the danger of tobacco, alcohol and other drugs, as well as to encourage students to live a drug-free life.
- **Walk-In Counseling during Lunch Time/Break** - Counselors are available to answer short student questions or concerns by students or parents.

- Best of Matadors Assembly at Feeder Schools - The “Best of the Matadors” Assembly is presented in March at all feeder middle schools to inform students about school clubs, athletics and co/extra-curricular opportunities. The goal continues to be 100% of the freshman involved in a MMHS activity.
- Got Plans? - A district-wide conference that informs students and families of their post-secondary education options. It is held at the local community college (Cuyamaca College).
- Brother-to-Brother - “Brother 2 Brother” (formerly SAAB) is an extracurricular club that focuses on issues dedicated to empowerment and social equity within and for the African American Community. The club also sponsors the East County Young Men's Leadership Conference, a motivational/leadership conference dedicated towards empowering young men of color.
- Spanish Club - exposes students to social experiences through community service and field-trips. Student-led outreach to Tecate (a local boarder town) orphanages marks an opportunity for students to give back to the economically disadvantaged through service projects. The experience with the orphans often reinforces their commitment to their own educational goals.
- ECO Club - Students run an after-school recycling program that fosters a sense of connectedness and responsibility to and for our environment and community.
- FUTURO - After-school enrichment program in partnership with SDSU Lambda Theta Alpha sorority
- Latina Conference - A yearly conference targeting female students and their female caregivers so as to promote the need for higher education and addressing potential roadblocks specific for young women of color in regards to higher education.
- Gay Straight Alliance - Students run a club that creates a safe place of belonging for gay, lesbian, bisexual, transgender, or questioning students and their allies. The mission of the Gay Straight Alliance is to provide awareness and education to the Mount Miguel community on the discrimination and hardships that people who identify as GLBTQ are confronted with.
- Peer Mediation Club - The counseling and guidance department overlook the Peer Mediation Program where students demonstrating leadership capabilities learn to help their peers by assisting with peaceful conflict resolution.
- ASSETS (After School Safety and Enrichment) Program -The ASSETs grant provides incentives for schools and communities to work together to establish before- and after-school enrichment programs

**The following resources and services are available for students with specialized needs, and focus on socially-conscious interventions of issues relating to safety and well-being (Tiers II and III):**

- SAP Referral- Students with behavioral, emotional, or socioeconomic hardships can be referred by staff and teachers to the resource center for a variety of school and community resources and services.
- Peer Mediations- The counseling and guidance department overlook the Peer Mediation Program where students demonstrating leadership capabilities learn to help their peers by assisting with peaceful conflict resolution.
- MEC (Matador Early College) – a new support program for students in all 4 grades, a vertical path that leads to college.
- Summer School- Summer School is provided to assist students who are struggling academically in credit recovery, as well as providing a safe, academically-oriented environment during June and August.
- TRIO Programs (Upward Bound)- Run by SDSU and UCSD, they focus on increasing the college acceptance rate of underrepresented students and first generation college students by offering conferences, field trips to college campuses, and peer mentorship at Mount Miguel.
- Camp LEAD- A three-day camp that enables student leaders on campus to learn how to develop respectful, empowering, and collaborative environments that are safe and supportive of all students.

