



# **Mt. Diablo High School SELF-STUDY REPORT**

**2450 Grant St.  
Concord, CA 94520**

**Mt. Diablo Unified School District**

**March 14-16, 2022**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2019 Edition (2020-2021 SY Visits)**

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## Preface

**Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:**

- 1. The involvement and collaboration of all staff and other stakeholders to support student achievement**
- 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
- 3. The analysis of the California Dashboard indicators and additional data about students and student achievement**
- 4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
- 5. The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

Since our prior self-study, the faculty at Mt. Diablo High School has met every month in focus groups tasked with strategizing ways to support student achievement based on themes and goals identified during the prior WASC self-study and mid-term process. Each focus group also included representatives from the administration, the counseling team, and office and clerical staff. Additional input from families, students, and teaching staff has been obtained through the use of parent and student surveys as well as discussions at the school Site Council and ELAC meetings, especially where it concerned WASC's alignment with the Single Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP).

While the COVID-19 pandemic had a serious impact on business as usual--requiring changes to our WASC self-study timeline and collaborative models in addition to many adaptations within our learning and teaching practice--it also provided us with a more direct window into the lives of our students' families, and increased opportunities for connection and feedback about issues concerning the school and our response to the pandemic. The pandemic underlined an urgent and imperative need to utilize a system of two-way communication between the site and families. The adoption of ParentSquare, a communication platform with translation services, has provided a new opportunity for the site to streamline and foster a culture of communication and inclusion. The platform has been utilized by administration to engage with families on a wider scale, and we are in the process of training all staff so that it can further be used to communicate about classroom happenings. Over the course of the last year and a half, the school and district have polled and surveyed the family community for input on a number of developments stemming from the pandemic, ranging from use of technology and distance learning strategies through socio-emotional health and food service needs.

## **Mt. Diablo High School ACS WASC/CDE Self-Study Report**

As we return to campus we are keenly interested in maintaining this revitalized sense of collaboration and communication with our home communities, given that family engagement has been an ongoing challenge for our site. We have also been leveraging our new intervention period as an opportunity to solicit more regular school-wide feedback from our students, and have been working to increase direct input from our parent community through surveys and questionnaires—using technology to access more voices than we typically hear from through Site Council and other high-effort channel. This increased effort to connect with families and students has provided the site with more input from the wider school community regarding specific aspects of the self-study. More importantly, we have also been able to respond more proactively to our community’s immediate needs and priorities as it pertains to the actual operation of the school.

The self-study process has provided an excellent opportunity for us to reevaluate the schoolwide learner outcomes articulated in our district Graduate Profile: while this is a district-wide document, it is important for us to step closer and examine the more nuanced aspects of how this profile applies to our own specific student population, and their diverse backgrounds, strengths, and student learning needs. Every year we have a large number of teachers and staff who are new to our site and even to the profession, and the WASC cycle has provided a clear opportunity for the whole site to spend time dedicated to reflecting on our guiding documents and standards, and to help assure that we are all aiming for the same high quality outcomes for our students.

The COVID-19 pandemic as well as recent changes to the ways in which student success is measured, in particular the advent of the state Dashboard and College and Career Readiness indicators and refinement and rollout of the SBAC/CAASPP tests, have complicated efforts to identify long-term trends in student achievement. Throughout the self-study we have been monitoring how our students have been impacted by the pandemic, and we have continued to track large scale trends in our student body, including demographic, socioeconomic, and language changes.

We have also developed a stronger awareness of the many different ways we can evaluate student success and emerging challenges beyond just grades and test scores. In particular, we have started examining more deeply the data surrounding our freshmen and Long-term English Learners (LTELs), as well as student performance on the various CCI sub-indicators from the state dashboard. Recognizing the value of this deeper data analysis in driving curriculum and intervention priorities, we are hoping to use this momentum to establish a more consistent and regular practice of evaluating performance data as a whole site.

The process of the self-study part 3, categories A-E, spanned a longer duration than normal due

to the pandemic, with focus group members and leads shifting some over the course of the two years. We discovered that our school program is in a state of constant change and revision, even from year to year, and especially during the time of COVID-19, and it underlined the reality of education as an ongoing act of reflection, evaluation, and self-improvement. We saw that even as we refined our work in some areas, other aspects of our program that have historically been perceived as strengths might become neglected without vigilance and consistency. The self-study process helped us reevaluate what practices we really do implement now, and what practices we need to reinforce or revitalize. Performing this exploration, backed with the data foundation coming from chapter 2, helped us realize that sometimes our priorities did not completely align with the changing needs of our larger student body. While it was of course useful to newer teachers and staff as a tool to learn about our school and community, it was also a valuable opportunity for more veteran members of the staff to update their assumptions and gain a more informed understanding of the strengths and challenges of our students and school.

