



BE M.O.R.E.

2019-2020

MOUNT TORO HIGH SCHOOL

**A MODEL CONTINUATION HIGH SCHOOL
PROGRESS REPORT**

**10 Sherwood Place
Salinas, CA 93906**

Salinas Union High School District

January 29, 2020

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school’s vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**
- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

MISSION STATEMENT

The Mission of Mount Toro Continuation High School is to provide an alternative opportunity for a student to earn a high school diploma, regardless of where the student is academically and emotionally.

VISION STATEMENT

Mount Toro Continuation High School is committed to being a school that embraces diversity and works to inspire and support students to become productive, educated members of their society. We will achieve this by meeting the students where they are academically and emotionally, providing direct instruction, and offering positive behavior and curricular interventions.

Description of School and Its Programs

Mount Toro High School is a Model Continuation High School in the Salinas Union High School District with an enrollment range from 170-220 students serving secondary students enrolled in grades 10 and 12. In 2018, California School Dashboard recorded 193 enrolled students. In 2018-2019, 86.5% of students were Socioeconomically Disadvantaged, 41.5% of students are English Learners, 5.2% are students in transition, and 8.8% are students with disabilities. Our student demographics include: Hispanic population at 94.3%, 4.1% are white population, 1% are African American population, and .5% are two or more races.

Salinas is largely an agricultural community. The city’s population is 155,889, of which 76.6% are of Hispanic or Latino ethnicity (2016 US Census Bureau American Community Survey). Approximately 17.2% of the city’s population lives below the poverty line, which is higher than the state average of 15.1%. (2017 ACS 5-Year) SUHSD is a Title 1 district, and all students within the district receive free breakfast and lunch.

Mount Toro High School has a new Child Development Center, cafeteria, and multipurpose room which opened in the Fall 2019. We also have a new electronic marquee message board which facilitates communication with the community.

Mount Toro High School programs for students include a licensed Child Development Center with a nursery and a preschool taught by certified preschool teachers. The Child Development Center serves teen-parents, prenatal students, and their children. Currently, there are 12 teen parents, 4 prenatal students,

and 9 children in the program.

Mount Toro High School has a Non-Negotiable policy for earning credits and attendance. The academic year is divided into 8 Learning Cycles. Students have the potential to earn 100 credits during the academic school year. When students transfer, MTHS counselors meet with students to develop their Academic Learning & Career Plan. Students are scheduled based upon their credit needs.

Mount Toro High School has an Online Learning Center (OLC), where Edmentum Courseware (PLATO) courses are taught by a certificated teacher, and are offered five periods each day for credit recovery. The school offers 1:1 Chromebooks for each classroom, which are located on computer carts in classrooms, and students may check a Chromebook from the office to take home if needed. There is also Hotspot devices available for home use so students can access WIFI on the Chromebooks wherever they go. Online Learning students may check out a Chromebook to use for completing coursework outside the school day.

Mount Toro High School requires 190 credits to graduate with a Salinas Union High School District diploma. As a continuation high school, ten additional credits in Vocational Education are required to replace 10 Physical Education credits needed at the comprehensive schools. An ROP Vocational Evaluator meets with students to enroll students in ROP Courses, monitor their progress, and provide work permits. The Career Cruising Survey is administered to all students during orientation.

Mount Toro High School offers a Dual Enrollment Counseling 1 course to prepare community college bound students for post-secondary transition. Additionally, workshops are held in series to facilitate registration, application for financial aid, training in formal communications via emails.

Migrant students are served by the Migrant Counselor one day a week in the English Language Learning Center (ELLC). Cyber High is available for credit recovery.

Students with disabilities are served by a full-time Resource Teacher and Paraeducator with a designated Homeroom and a 5th period, Individual Studies class. Resource Teacher and Paraeducator also push into students classes throughout the day. This teacher manages their cases, updates IEP's, and continually monitors their progress.

Expected learning outcomes include 70% or more of MTHS students will earn 70% or more of their attempted credits each cycle; students will achieve content area mastery via standards-based, direct instruction; improve literacy skills (reading, writing, oral discourse, digital communications) in support of students' post-secondary success; develop positive behavior and virtuous character to support productive engagement and contributions in society; demonstrate commitment to be M.O.R.E. (Motivated, Organized, Respectful, and Engaged), students will graduate career and/or college ready. Students designated as English Learners will reclassify as English Proficient, based on ELPAC results and meeting specific academic criteria.

Faculty/staff demographics: Mount Toro High School has one administrator, two counselors, one teacher on special assignment, eight core content teachers, two teachers who teach Career Technical education, one elective teacher, one special education teacher, one migrant counselor, one ROP Vocational Evaluator, and one school psychologist. MTHS also has support/classified staff to assist with managing the school business.

Certificated Staff	Subject
Juan Campos	CTE/ROP; Business Applications
Melissa Ortiz	CTE /ROP; Art
Janice Aliotti	EL Specialist
Guen O'Brien	English
Carol Fischer	English
Pedro Edeza	English, LAD
Sandra Domingcil	Health, Cal-SAFE, Parenting
Placeholder	Math / CTE ROP
Steve Alvarado	Math
Carol Light	Online Learning Instruction
Michelle Johnson	Science
Henry Cinnamon	Social Science
Mark Haddan	Social Science
Suzanne Fleming	SPED
Melissa Gonzalez	Counselor
Fabian Pacheco	Counselor
Belen Garcia	Migrant Counselor
April Davis	ROP Vocational Evaluator
Xochitl Reyes	School Psychology

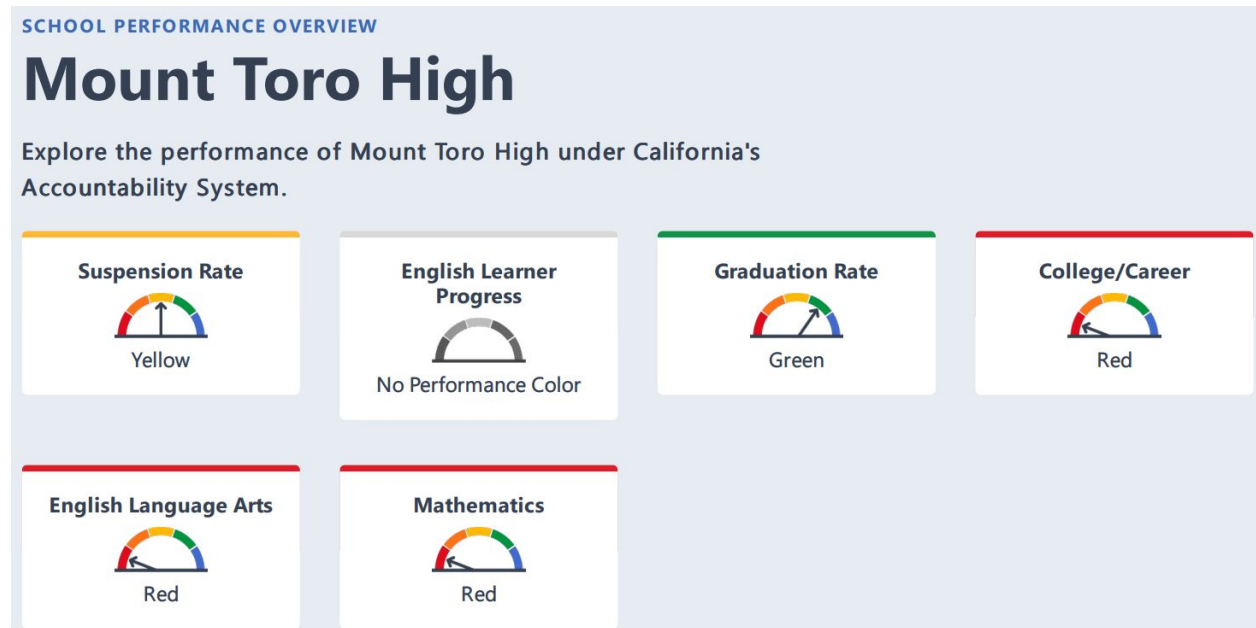
Classified Staff	
Maria Barbosa	Attendance Clerk
Stacey Casas	Child Care Giver II
Mirna Duarte	Receptionist
Andrea Duran	Community Liaison
Heriberto Garcia	Campus Security Officer
Lizbeth Jacuinde	Typist Clerk II
Thalia Lomeli	EL Clerk

<http://bit.ly/SBACdataMTHSWASC2020>

SBAC ELA data shows no significant gains; there is a need for MTHS to continue to strengthen the instructional focus on Literacy, ELD standards, Professional Development which are aligned to the LEA/LCAP goals and site goal 1.

SBAC Math data shows that there was a positive improvement in the scores and that MTHS needs to continue to provide Professional Development to the math teachers; and continue to support the new Functional Design through Algebra course.

California School Dashboard data



MOUNT TORO HIGH

Student Population

Explore information about this school's student population.