- Counselor Mediation- Mediation between students who are having conflicts on campus run by counselors.
- Parent Contact/Information- All staff is encouraged to keep the lines of communication open and reach out to caregivers and families.
- Cal-SOAP- This UCSD sponsored program offers conferences, field trips to college campuses, and peer mentorship with the intent of increasing acceptance rates at the University level for underrepresented students.
- Cuyamaca Rep- Cuyamaca community college makes available a student representative to meet with potential Cuyamaca entering students to answer any questions.
- Student Study Team- In collaboration with teachers and counselors, this is a meeting held for students who are struggling in academics and/or have specific academic/behavioral issues that need to be addressed, with the goal of creating an action plan.
- SART- The Student Attendance Review Team is set up by the school's onsite drop-out prevention specialist (DPS) to address students' issues with attendance.
- Individual Counseling and Support Groups- Group counseling is available for students in the areas of anger management, grief/bereavement, parenting, empowerment, and alcohol & drug use. Individual counseling is also available.
- 504 Meetings- A meeting for students who require academic modifications because of health-related issues.
- DPS Referral- A student referral made to the DPS by concerned guidance counselors or staff about a student's attendance.
- Cal-SAFE (California School Age Families Education Program)- A state program for pregnant or parenting teens which provides services and resources like transportation or help with nutrition supplements.
- Alternative Education Referrals- Information and referrals to other education programs within the district offered to at-risk students.
- Learning Center- An alternative web-based program for credit recovery offered to at-risk upperclassmen.
- BSP's (Behavior Support Plans)- For students in special education who have behavioral issues, it is a plan created to support their academic career while preventing behaviors that may impact others' learning.
- SARB (Student Attendance Review Board)- For students with chronic and continual attendance issues, a board consisting of the school's counseling department and law enforcement becomes a part of the students' academic and attendance action plan.
- PERT (Psychiatric Emergency Response Team)- Offered through community services, it provides emergency response to students who are an active danger to themselves or others.

# ***MOUNT MIGUEL HIGH SCHOOL***

## ***Parent, Student and Teacher Compact***

In order to maximize achievement for every student and ensure a cooperative effort between students, parents and staff, we make the following pledge:

### **PARENTS' PLEDGE: I will**

- \*encourage literacy/education before extra-curricular activities
- \*communicate regularly with teachers and staff
- \*provide an environment appropriate for studying
- \*monitor my student's attendance and progress in class
- \*become a part of the school community in whatever way possible

### **STUDENT'S PLEDGE: I will**

- \*complete assigned work on time and contribute to my classes
- \*read on my own each day
- \*communicate with teachers, staff and family if I need help
- \*attend school daily and be on time to class
- \*practice honest and responsible behavior

### **TEACHERS' PLEDGE: I will**

- \*continually improve my teaching strategies so I can successfully teach all children
- \*provide a course syllabus to students and parents
- \*offer feedback and contact information to students and parents
- \*properly accommodate students with special needs
- \*inform students regarding tutoring hours and availability
- \*provide a safe and welcoming learning environment

Student's Name: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current (2010-2011) make-up of the council is as follows:

Names of Members	Principal	Classroom Teachers	Other School Staff	Parent or Community Member	Student
Steve Coover	X				
Jonathan Geraci		X			
Pam Howard, Recording Secretary		X			
Harold Mumford, Chairperson		X			
Emmanuel Pizano		X			
Laura Aragon			X		
Mark Dobie				X	
Desna Hall				X	
LaBonnie Taylor,* Vice Chairperson				X	
Malachi Beasley					X
Izzy Duong					X
Anka Landrum					X
Total Members per Category	1	4	1	3	3

Ashley Patton, Student Alternate

\*Resigned effective March 10, 2011, meeting of SSC.

## Recommendations and Assurances

The Mount Miguel School Site Council (SSC) recommends this school plan and proposed expenditures to the district's Governing Board for approval and assures the board of the following:

1. The School Site Council is correctly constituted and was formed in accordance with district's Governing Board policy and state law.
2. The School Site Council reviewed its responsibilities under state law and district's Governing Board policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The School Site Council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district's Governing Board policies and in the LEA Plan.
5. This school plan 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 school plan was adopted by the school site council at a public meeting on: May 18, 2011.

Attested:

Steve Coover  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Harold Mumford  
Typed name of SSC Chairman

\_\_\_\_\_  
Signature of SSC Chairman

\_\_\_\_\_  
Date

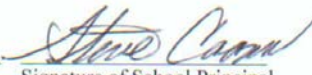
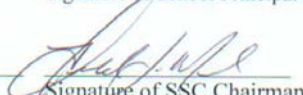
Actual signature page follows ...it is listed as page 63 also.