During our self-study process, it gradually became clear that the faculty and staff at large had very little awareness of the Single Plan for Student Achievement (SPSA) nor the Local Control Accounting Plan (LCAP) beyond their existence as bulleted lists on a district website: historically the WASC Action Plan and process lived in its own separate corner with sometimes divergent and mutable priorities, only of much perceived relevance to the faculty, while the SPSA was the domain of the Site Council and administration. As we progressed through the self-study, engaged more deeply with our guiding documents, and looked at our previous WASC Action Plan, we realized that the goals articulated in the SPSA, LCAP, and WASC Action Plan, while broadly in agreement, needed to reach a point of strong alignment in order to be relevant and meaningful: that ideally all these documents should communicate the same goals.

To that end, we decided to overhaul the Action Plan resulting from the WASC process to be in a closer concordance with the existing SPSA, and engage in an ongoing effort to effectively merge the two documents into one coherent guiding document, informed by the district priorities of the LCAP. We believe that this will increase our capacity to effectively implement and monitor our accomplishment of these schoolwide goals by adopting the strengths from each of these two previously distinct workflows, increasing perceived relevance and visibility, data integrity and accountability, and a sense of unity, shared vision, and collaboration as we work together as a school community through our ongoing cycle of reflection and self-improvement.

## Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.

### Significant Developments

#### *Loss of QEIA Funding and Teacher Turnover*

A significant change that MDHS experienced shortly following the previous WASC self-study in 2014-2015 was the drawdown and termination of the school's Quality Education Investment Act (QEIA) funding. For seven years, QEIA had provided the school with additional funds, much of which was used to pay for a larger faculty headcount as it mandated a decrease in class sizes within core academic subjects: at the time of the prior report, QEIA monies funded between 15 and 20 FTE teacher positions. With the termination of QEIA, MDHS has seen average class sizes increase in Math, English, ELD, and Social Studies from an average of around 20 students per section to a class size cap of 33 in ELA, 37 in Social Studies, and 37 in Math.

The anticipation of this change led to a great amount of anxiety within the faculty at large, which, combined with the general reduction in headcount triggered by the loss of funding itself, resulted in substantial teacher turnover during the years surrounding and following the drawdown, even compared to the school's typically high rate of turnover. At this point, some years on and after much incidental faculty turnover, teachers have managed the transition to larger class sizes well, evidenced by student success measurements maintaining a stable baseline.

Thus, while the direct impact on student learning seems to have been minimal, the turnover has led to some instability in program offerings, especially in the World Languages and Career Technology Education departments. Meanwhile the increase in class sizes has increased individual teacher workload and required increased emphasis on classroom management, intervention, and differentiation strategies. New teachers are being supported through a new teacher support group, which has been scaled up to provide frequent in-class observation and support as well as pedagogical and classroom management tuning strategies.

