

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA DEPARTMENT OF EDUCATION**

FOR

SLOVER MOUNTAIN HIGH SCHOOL

**18829 Orange Street
Bloomington, CA 92216**

Colton Joint Unified School District

March 3-5, 2025

Visiting Committee Members

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Introduction

- **Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.**
- **Summarize the involvement and collaboration of educational partners in the self-study process.**

Slover Mountain High School, located in Bloomington, California, is part of the Colton Joint Unified School District, serving a student population of 243 students. The school reflects the district's demographics, with 93.78% Hispanic students, as well as African-American, White, and other ethnic groups. Many students face challenges such as socioeconomic disadvantage, language barriers, and special education needs. The school's mission is to graduate responsible, critical thinkers who are prepared for college, trade, or military pathways.

Slover Mountain High School offers a variety of programs designed to support student success:

- A 6-week term system for flexible course offerings and frequent evaluations.
- Advisory classes focused on social-emotional learning and soft skills.
- One-on-one teacher support during before and after-school tutoring, including bilingual assistance.
- Saturday Academy for additional academic support before finals.
- English Language Development and online credit recovery programs.
- Special Education services with personalized support.
- Athletic programs and league competitions.
- Career readiness initiatives, including mentorship and business programs.

The school emphasizes inclusivity and values the diverse backgrounds of its students. Key strategies include:

- Bilingual support and culturally responsive teaching.
- Restorative practices and a Wellness Center for emotional and social support.
- Involvement of families and students in decision-making processes.
- Social-emotional learning initiatives within advisory classes.
- Professional development for staff to address diverse learning needs.

The self-study process at Slover Mountain High School involved collaboration among faculty and staff with some contributions from students and parents. Focus groups were formed to gather data and assess progress on Schoolwide Learner Outcomes. These groups met during scheduled collaboration times, reviewed evidence, and aligned findings with the school's goals. The involvement of various educational partners, including a designated WASC Coordinator and the use of AI tools for synthesizing findings, ensured that the self-study process was thorough and responsive to the needs of the school community.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The report shares a thorough and accurate representation of what exists at the school and the collaboration involved in the self-study. Prioritized areas of strength and growth are aligned with findings in the report.

Chapter 1: Progress Report

- **Synthesize any significant developments since the last self-study visit and their impact on student learning.**
- **Briefly describe the action plan/SPSA implementation process and how the school monitors progress.**
- **Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last self-study and all intervening visits.**
- **Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to increase high achievement for all students and why identified growth areas may not be identified in the current schoolwide action plan/SPSA.**

Since the last WASC Self-Study in 2019, Slover Mountain High School (SMHS) has undergone key changes that have enhanced student learning and overall school culture.

- **Leadership Transitions:** The promotion of Principal Tiffany Hampton and the appointment of Principal Edrina Fraijo in 2023 have led to adjustments in school leadership. The absence of an Assistant Principal has impacted administrative capacity, particularly in instructional leadership and program implementation.
- **New Staff and Expanded Support Services:** The addition of educators, counselors, and support staff has strengthened the school's ability to meet diverse student needs. The Wellness Center, launched in 2023-24, provides social-emotional and mental health support, fostering student well-being and academic success.
- **Campus Improvements:** Facility upgrades, including a new weight room, ADA-compliant infrastructure, updated classroom technology (Promethean boards, Chromebook charging stations), and enhanced branding, have created a more engaging and supportive learning environment. The school has additional plant needs that need addressing, such as mold remediation, roof repair and window replacement.
- **New Academic and Career Programs:**
 - **Career and Technical Education (CTE) & Microsoft Office Certification:** Students can now earn industry-recognized MOS certifications, gaining valuable technical and business skills.
 - **Work-Based Learning & Entrepreneurship Programs:** Partnerships with CRY-ROP and the Hispanic Coalition for Small Businesses provide hands-on career experiences, mentorship, and scholarship opportunities.
 - **Athletics & Weight Room Initiative:** A new weightlifting room has been created to better engage and support students.

- **AI-Driven Learning & Technology Integration:** As part of the CJUSD AI Ready initiative, SMHS is developing AI-driven student portfolios to enhance engagement and career preparedness while addressing classroom distractions.

SMHS aligns its **Schoolwide Action Plan** with the **Single Plan for Student Achievement (SPSA)** and district **LCAP** goals. The implementation process includes:

- **Collaborative Staff Review:** Teachers and staff meet regularly during collaboration days to evaluate progress, identify areas for improvement, and document ongoing initiatives.
- **Monitoring & Assessment:** Progress is tracked through assessments, program evaluations, and data analysis.
- **Resource Allocation:** Funds are directed toward professional development, tutoring, instructional materials, and community partnerships to support academic growth.
- **Stakeholder Involvement:** Staff, parents, and students participate in SPSA evaluations as part of the School Site Council, ensuring alignment with student needs and making data-driven decisions for future improvements.

This structured approach focuses on continuous school improvement, addressing academic, social-emotional, and career readiness needs while fostering student success.

The following action plan goals were developed during the 2018-2019 WASC Self-Study six years ago:

1. Implement district wide assessments to gauge student learning.

The district implemented MAPs (Measure of Academic Progress) assessments in 2021 and are still in use today to help measure student achievement.

2. Teach the students and teachers how to utilize cooperative learning groups to increase literacy.

The school created an ongoing bank of discourse strategies for students to use during group work and paired conversations; the VC saw evidence of students working in small groups in multiple classrooms. The school regularly uses a collaborative approach to discussing student learning and achievement as part of the cycle of inquiry.

3. Provide professional development opportunities for all staff.

The school staff has participated in a variety of professional development opportunities including: PBIS, SEL, Alternatives to Suspension, CABE, TEL, QTEL and supports for LGBTQ+ students.

4. Create opportunities for parents/guardians to visit the campus because studies have shown that family and community engagement is directly connected to better learning outcomes for students.