School performance overview data shows that MTHS is maintaining graduation rates in the green area.

Data shows that MTHS improved in reducing the suspension rate.

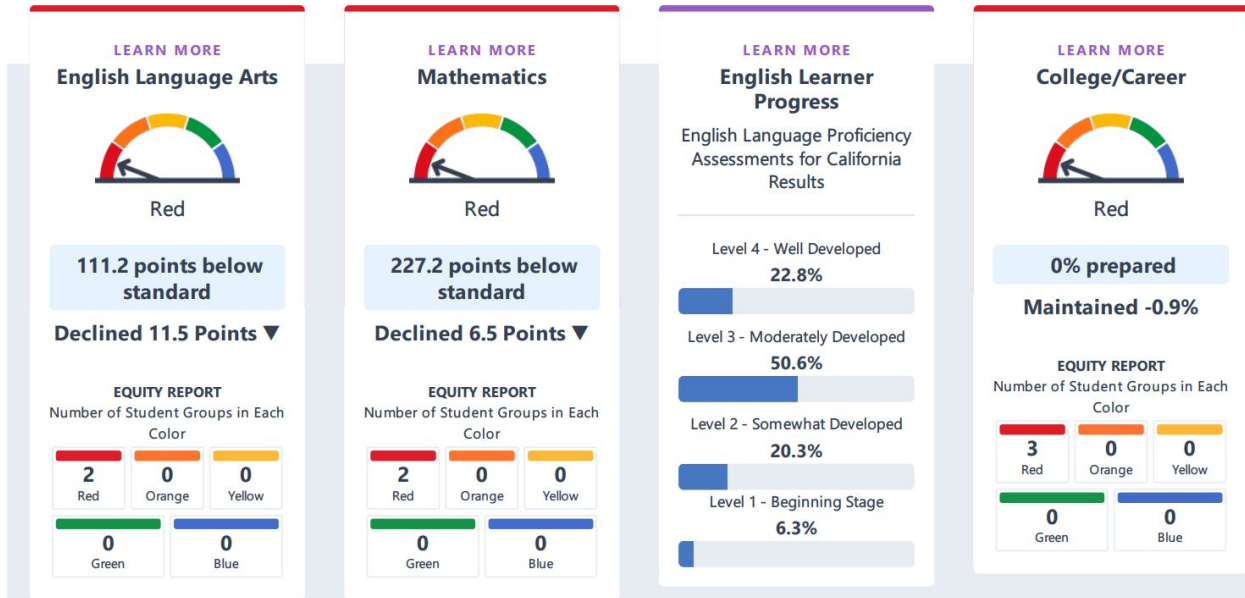
Data shows that MTHS needs to continue to strengthen indicators in College/Career readiness, ELA and

Math.

MOUNT TORO HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.



MOUNT TORO HIGH

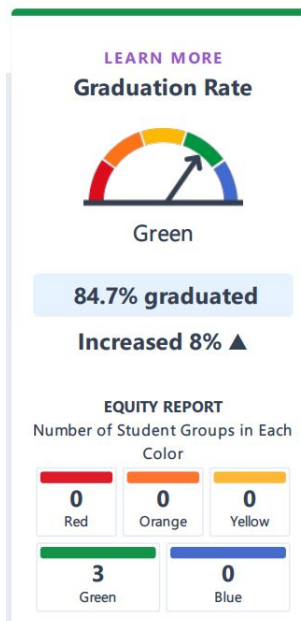
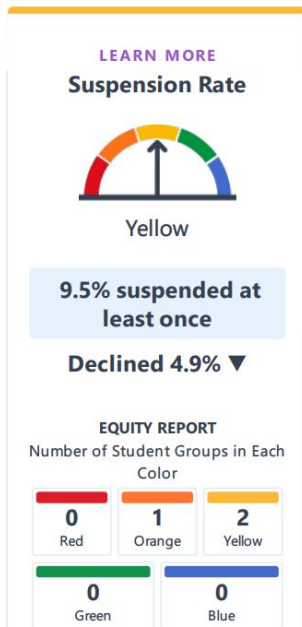
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

MOUNT TORO HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.



Graduation Rate

Site	2016 cohort Grad Rate	2016 A to G rate	2017 cohort Grad Rate	2017 A to G rate	*2018 cohort Grad Rate (uncert)	*2018 A to G rate (uncert)
AHS	95.1	31.4	91	40.9	93.7	34.9
EPHS	9.72	0	14.6	3.6	8.3	0
EAHS	92.1	42	90.4	49.1	89.7	51.4
MTHS	77.12	0	69.6	0	73.7	0.9
NSHS	91.4	34	88.6	39.9	96.6	41.3
SHS	94.9	49.4	92.9	54.5	92.5	53.2
DISTRICT	84.7	36.5	83.6	44.3	85.8	42.4

SBAC Scores

		English Language Arts		
		2019 DfM	2018 DfM	Change
MTHS	All	-116.4	-111.2	-5.2
MTHS	EL			
MTHS	SED	-116.1	-109	-7.1
MTHS	SWD			
MTHS	Hispanic	-116.8	-111.2	-5.6
MTHS	White			

		Mathematics		
		2019 DfM	2018 DfM	Change
MTHS	All	-213	-227.2	14.2
MTHS	EL			
MTHS	SED	-212.9	-225.4	12.5
MTHS	SWD			
MTHS	Hispanic	-211.7	-227.2	15.5
MTHS	White			

Performance on the Smarter Summative Mathematics Grade 11 Test: Salinas Union High, 2018-2019

Breakdown by: Comparison: ON

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Salinas Union High (2766159000000)	2531	2527 ±2	56 24 15 6
Alisal High (27661592730109)	652	2527 ±4	54 26 17 3
Carr Lake Community Day (27661592730273)	3	2448 ±97	67 33
El Puente (27661590124610)	88	2434 ±9	90 8 1 1
Everett Alvarez High (27661592730166)	615	2510 ±4	63 25 10 3
Mount Toro High (27661592734481)	92	2416 ±7	99 1
North Salinas High (27661592733178)	491	2542 ±5	52 22 19 7
Salinas High (27661592734556)	590	2564 ±5	42 26 20 12

Performance on the Smarter Summative Mathematics Grade 11 Test: Salinas Union High, 2017-2018

Breakdown by: Comparison: ON

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Salinas Union High (2766159000000)	2491	2526 ±2	56 25 15 4
Alisal High (27661592730109)	636	2528 ±4	56 25 15 4
Carr Lake Community Day (27661592730273)	1	2474 *	100
El Puente (27661590124610)	101	2441 ±9	88 8 4
Everett Alvarez High (27661592730166)	558	2532 ±5	53 29 15 4
Mount Toro High (27661592734481)	110	2410 ±7	96 3 1
North Salinas High (27661592733178)	461	2515 ±5	59 23 15 3
Salinas High (27661592734556)	624	2560 ±5	43 29 21 8

Performance on the Smarter Summative ELA/Literacy Grade 11 Test: Salinas Union High, 2018-2019

Breakdown by: All Comparison: ON

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Salinas Union High (2766159000000)	2541	2564 ±2	28 28 29 16
Alisal High (27661592730109)	653	2564 ±4	25 32 29 14
Carr Lake Community Day (27661592730273)	3	2483 ±53	67 33
El Puente (27661590124610)	89	2492 ±10	55 27 13 4
Everett Alvarez High (27661592730166)	616	2543 ±4	35 26 29 10
Mount Toro High (27661592734481)	93	2470 ±9	63 28 6 2
North Salinas High (27661592733178)	495	2586 ±5	21 28 29 21
Salinas High (27661592734556)	592	2593 ±5	19 25 33 22

Performance on the Smarter Summative ELA/Literacy Grade 11 Test: Salinas Union High, 2017-2018

Breakdown by: All Comparison: ON

Name	Number of Students	Average Scale Score	Percentage in Each Achievement Level
Salinas Union High (2766159000000)	2480	2570 ±2	25 27 31 17
Alisal High (27661592730109)	626	2569 ±4	23 31 31 15
Carr Lake Community Day (27661592730273)	1	2431 *	100
El Puente (27661590124610)	102	2495 ±11	54 25 17 5
Everett Alvarez High (27661592730166)	551	2582 ±4	22 26 33 19
Mount Toro High (27661592734481)	110	2476 ±7	62 27 11
North Salinas High (27661592733178)	468	2563 ±5	26 28 32 14
Salinas High (27661592734556)	622	2596 ±4	19 23 33 25

Absenteeism

		Chronic Absenteeism		
		2019	2018	Change
MTHS	All	29.4	18.8	10.6
MTHS	EL	29.9	15	14.9
MTHS	SED	31.3	18.5	12.8
MTHS	SWD	44	24	20

Suspension Rates

		Suspension Rate		
		2019	2018	Change
MTHS	All	6	9.5	-3.5
MTHS	EL	8	10.4	-2.4
MTHS	SED	6	9.9	-3.9
MTHS	SWD			
MTHS	Hispanic	6.2	9.7	-3.5
MTHS	White			

During a staff collaboration, the principal reviewed SBAC Data ELA/Math and the academic goals for the school year. This review included CA Dashboard data, current enrollment has increased to 209 and 42% of students are EL, and academic performance according to SBAC. Following the data review, teachers worked in groups to provide questions based on the data. Teacher groups formulated the following questions:

- Given that SBAC assesses 11th grade mathematics skills, how can we better bridge the gap between MTHS's 9th grade math curriculum? And the needed 11th grade skills?
- How do we reduce the suspension rate?
- How can we help our ELL's improve their skills significantly (including academic language)?
- How is it possible to have low Math/ELA scores and high graduation rates?
- How are we going to address the incredibly low reading levels?