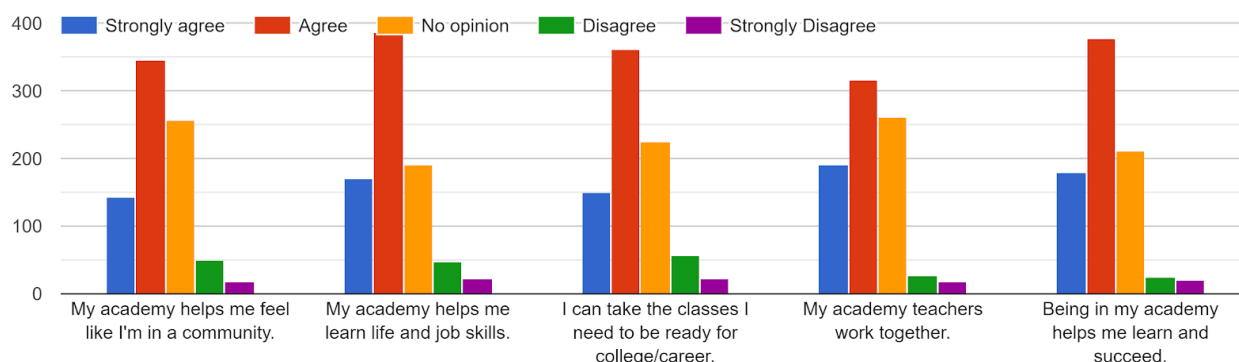
### ***Wall-to-Wall Academy Model***

Another substantial change at MDHS since the last full self-study was the full implementation of a wall-to-wall academy model, now inclusive of upper classmen, ELL newcomers, and freshmen. This change challenged expectations of both the students and faculty: those who were previously within the academies found themselves needing to integrate additional teachers and new student populations who may not have previously been represented. Meanwhile, those who were not involved within academies in prior years were challenged with new peer accountability and collaborative work ethic, cross-curricular rigor, the need to provide intervention and support for more diverse student populations, and the challenge of establishing a cohesive academy culture and identity for a larger Small Learning Community. Over the years following the wall-to-wall model adoption, the CTE pathways at the core of the academy model have shifted somewhat: now each of the four career tech CPA academies provide the option between two separate but related CTE verticals.

At the same time, many elective and upper level classes remain outside of the academy structure as common courses, perhaps necessarily, while some teachers straddle two or more academies, complicating the work of supporting academies as independent small learning communities. The challenge of establishing balance, diversity, and rigor across academies while allowing access to as much variety of coursework as possible, even as the number of course titles and sections is reduced, becomes problematic within the six-period school day currently funded by the district.

The impact of the wall-to-wall academy model on student learning has proven difficult to assess. Student performance and demographic distribution data continue to betray pockets of inconsistency in access to rigor as well as structured supports, although both of these issues are gradually being improved upon. Student survey data collected during the 2021-22 school year indicates that students approve of the academy model, with 60% of survey respondents agreeing or strongly agreeing that the academies help them feel like members of the school community, and only 8% of survey respondents expressed disagreement or strong disagreement with the statement. Furthermore, 68% of students agree or strongly agree that their academy helps them succeed academically and teaches them skills that will help them be prepared for college and career, while just 6% of respondents expressed either disagreement or strong disagreement with the statement.

How do you feel about the academy structure of our school?



Some of the strongest benefits offered by the academy model have been frustrated by the COVID-19 pandemic: large-scale cross-curricular projects have been stymied, engagement with the business community and internships have been greatly limited, field trips and other extracurricular opportunities funded by the CPA model continue to be on hold, and the general sense of community and belonging was greatly reduced during distance learning and is only now being rebuilt.

Some of this frustration is reflected in student survey results as well: discontent with the academy model sees a sharp peak in the sophomore year— students who have weathered their whole high school career under the cloud of COVID-19. Of the sophomore class only 58% agree or strongly agree that the academy fosters a sense of community, while 32% disagree or strongly disagree: in contrast, 77% of seniors agree or strongly agree with this statement with only 6% in disagreement. This reinforces our need to provide wraparound support for our younger students and respond to the deficiencies they experienced during the pandemic, as underlined by the data presented in chapter 2 regarding freshman success metrics from 2019-2022.

### ***Curriculum Changes***

There have been some alterations to the curriculum offerings at Mt Diablo High School since the last full self-study visit. The district has adopted the NGSS standards for biology, replacing the traditional biology course with “The Living Earth”, and the district is engaged in a longer pilot of similar changes for Chemistry and other courses pending textbook adoptions. Meanwhile, World Language offerings have fluctuated considerably over recent years depending on availability of teachers: French left the schedule for a couple of years before returning this year and Spanish has been troubled with the need for long-term subs most years, while American Sign Language appeared briefly before being lost again to teacher turnover: these changes have been especially



problematic for students working to satisfy UC/CS admission requirements.

The AP offerings at the school have been expanded, but some AP course offerings fluctuate year by year in response to student demand and teacher availability. Additions in the last few years include AP Psychology, AP Computer Science Principles, and AP Computer Science A, all of which are independent of the academies and available to all students.

Course articulations earning college credit with the local community college system have also been expanded within the academies, with new offerings of Art/Digital Media, Website Design, Introduction to Game Design, Medical Terminology, and Emergency Medicine, as well as a dual enrollment course in Advanced Art/Digital Media. In response to student survey data, additional open electives were added to the master schedule this year: Public Speaking, Ethnic Studies, and Kinesthetic Combat Conditioning, all of which were met with enthusiastic enrollment.

These additional course offerings have had positive impacts on student learning by providing the opportunity to explore more diverse content offerings, and have yielded increased opportunities for academic excellence by increasing the variety of advanced coursework available to students of all academies and interests.