The school has created many opportunities for parents/guardians to visit the campus and interact with the school including: FAFSA Workshops in English and Spanish, Awards Ceremonies, Coffee with the Principal, ELAC, SSC, Social Media, Parent Portal, a Community Liaison, and personal emails and phone calls

5. Continue to strengthen the relationship with the community so students are exposed to more college and career experiences that will inspire them to be successful members of society.

The school has hired an onsite Career Guidance Tech, held College and Career Fairs and speakers, field trips to local colleges, partnered with SBVC for additional college counseling, and began the Real World Entrepreneurship Mentorship program.

6. Research and Implement other means of correction as alternatives for suspension so students learn how to demonstrate appropriate behaviors and minimize loss of instructional time.

The school has fully implemented PBIS and has been recognized as a Gold Program. Administrators have attended Restorative Practices training and have implemented a Five Star Recognition Program. A Wellness Center has been added and opened as well.

The school was left with the following areas for followup from the Visiting Committee after the WASC mid cycle review in 2021-2022.

1. Investigate the achievement and skills gaps of students, and consider adding supplemental programs to support and remediate basic math skills.

In addition to MAPs testing to check for student academic growth the school utilizes QUTA Math software and ELlevation as supplemental programs for remediation of skills.

2. Revisit the bell schedules and mini-quarter schedules to ensure that they are optimal for student learning.

The staff met and discussed the strengths and weaknesses of the six-week mini-quarters and voted to keep the system in place.

3. Investigate the overall aesthetics of the school environment, possibly with gardening or

mural painting. Continue to work with the school district leadership and community to mitigate the impact of the logistics center on the north side of the school.

The school has embellished the front of the school with award plaques for Model Continuation High School and PBIS Gold Medal status. A mural has been painted on campus and further murals are planned including a student and parents.

4. Consider restoring Cougar Cash and the student store when pandemic conditions ease.

Cougar Cash has been reimplemented as part of the PBIS program on campus.

The school's use of assessment data has improved instructional practices. The implementation of MAPs testing provides a standardized approach to evaluating student progress, while pre- and post-assessments across departments ensure that instruction remains data-driven. Professional development has fostered collaboration across departments.

Student achievement is regularly monitored through six-week progress updates, with recognition programs such as Student of the Month, Perfect Attendance, and Honor Roll reinforcing academic achievement. Enhanced communication, including Parent Square and social media outreach, have strengthened engagement between the school and families. College and career readiness efforts have expanded through annual college fairs, field trips, and mentorship opportunities, helping prepare students for post-secondary success.

The school remains committed to continuous improvement, using systematic data analysis to monitor progress, refine instructional strategies, and enhance student outcomes. These evidence-based approaches ensure that improvements remain relevant and effective in meeting the evolving needs of students.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school has done an admirable job of reviewing student data and using data to drive professional development and initiatives. All previous WASC goals and areas of concerns have been addressed or embedded in current WASC and/or SPSA action items.

Chapter 2: School and Student Profile and Supporting Data

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.**
- **Include the CDE CA School Dashboard School Performance Overview data for the school**

in the report along with other relevant local measures from the school profile as applicable

Slover Mountain High School (SMHS) is a continuation high school located in Bloomington, California, serving students in grades 9-12 who require credit recovery and alternative education pathways. The school's student population is 93.83% Hispanic/Latino, with 92.7% classified as socioeconomically disadvantaged. SMHS offers academic intervention, career readiness, and social-emotional support programs to ensure student success. Key programs include PBIS, Restorative Practices, Teaching for Effective Learning (TEL), MAPs assessments, and R.A.C.E.S. writing strategies to enhance academic performance. College and career readiness initiatives include ROP Careers in Child Development, Microsoft Office CTE, College & Career Fairs, and mentorship programs. The Wellness Center, behavioral health referrals, and attendance interventions support student well-being and engagement.

Slover Mountain High School's mission is to graduate high school students who are responsible citizens, critical thinkers, and positive communicators. Its vision is "to help our young adults become self-advocates, self-reliant, and strong, emotionally healthy citizens." The school's schoolwide learner outcomes is the acronym ROAR (Respectful, Optimistic, Accountable, Resilient). The school has identified the following major student learner needs along with data that identified the needs:

- Students require intensive support in foundational mathematical concepts and written communication skills across all content areas, as evidenced by 90.43% not meeting math standards and 71.93% not meeting ELA standards, with particular emphasis needed on mathematical procedures and writing-based problem solving.
- SMHS is critically low in the college/career preparedness rate (0.6% classified as "Prepared") and needs structured pathways to complete A-G requirements and CTE pathways/completion rates, with particular attention to overcoming the challenges of the mini-quarter system and supporting English Learners (0% prepared) and socioeconomically disadvantaged students.
- Despite improvement, the high chronic absenteeism rate (61.75%) requires targeted intervention, especially given the dramatic increase in socioeconomically disadvantaged students (93.55%) and the rise in homeless/foster youth population (0.8%), necessitating comprehensive support systems for these vulnerable populations.
- The increasing suspension rate (7.4%) and its disproportionate impact on certain groups (particularly Students with Disabilities at 12.5%), combined with substance abuse concerns, indicates a critical need for enhanced mental health services and preventive behavioral interventions.

Since SMHS completed their report the state released the latest school dashboard data. The school remains in Red in English Language Arts, Mathematics, English Learner Progress, College/Career and Suspension rate. The school is in Orange for Graduation Rate.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school continues to show both growth and regression from year to year. The school continues to implement remediation practices and programs to drive support for student learning.

Chapter 3: Quality of the School's Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1: Vision and Purpose

To what extent a) has the school established a clearly stated vision and purpose reflecting students' needs, current educational research practices, with a focus on diversity, equity, and inclusion and a belief that all students can achieve?

Visiting Committee Comments

Slover Mountain High School has established a clear and cohesive vision centered on developing responsible citizens, critical thinkers, and positive communicators. This vision aligns with research-based practices and district goals, ensuring students receive a well-rounded and meaningful education. The staff actively models respectful engagement and integrates real-world applications into their teaching, fostering citizenship skills and critical thinking. Through this commitment, the school creates a learning environment that prepares students to be self-advocates and emotionally healthy individuals, reinforcing the school's mission and learner outcomes.