- How do we have a connection between what students are learning and what they're doing after?
- How are we going to address professional skills (soft skills)?
- Can improving academic language be achieved through career and technical education?
- Why are math scores low?
- What is the criteria to evaluate college/career readiness?
- Why don't we have a club for college/career readiness?
- Foreign Language: A-G requirement?
- What's the highest color that we can get in college/career readiness?
- Are there test prep questions for ELA and Math?
- How can we help students to improve ELA/Math?
- How does suspension rates compare?
- Now that we have the career readiness activities, will this help the college/career readiness indicator?
- Can we have guest speakers to discuss different area colleges?
- How can we improve in the areas that are in red?
- Why don't we know how our English Learners are progressing?
- What factors are leading toward high graduation rates?
- What attendance data do we have to show student engagement?
- Where are the specific areas of deficiency in ELA and Math?
- What do students need to do to move the college/career readiness?
- What are the criteria for moving students to college/career readiness?
- What is the increase needed to move the graduation rate to blue?

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Positive Behavior Intervention Supports (PBIS) is explicit behavior expectations taught to Mount Toro students. They receive their first introduction to MTHS behavior expectations during a two-day orientation process, then weekly ongoing lessons, developed by the PBIS team. The lessons are sent out on Mondays every week in the form of Google Slides.

There are three tiers of behavior interventions within the PBIS model. The Tier 1 School wide expectations define how students will behave on campus. Tier 2 interventions are specifically designed for students who have problem behaviors. These students require specialized group systems for at-risk behavior. These students display prohibited behaviors that are observed across multiple settings or contexts. Per the Mount Toro High School PBIS Tiered Fidelity Inventory conducted in Fall 2018, Tier 2 interventions are 100% implemented, while Tier 3 is 38% implemented. Tier 3 specialized individual systems are for students who have been unresponsive to Tier 1 and Tier 2 interventions and have demonstrated high risk behavior. Plans will vary for each student and may include Monterey County Behavioral Therapy support and Behavior Intervention Plan (BIP). Tier 3 has not had any student participate. Often times, parent conferences, SST's and individual student meetings influence student and family decision to transfer out of MTHS, eliminating the referral to Tier 3 interventions at MTHS.

MTHS has earned the PBIS Silver Award for the past three years (2016-2019). MTHS has earned the higher level PBIS Gold Award for the 2018-19 school year, recognized for the reduction of student suspensions.

Enrollment fluctuates by learning cycle. MTHS has 8 learning cycles throughout the academic school year. MTHS current enrollment, as of November 12, 2019, is at 209 students. MTHS has a capacity of 220 students. Alternative Education Intake Process was modified in 2017 to ensure MTHS is an appropriate placement for incoming students. Comprehensive high school counselors are asked for a priority list of students who can benefit from a smaller environment. An in-depth review of student academics, behavior, and attendance is conducted by MTHS counselors to ensure appropriate student placement and approved by the Director of Student Support.

Additionally, MTHS has experienced multiple staffing changes. We have rotated six key teaching positions due to retirement or transfer. All but one teaching position are filled with credentialed teachers in the appropriate subject area. Further, the administration has changed with the arrival of a new principal.

There has been the addition of one physical structure to the MTHS campus. A new multi-purpose/child care center building was completed in October 2019, exactly one year after construction began. The building houses the Child Development Center to support the Teen Parent Program, a cafeteria/multipurpose room with a kitchen, as well as additional restrooms for students and faculty use. This has necessitated the upgrade of all fire and carbon monoxide alarm systems. Also, included are new cameras (8) around

perimeter of new MPR and 1 inside to ensure security and monitoring.

Students who need to complete a single final credit in a course have the opportunity to complete a singleton credit segment of study (or unit of study). The protocols for students to complete a singleton packet have been revised to ensure consistency schoolwide. Students adhere to a strict timeline to acquire and submit their work, per a contract created by staff during collaboration.

MTHS has expanded its counseling partnership with Harmony at Home, Sticks & Stones program by two counselors, rather than one. The addition of a second counselor (to meet the needs of the students at Carr Lake) has enabled another counselor to exclusively serve MTHS students during the expanded hours.

An important concern of today's world is to prepare for the unthinkable - an active shooter incident. The SUHSD has mandated all staff to be trained using the ALICE (Alert, Lockdown, Inform, Counter, Escape) Training model. Additionally, students received training in the 2018-2019 school year, informed by ALICE procedures through e-learning modules that included direct instruction from certificated staff. A Question and Support lunchtime session was provided for students in the ELLC room. The school psychologist, Probation Officer and Principal provided a safe space to have questions and/or concerns addressed while providing snacks to students. The school psychologist was available to assist with any mental health issues.

Online Digital Citizenship Training for all students is conducted three times a year using the Common Sense Curriculum. During collaboration, teachers choose three lessons to teach based on data provided from the spring of the previous school year. Teachers determined, by survey, what is lacking in the digital citizenship curriculum and seek to close the gap with the chosen lessons.

In an effort to increase and capture student lunch activities, the yearbook advisor has been added back into the master schedule for the last two school years.

Two additional Regional Occupation Pathway (ROP) classes have been added to the master schedule. The first is Functional Design through Algebra added in the 2018-2019 school year. Students in this class can receive credit toward either their math requirements or vocational education requirements for graduation. In addition, Art in the Digital Age was added in the 2019-20 school year with credit received for either art requirements or ROP requirements for graduation. These courses have been added to increase and expand student's technology skills for the 21st century, as well as providing effective instruction and engaging curriculum.

Mount Toro High School has an increased vocational education requirement because we do not offer Physical Education; therefore students are required to receive 20 credits of Vocational Education. We currently offer 5 vocational education courses: Functional Design Through Algebra, Online: Child Development, Parenting, and Business Technology.

ADAPT (Alcohol Drug Abuse Prevention Team) club started in the 2018-2019 school year. It has an advisor who is a Drug Resource Specialist. The club functions to prevent students from using drugs. They also provide awareness of the effects of drug use during class presentations.

Mount Toro High School was recognized as a Model Continuation High School by the State of California Department of Education starting in school year 2019-2020 after a lengthy process of application. This process was facilitated by all staff, and initiated by former administration, completed by the current administration. MTHS will maintain Model School status for three years.

Certificated and classified staff have a history of doing yearly Mandated Reporter and Sexual Harassment Prevention training. This school year staff saw the additional training about Human Trafficking Awareness and Youth Suicide Awareness added to our yearly ongoing trainings. These trainings were done as a group process in previous years and are now done individually on a new Keenan SafeSchools site. At the end of the training staff print certificates of completion and submit to the principal's secretary for verification. Additionally, Classified support staff attend two days of PD for job alike or any related field of their choosing.

In the present school year, career pathway activities are the designated focus the last Friday of each Learning Cycle (every 4-5 weeks). With the support of an experienced ROP teacher on special assignment MTHS staff implemented an online program called Virtual Job Shadow(<https://www.virtualjobshadow.com>) Lessons carefully crafted by the ROP teacher encourage students to explore different career pathways through videos, journal writing, and surveys.

A current development at MTHS is the purchase of the online reading platform called: MyOn Renaissance. This will provide students with the opportunity to access a digital library and increase reading. This library has many features for teachers to track literacy progress of their students.

The impact these changes and/or developments have had on the school and/or specific curricular programs include:

- Students participating in a reading survey providing a voice for reading interest, importance and engagement
- One-to-one student/teacher meetings to review STAR Renaissance Reading results
- ROP - Work Based Learning Specialist and MTHS staff held student meetings/ surveys to receive student input on Career Readiness lessons
- MTHS staff provide incentives to students for meeting academic goals such as earning over 70% of credits / learning cycle and completion of Career Readiness Lessons
- Be M.O.R.E - PBIS initiative at MTHS received Gold Status Recognition
- Students/ staff have increased their school pride
- Common Sense Curriculum has reduced the number of Gaggle (GoGuardian) alerts to administration
- Student education and awareness of healthy choices related to the prevention of substance abuse
- Staff and student education on safety training related to an intruder threat
- Students receive social-emotional support, on a referral basis, thereby supporting their wellness and ability to be receptive to learning

III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.**
- **Describe the process used to prepare the progress report.**

The pre-intake process requires students and parents to meet with the administrator and counselor to review school wide expectations for academic and behavioral success through a two-day orientation. Students meet with their counselors for New Student Assessment to build community and a sense of belonging through group/partner activities. Additionally, students and counselors review credits, areas of deficiency and complete inventory assessments to support students academically and emotionally. Support may include appropriate academic courses and wrap around services that monitor student attendance and classroom behaviors with multi-tiered systems of intervention that connect students to social emotional resources and reinforce positive behaviors through Positive Behavior Interventions Tier 1 and Tier 2 systems.