### ***Peak Hours: Intervention Bell Schedule***

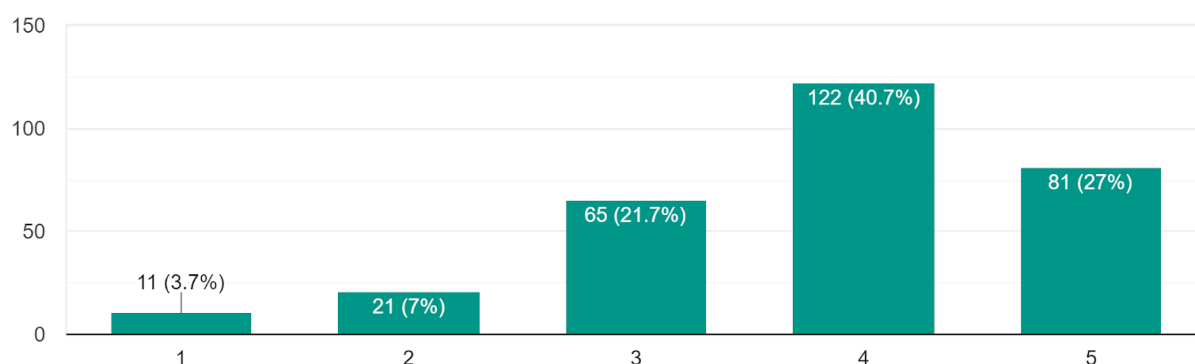
A more recent but notable development at MDHS is the hard-won adoption of an intervention bell schedule: Thursdays and Fridays now include a modified block allowing us to carve out an hour each day for students to participate in “Peak Hours.” During this intervention period, students are rostered with one of their content teachers in grade and academy pure cohorts. Rostering of these cohorts was designed strategically to minimize section size in freshman and sophomore groups, and care is taken to keep English Language newcomers and students on IEP/504 plans in a supportive environment. Teachers are provided enrichment content including Socio-emotional learning, PBIS challenges and events, and school-wide presentations on topics such as graduation requirements and the structure of high school gradebooks, study skills, stress management skills, and so on. This period also serves as an opportunity for students to receive targeted academic interventions, work on homework or classwork, or make up assessments. Peak Hours also allows the school to administer standardized testing and hold rallies and assemblies with less impact on direct instruction and seat time.

We are optimistic about the potential for Peak Hours to positively impact student learning outcomes, and have been continually collecting survey feedback from students and teachers on how to improve our implementation. Student and teacher response to Peak Hours has generally been very positive, with almost 70% of students explicitly favoring the intervention period and less than 10% of students disliking it.

We continue to refine the model year over year as we collect additional feedback and impressions from stakeholders. In response to recent data regarding student grades and test performance as well as results from parent surveys, the spring semester of 2021-22 Peak Hour has been modified to provide additional targeted math intervention for selected students through progressive rostering revisions. Math teachers reviewed assessment and grade data to select new Peak Hours cohorts from their student populations with an emphasis on skill building and remediation for freshman and juniors. To facilitate this new targeted intervention, over 400 students in total were re-rostered.

If you were at school in the 2019-2020 school year, how effective did you find Peak Hours towards meeting your goals as a student?

300 responses



### ***COVID-19 Pandemic and Distance Learning Model***

The most dramatic impact on the school since our last visit has, of course, been the ongoing COVID-19 pandemic. Starting in mid-March of 2019, all learning and teaching occurred remotely across the MDUSD district: the district moved to a “no-fault” grading model for the balance of the spring semester, while teachers strived to provide continued instruction and structure in an online distance learning model. The entirety of the 2019-2020 school year continued online: the district provided students with Chromebooks and mobile data hotspots on request, and food service continued to be distributed through daily pickup offerings.

In spring of 2021, the distance learning model was modified to provide afternoon time for students to engage in either independent learning at home or in a direct support environment on campus. Starting in March 2021, about a third of students and teachers opted to return to campus for 2-4 days per week for a couple of hours each afternoon to allow for in-person individualized learning support, with an emphasis on students with IEPs or 504 plans, English Language Learners, homeless and foster youth, and other students determined to be in the most need of direct instructional support based on pandemic grades, attendance data, and individual student success or

struggles during distance learning. The majority of students continued with simultaneously scheduled independent learning time in the afternoons, structured around a check-in office hour with their assigned Peak Hours teacher.

The impact of the COVID-19 lockdown on student learning cannot be overstated, and we anticipate it will have long-lasting ramifications for our current students as well as those in the years to come. In the midst of the tragedy of the pandemic, many of our teachers and staff remarked on the valuable insights the experience gave us into the lives, strengths and challenges faced by our students and their families, as distance learning provided us with a new and literal window into the home lives and circumstances of our diverse learner community.