Equity and inclusion are fundamental to SMHS's vision, demonstrating a strong belief that all students can learn and achieve. This commitment is evident in the school's resources and opportunities, such as the Latino Family Literacy Program and Career Day/Job Fair events, which provide meaningful support for diverse student needs. Additionally, the school's focus on student voice and decision-making, combined with strategic Wellness Center partnerships, ensures that students from all backgrounds receive the necessary support to thrive academically and personally. By fostering an inclusive environment, SMHS empowers students to take ownership of their education while addressing their social and emotional well-being.

The development and refinement of SMHS's vision and mission involve active collaboration with various stakeholders, ensuring continuous alignment and adjustments to verbage with student needs in mind. The School Site Council (SSC) and the English Learner Advisory Committee (ELAC) play a crucial role in this process by providing valuable input on the Local

Control Accountability Plan (LCAP). Regular meetings and data analysis allow these committees to assess progress and recommend improvements, ensuring that the school's vision remains relevant and responsive. This ongoing refinement process strengthens the school's ability to support students in becoming self-advocates and critical thinkers while upholding its foundational principles.

To effectively communicate its vision, purpose, and schoolwide learner goals, SMHS engages stakeholders in meaningful ways. Teachers, support staff, and school leaders work collaboratively to model and reinforce the Respectful, Optimistic, Accountable, and Resilient (R.O.A.R.) principles in daily practice. Families are involved through consistent communication and engagement in decision-making processes. By integrating stakeholder feedback and aligning resource allocation with student needs, SMHS ensures that its mission is a guiding force in all aspects of the student experience.

Vision and Purpose that supports high achievement for all students. :Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

SMHS involves a variety of stakeholders in reviewing and adjusting the school's mission, vision and SLO's. The school's SLO's are incorporated throughout the campus and various programs, including PBIS and MTSS.

A2: Governance

To what extent is school's purpose aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness?

Visiting Committee Comments

The Colton Joint Unified School District (CJUSD) School Board plays a role in guiding Slover Mountain High School by ensuring alignment with district policies, priorities, and student success initiatives. The school community understands that the Board provides oversight, sets expectations, and allocates resources to drive academic achievement and student well-being. Through bi-monthly meetings, the Board reviews key performance metrics, including standardized test scores, credit recovery rates, and English Learner (MEL) and special education (SPED) progress, ensuring compliance with the Local Control Accountability Plan (LCAP) and state guidelines. The principal collaborates closely with district leadership to communicate the school's progress and needs, reinforcing the district's "Students First" initiative, which aims to improve proficiency, graduation, and attendance rates. This structured governance and collaboration ensure that Slover Mountain remains aligned with district goals while supporting student learning and well-being, though many staff feel some district initiatives are mandated

whether appropriate for an alternative education setting or not.

Governance that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school stakeholders are aware of board and district initiatives and the role they play in the expectations set at the school. The principal works collaboratively with district leadership to focus on student achievement data and processes.

A3: Leadership for Learning

To what extent do the school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students needs and achievement?

To what extent is there evidence of accountability through implementing practices, programs and providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP?

Visiting Committee Comments

Slover Mountain High School employs a collaborative approach to continuous improvement by regularly assessing student performance data to identify needs and implement targeted strategies. Utilizing a six-week term system, the school frequently reviews grades, attendance, and behavior data, allowing for timely interventions such as additional course sections or attendance initiatives like Saturday School. Weekly staff collaboration meetings and departmental discussions ensure that instructional planning and English Learner (EL) interventions remain responsive and effective. This ongoing analysis and adjustment process supports student learning by addressing academic and behavioral challenges more often than at a traditional school.

The school's leadership fosters accountability through shared decision-making, engaging both classified and certificated staff in discussions on academic and disciplinary policies. Regular staff meetings provide opportunities for reflection on instructional practices and policies, reinforcing a culture of responsibility and continuous self-improvement. Data from standardized assessments such as CAASPP, NWEA, and student progress reports inform decision-making, ensuring that school resources are allocated effectively. By maintaining a commitment to self-reflection and data-driven decision-making, leadership and faculty uphold high accountability standards to enhance student achievement.

Slover Mountain's action plan is directly linked to student performance data and aligns with the Local Control and Accountability Plan (LCAP) to ensure resources are directed where they are most needed. The School Plan for Student Achievement (SPSA) prioritizes key areas such as English and Math, with targeted interventions like before- and after-school tutoring to support struggling students. The six-week term structure allows for continuous monitoring and

realignment of strategies, ensuring that academic programs and services remain responsive to evolving student needs. By embedding data-driven decision-making into daily operations, Slover Mountain High School ensures sustained student success and continuous growth

Leadership for Learning that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Leadership at SMHS is shared and staff members are encouraged to participate in collaboration to ensure student learning is occurring. Staff routinely review student achievement data (grades, assessments, attendance, etc.) to adjust needed supports for performance.

A4: Qualified Staff and Professional Development

To what extent do qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Visiting Committee Comments

Slover Mountain High School follows district and school procedures to ensure that its leadership and staff are well-qualified based on their backgrounds and preparation. The school implements supervision and evaluation systems which lead to staff professional growth. These systems ensure that staff have the necessary skills and support to meet the educational needs of students and contribute positively to the school community. Continuous staff development is central to the school's commitment to maintaining high teaching standards.

The school places a strong emphasis on professional development, allocating time, resources, and personnel to enhance teacher practices. Professional learning initiatives, such as Teaching for Effective Learning (TEL), are regularly evaluated to ensure their effectiveness in improving instructional strategies and supporting student achievement. These initiatives are aligned with academic standards, including college and career readiness expectations, helping teachers to adapt to evolving educational demands and ensuring that all students have the opportunity to meet high academic standards. Teachers shared that while schoolwide professional development is prevalent, department-focused learning opportunities can be challenging based on the district expectations that teacher requests for attending conferences are submitted four months before the conference dates, which often leads to teachers missing the deadlines based on when teachers learn of conference opportunities.