**Recommendations and Assurances**

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 English Learner Advisory Committee  
 Community Advisory Committee for Special Education Programs  
 Gifted and Talented Education Program Advisory Committee  
 Other (*list*)
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6. This school plan was adopted by the school site council at a public meeting on: May 18, 2011.

Attested:

<u>Steve Coover</u> Typed name of School Principal	 Signature of School Principal	<u>5/19/11</u> Date
<u>Harold Mumford</u> Typed name of SSC Chairman	 Signature of SSC Chairman	<u>5/19/2011</u> Date

Actual signature page follows ...it is listed as page 63 also.



## Glossary

**861** – Block grant funding that supports the purchase of specialized books, materials, and equipment as required under the Individualized Education Program (IEP)

**AB466** – Funding to support staff development in the content areas of reading and mathematics

**Advocate** – Teacher assigned as a caseworker in charge of creating and meeting the IEP goals

**A-G Requirements** – A-G classes are the University of California (UC) and the California State University (CSU) systems' minimum course sequences. A-G requires students to complete 15 rigorous year-long high school courses. These courses are known as the "A-G" subjects. At least seven of the 15 courses must be taken in your last two years of high school. Specifics about these requirements are available in the school's counseling office or on the UC or CSU admissions websites.

**ACT** – Originally an abbreviation for "American College Testing", the ACT is a standardized test for high school achievement and college admissions in United States. The test has been used since 1959. It originally covered English, math, reading and science reasoning. An optional writing test was added in 2005.

**AP (Advanced Placement)** – AP courses are recognized by most public and private universities. Successful completion of AP courses, and the related tests, can greatly help students in the very competitive university admission's process. AP courses provide a rigorous curriculum in preparation for taking year-end AP exams. Students receive college credit for successfully passing exams and a grade of "A" in the class counts as a 5 on a 4-point scale.

**API (Academic Performance Index)** – This index is key to California's Public Schools Accountability Act of 1999 (PSAA). It evaluates the performance and progress of schools on a variety of academic measures to monitor programs and interventions aimed at meeting growth targets.

**APR (Accountability Progress Reporting)** – This system is a comprehensive evaluation of school progress that takes into consideration the Academic Performance Index (API), Adequate Yearly Reports (AYP) and Program Improvement (PI) data for each school.

**ARRA funds** – The American Recovery and Reinvestment Act is emergency funding provided by the federal government to provide relief from the financial crisis.

**ASSETS (After School Safety and Enrichment) Program** – The ASSETs grant provides incentives for schools and communities to work together to establish before- and after-school enrichment programs that provide academic support; educational enrichment; safe, constructive alternatives for high school students; and assistance in passing the California High School Exit Exam. Programs may operate before school, after school, weekends, summer, intersession, and vacation.

**AVID** – The Advancement Via Individual Determination (AVID) program enables disadvantaged secondary students to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

**AYP (Adequate Yearly Reports)** – AYP provides information about whether a school meets federal requirements under NCLB (No Child Left Behind) Act of 2001.

**Benchmarks** – A test or series of tests designed to compare the qualities or performance of different like groups of students. A standard or reference by which others can be measured or judged.

**Brother-to-Brother (and Sister-to-Sister) Leadership Programs (formerly SAAB)** – B2B/S2S is a leadership program that provides mentoring and enrichment to its members.

**BTSA (Beginning Teacher Support and Assessment)** – BTSA is a state-funded program under the California Department of Education (CDE) to support the professional development of newly-credentialed, beginning teachers. The goal is to improve student performance by implementing research-driven approaches in the classroom and is required for teachers to receive their California Clear Multiple and Single Subjects Credentials.

**California State Content Standards** – California Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

**Camp LEAD (Leadership for Equity and Access District-Wide)** – Camp LEAD is a free three-day and two-night leadership and human relations development program for GUHSD students.