MDHS and MDUSD have responded with many initiatives intended to mitigate the negative impacts of COVID-19 on student learning, including rapid adoption of educational technologies and a quick pivot to distance and hybrid learning models, increased emphasis on providing academic language supports and math intervention, increased outreach to families in order to gauge and satisfy immediate needs regarding technology and access, exploration of equitable grading practices, increased opportunities for credit recovery and grade remediation, increased programming for socioemotional learning, and above all an emphasis on compassion and flexibility in the spirit of “grace before grades”. The fall of 2021-22 school year saw a return to campus for the vast majority of students and teachers, providing the first taste of MDHS campus life to over half of our students and over a quarter of our faculty. As the spring semester starts, we are reacting to the emergence of the Omicron variant with a redoubled emphasis on safety and wellness, and a revived need for teachers to be flexible and supportive: meanwhile the long-term impact on student learning and affect continues to unfold.

## **Schoolwide Action Plan Process**

Following the last self-study, CILC and other site leadership met to develop a school-wide action plan to address the Critical Areas of Need (CANs) that had been identified during the self study. Ultimately the group agreed on five parent categories within which each of the critical areas of need would fall: categorizing the critical areas of need in this way both helped make the goals seem more manageable and helped us recognize the interrelatedness of many issues. Four of the goals were considered actionable by the faculty at large, while two CANs fell into a fifth category related to the WASC self-study process itself. Using a sample Action Plan spreadsheet provided by the assistant superintendent, the retreat attendees began to build out a worksheet dedicated to each goal, reiterating the CANs and prior MGTs associated with it and identifying the corresponding goals from the district's Graduate Profile, and proposing new Measurable Growth Targets that would more clearly indicate progress.

It was determined that one Wednesday meeting per month would be dedicated to working on the WASC goals, with four working groups developing and updating their respective tabs in the Action Plan while executing on the associated tasks. Teachers were encouraged to join groups that they had some investment or association with—for example, freshman teachers were encouraged to join the Freshman Success group—but group selection was ultimately left up to the teachers themselves. Office staff and counselors were also assigned to groups as appropriate, and each group was assigned an administrator representative. New teachers were invited to attend and contribute to a working group of their choice. Each working group was led by two teacher volunteers who facilitated meetings, delegated tasks, and compiled data. The working groups discussed and revised the MGTs associated with their goal, identified additional action items, assigned ownership and due dates, and followed progress on those tasks. Students and their families were solicited for input into various elements of the report; for example, over six hundred students across all academies were surveyed about their interest in modifications to course offerings and bell schedule, while parents were asked about preferred channels of communication and their understanding of attendance office protocols.

For the 2017-18 school year progress was continued on the Action Plan developed following the prior full self-study, with some elements reorganized to reflect additional recommendations made by the 2017 WASC Visiting Team. Teachers were again asked to join working groups of their choosing, and each working group advanced two volunteers to serve as points of contact, facilitate meetings, and manage data collection. Administrative and classified staff also attended these meetings according to the needs of each committee. In the interest of developing a sense of historical continuity and an understanding of the larger context of the WASC cycle, each working group began by analyzing the growth targets established in the prior year and reviewing the recommendations and critical areas of need identified by WASC Visiting Teams.

These groups then identified areas of growth for the new school year, and to most efficiently use the time available the working groups divided into subcommittees. Each subcommittee identified one or two growth targets to contribute: some growth targets were carried forward and evolved from the prior year, while additional growth targets were established at each working groups' discretion.

Work time was then spent progressing through and executing on the priorities identified, and many subteams groups voluntarily met for hours beyond the required meeting time in the interest of achieving the goals they had established. Following the mid-term visit, for the next two years we continued our monthly meetings in the same working groups, refocusing our attention as some goals were achieved, some were carried forward as works in progress, and some newly identified concerns were folded in from the mid-cycle visit, eventually leading us into our current phase of the WASC cycle.

Since then, the faculty and Site Council have been regularly updated on student achievement data as it became available, with administration providing presentations for discussion on topics ranging from quarterly student pass rates and A-G success rates to truancy, suspension, and attendance information. Time is dedicated during each CILC meeting to discuss implementation of Common Assessments and other steps toward satisfying the Measurable Growth Targets selected after the previous WASC Visiting Team had delivered their report. Site Council meetings similarly kept staff, students, and parents apprised of achievement data and developments, while additional families received updates through attendance at ELAC (English Learners Advisory Committee) meetings.