MTHS students are meeting SUHSD description of graduation requirements at an increasing rate each school year.

The STAR Renaissance Reading Test was administered in September. In November, two of the English teachers and the EL Specialist met with students who took the test to administer a survey in Google forms and present them with their results. Students had an opportunity to reflect on the reading level they received and if that was a true representation of their ability, if they took the exam seriously, and what they would do next time they took the exam. This one on one time with students was as valuable to them as it was for staff. We have an insight to their thoughts about assessments and students were made aware of the importance of their participation.

ELD instruction includes the use of online platforms Newsela and NoRedink to support all students, including ELLs and students with disabilities. Newsela administers reading diagnostics and automatically adjust reading articles to students' individual reading level. NoRedink is an electronic platform to support English Language Learners with writing and grammar skills that support students mastery of English language skills. ELD students also are supported with the English Language instruction by having an EL ParaEducator push into core classes. In the 2019-2020 school year, ELPAC testing will migrate to an online format, similar to SBAC. We will begin training students with ELD teacher in December and in January. Ten students were able to participate in a pilot online ELPAC assessment.

We have a common schoolwide PLC that allows all teachers, counselors and school psychologist to work together on Wednesday afternoons. The topics rotate each Wednesday during the learning cycle. The topics are: Counselor Watch list, Constructing Meaning/ELA/ELD standards and classroom practices, Ed Tech in the classroom, and one independent at the end of cycle for teachers to finalize grades into the system in order to give credit to students for the learning cycle.

MTHS has one Community Liaison on campus three days a week. The purpose of the community liaison is to provide support for students and parents in the form of home visits to bring information to the household for food and shelter, or any other community based programs and resources the family may need. The liaison identifies families that need support through referrals by anyone, or by talking with students and

parents. There are site and district meetings where the community liaison interprets for facilitators or provides facilitation of parent education.

A Migrant Resource Counselor is provided on campus one day a week to provide services for students identified as migrants. These services are supports for graduation requirements, grade checks, tutorials online for credit reclamation, college visits, as well as parent meetings.

Mount Toro High School has one Education Specialist and one Paraprofessional to provide academic support for students with disabilities. Mount Toro utilizes a push-in model to support students in all academic content areas. Additionally, students with disabilities may enroll in an Individual Studies course that provides additional time and support in a sheltered environment to increase the likelihood of academic success for these students. The Education Specialist routinely confers with general education teachers to follow students' academic progress, provide information regarding the accommodations for the students in their IEPs, and provide any advice or support for the general education teachers with strategies to work with specific students with disabilities. Students, parents, teachers, and administration are all actively involved in the development of a student's IEP. Parents are welcomed and included even when the student has reached the age of 18 and has their own educational rights. The Education Specialist checks in at least weekly with the students on her caseload to review grades, credits, and graduation requirements.

The Salinas Rotary and Lions Club support our students in a number of ways. The Lions Club provides funds for eye doctor visits and glasses. The Rotary provides academic awards, academic scholarships, and has BBQ's on campus to honor all MTHS students.

The PBIS team is comprised of seven teachers, the community liaison, a student representative, two counselors, and a Monterey Community Behavioral Health Therapist, all who meet periodically in supporting and providing intervention for students who are facing challenges and are not advancing in graduation requirements. This team also develop the weekly lessons for behavior expectations, look at the data of our students, and determine best practices. We use Toro Chips, distributed by all staff, when positive behaviors are witnessed as an incentive. On Wednesdays at lunch we collect Toro Chips and prizes are handed out to students in a raffle. The prizes are donated by various staff and purchased with PBIS funds. They include, but are not limited to, earbuds, gift cards, tee shirts.

School site council is comprised of twelve members selected from their peers with three classroom teachers, two other school staff members, three parents or community members, three students, and the school principal. The main duty of the SSC is to have oversight of the School Plan for Student Achievement (SPSA).

English Learner Advisory Committee meetings are held on a monthly basis where parents are invited to attend. At these meetings, parents are able to receive information on schoolwide practices, in addition to reviewing the School Plan for Student Achievement. Parents are also invited to provide feedback on the SPSA and how the school, parents and students can continue to work together for improvement, growth and attainment of English Language proficiency for our EL students.

Local Control Accountability Plan (LCAP) meetings are held twice a year. At these meetings, data is

presented to families; parents are able to become engaged with a feedback activity on how to effectively use school funding to improve students academic achievements, attendance and ensuring school safety for all.

In the 2019-2020 school year, a committee was formed to assist with decisions to increase student literacy. The committee made a decision based on data from other schools and agreed to purchase a virtual library called MyOn. Five teachers and the principal were involved in the process of this purchase. The committee developed several plans to create school wide literacy days in which all teachers will use the program. These plans are a work in-progress and will be discussed school-wide.

Blackboard Mass Communication program is an autodialer system provided by the district that is used to contact parents about school events such as our monthly English Language Advisory Committee (ELAC), our School Site Council meetings, Back To School Night, Schoolwide Parent Schoolwide Meeting, Attendance, Title I, LCAP, PBIS issues that need to be addressed. The messages are sent in English and Spanish.

MTHS administration along with the EL Specialist have several meetings to discuss and create PD opportunities for teaching/learning. During the first teacher work day, professional development is held and continues on Wednesday collaborations with the focus on ELD/ELA standards with proficiency levels students can attain, CM/GRR, Ed Tech and District initiatives.

ALICE Training has been provided for staff and students to be aware/prepared for how to respond if there is an active intruder on campus. Staff participated in mandatory video/quiz training, and a voluntary simulation training beginning in the 2016-2017 school year. The video/quiz training has been ongoing each year since. Students did a teacher led video/discussion schoolwide training in the 2018-2019 school year.

Students are given the opportunity to attend a voluntary 6th period to make-up attendance. It is supervised by one teacher. A Google Drive Sheet is used to record student attendance and shared schoolwide to staff; they have access to students make-up attendance records. Attendance staff adds this information into Synergy to help teachers determine credits.

Singleton credit packets have been streamlined to a process developed by staff, counselors, and administration in order to normalize the system of earning credits outside of normal class time. Students must make an agreement to obtain and finish work, determined by subject matter teachers, independently. It has been determined that this method of completing a graduation requirement should only be used in situations in which only one credit is needed to complete the graduation requirements.

Beginning the 2019-2020 school year, staff agreed to a schoolwide implementation of Virtual Job Shadow program presented by Regional Occupation Program (ROP) on the last Friday of each learning cycle to support students for career readiness. The teacher on special assignment from ROP facilitated the roll-out by inputting all student information, teacher information, providing instruction sheets on how teachers and students login, and provided teachers with five lessons for students to work on.

The bell schedule has provided many benefits. MTHS starts later than the comprehensive school sites in the

district. Students are enrolled in five classes; period 6 is dedicated to attendance make-up or intervention through the Plato course.

The process MTHS used to prepare the WASC Progress Report included the following:

- Admin. held planning meetings with the Instructional Coach/EL Specialist
- The ILT Team used PLC time to engage teachers in being a part of the WASC process by separating the chapters and creating staff groups
- Staff groups were able to engage in the process of reviewing Self-Study, Action Plans, Visiting Committee Findings report, and other resources (Dashboard, PBIS data, Model School application)
- Staff groups were able to use Chromebooks and Google Classroom to locate their respective assigned Chapter for the Progress Report
- Staff groups were able to read other groups written progress and were able to make additions/modifications
- Staff were able to review the entire WASC Progress Report at PLC Collaborations/Staff meetings
- Classified staff were invited to read the WASC Progress Report and make adjustments
- WASC Progress Report was presented at School Site Council and ELAC
- WASC Progress Report internal deadline: Friday, Nov. 22nd
- WASC Progress Report due to visiting committee: Wednesday, Dec. 4th and submitted to the District Office for review and approval

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- **Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.**
- **If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.**

Note: *The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

Critical Areas for follow-up:

- 1. Increase student literacy and implement research-based English Language Literacy strategies to ensure all students graduate high school college and career ready.**

Mount Toro teachers receive Professional Development throughout the year by attending Constructing Meaning/Gradual Release of Responsibility (CM/GRR) training.