Slover Mountain has a clear and efficient system for communicating school policies and

procedures to ensure that staff understand their roles and responsibilities. Biweekly staff meetings serve as a platform for discussing school updates, policies, and decision-making processes. At the beginning of the school year, staff receive a comprehensive “All Things Slover” folder containing important operational information, and regular updates are communicated through various channels, including meetings, mailboxes, and posted materials. These communication systems ensure that all staff members are informed and aligned with the school’s expectations and operational practices.

Qualified Staff and Professional Development that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school and district offer many professional development opportunities to increase teacher efficacy, focused on students achievement and supports. Teachers receive feedback through classroom walkthroughs, structured collaboration meetings and teacher reflection. Teachers are aware of policies and procedures through biweekly meetings, shared staff resources, and consistent communication via email.

A5: Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner goals/graduate profile, academic standards, and college- and career-readiness standards?

Visiting Committee Comments

Slover Mountain High School ensures that resource allocation decisions are made collaboratively, involving leadership and staff in aligning resources with student needs, personnel requirements, and the goals of the schoolwide action plan (SPSA) and the Local Control Accountability Plan (LCAP). This approach ensures that both academic and operational needs are met, supporting the school's overall mission to enhance student achievement and well-being.

The school follows transparent procedures for budgeting, auditing, and adhering to quality accounting practices. District and school procedures ensure the proper allocation of resources, including the acquisition and distribution of instructional materials. These practices are designed to maintain financial accountability and ensure that funds are used effectively to support student learning and school operations.

Slover Mountain High School ensures that instructional materials and equipment, including textbooks, digital resources, and other educational tools, are readily available and well-maintained. Policies and procedures for acquiring and maintaining these materials are up-to-date and align with academic needs. The school has made strides in providing technology,

with all students receiving Chromebooks and teachers being equipped with various devices and tools to enhance instruction.

The school's facilities are designed to support a conducive learning environment, with functional and safe spaces for both academic and extracurricular activities. Recent upgrades, such as improved classroom technology, a new weight room, and the addition of a Wellness Center, reflect the school's commitment to providing a learning environment that supports both academic success and student well-being. The facilities are equipped to handle the integration of technology and digital learning, ensuring they meet the needs of students and staff. Though improvements have been made to the facility, the district superintendent shared that the school is in need of more updating than is likely feasible and the district is reviewing options, such as a new location.

Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Through shared leadership and decision-making the school spends funds in support of student achievement, with a focus on teacher professional development, increased access to technology, and some improvements to the school facilities. The district has plans to make significant changes (perhaps a new site) in the near future.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Collaboration occurs often to involve stakeholders in decision making regarding resources.
2. An increase in the integration of technology on campus is evident.
3. A commitment to providing Professional Development to staff and processes exist to evaluate its effectiveness.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

1. Continue to provide relevant Professional Development and increase stakeholder efficacy in monitoring student learning and adjusting practices based on data.
2. Continue to collaborate with the district in informing instruction by understanding data to better drive instruction and provide support.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus Group meetings

- Parent meeting
- Student meetings
- Mission Statement
- Vision Statement
- Schoolwide Learner Outcomes
- Meeting with Cabinet
- SSC Minutes/Agendas
- ELAC Minutes/Agendas
- All Things Slover file
- Staff Meeting Agendas

CATEGORY B. CURRICULUM

B1: Rigorous and Relevant Standards-Based Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

Visiting Committee Comments

SMHS ensures its curriculum is research-based and aligned with state standards such as Common Core and NGSS. Teachers utilize district-mandated curriculum materials while incorporating scaffolding and differentiated instruction to meet the diverse needs of students. They regularly set up and reflect on pacing guides to optimize instructional delivery. TEL strategies serve as a key scaffolding method to enhance student understanding.

There is a clear alignment between the curriculum, learner goals, graduate profile, and academic standards. Students engage in higher-order thinking, problem-solving, and analytical tasks. Teachers integrate real-world applications across subjects like English, math, and social studies to ensure learning is relevant. For example, the RACES strategy is used to help students articulate mathematical reasoning in writing. Additionally, CAASPP and MAPs data are analyzed to guide instruction, with MAPs results providing students insight into their academic growth.

SMHS upholds strong academic standards and promotes college and career readiness. Certification programs are available in Microsoft Office and ROP Child Development. Students have access to college preparation resources, including college fairs, FAFSA workshops, and a partnership with San Bernardino Valley College (SBVC). An SBVC counselor visits weekly to assist students with college applications. Credit recovery support is offered during periods 5 and 6 through Edgenuity.

The school actively collaborates with community partners and post-secondary institutions. It has articulation agreements with local colleges, hosts career days, and provides mentorship programs for real-world learning experiences. SMHS meets with neighboring comprehensive schools every six weeks to discuss potential student transfers. Additionally, partnerships with Supervisor

Baca, the Hispanic Coalition of Small Business, and Cal-Fresh enhance student opportunities. Supervisor Baca recognizes students with academic and athletic achievement certificates. The Real-World Entrepreneur Mentorship Program, developed with the Hispanic Coalition of Small Business, provides student mentoring and support. The school also integrates hydroponic towers through its partnership with Cal-Fresh, enabling students to grow vegetables for use in the cooking club.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

Overall, SMHS is making effective strides in ensuring students engage in a rigorous and relevant curriculum but should continue expanding academic and career opportunities for all learners.

B2: Equity and Access to Curriculum

To what extent do all students have equal access to the school's entire program and to what extent does the school prioritize opportunity and advancement for all students? To what extent do students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals?

Visiting Committee Comments

SMHS offers multiple pathways for students to achieve college and career readiness. Certification programs are available in Microsoft Office and ROP Child Development, and students can earn credits through work experience opportunities. The school partners with San Bernardino Valley College (SBVC), where a counselor visits weekly to assist students with college applications for SBVC and other community colleges. The Career Guidance Technician collaborates with counselors to organize College & Career Fairs, FAFSA workshops, and direct counseling support for college applications. Students also have alternative learning options through credit recovery via Edgenuity and concurrent enrollment at SBVC. Additionally, partnerships with local businesses provide hands-on learning experiences and career mentorship.