During the development of this full self-study, we ultimately determined that the format of the Schoolwide Action Plan, while exhaustive, had become unwieldy and difficult to engage with, and that in retrospect too much time had ended up spent in simply maintaining the action plan document itself rather than executing on the goals and priorities identified within it. Additionally, we discovered that the timelines and identification of responsible parties outlined in the document were too granular and frequently fell out of alignment with our needs and resources. This realization, coupled with a newly identified need to maintain a more clear concordance with the SPSA, has led us to developing a new format and workflow for the schoolwide action plan being developed at the end of the new self-study cycle.

## **Progress on Schoolwide Action Plan and SPSA**

Following the previous full self-study visit and through the follow-up probationary and mid-cycle visits, the Critical Areas for Follow up identified by the visiting teams were compiled into four categories within the Action Plan, and the faculty and staff divided into task forces serving to advance our work within each of those categories. The work in these categories is ongoing: following is a description of the goal of each group and a summary of their progress toward achieving our growth targets.

### **Action Plan Category 1: Data Protocols & Assessment**

**Goal: Use formative and summative assessment data to analyze, respond to, and improve student performance on Common Core State Standards.**

#### **Needs and Recommendations Addressed:**

Implement the Common Core State Standards; Develop an assessment process to collect, disaggregate, and analyze student performance data; Implementation of Common Assessments and analysis of that data to guide instruction is still inconsistent within core departments.

#### **Overview:**

The goal of this action group was to develop a school-wide process for collecting, analyzing, and responding to formative and summative assessment data with the overall goal of improving student achievement and mastery of the Common Core State Standards. The group, consisting of teachers from almost all content areas and academies, administrators, and support staff, reviewed WASC results and self-study documents and found a need to implement the Common Core State Standards, expand the use of formative assessments to inform instruction and improve student learning, and develop assessment processes to collect, disaggregate, and analyze student performance data.

Measurable Growth Targets for this group involved increasing the number of teachers in SS, ELA, Math, VAPA (Visual and Performing Arts), CTE (Career Technical Education), World Language and Science departments administering common assessments and participating in structured analysis and response activities by using Common Assessment Rubrics. Department members regularly agreed upon standards of greatest need based on their analysis of common assessments and implementing lessons in response; and an increase in student achievement on departmental common assessments as measured by common rubrics.

**Progress Summary:**

Some progress has been made in this category: the Common Core State Standards have been implemented in all departments, CTE courses have developed pathway mappings aligning their coursework to the content and anchor standards, NGSS is being adopted along district guidelines and timeframes, and academic departments have been working to develop vertical alignment. Math and English in particular have been collaborating to develop consistent curriculum and pacing across the school, especially at the freshman level.

MDHS has seen an increase in the use of formative assessments bolstered by training in Constructing Meaning literacy strategies and practice in implementing Checks for Understanding (CFUs) in the classroom. The Art department and Freshman English team have been working to implement a Standards-based grading model with the intent of providing increased transparency and student understanding of the content standards as well as a more equitable opportunity for students to demonstrate mastery. The math department, meanwhile, has seen some very successful models of targeted skills-based intervention and is planning to expand the use of these practices department-wide starting in spring of 2022.

While all departments have made in-roads in developing and implementing common assessments, teacher self-reporting via a faculty survey indicates that some departments are not as consistent in executing on common assessments as they had been prior to the pandemic, and several departments express a frustration that more time needs to be provided for actual analysis of and response to assessment results. Frequently, the common assessments are administered but making use of the results to inform student learning and improve practices is less common. Meanwhile, analysis of longitudinal data has been hampered by ongoing transitions at the district level in the software used to administer and analyze common assessments over the last several years.

Interestingly, the MDUSD at large has recently undergone a Systemic Instructional Review (SIR) audit that illuminated many of the same issues in consistency and implementation of assessment at the district level that we see at the site level. As a result, we anticipate that additional support in implementing consistent common assessment practices will be provided from the district as we continue working to reestablish and refine our own site practices moving forward. We anticipate that improvements in effectively administering and responding to results of Common Assessments will continue to be a high priority goal for the school.

## **Action Plan Category 2: Community & Culture**

**Goal: Strengthen the working partnership between school and home by improving communication.**

### **Needs and Recommendations Addressed:**

Increase parent involvement, decrease student rates of truancy; Include measurable growth targets in the Action Plan; Involve all stakeholders (parents, students, classified staff, and community members) in the development of the Self Study; Expand the use of Homelink by the teaching staff to keep parents informed about student work, grades and assignments; Although some attempts to increase parental involvement have been made (parent liaison, better use of Homelink), there is still a great need to increase parental involvement through parent education classes, community meetings, performances and awards ceremonies and other types of outreach beyond the SSC; MD must find a way to celebrate its bright spots and communicate these often with the broader community. This will help reshape the overall community impression of the school and improve school culture.