**Campus Supervisor** – Paraprofessionals who work with administration to maintain a safe and secure campus

**CAPA Test** – The California Alternative Performance Assessment (CAPA) is used to measure growth in students diagnosed as having severe cognitive disability. CAPA modification is noted in the IEP for students with qualifying disabilities.

**Career Cruising** – This on-line site offers students, counselors, teachers, and parents a centralized location to work together on career plans. It is used by students in all grade levels.

**Career Pathways** – Career pathways feature an integrated academic and technical course of study developed around a broad theme, a specific interest, or an industrial sector.

**CAHSEE (California High School Exit Exam)** – The CAHSEE has been a requirement for high school graduation in California since 2006 and students must pass the exam before they can receive a high school diploma. It was established to improve the academic performance of high school graduates in the areas of reading, writing, and mathematics.

**CAHSEE Intervention Grant** – provides supplementary instruction for designated students related to the CAHSEE

**CDE (California Department of Education)** – The CDE monitors and reports both state and federal accountability results under the general heading of APR (Accountability Progress Reporting) system.

**CELDT (California English Language Development Test)** – The CELDT is a language proficiency test required to demonstrate English language ability, and it must be administered to students whose primary language is other than English.

**Collaboration** – Working together. Collaboration can include administration, parents, teachers, students, and community agencies working to improve outcomes.

**Core subjects** – Classes in English, math, science and social science

**CST (California State Tests)** – Assessments developed by California educators and test developers and aligned to state standards that measure student achievement. Students in grades 2 through 11 take multiple-choice CSTs for various subjects. These tests are part of California's Standardized Testing and Reporting Program, called STAR.

**CTE (Career and Technical Education)** – CTE programs of study that involve a multiyear sequence of courses that integrate core academic knowledge with technical/occupational knowledge to provide students varied pathways to postsecondary education and careers.

**Collaboration** – Working together. Collaboration can include administration, parents, teachers, students, and community agencies working to improve outcomes.

**College Night** – Annual college fair (now called *GOT PLANS*)

**Community Resource Center (Resource Center)** – MMHS center that offers coordinated services to students and families in partnership with community health organizations

**CPA (California Partnership Academy Grant)** – The grant that supports the Academy of Hospitality and Tourism Management. The grant is for Small Learning Communities that have a tech aspect.

**CW (Curriculum Writing)** – The development and writing of plans and programs to meet curricular needs

**CWR (Curriculum writing Rate)** – The hourly rate paid to teachers for curriculum writing

**DPS (Drop-Out Prevention Specialist)** – Paraprofessional who works with counselors, administrators, SARB/SART, parents and students to increase attendance and improve graduation rates

**Edusoft** – Software program that allow teachers to get data back on tests that they have given by scanning in results. Data is then disaggregated by question number and other variables.

**EIA (Economic Impact Aid) / English Learner Program (832)** – Money provided by the state to support additional programs and services for English learners (EL) and compensatory education

services for educationally disadvantaged students. Funds are to be used to help students become fluent in English and academically proficient.

**EL (English Language Learner)** – Students designated by home survey and CELDT results to be English learners

**ELA** – English Language Arts

**ELAC** – Each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC).

**ELD** – English Language Development

**ELM (English Language Mainstream)** – Students who score at reasonable fluency in English are placed in an ELM program and provided instruction in English only, based on grade level and content standards.

**DataQuest** – California Department of Education site for accountability reports (e.g. API, AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners

**Demographics** – Population counts and comparisons based on sex, race, age, income, disabilities, educational attainment, employment status, and location.

**Disaggregated data** – Data about individuals – such as a person's age, sex, ethnicity, economic level, etc. Disaggregated data can reveal trends and allow for comparisons between groups. We can look at how different groups of students are performing, e.g. comparing girls to boys in mathematics.