To ensure relevance and engagement, SMHS integrates real-world applications into its curriculum. Students develop problem-solving and analytical skills through real-life scenarios in math, English, and social science. Classrooms are equipped with Promethean boards, Chromebooks, and online learning platforms such as Nearpod and EquatIO to enhance instruction and engagement.

SMHS emphasizes personalized learning plans through academic and career counseling. Three full-time counselors meet with students quarterly to discuss graduation progress, academic

planning, and postsecondary options.

The school also prioritizes parent engagement through various in-person and virtual events. Monthly meetings are held for the English Learner Advisory Committee (ELAC) and School Site Council (SSC), along with events such as Zumba classes, FAFSA Nights, and Career and College Fairs. Parents and students stay informed through Q-Portal, emails, and phone calls. The Principal sends personalized emails regarding attendance, while the Bilingual Community Liaison conducts outreach calls to invite families to school events.

Despite its strong career-focused initiatives, SMHS faces challenges in expanding elective and Career and Technical Education (CTE) course offerings due to staffing and resource limitations. Additionally, parents cite distance and transportation as barriers to attending engagement events.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

SMHS demonstrates strong efforts in providing equitable access and personalized learning plans, but additional work is needed to expand course options and advanced academic opportunities for all students and continue their efforts in community involvement.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

1. Smaller classes allow for supports for students in and out of the classroom.
2. Teachers use a wide variety of instructional strategies to scaffold relevant, real world examples and connections to content.
3. Teachers seek and incorporate professional development and learning opportunities to develop and employ research-informed and data-driven instructional strategies.

Growth Areas for Continuous Improvement for Curriculum:

1. Improve scores of Math and ELA for CAASPP and MAPs testing.
2. Increase the availability of CTE electives and courses to better support diverse student interests and college/career preparation.
3. Enhance targeted interventions for English Learners and socioeconomically disadvantaged students.
4. Strengthen collection of post-high school career and educational data

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus Group meetings

- Schoolwide Learner Outcomes
- SSC Minutes/Agendas
- ELAC Minutes/Agendas
- Staff Meeting Agendas
- Department Minutes
- Flyers
- Pictures
- Master Schedule
- Meeting with parents
- Meetings with students
- Classroom visits

CATEGORY C. LEARNING AND TEACHING

C1: Student Engagement in Challenging and Relevant Learning Experiences

To what extent do all students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college- and career-readiness indicators?

Visiting Committee Comments

At SMHS, students engage in rigorous and meaningful learning experiences within an equity-centered environment. Teachers use district-approved curriculum while incorporating scaffolding and differentiation to meet the diverse needs of learners, including English Learners and students with IEPs. Classroom observations and student work samples show that students develop critical thinking, research, and communication skills through assessments that require higher-order analysis and evaluation rather than simple comprehension. This approach ensures that all students are actively involved in relevant and meaningful coursework.

To support student understanding of learning expectations, teachers communicate unit objectives, performance levels, and grading criteria. Tools such as syllabi, rubrics, and lesson outlines provide students with a structured framework for success. Through this clarity, students are able to track their progress, understand academic expectations, and take ownership of their learning. Regular feedback and differentiated support further reinforce their ability to meet and exceed performance standards.

SMHS emphasizes college and career readiness by integrating some real-world applications into student learning. Assessments require students to demonstrate proficiency in both verbal and written formats, ensuring they can effectively communicate their ideas and apply their knowledge in practical contexts. By fostering academic growth through structured guidance and high expectations, SMHS prepares students for post-secondary success in a supportive and inclusive learning environment.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

SMHS teachers use a variety of teaching strategies to create an inclusive environment that supports relevant learning experiences and encourages a high level of achievement. Student work samples demonstrate that students are acquiring high-level skills. Approximately 20% of SMHS students graduate and seek to enroll in higher education, such as community college, a trade program, or the military.

C2: Student-Centered Instruction through a Variety of Strategies and Resources

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engages all students in creative and critical thinking skills, problem solving, and application of learning?

Visiting Committee Comments

SMHS integrates technology in various ways to support student learning and some real-world problem-solving. Teachers use digital tools to enhance education, with an emphasis on career planning through platforms like College Connect. The school also promotes digital citizenship, ensuring students understand privacy, security, and the importance of evaluating the credibility of online sources. Technology is embedded throughout the curriculum to help students engage in meaningful learning. Small class sizes allow teachers to provide individualized support for each student.

Classroom technology at SMHS is used almost daily, with each student receiving a Chromebook and access to resources such as portable charging stations, a computer lab, and a tech-equipped library. Every classroom features Promethean boards and projectors to facilitate interactive learning. Teachers frequently utilize Google Classroom for material delivery, and students in credit recovery can access online curriculum through Edgenuity. Additionally, specialized Microsoft Office and Office Technology courses help students build essential technical skills for future careers.

SMHS's approach to technology also extends beyond the classroom. Small class sizes allow teachers to provide individualized feedback and personalized guidance on technology use. Through these settings, students demonstrate critical thinking, reasoning, and problem-solving skills by applying technology to real-world tasks. Students also develop digital literacy and practical workplace skills, particularly through their exposure to programs like Microsoft Office and other technology-focused courses.

Beyond academics, SMHS supports career readiness through field trips, guest speakers, and

hands-on learning opportunities. Students visit colleges, universities, and various academic-related facilities to explore different career paths. The school hosts career and wellness fairs, while also involving military personnel in campus events. The child development program allows students to assist preschool children and gain firsthand experience in working with younger ages. Volunteering opportunities further develop leadership and teamwork skills, preparing students for both professional and community-focused roles.

SMHS offers additional career preparation through certification courses in fields like child development and Microsoft Office. Students progress through specialized course sequences and must pass certification exams to demonstrate mastery.