This year, there is a focus on career readiness using Virtual Job Shadow online platform. There was collaborative work between ROP (Regional Occupational Program) teacher on special assignment and MTHS administration, Instructional Coach/EL Specialist and teachers.

During collaboration meetings for PLC, CM/ GRR strategies are reinforced. Additionally, the Instructional Coach provides professional development by having teachers participate in Learning Walks/Coaching Observation cycles.

MTHS has an Instructional Focus on Refining our Practice - Assessments/Checking for Understanding; through PLC, teachers focus on checking for understanding strategies and assessments including online platforms like Illuminate. PLC focuses on answering the four questions:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

STAR Renaissance Reading assessment conducted three times every school year. This school year, the assessment was administered in September and the results were less than stellar results. The EL Specialist printed individual reports of every student that took the test, and after a careful analysis with ILT team and ELL teacher there was a plan to meet with students and encourage self-reflection. Two English teachers and the EL Specialist pulled students out of class to review their individual results; students completed a survey

on a Google form created by the English teachers. Students were surprised and made a commitment to do better on the next testing date. The next assessment will be administered in December.

Teachers, particularly the ELD instructor, have implemented the use of the platforms known as “Newsela” and “NoRedInk.” These tools provide opportunities for formative assessment of reading and writing skills. Teachers differentiate or adjust instruction, as needed.

Lessons/ testimonials to help students make connections between doing well in school and post-high school. Graduates write parting “letter” to current/ incoming students giving positive input and advice.

2. Close the achievement gap by identifying and providing support needed for all students including ELL, FY, SED to progress towards college and career readiness.

Mount Toro provides many interventions to students including:

- Student/counselor meetings
- WatchList
- CICO
- Academic support in classrooms
 - Bilingual ParaEducator for EL
 - Sp Ed ParaEducator
- Community Liaison/ Resources

Additional support by: Sticks & Stones Counselors, Monterey County Behavioral Health (MCBH)

- Harmony @ Home “mom” classes Wednesday 3-5:30 (or 3:30-5)
- Resource Fair at SAS/SEC

ELPAC test for EL students is conducted in the spring of every school year. To be considered for reclassification as an English Language Proficient student, they need to meet the following criteria: an overall score of 4 on the ELPAC, a STAR reading score of 5.5, a ‘C’ grade or better in their English class, and a parent signature.

Students have multiple ways to attain their graduation requirements at MTHS: Singleton Credits for the last credit needed in a subject, Attendance Make-up (attendance is a non-negotiable for students and they may not miss more than two days in any learning cycle), PLATO which is an online credit recovery option in which students may earn credits on a self-placed basis, Diploma Record Cards help students remain focused on their graduation requirements, Concurrent Enrollment, ROP, Home Hospital. At the end of each learning cycle teachers, provide credits earned on the students diploma cards, thereby keeping them motivated.

Parents are informed of student progress through the use of an autodialer. This communication provides parents with daily feedback of students classroom performance and/or behavior. This communication also provides important information about upcoming parent meetings.

Teachers publish grades on Synergy to increase student and parent access to track student progress and student grades. The student information system provides a student view and parent view of students' academic progress, attendance and other information to ensure successes are communicated.

MTHS Community Liaison identifies students who may be Foster Youth or Students in transition and provides additional support and resources.

MTHS provides additional support to students who have an IEP. Students have a dedicated Resource Specialist who provides support managing their IEP along with academic support in the classroom. A Special Education ParaEducator also pushes into core classes to provide additional assistance to students.

3. Increase and expand each student's technology skills for the 21st century to increase achievement of all students, through effective and engaging instruction & assessment.

Mount Toro High School teachers use a variety of apps/platforms to engage students in instruction and assessment. For instance, Kahoot, MentiMeter, FlipGrid, Rocket notebooks, Chromebooks, Google Classrooms, Google Suite, etc. Teachers also use Illuminate as a method for assessments. Additionally, students use Chromebooks for school-wide assessments for Math and Reading. Teachers use Google Classroom to post assignments for course curriculum. Teachers also use Google Classroom during PLC time for effective communication and collaboration.

The district Educational Technology teacher on Special Assignment, Rob Appel, provides Ed. Tech support at PLC collaborations, once every six weeks, to provide professional development. During this time, Common Sense lessons are discussed and reviewed. Additional information on applications are demonstrated and teachers are provided time to work in small groups and/or pairs to experiment/explore these applications (Padlet, Kahoot, FlipGrid, etc). MTHS also focuses on updating classroom technology equipment, for example, projectors in the classroom.

In the 2019-2020 school year, the following courses were added to the master schedule: Art in the Digital Age and Graphic Design. These courses added can provide additional vocational credits or elective credits. In the 2018-2019 school year, the Functional Design through Algebra course was added. The Regional Occupational Program (ROP) provided new chromebooks (touch screen, smart pen) for this course; students are able to receive math credit or vocational credit.

MTHS continues to work on increasing a virtual presence in classroom curriculum by introducing online platforms for reading and writing including NewsELA and NoRedInk.

Teachers continue to utilize Google classroom to communicate with students/parents, assign assignments, and assessments.

In the Online Learning Center; students refine technology skills for reading, assessing, communicating, and developing professionalism. Students access course content via multimodal online tutorials (with audio, closed captions and translation support). They interact with peers and/or the teacher on discussion boards. Students assess, gaining reteaching, scaffolding, question-deconstruction, etc. to prepare for improvement, as needed.

4. Provide interventions promoting positive student behavior and safe school climate

PBIS (Tier I, Tier II, Tier III) Toro Chips, raffle prizes, acknowledgement over the school intercom Be M.O.R.E. explicit behavior expectations taught at orientation, then followed up with weekly PowerPoint. The lessons are focused on one behavior per week. The PowerPoints are made by the PBIS team.

CICO

ADAPT club

School Awards due to the effective implementation of PBIS.

Survey for students to have a voice in price offerings and to understand why some students do not participate.

New Teacher and student bathrooms in the new multipurpose child development center, and updating campus and improving campus aesthetics to improve school culture and create a more welcoming environment for students.

5. Teachers integrate ELD standards to core curriculum standards

Through Collaboration, teachers are able to determine the ELD standards that are universal and fit the different content areas.

Teachers have created course credit maps which outline standards addressed. Teachers are able to align the ELD standards to the common core standards.

All SUHSD Certificated staff are sent to district trainings in Constructing Meaning by EL Achieve. These trainings allow teachers to learn how to integrate content goals with language goals, and how to teach language with in their content area.

The use of overhead projectors, printed materials, and chunking of content allows teachers to use different modalities to help students learn to read and write.

Practice ELPAC testing in ELD classes give EL students a chance to practice test taking skills in advance of actual testing.

California ELD Standards At a Glance

Part I: Interacting in Meaningful Ways		Corresponding to CA CCSS for ELA Literacy
COLLABORATIVE		
	1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	SL.11-12.1.6; L.11-12.3.6
	2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)	W.11-12.6; WHST.11-12.6; SL.11-12.2; L.11-12.3, 6
	3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	W.11-12.1; WHST.11-12.1; SL.11-12.1, 4, 6; L.11-12.3, 6
	4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	W.11-12.4-5; WHST.11-12.4-5; SL.11-12.6; L.11-12.1, 3, 6
INTERPRETIVE		
	5. Listening actively to spoken English in a range of social and academic contexts	SL.11-12.4-6; L. 11-12, 3;
	6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	RL.11-12.1-7, 9-10; RI.11-12.110; RH.11-12.1-10; RST.11-12.1-10; SL.11-12.2; L.11-12.1,3,6
	7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	RI.11-12.4-5; RI.11-12.4,6,8; RH.11-12.4-6,8; RST.11-12.4-6,8; SL.11-12.3; L.11-12.3,5-6
	8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, purpose, audience, topic and content area	RL.11-12.4-5; RI.11-12.4-5; RH.11-12.4-5; RST.11-12.4-5; SL.11-12.3; L.11-12.3, 5-6

PRODUCTIVE		
	9. Expressing information and ideas in formal oral presentations on academic topics	SL.11-12.4-6; L.11-12.1,3
	10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	W.11-12.1-10; WHST.11-12.1-2, 4-10; L.11-12.1-6
	11. Justifying own arguments and evaluating others' arguments in writing	W.11-12.1, 8-9; WHST.11-12.1, 8-9; L.11-12.1-3, 6
	12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	11-12.4-5; WHST.11-12.4-5; SL.11-12.4, 6; L.11-12.1, 3, 5-6

Part II: Learning About How English Works		Corresponding to CA CCSS for ELA Literacy
Structuring Cohesive Texts		
	A. 1. Understanding Text Structure	RL.11-12.5; RI.11-12.5; RH.11-12.5; W.11-12.1-5, 10; WHST.11-12.1-2, 4-5, 10; SL.11-12.4
	2. Understanding Cohesion	RI.11-12.5; RH.11-12.5; RST.11-12.5; W.11-12.1-5, 10; WHST.11-12.1-2, 4-5, 1; L.11-12.1, 3-6
Expanding and Enriching Ideas		
	3. Using verbs and verb phrases	
	4. Using nouns and noun phrases	
	5. Modifying to add details	
Connecting and Condensing Ideas		
	6. Connecting ideas	
	7. Condensing ideas	
Part III: Using Foundational Literacy Skills		RFK.1.1-4; RF2-5.3-4 (as

6. Implementation of Comprehensive Guidance & Counseling Programs (academic, social emotional, career)

The Mount Toro High School Counseling program participates with district professional development to implement a comprehensive guidance and counseling program that addresses the three domains of National Counseling Standards - Academic, Social Emotional and Career.