**FEP** – Fluent English Proficient student

**FTE** – Full-time equivalent (**FTE**) is a government measure of a worker's involvement in an educational institution. An FTE of 1.0 means that a teacher teaches five periods per day and is a full-time worker while an FTE of 0.5 signals that s/he is halftime.

**FUTURO** – After-school enrichment program in partnership with SDSU Lambda Theta Alpha sorority

**GATE (Gifted and Talented Education)** Funding that supports unique opportunities for high-achieving and underachieving students in public elementary and secondary schools in California who are identified as gifted and talented. It supports Honors and AP classes.

**GUHSD (Grossmont Union High School District)** – The Grossmont Union High School District provides education to students in grades 9-12 and is located in the eastern portion of San Diego County.

**IEP (Individual Educational Plan)** – Specialized plan designed in collaboration with parents, students, and professionals for students eligible for Special Education

**IGP (Individual Graduation Plan)** – Graduation plan designed in collaboration with students, parents, and counselors

**FAFSA** – All students interested in financial aid for college will need to complete the Free Application for Federal Student Aid (FAFSA).

**Friday Night Live** – Enrichment program that emphasizes living a healthy, drug and tobacco-free lifestyle

**Grossmont Health Care Grant** – A grant used by the Academy of Medical and Health Sciences to support their program

**Harmonium** – A state-funded service program that offers individual and small group counseling

**Leadership Team** – Principal advisory council composed of elected staff representing programs and departments

**Learning Center** – Alternative, self-paced learning community

**LEP funds** – Federal funding to support English learners

**Lottery (Prop 20)** – State funding, based on attendance, from the California Lottery to provide improvements in the school's instructional program

**MAA** – Medical Administrative Assistance (MAA) funding is money allocated to schools to help defer the cost of Medical administration and referral.

**MEC (Matador Early College)** program – Support program for students in grades 9-12 that creates a vertical path leading to college.

**MMHS – Mount Miguel High School**

**NCLB (No Child Left Behind)** – An act of Congress in 2001 under George W. Bush that enacted standards-based education reform, based on the belief that setting high standards and establishing measurable goals can improve outcomes in education. These measurable goals included an increase number of standardized tests.

**New Student Barbecue** – Orientation night held in spring to welcome new freshmen (current 8<sup>th</sup> grades) and their families

**Parent Institute** – The Parent Institute for Quality Education is school sponsored, eight-week parent training that helps to build relationships between parents, students and educators to further students' academic success

**Parent Portal** – Provides on-line access to student attendance, grades, transcripts, and behavior

**Performance Profile** – Staff computer program that provides access to student information

**Phoenix Contract Classes** – Independent study program

**PI (Program Improvement)** – In California, PI is the formal designation for Title I-funded schools and districts that fail to make AYP for two consecutive years.

**PLC (Professional Learning Community)** – A group of administrators and school staff who are united in their commitment to student learning

**Professional Development (Prof. Dev.)funds** – State and federal funding assigned to support teacher training and enrichment

**Prop H** – \$274 million bond passed in 2004 to modernize GUSD schools

**Prop U** -- \$417 million bond passed in 2008 to complete the modernization of GUSD schools

**PSP (Post-Secondary Plan)** – Student plan for continuing his/her education after high school

**Pyramid of Interventions** - A detailed comprehensive outline of the Student Assistance Program, the set of systematic interventions and services (organized into Tiers I, II, and III) offered by the school and the community to students and their families

**Race-Human Relations** – A program that promotes racial and cultural harmony for students and staff

**REACH** – Real Empowerment for Action and Change is a community action group of students, teachers, staff, and administrators that works to create *awareness of and/or responses to* the needs of students and their families.

**R-FEP** – Reclassified Fluent English Proficient student

**Resource Center** – See Community resource Center

**ROP (Regional Occupational Program)** – Occupational training program that includes Virtual Enterprise, Floral Design, Cosmetology, Health Occupations, and Graphic Design

**Safe Schools** – Provides training, resources and technical assistance to establish a school/community environment which is physically and emotionally safe, well disciplined, and conducive to learning.