### **Overview:**

Mt. Diablo High School's Single Plan for Student Achievement Goals states that "all students, parents, guardians, and staff are engaged and feel valued and included in the MDHS community." In order to strengthen the working partnership between school and home, the Community and Culture group focused on three main areas of concern: attendance, communication/community and increasing the representation of all stakeholders in the school community.

Measurable Growth Targets for this group involved an increase in monthly "Coffee with the Principal" attendance; increasing parent attendance to Title One Night and Academy Night events, and increasing average parent attendance in ELAC and RDPTC parent groups by 10% per year for the next six years.

### **Progress Summary:**

There has been progress in this category, with room to grow. The vast majority of teachers report using Aeries in order to keep families apprised of student progress, and many teachers have added additional tools to communicate home such as Remind and Google Classroom. The COVID-19 pandemic crisis necessitated teachers adopting new communication technologies and provided a new and sometimes literal window into the home lives of our students. The new ParentSquare interface provided by the district has been adopted by our administration and we anticipate training of all faculty and staff in its use in the early spring of 2022; this platform will allow us to increase outgoing and incoming communications via blast email and text messaging. The school now maintains a Twitter feed to provide positive updates to the community.

While the school attempted to found a PTSA in 2017-18, that effort was short-lived due to faculty



turnover and lack of continued ownership; meanwhile attendance at ELAC meetings continues to be strong. The COVID-19 pandemic had mixed effects on communication between home and school: the district rollout of Chromebooks and teacher adoption of engagement tools such as Zoom, Google Meet, and Google Classroom saw an increased opportunity for parents to engage with the school. Meanwhile, on campus events were canceled during COVID-19 lockdown and events such as virtual Back to School Nights and Open House saw low rates of family participation despite the increased ease of attending online.

“Coffee with the Principal” proved to be popular with families, with 12-15 parents attending every month prior to the pandemic, and numbers are ramping back up with our return to campus. The addition of a Spanish Speaking family liaison to the office staff has been an extremely welcome development. Family participation in the WASC self-study process was solicited via digital surveys and raffles attached to the Back to School Night event, providing feedback and input from about fifty families.

Additional outreach events were launched prior to the pandemic that proved to be extremely popular: the school traditional Open House, which historically hosted 100-150 attendees each year, was restructured into Academy Night providing a showcase of student projects, talent, and performances. Over the three years it was hosted prior to the pandemic, attendance increased to about a thousand attendees. The event now doubles as an academy recruitment fair for eighth graders and their families at schools in the MDHS feeder pattern. Attendance at Title One Night under the traditional model has not seen a similar increase despite an increase in publicity for the event. In the interest of increasing outreach to the Bay Point community (over half of our families commute to the school in Concord from Bay Point), the school hosts an annual Barbecue and Easter Egg Hunt for families at a Community Center there, which regularly welcomes several hundred attendees.

Regarding the need to provide Measurable Growth Targets in the Schoolwide Action Plan: the document itself, based on an exhaustively detailed template provided by the then-assistant superintendent of secondary schools in the district, was gradually found to be very cumbersome and difficult to work with by the working groups themselves, and a reluctance to engage with the document developed; this reluctance was further exacerbated by turnover of faculty and leadership within the working groups. At this stage there is widespread enthusiasm for a completely revamped and streamlined document with a stronger focus on documenting ongoing progress in meeting Measurable Growth Targets and less emphasis on micromanaging the working group processes themselves.

That said, we must acknowledge that while work on the goals identified within the Action Plan has been continuous, our actual documentation of our progress toward meeting Measurable Growth Targets has been at best erratic, especially in the years following the mid-term visit, advent of COVID-19, and transition from the Action Plan working groups into the full WASC

Self-study model. One of the primary lessons discovered during this full self-study cycle has been a realization that this institutional inconsistency in documenting and responding to progress or lack thereof on specific Measurable Growth Targets makes the gesture of tracking less effective, and that our goals moving forward need to explicitly include the development of standard and regular periodic processes for assessing our progress against the goals we identify as a faculty.