The Mount Toro High School Counseling Department is dedicated to helping all students to develop personal, academic and career skills in a safe environment. School counselors will collaborate with stakeholders to facilitate a support system to assist students in attaining the knowledge and skills to be self-sufficient and contributing members of our global society.

Counselors establish the foundation for academic community and socio-emotional support as new students enter Mount Toro High School. Upon approval for appropriate placement at Mount Toro High School, each new student, along with their parent/guardian, participate in a New Student Orientation to review the academic structure, student expectations, and emotional, academic, family, and career supports. On the second day of New Student Orientation, students participate in a New Student Assessment with the school counselors to strengthen the academic community and build rapport with student peers and school counselors. During the New Student Assessment, students participate in team building activities, review their academic transcripts and assess their potential graduation dates. Furthermore, along with district support from the Mission Trails Regional Occupational Program students complete career exploration through Career Cruising and Virtual Job Shadow to provide goals for post-secondary success.

As students progress through their enrollment at Mount Toro High School, personal, academic and career supports continue, as evidenced by the [MTHS Counseling Calendar](#).

MTHS/Carr Lake Counseling Calendar 2019-20 SY

Learning Cycle 1: Aug. 7 - Sept. 6	Learning Cycle 2: Sept. 9 - Oct. 11	Learning Cycle 3: Oct. 15 - Nov. 8	Learning Cycle 4: Nov. 12 - Dec. 17
<ul style="list-style-type: none"> -Orientation/scheduling of new students LC1 (7/30) -Tier II CICO (daily/morning) -Balancing of schedules LC1 (8/7-9) -Alternative Education Intake LC2 (8/23, 8/26) -PBIS Tier II Meeting LC1-LC2 (9/4) -Final Recruitment for Cou1 Fall 2019 (8/9, 8/12) -504 Plan (annual updates) -LC2 Watch-List (9/5) -New Student Orientation (9/5) -LC2 New Student Assessment (9/6) -Graduate Clearance (9/6) -Schedule Changes LC1-LC2 (9/6-7) -MTHS Collaboration (Wednesday/Weekly) -PBIS Tier 2/3 Training Day 1 (8/20) -Referrals for socio-emotional support 	<ul style="list-style-type: none"> -Tier II CICO (daily/morning) -Watch-List Interventions (Daily Counseling Task/ Weekly Meeting for Each Student) -Balancing of schedules LC2 (9/9-11) -Counselor Led Collaboration (9/11) -504 Plan (updates for new students) -Alternative Education Intake LC3 (9/27, 9/30) -PBIS Tier II Meeting LC2-LC3 (10/7) -LC3 Watch-List (10/10) -LC3 New Student Orientation (10/10) -LC3 New Student Assessment (10/11) -Graduate Clearance (10/11) -Schedule Changes LC2-LC3 (10/11) -Counselor Job Alike (2nd Friday of the Month) -Carr Lake New Student Orientation (T/TH-by appt.) -MTHS Collaboration (Wednesday/Weekly) -ASCA Training (9/17) -PBIS Tier 2/3 Training Day 2 (9/24) -HS Counselor Quarterly Collaboration (9/11) -Student Quarterly Check-In -Singleton Credit Agreements (9/12-16, 10/4) -Carr Lake Student Check-In (Mon/Wed-1Hr) -Referrals for socio-emotional support 	<ul style="list-style-type: none"> -Tier II CICO (daily/morning) -Watch-List Interventions (Daily Counseling Task/ Weekly Meeting for Each Student) -Balancing of schedules LC3 (10/15-18) -Counselor Led Collaboration (10/16) -504 Plan (updates for new students) -Alternative Education Intake LC4 (10/25, 10/28) -PBIS Tier II Meeting LC3-LC4 (11/4) -LC4 Watch-List (11/7) -LC4 New Student Orientation (11/7) -LC4 New Student Assessment (11/8) -Graduate Clearance (11/8) -Schedule Changes LC3-LC4 (11/8) -Counselor Job Alike (2nd Friday of the Month) -Carr Lake New Student Orientation (T/TH-by appt.) -MTHS Collaboration (Wednesday/Weekly) -ASCA Training (10/22) -Hartnell Workshop Planning for Spring/Fall (10/21) -Singleton Credit Agreements (10/17-21, 11/1) -Carr Lake Student Check-In (Mon/Wed-1Hr) -Referrals for socio-emotional support 	<ul style="list-style-type: none"> -Tier II CICO (daily/morning) -Watch-List Interventions (Daily Counseling Task/ Weekly Meeting for Each Student) -Balancing of schedules LC4 (11/12-18) -Counselor Led Collaboration (11/13) -504 Plan (updates for new students) -Alternative Education Intake LC5 (12/2, 12/5, 12/15) -PBIS Tier II Meeting LC4-LC5 (12/9) -LC5 Watch-List (12/13) -LC5 New Student Orientation (12/13) -LC5 New Student Assessment (12/17) -Graduate Clearance (12/16) -Schedule Changes LC4-LC5 (12/17-18) -Counselor Job Alike (2nd Friday of the Month) -Carr Lake New Student Orientation (T/TH-by appt.) -MTHS Collaboration (Wednesday/Weekly) -Hartnell - Spring 2020 - Step 1 (11/20) -Hartnell - Spring 2020 - Step 2-7 (12/2) -Hartnell - Fall 2020 - Step 1 (12/4) -Recruitment for Cou1 Spring 2020 (12/9-12) -At-Risk Senior Student/Parent Meeting -HS Counselor Quarterly Collaboration (12/4) -Student Quarterly Check-In -Singleton Credit Agreements (11/14-18, 12/11) -Carr Lake Student Check-In (Mon/Wed-1Hr) -Referrals for socio-emotional support
Learning Cycle 5: Jan. 7 - Feb. 7	Learning Cycle 6: Feb. 10 - Mar. 13	Learning Cycle 7: Mar. 17 - Apr. 24	Learning Cycle 8: Apr. 27 - May 28
<ul style="list-style-type: none"> -Tier II CICO (daily/morning) -Watch-List Interventions (Daily Counseling Task/ Weekly Meeting for Each Student) -Balancing of schedules LC5 (1/7-9) -Counselor Led Collaboration (1/8) -504 Plan (updates for new students) -Alternative Education Intake LC6 (1/24, 1/27) -PBIS Tier II Meeting LC5-LC6 (2/3) -LC6 Watch-List (2/6) -LC6 New Student Orientation (2/6) -LC6 New Student Assessment (2/7) -Graduate Clearance (2/7) -Schedule Changes LC5-LC6 (2/7) -Counselor Job Alike (2nd Friday of the Month) -Carr Lake New Student Orientation (T/TH-by appt.) -MTHS Collaboration (Wednesday/Weekly) -Final Recruitment for Cou1 Spring 2020 (1/7-1/17) -Grade 10-11 Evaluations/Letters home -Credit Reconciliation (1/20-24) -Singleton Credit Agreements (1/9-13, 1/31) -Carr Lake Student Check-In (Mon/Wed-1Hr) -Financial Aid/Scholarship Announcements & Support -Referrals for socio-emotional support 	<ul style="list-style-type: none"> -Tier II CICO (daily/morning) -Watch-List Interventions (Daily Counseling Task/ Weekly Meeting for Each Student) -Balancing of schedules LC6 (2/10-14) -Counselor Led Collaboration (2/12) -504 Plan (updates for new students) -Alternative Education Intake LC7 (2/28, 3/2) -PBIS Tier II Meeting LC4-LC5 (3/9) -LC7 Watch-List (3/12) -LC7 New Student Orientation (3/12) -LC7 New Student Assessment (3/13) -Graduate Clearance (3/13) -Schedule Changes LC6-LC7 (3/13) -Counselor Job Alike (2nd Friday of the Month) -Carr Lake New Student Orientation (T/TH-by appt.) -MTHS Collaboration (Wednesday/Weekly) -Hartnell - Fall 2020 - Step 2-5 (2/18) -Hartnell - Fall 2020 - Step 6-7 (TBD) -HS Counselor Quarterly Collaboration (TBA) -Student Quarterly Check-In -Singleton Credit Agreements (2/13-17, 3/6) -Carr Lake Student Check-In (Mon/Wed-1Hr) -Financial Aid/Scholarship Announcements & Support -Referrals for socio-emotional support -ASCA Training (3/24) -At-Risk Senior Student/Parent Meeting 	<ul style="list-style-type: none"> -Tier II CICO (daily/morning) -Watch-List Interventions (Daily Counseling Task/ Weekly Meeting for Each Student) -Balancing of schedules LC7 (3/17-20) -Counselor Led Collaboration (3/18) -504 Plan (updates for new students) -Alternative Education Intake LC8 (4/14, 4/3) -PBIS Tier II Meeting LC7-LC8 (4/20) -LC8 Watch-List (4/23) -LC8 New Student Orientation (4/23) -LC8 New Student Assessment (4/24) -Graduate Clearance (4/24) -Schedule Changes LC8 (4/24) -Counselor Job Alike (2nd Friday of the Month) -Carr Lake New Student Orientation (T/TH-by appt.) -MTHS Collaboration (Wednesday/Weekly) -Hartnell - Fall 2020 - Step 1-7 (Make-Ups: By Appt.) -Financial Aid/Scholarship Announcements & Support -Student Quarterly Check-In -Singleton Credit Agreements (3/19-23, 4/17) -Carr Lake Student Check-In (Mon/Wed-1Hr) -Alternative Education Presentations at comprehensive H.S's -SBAC Support (Dates TBA) -Coordination - SBAC Non-Testing Student Activities (Dates TBA) -Referrals for socio-emotional support -HS Counselor Quarterly Collaboration (4/15) -Communicate Summer MST/Bell Schedule with Kathy Perez (4/21) 	<ul style="list-style-type: none"> -Tier II CICO (daily/morning) -Watch-List Interventions (Daily Counseling Task/ Weekly Meeting for Each Student) -Balancing of schedules LC8 (4/27-5/1) -Counselor Led Collaboration (4/29) -504 Plan (updates for new students) -Alternative Education Intake LC1 (TBD) -PBIS Tier II Meeting LC8-LC1 (5/21) -LC8 Graduate List (4/29) -Graduate Clearance (5/22) -Counselor Job Alike (2nd Friday of the Month) -Carr Lake New Student Orientation (T/TH-by appt.) -MTHS Collaboration (Wednesday/Weekly) -Hartnell - Fall 2020 - Step 1-7 (Make-Ups: By Appt.) -Financial Aid/Scholarship Announcements & Support -Student Quarterly Check-In -Singleton Credit Agreements (Grads Only/Dates: TBD) -Carr Lake Student Check-In (Mon/Wed-1Hr) -Referrals for socio-emotional support -Recruitment for Cou1 Fall 2020 -At-Risk Senior Student/Parent Meeting -Summer School Student Notices (5/18) -Summer School Scheduling (5/29)