SMHS students created clubs that meet during lunch, such as The Movie Club, Cooking Club, DJ Club and GSA. ASB students decide on the “Spirit Week” themes, read daily announcements to inform students of the daily activities, and design logos for SMHS t-shirts. The Cooking club collaborates with the Wellness Center, which allows students to cook with ingredients that they grew themselves.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

SMHS is committed to student voice by offering multiple learning pathways, such as online courses, credit recovery through Engenuity, and tutoring. Teachers and staff often gather student feedback through surveys and assessments. The school encourages student advocacy by providing choices in assessment methods, allowing students to showcase their learning in diverse formats.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

1. SMHS offers support for both teachers and students through bilingual aides, Resource Specialist Teachers (RSP), a wellness center, and additional certificated staff, including counselors and a Learning Specialist, to assist with academic and personal needs.
2. Teachers engage in professional development including QTEL (Quality Teaching for English Learners) and TEL (Technology-Enhanced Learning) training, to improve their instructional practices.
3. Small class sizes allow teachers and staff to dedicate more time to each student.

Areas of Growth for Learning and Teaching

1. SMHS should continue to search for ways to offer more CTE and Elective courses to enhance student engagement and learning.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Bilingual aid
- Resource Specialist Teacher
- Community Liaison
- Learning Specialist
- College and career advisor
- Wellness Center
- Therapist
- Small class sizes
- Credit recovery (Edgenuity)
- Focus Group Meetings
- Master schedule
- Professional Development
- Classroom walkthroughs
- Student meetings
- Parent meeting

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

D1: Reporting and Accountability Process

To what extent do the school leadership and instructional staff use effective and equitable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other educational partners?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP?

Visiting Committee Comments

SMHS systematically collects, disaggregates, analyzes, and reports student performance data to staff, students, parents, and educational partners. The school employs multiple assessment tools, including district Measure of Academic Progress (MAP), CAASPP tests, and teacher-created formative and summative assessments. Additionally, Edgenuity data and six-week grading cycles enable frequent performance evaluations.

To ensure consistency in grading and evaluation, SMHS facilitates collaborative staff and department meetings where teachers and administrators analyze student achievement trends, align grading practices with learning expectations, and refine instructional strategies. Teachers implement scaffolding and differentiated instruction through methods such as TEL, QTEL,

RACE, and CER.

Assessment data drives instructional decisions and professional development (PD) planning. Teachers receive training in Teaching for Effective Learning (TEL), Quality Teaching for English Learners (QTEL), and literacy-based strategies to address learning gaps. Curriculum adjustments are data-driven, ensuring targeted student support. Tutoring and additional academic support are available before and after school.

School and district leadership collaborate to evaluate program effectiveness and implement modifications, aligning efforts with SPSA and LCAP goals. Six-week grading cycles allow teachers to make real-time instructional adjustments. Stakeholder engagement survey results are shared with staff, students, and parents to promote transparency and collective decision-making.

To enhance long-term planning, SMHS could place a stronger emphasis on longitudinal data analysis to track trends over multiple years. A more structured approach to using data for long-term curriculum adjustments would further strengthen program effectiveness. Additionally, while data analysis and reporting are robust, refining assessment practices for consistency across subjects and student populations—particularly for English Learners and special education students—remains a priority.

Reporting and Accountability Process that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

SMHS demonstrates a strong commitment to data-driven decision-making, but further refinement of grading consistency, and longitudinal tracking will strengthen assessment practices and student outcomes.

D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments?

I

Visiting Committee Comments

SMHS teachers employ multiple assessments to monitor student progress toward schoolwide learner outcomes, academic standards, and college- and career-readiness indicators. Key feedback include district MAP assessments, pre- and post-assessments, credit recovery programs, and six-week grading cycles. Standardized district and state assessments track student growth in core subjects and inform instructional planning. Frequent assessments allow for timely

interventions and instructional adjustments, while quarterly grade data informs modifications to the master schedule. Credit recovery and online learning platforms like Edgenuity help students regain credits and stay on track.

Teachers provide timely, specific, and descriptive feedback through one-on-one support, rubrics, and clear learning expectations outlined in course syllabi. Small class sizes enable personalized feedback on assignments and assessments. Students engage in self-assessments and teacher-student conferences to reflect on their academic progress and areas for improvement.

Formative and summative assessments guide curriculum adjustments and instructional modifications. Teachers analyze student performance data in collaboration meetings to identify trends and adapt teaching strategies. Daily assessment tools, such as exit tickets, quick writes, and class discussions, allow for real-time instructional adjustments, while end-of-term exams, essays, and projects measure overall mastery. Professional development in Teaching for Effective Learning (TEL), Quality Teaching for English Learners (QTEL), and technology integration enhances instructional practices.

While these assessment practices provide valuable insights, further refinement in tracking student growth across different groups, such as English Learners and students with disabilities, would improve targeted support strategies. Additionally, expanding student-led discussions and peer feedback opportunities could enhance engagement and self-reflection.

Using Student Assessment Strategies to Monitor and Modify Learning Progress that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

SMHS teachers effectively employ assessment strategies to monitor progress and modify instruction, but refining student self-assessment opportunities, cross-departmental collaboration, and long-term growth tracking would further enhance assessment practices.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

1. Teachers collaborate in intra/inter-departmental and staff meetings and collaboration days are used to discuss and gauge students' progress and needs.
2. Use of a variety of assessments, surveys, and grade distribution data are used to evaluate student academic mastery.

Growth Areas for Continuous Improvement for Assessment and Accountability:

1. Continue to implement and monitor the effectiveness of multilingual communication strategies across the school community to overcome the language barrier to better inform

parents of student progress..

2. Continue to refine procedures for data analysis of various assessments by departments to provide timely interventions and guide instruction.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Focus Group meetings
- Schoolwide Learner Outcomes
- Staff Meeting Agendas
- Department Minutes
- Data in Slover Google folder
- Master Schedule
- Meeting with parents
- Meetings with students
- Classroom walkthroughs

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Family and Community Involvement

To what extent does the school leadership employ a wide range of culturally sensitive and inclusive strategies to encourage family and community involvement, especially with the learning/teaching process?