**SAP (Student Assistance Program)** – Helps to fund the Resource Center. These students can be referred by staff or teachers for a variety of school and community resources and services.

**SARB / SART** – School Attendance Review Board/Team is composed of school and community members who meet regularly to diagnose and resolve persistent student attendance or behavior problems.

**SAT** – The SAT Reasoning Test (formerly the Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test for college admissions that assesses a student’s readiness for college. The test has been used since 1901.

**Scaffolding** – Approaches, methods, strategies, and techniques that help challenged learners access grade-appropriate content and develop academic competency

**SCE funds** – State Compulsory Education funding

**SSC (School Site Council)** – Advisory body to the principal comprised of parents, students, and staff. The SSC is a legal requirement and its members are fixed by California Education Code: Principal, teachers, and staff members equal the representative membership of parents, students, and community.

**SDAIE (Specially Designed Academic Instruction in English)** – A teaching approach for teaching various academic content (such as social studies, science or literature), using the English language, to students who are still learning English. It requires the student possess intermediate fluency in English as well as mastery of their native language.

**SDCOE (San Diego County Office of Education)** - County Office that services schools and teachers in San Diego County, outside of the San Diego Unified School District in the city of San Diego.

**Sheltered courses** – Specially designed courses taught in English to intermediate and advanced English learners utilizing approaches, methods, strategies, and interventions that work to make content accessible.

**SMART Goals** – Goals set by our professional learning communities in line with the goals and aims of our SPSA.

**SPSA – Single Plan for Student Achievement** – The SPSA is a plan developed with the advice, review, and certification of our school advisory committees (including PTSA and ELAC), our leadership team, site coordinators, and the administration. It is a legal requirement for schools receiving federal assistance and serves as a blueprint for continuous growth measured by student achievement.

**SSP (Specialized Secondary Program)** - Grant that is used for supplies to support the Academy of Medical and Health Sciences.

**Stakeholder** – A person or group who has an interest in a particular project or action

**Student Portal** – On-line student server that allows students access to personal grades and GUHSD server and research options.

**Sub-Group** – A subordinate group whose members usually share some common differentiating quality

**Success Academy** – An SLC alternative program for grades 10-12. Students work with a core team comprised of an English, math, and social science teachers, enroll in electives, and challenge junior college classes in an effort to meet graduation requirements and recuperate credits.

**Summative Assessment** – Summative assessment (or Summative evaluation) refers to the assessment of the learning and summarizes the development of learners at a particular time. After a period of work, such as a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point.

**Super Advocate** – Teacher on special assignment who works programs, supports, and advocates for Special Education students

**Title I (301)** – Title I is part of the Elementary and Secondary Education Act of 1965 that provides funds to improve the academic achievement of disadvantaged students. It aims to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach minimum proficiency on achievement standards and assessments.

**TUPE** – Funds to provide anti-tobacco use information and intervention

**Virtual Enterprise** -- VE is a high school entrepreneurship program and global business simulation in which students create and manage virtual businesses.

**VLLC (Virtual Library Learning Commons)** – a website (<http://library.guhsd.net>) created by all the district librarians to house the district-provided online resources, including online magazine and newspaper articles, can be accessed. Multiple levels of World Book Online Encyclopedia are available (including one in Spanish). Debate topics, video clips, current events, college and career information and list of recommended books are also available there.

**WASC (Western Association of Schools and Colleges)** – WASC is an association that provides accreditation schools and colleges via a process of self-evaluation and a visit by outside peer professionals. Through WASC, schools are encouraged to assess the quality of their educational programs on a regular basis, clearly demonstrate continual self-improvements, and make plans for the future.

**WPA (Writing Performance Assessment)** – District-wide end-of-course writing assessment used to assess growth by English department.