MTHS Certificated and Classified staff read through all of the critical areas commented on in the Self-Study Visiting Committee Report during several Collaborations and Staff Meetings. During these meetings, staff worked in groups, culminating in the use of a Graphic Organizer with a scale of 1-4 in each of the critical areas, to determine the extent of progress MTHS is making towards the identified critical areas. The staff added evidence with explanations to support why they selected the score they did.

Staff input regarding critical area #1 -

Increase student literacy and implement research-based English Language Literacy strategies to ensure all students graduate high school college and career ready:

For critical area #1 - the staff came to the consensus that schoolwide MTHS is making significant progress based on teacher explanation and evidence of the following:

- CM/ GRR training for all teachers
- PLC meetings that focus on school-wide literacy plan
- Academic and content vocabulary being explicitly taught
- ELD standards - focus on analyzing reading and use of context clues in every content area
- Student structured talks
- Use of think-pair-share
- Daily reading/writing
- Read alouds
- Deconstruct questions
- SQ3R method of instruction
- Reading comprehension software
- Digital Library
- Literacy goal example: “Re-reading,” “reading” is the current goal

Staff input regarding critical area #2 -

Close the achievement gap by identifying and providing support for all students, including ELL, FY, SED to progress towards college and career readiness:

For critical area #2 - the staff came to the consensus that schoolwide MTHS is making some progress based on teacher explanation and evidence of the following:

- Sticks and Stones counselor
- Monterey County Behavioral Health counselor
- School site Counselors
- Community Human Services
- PBIS- Check-in/check out 4 days a week
- SBAC Week career training including resume and interviewing skills.
- Virtual Job Shadow last Fridays of the Learning Cycle
- Pink referrals to counselors
- Communications with community liaison shared with one person

Staff input regarding critical area #3 -

Increase and expand each student’s technology skills for the 21st century to increase achievement of all students, through effective and engaging instruction & assessment.

For critical area #3 - the staff came to the consensus that schoolwide MTHS is making very significant progress based on teacher explanation and evidence of the following:

- All Students have access to chromebooks, and hot spots.
- MTHS is moving towards an online library platform.
- Students are expected to utilize google classroom and google applications.
- Student email accounts for the purpose of communication with staff, teacher, and student collaboration.
- Students check grades through district portal.
- Attendance checked through student portal.
- Implementation of technology across the curriculum.
- Digital Art, Math/Coding course and Computer Business Applications courses available for students; 1 to 1 chromebook availability.
- Online tools used for assessment: Kahoot, Google Forms, Edmodo.
- Access to discounted WIFI at home, free at school.
- Digital Citizenship lessons throughout the school year.
- New overhead projectors.

Staff input regarding critical area #4 -

Provide interventions promoting positive student behavior and a safe school climate.

For critical area #4 - the staff came to the consensus that schoolwide MTHS is making very significant progress based on teacher explanation and evidence of the following:

- PBIS Initiative.
- Supported by administration, faculty and students.
- Recipients of Silver PBIS award two concurrent year and Gold 2017-18 school year.
- MTHS received PBIS Gold for the 2018-19 school year. This is an improvement from Silver in previous year.
- District provided training in trauma and social emotional learning.
- MTHS Office Discipline Referrals have decreased.
- Toro Chips for witnessed positive behaviors.
- Wednesday recognition with Toro Chip raffle.
- Rotary Barbeque tri-annually.
- Be M.O.R.E. Student of the month.
- El Student of the month.
- PBIS Tier I, Tier II and III teams who have monthly collaboration meetings.
- Counseling and staff collaborations that focus on student interventions and promoting positive student behaviors.
- Sticks and Stones provides additional support for MTHS students in the form of counseling.
- Drug resource counseling.

- School psychologist available to help students in need of this service .
- Incentive program such as prizes, food, and lunchtime activities.
- Pink referral as an intervention support.

Staff input regarding critical area #5 -

Teachers will integrate ELD standards to core curriculum standards.

For critical area #5 - the staff came to the consensus that schoolwide MTHS is making significant progress based on teacher explanation and evidence of the following:

- Use of ELD strategies/standards.
- Make changes to documents/reading to aid ELD students.
- ELAC meetings.
- Use of ELD strategies.
- CM training and strategies.
- Text read in native language, listening to others read outloud then summarize what they heard, Gallery Walks, use of spell check, grammar correction in word processing programs.
- Minutes taken at ELAC meetings.
- Items written on the whiteboard.
- Comparing examples of student work.
- Different versions of documents to specific students based on learning level and reading level.
- Mandatory CM training for all teachers provided by the district.
- Standards map developed by staff to show standards covered and ELD strategy to support standard.
- Access to online video lessons to support ELD students.
- Computer administered lessons with integrated Google tools and use of grammar and language tools.
- Video guided instruction administered electronically.

Staff input regarding critical area #6 - Implementation of Comprehensive Guidance & Counseling Programs (academic, social emotional, career).

For critical area #6 - the staff came to the consensus that schoolwide MTHS is making very significant progress based on teacher explanation and evidence of the following:

- Counselors are receiving training from ASCA to strengthen counseling services based on data rather than merely reactive services.
- Pink referrals for identified students who need more support outside and inside classroom.
- PBIS Check in check out.
- Academic monitoring on a weekly basis for migrant students.

- Tracking of students academic, attendance, behavior progress.
- ILP for each student.
- ASCA professional development on 9/17/19, 10/22/19, 3/24/20.
- Counseling calendar.
- Student Squad reports.
- Monitoring report for migrant students.
- Student Watch List shared with all staff to monitor students.
- Hartnell Co-hour to include applications, financial aid spring and fall semesters.
- Counseling 1 course; ASCA professional development on 9/17/19, 10/22/19, 3/24/20.
- Counseling calendar.
- FAFSA trainings for students.
- Community college prep (application and placement support) via counseling staff.
- Quarterly check-ins by the counseling department. Closing the Gap Action Plan 2019-20.
- Annual Student Outcome Goal Plan 2019-20.

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Refinements were made to the School Plan for Student Achievement which included feedback from stakeholders from various groups including School Site Council, ELAC, staff and parents; with a focus on improving student achievement, college and career readiness, increased use of technology, and ensuring a safe, caring, healthy learning environment. Additionally, there is a focus on teacher/staff growth through Professional Development opportunities. The most recent data was used to determine how goals will continue to be met. There was alignment made with LEA/LCAP and site goals to ensure consistency on the focus of student achievement.