Visiting Committee Comments

SMHS employs various strategies to engage families and the community in the learning process. The school hosts an Awards Assembly at the end of each Mini Quarter to recognize student achievements such as Student of the Month, Honor Roll, and Perfect Attendance. These events invite dignitaries and board members, promoting community involvement and celebrating student success. Throughout the year, SMHS also offers events like Parent Conferences, IEP Meetings, and the School Site Council (SSC) to involve parents in shaping the school's academic and organizational direction. Parents have expressed that SMHS goes above and beyond to solicit involvement, offering fun activities like "Zumba Night" and providing consistent communication through emails on ParentSquare and personal calls from the community liaison and principal.

The English Learner Advisory Committee (ELAC) plays a role in representing the interests of parents of English Learners, allowing them to provide feedback on school budgets and policies. This committee empowers parents to influence decisions that affect their children's education, however parent participation in ELAC is limited. In addition to regular Parent Conferences, IEP Meetings ensure that parents of students with special needs are actively involved in developing and reviewing their child's Individualized Education Plan, guaranteeing that appropriate

accommodations and supports are in place.

SMHS also hosts two Wellness Fairs each year, offering students and families resources on mental health, physical health, drug prevention, and career opportunities. These fairs connect the community with local agencies and services. The school's Work Experience programs, including Exploratory and General Work Experience, provide students with the opportunity to earn credits through unpaid or paid work.

To further help support their students, SMHS recently added a bilingual community liaison. This liaison has created a boutique, offering essential items like clothing, shoes, and hygiene products to families in need. She also helps bridge language barriers, making calls to parents who require translation services and offering follow-up support. Additionally, by working with the district's Student Services division, the liaison helps ensure students have access to resources such as bus passes. SMHS's commitment to diversity, equity, and inclusion is demonstrated through its culturally responsive teaching practices, ongoing professional development for staff, and efforts to engage marginalized student groups, fostering a sense of community and belonging for all students.

Family and Community Involvement that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: SMHS is committed to diversity, equity, and inclusion through culturally responsive teaching, expanded support for marginalized students, and fostering community involvement via events like ELAC, SSC, and wellness fairs. The school enhances family engagement with a bilingual community liaison and work experience programs, while ongoing feedback ensures a proactive approach to addressing disparities and supporting a welcoming learning environment. The College and Career Advisor works with the Hispanic Coalition, which reaches out to local businesses that come and connect with SMHS students and offer career advice. The community liaison also reaches out to local stores for donations to the "SMHS Boutique."

E2: School Culture and Environment

To what extent does the school leadership focus on continuous school improvement by providing a nurturing learning environment?

To what extent does the school leadership develop a culture that is characterized by trust, inclusivity, professionalism, equity, and high expectations for all students?

Visiting Committee Comments

Slover Mountain High School (SMHS) provides a comprehensive approach to supporting students' social, emotional, and mental health through its Wellness Center and the CJUSD Behavioral and Mental Health program. These services include brief interventions to promote

emotional regulation and resilience, as well as assessments to determine if students need higher levels of care. The school works closely with community partners to bridge the gap between home and school, ensuring that students receive the necessary support to overcome barriers to learning and succeed academically.

Respecting and valuing students' voices is a central tenet at Slover. Administrators, counselors, teachers, and resource officers engage students in decision-making processes, ensuring their concerns are heard and addressed. This inclusive approach fosters a culture of communication and mutual respect, where students feel empowered to express themselves and are encouraged to participate in shaping the school environment.

SMHS uses interdisciplinary teams to identify students' needs and direct them to the appropriate support systems. Additionally, SMHS works with external organizations such as South Coast Community Services and Give Back Academy to provide specialized support, including self-esteem and social skills programs, suicide prevention, and trauma-informed mentoring for vulnerable students.

The Principal leads efforts to support student success by conducting orientations for new students and holding meetings with families of students who have been placed at Slover. These meetings focus on creating a supportive environment where students are encouraged to make positive changes and view their time at Slover as a second chance. The team approach, which includes counselors, safety officers, and other staff, ensures that students and families feel heard, supported, and empowered to share their needs and experiences for the benefit of the student's success.

Slover's commitment to restorative practices, including conflict mediation and bullying prevention, plays a role in fostering a positive school culture. The school's Positive Behavior Intervention and Support (PBIS) system, which has been successful for eight years, engages students in relationship-building activities and has earned the California PBIS Gold Implementation Award. The school's inclusive and restorative approach, coupled with clear communication, contributes to a safe and welcoming environment where students can thrive academically and socially. Through these efforts, SMHS continues to demonstrate its commitment to supporting students and helping them achieve their full potential.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale: Slover recognizes that students' credit deficiencies are often due to underlying issues, and aims to support the whole child to help them reach their academic potential and graduate on time. Collaboration among staff, students, parents, and administration fosters positive communication and trust, creating a supportive, non-punitive school culture.

E3: Academic, Social-Emotional, and Multi-tiered Supports

To what extent do all students receive appropriate academic, social-emotional, and multi-tiered supports

to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at the school and in the community?

Visiting Committee Comments

Slover Mountain High School (SMHS) provides a comprehensive support system to address students' academic, social-emotional, and mental health needs. The school employs three full-time counselors, with two focused on academic scheduling and one dedicated to social-emotional support and restorative practices. The SMHS Wellness Center offers students a safe space to manage emotions, learn coping skills, and receive one-on-one support from the wellness coordinator. A school psychologist visits twice a week, and additional mental health services are provided through South Coast and CJUSD on a referral basis.

SMHS prioritizes career and college readiness with a full-time Career Guidance tech. The advisor helps students with resume-building, FAFSA applications, and career planning, while a counselor from San Bernardino Valley College assists students in applying for college and creating educational plans. The school also offers a work experience program and provides specialized support for students with Individualized Education Plans (IEPs), ensuring equal access to the curriculum through accommodations and regular meetings to set measurable goals.

Students at SMHS are actively involved in the school community, participating in the School Site Council, presenting at CJUSD Board meetings, and contributing to committees like the CJUSD Dress Code Committee. Academic services, such as "Student Support Time," after-school tutoring, and extended library hours, are available to help students stay on track with credits and graduation. The effectiveness of these services is measured by the credits students earn and their graduation rates, with a focus on linking school activities to broader goals of academic success and college readiness.