Teachers administered two assessments: Reading Diagnostic Assessment and Math Diagnostic at the end of the first learning cycle. Results of the STAR reading diagnostic were addressed by English teachers who pulled students individual or in groups of 2-3 into the ELLC to have them fill out a reflection questionnaire on their performance of this assessment. Math results were distributed to the math teachers to have student meetings and to determine remedial coursework.

New teachers are participating in Constructive Meaning/Gradual Release of Responsibility training and certified at the completion of the five day training. In spring 2020, two teachers will begin training; in Fall 2020, two more teachers will receive training. These trainings will better prepare teachers to include ELA standards into their content standards.

MTHS in acquisitioning a digital library by the name of MyOn. This library has many features for teachers to track literacy progress of their students.

Mount Toro will have a representative on the online learning platform selection committee (7 evening meetings) 4 vendor presentations; classroom visits will follow to observe students using platforms under consideration.

Toro chips awards haven been adjusted to Wednesdays instead of Fridays to include all of the students. Students leaving early for ROP classes off site made Fridays prohibitive to schoolwide participation. This was done in order to ensure every student has a stake in PBIS incentives.

MTHS has improved and increased our communications methods to encourage parents to get involved with their students school. This is done in a variety of ways; phone calls using the community liaison, distributing fliers listing all events at the beginning of the school year and at all orientations, mailing out information for monthly meetings, automated calls home using Blackboard Connect with information about school events, and monthly parent meetings in English and Spanish.

The implementation of the English 3D curriculum and training that is researched based has brought support to ELD students in improving ELA skills and supporting students in passing ELPAC in efforts to increase

students pass rate (Support students to RFEP). Teachers are provided with ongoing training of the ELD standards.

Career readiness activities during the last day of the cycle in each period with various assignments.

MTHS has implemented a course called Counseling 1 for seniors who will be graduating and attending the local community college of Hartnell College. These students receive dual credit and this has created a pathway of success.

Toro Chips are to be turned in by Wednesday to facilitate participation of ROP students at lunch for the Be MORE Wednesday Toro Chip raffle for student prizes.

Tier 3 PBIS group was not needed 2018-2019 due to positive student response to Tier 2 interventions.

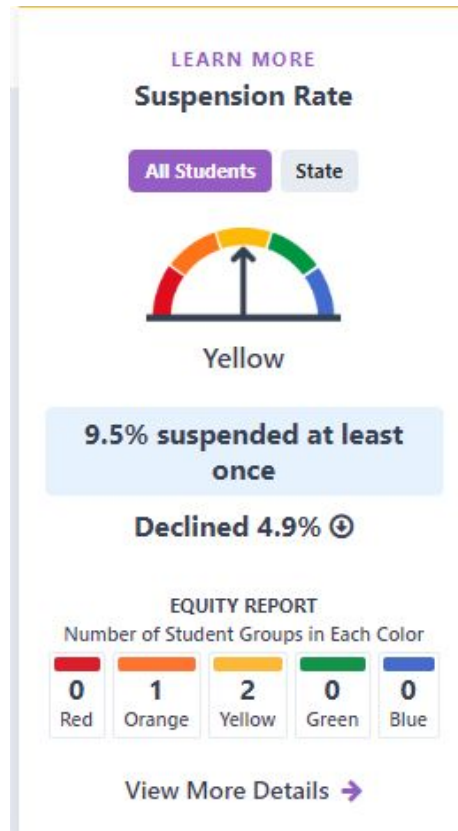
MTHS received a Gold PBIS award from the state in 2018-19 for first time after receiving the Silver award for the previous three school years.

The Gold Level Reporting Requirements for 2019 are as follows:

1. Schools must achieve Tier 1 and Tier 2 or 3 fidelity score (scale) of 70% or higher on the PBIS Tiered Fidelity Inventory (TFI). *TFI must be completed with an authorized external reviewer (ERAT). Find out more about the role of the external reviewer at www.pbisca.org. TFI must be entered into PBIS Assessments at PBISapps.org. The TFI completion date must be after the ERAT training date. TFI scores reported must be from the academic year (2018-2019).
 - a. Mount Toro High School met this criteria. The Tier 1 Scale Score met the TFI criteria with a score between the required 91-100% range. The other Tier on the TFI which met fidelity criterion of 70% or higher was Tier 2. The advanced Tier (Tier 2 or 3) met the TFI criteria with a scale score on the TFI between the 91-100%.
2. Document % of youth who have received 0-1 Office Discipline Referral (ODR), 2-5 ODR, and 6 or more ODR for the current school year (18-19). Note that for Gold Recognition, 80-100% of the total school population must fall in the 0-1 ODR range, 0-15% must fall in the 2-5 ODR range, and 0-5% must fall in the 6 or more ODR range.
 - a. Mount Toro High School met this criteria. Mount Toro High School met the percentage of youth who have received 0-1 Major Office Discipline Referrals (ODRs) with a score between the 91-95% range. Mount Toro High School also met the Percentage of youth who have received 2-5 Major Office Discipline Referrals (ODRs) with a score between the 0-5% range. Additionally, Mount Toro High School met the percentage of youth who have received 6 or more Major Office Discipline Referrals (ODRs) with a score between the 0-1% range.
3. Provide 2018 CA School Dashboard color for suspension. For Gold Recognition, the 2018 CA Dashboard suspension indicator should be either Yellow, Green, or Blue. If a school site falls in the Orange range, or does not have a CA Dashboard color indicator for suspensions, then a

narrative that describes a downward suspension trend may be provided.

- a. Mount Toro High School met this criteria. The Mount Toro High School 2018 CA Dashboard suspension indicator met the criteria at yellow.



4. Report one TFI feature from Tier 1 & one feature from Tier 2 OR 3 the PBIS team has identified to improve. Report the steps/action item(s) the team has identified to improve each feature (note the steps/action must align with identified TFI feature and must include who will do what when).
 - a. The Mount Toro High School PBIS Tier 1 Team has chosen to work on TFI Action Plan 1.1: Team Composition. The steps/action item that the team has identified the need to recruit additional members that include the student's parent(s)/guardian(s). The person identified with supporting this action item is the Community Liaison. The expected completion date for this item is August 7, 2019. The Mount Toro High School PBIS Tier 3 Team has chosen to work on TFI Action Plan 3.6: Student/Family/Community Involvement. The steps/action item that the team has identified the need to create support plans that include family and other outside agencies. The staff responsible for this action item are: Counselor, Resource Specialist, and School Psychologist. The expected

completion date for this item is August 7, 2019.

5. Identify 2018-19 advanced Tier (i.e., report ONE Tier 2 or 3) intervention, how intervention progress is monitored, number of students receiving this intervention and percentage of those students responding to this intervention AND 70% of those students have responded to the above intervention.
 - a. One Tier 2 intervention for the 2018-19 school year is Check-in/Check-out (CICO). Progress monitoring for CICO is completed through the Tier 2/Tier 3 Intervention Tracking Tool. 4 students were receiving this intervention as of the completion of this application on May 16, 2019. Seventy-two percent of these students are responding to CICO.

6. Write a short summary (100 words or less) of how the school has sustained and/or improved academic outcomes for the past 2+ school years (2017-2018 through 2018-2019). Report specific academic data verifying this academic trend.
 - a. The Be M.O.R.E. (Motivated Organized Respectful Engaged) program has served as an appropriate school wide intervention to promote positivity on campus. By utilizing the program with at-risk youth in a continuation high school, we have been able to better identify students who need special attention with academic and behavioral support. In data tracking, students are being serviced appropriately to support continual academic progress toward high school graduation and post-secondary education. Our efforts in this area have been recognized by the California Department of Education's designation of a Model Continuation High School for 2018-2019.

7. Verify that the External Reviewer has visited at least 10% of classrooms. Of those classrooms visited, 80% demonstrated at least 3 evidence-based classroom practices.
 - a. The Mount Toro High Schools External Reviewer, visited at least 10% of our schools classrooms. Of the classrooms visited, 80% demonstrated more than the 3 required evidence-based classroom practices. The evidence-based classroom practices include: physical design, routines, expectations, supervision, opportunity.

Career Readiness has been addressed schoolwide in the 2019-2020 school year. MTHS implemented a plan using an online resource called Virtual Job Shadow. It was a coordinated effort with a teacher on special assignment from ROP, she populated students, and created 5 lessons to be used on the last Friday of the first Learning Cycle. Most students appeared to be interested, and engaged for the first few periods of the day. After looking at the data, it was determined that students needed more time to complete the lessons, therefore we extended the time to complete the 5 lessons to the next 2 learning cycles. This activity is a precursor to the state mandate that all alt Ed Students will graduate with a certificate of being career ready.