Many students at SMHS transfer due to credit deficiencies, though some are placed here due to disciplinary issues. Before enrollment, the school assesses students' support needs, ensuring a smooth transition. SMHS offers flexible learning options, including the opportunity for students to take courses not offered on campus through concurrent enrollment at San Bernardino Valley College and participation in online credit recovery programs like Edgenuity. The school also offers vocational courses, such as the ROP Child Development course, to further enhance students' learning experiences.

Academic, Social-Emotional, and Multi-tiered Supports that support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

SMHS offers a multi-tiered support system, including counselors, a school psychologist, and a Wellness Center, to address academic, social-emotional, and mental health needs, with

personalized academic support and career readiness initiatives. The school promotes student involvement and self-advocacy through programs like leadership roles, college enrollment, extracurricular activities, and workshops, helping students develop life skills and prepare for post-secondary success.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Community & Family Partnership:

1. SMHS fosters student and family engagement through recognition programs, career fairs, wellness initiatives, ELAC, School Site Council, parent workshops and a work experience program.
2. SMHS provides comprehensive support for diverse learners through dedicated community liaisons, specialized programs for English Learners and RSP students, and regular access to outside experts and opportunities, ensuring equitable access to education.
3. SMHS utilizes the PBIS system with extensive mental health resources, counseling services, and clear safety protocols to create a secure and nurturing learning environment.
4. A multi-tiered academic support system that includes tutoring and credit recovery programs, supported by strong staff collaboration, professional development, and the integration of modern technology to improve learning outcomes.

Growth Areas for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Community & Family Partnership:

1. SMHS should continue exploring new and innovative ways to increase parental involvement.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Career Fair
- ELAC
- School Site Council
- Parent workshops
- Work Experience opportunities
- Specialized programs for English Learners
- Specialized programs for Special Education/RSP students
- PBIS system
- Wellness Center
- Counseling services
- Mental Health Support
- Tutoring twice a day
- Credit recovery program

- Technology integration
- Classroom walkthroughs
- Parent meetings
- Student meetings

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

1. Teachers use a wide variety of instructional strategies to scaffold relevant, real world examples and connections to content.
2. Teachers participate in a variety of professional development and learning opportunities to develop and employ research-informed and data-driven instructional strategies.
3. SMHS offers support for both teachers and students through bilingual aides, Resource Specialist Teachers (RSP), a wellness center, and additional certificated staff, including counselors and a Learning Specialist, to assist with academic and personal needs.
4. Small class sizes allow teachers and staff to dedicate more time to each student.
5. Teachers and staff collaborate in intra/inter-departmental and staff meetings and collaboration days are used to discuss and gauge students' progress and needs.
6. SMHS fosters student and family engagement through recognition programs, career fairs, wellness initiatives, ELAC, School Site Council, parent workshops and a work experience program.
7. SMHS provides comprehensive support for diverse learners through dedicated community liaisons, specialized programs for English Learners and RSP students, and regular access to outside experts and opportunities, ensuring equitable access to education.
8. SMHS utilizes the PBIS system with extensive mental health resources, counseling services, and clear safety protocols to create a secure and nurturing learning environment.
9. A multi-tiered academic support system that includes tutoring and credit recovery programs, supported by strong staff collaboration, professional development, and the integration of modern technology to improve learning outcomes.

Schoolwide Growth Areas for Continuous Improvement

1. Continue to provide relevant Professional Development and increase stakeholder efficacy in monitoring student learning and adjusting practices based on data.
2. Improve scores of Math and ELA for CAASPP and MAPs testing.
3. Explore the viability of additional CTE electives and courses to better support diverse student interests and college/career preparation.
4. Strengthen the collection of post-high school career and educational data.
5. Continue to implement and monitor the effectiveness of multilingual communication strategies across the school community to better inform parents of student progress.
6. Continue to refine procedures for data analysis of various assessments by departments to

- provide timely interventions and guide instruction.
7. SMHS should continue exploring new and innovative ways to increase parental involvement.

Chapter 5: Ongoing School Improvement

Slover Mountain High School has included the following goals in their WASC Action Plan and SPSA:

- Implement district-wide assessments to gauge student learning.
- Teach the students and teachers how to utilize cooperative learning groups to increase literacy.
- Provide professional development opportunities for all staff.
- Create Opportunities for parents/guardians to visit the campus because studies have shown that family and community engagement is directly connected to better learning outcomes for students.
- Continue to strengthen the relationship with the community so students are exposed to more college and career experiences that will inspire them to be successful members of society.
- Research and Implement other means of correction as alternatives for suspension so students learn how to demonstrate appropriate behaviors and minimize loss of instructional time.

The plan accounts for identified student needs and is tied to both the school's SPSA and LCAP goals. All action items have timelines, action steps, accountability, and measurable outcomes incorporated. The school continues to receive professional development in related areas and has collaboration time built into staff work schedules. Monthly meetings held between the principal and district leadership holds the site accountable for data collection and discussion takes place regarding progress and possible changes to practices and procedures.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school's SPSA and WASC plans align with the LCAP plan for the district and addresses major identified student needs.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating: Highly Effective Effective Somewhat Effective Ineffective

Narrative Rationale:

The school and district have multiple supports in place to ensure the action plan is both implemented and monitored. Weekly collaboration time is built into the schedule and monthly meetings between principals and district office leadership occur to discuss student data and progress towards goals.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of the entire school community in the self-study that reflects a thorough, accurate analysis of what currently exists as well as aligned prioritized areas of strength and growth.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive continuous school improvement.	X			
Acceptable progress by all students		X		
Vision and Purpose (A1)	X			
Governance (A2)		X		
Leadership for Learning (A3)	X			
Qualified Staff and Professional Development (A4)	X			
Resources (A5)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)		X		
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)		X		
Family and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Multi-tiered Personal, Social-emotional, and Academic Support (E3)	X			
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA	X			