### **Action Plan Category 3: School-Wide Strategies**

**Goal: Increase student academic success through school-wide strategies.**

#### **Needs and Recommendations Addressed:**

Implement the Common Core State Standards; Increase the number of freshmen earning passing grades in all classes; Expand the use of formative assessments to inform instruction and improve student learning; School must continue to monitor daily instruction to ensure that state standards are being addressed in all classes.

#### **Overview:**

The School-wide Strategies focus group was composed of staff and teachers from each academy, as well as teachers from the World Languages and PE departments. Originally focused specifically on promoting Freshman Success, this group expanded its scope to address initiatives intended to increase academic success for students across grade levels. We see a clear need to help our students establish their identities as successful students through a curriculum focused on fundamental skill building and widespread strategies to help them succeed.

Measurable Growth Targets included within this Category included: All teachers will be trained in Constructing Meaning strategies and 80% (2017) of teachers will utilize these strategies as evidenced in observations by peers and administrators, and student work samples, increasing by 5% annually. Success of CM will be assessed annually; the number of freshman SPED and ELL and LTEL students earning passing grades in all core academic classes will improve by 5% annually (2016 baseline SPED 42%, ELD and LTEL 59%); the number of freshmen earning 60 or more credits will increase by 5%; second semester Non-1st period 9th grade tardies reduced by 5% from 1st semester; all tardies will be reduced by 2% after implementation of new tardy detention policy.

**Progress Summary:**

Freshman success rates have not seen notable improvements since the previous self-study despite our efforts: in 2014-15 about 54% of freshmen completed the year with all of their credits, and by 2019-2020 that number had remained remarkably stable year over year. Meanwhile the number of freshmen earning fewer than half of their credits has fluctuated between 9% and 15%, until a dramatic dip in 2020-21 during the COVID-19 pandemic during which only 39% of students earned all of their credits and about 25% earned half or fewer. With the return to campus freshman grades seem to be rebounding, though: the Q1 GPA average for fall of 2021 was the same as pre-pandemic numbers.

Based on our increasing numbers of Long-term English Learners and the continued needs of students on IEPs and 504 plans, all teachers are now trained in the use of Constructing Meaning strategies; however, survey data suggest that CM strategies are not being implemented consistently nor with fidelity campus-wide. CM adoption was previously reinforced by teacher walk-throughs, but this was essentially discontinued with the COVID-19 pandemic. A teacher program for shared modeling of instructional best practices is staged to be initiated in spring of 2022. The “New Teacher Academy” and district level training have proven helpful in bootstrapping new teachers as we move back onto campus, but at this juncture walkthroughs are implemented inconsistently and the need to develop coherent systems for sharing best practices as well as enforcing of consistent school-wide expectations continues.

Limitations in the master schedule prevented MDHS from implementing a scaled up AVID program, therefore, the freshman level class has been terminated. Likewise the Link Crew program was lost to faculty turnover. In response, Peak Hours presentations have been developed to introduce “AVID-like” strategies to students. Improvements to student success attributable to the introduction of the Peak Hour intervention period has been difficult to quantify, but the intervention is popular with students and faculty as reported through surveys, and we continue to tune the rostering and content offerings.

Efforts to improve rates of student truancy have continued mostly through the district SARB/SART process: Attendance actuals had improved year over year between 2015 and 2019 by about 2% points for all grade levels, but with the introduction of COVID-19 lockdowns the attendance taking process became unreliable until the return to campus in fall 2021. Attendance during COVID-19 was very erratic for many of our students, especially within the ELL and newcomer populations, similar to many schools across California with similar demographics. Attendance for fall 2021 had dipped considerably at the beginning of the semester compared to prior on-campus years, but have gradually seen improvement as the school year progresses. We expect that the second semester will see improvements in line with the MGT goals set in this category. Meanwhile, tardies have been problematic with the return to campus, and the detention policy initiated prior to the pandemic started back up in fall of 2021.

## Action Plan Category 4: Equity and Access

**Goal:** Improve student achievement through equitable access to classes and increased academic counseling services

### Needs and Recommendations Addressed:

Ensure equitable access to all classes for all students; Recruit and promote underrepresented groups in higher-level classes; Increase academic counseling services; the academy model has not lent itself to equitable enrollment in higher level classes. A structure should be identified and put into place as soon as possible that will allow students a clear pathway into higher level classes no matter which academy they are enrolled in. This includes a system that prepares students for the rigor of such courses and scaffolds to support them while they are taking those courses.

### Overview:

Initial discussion of issues concerning equitable access primarily gravitated towards the difficulties in meeting student needs within the wall-to-wall academy model. Refocusing on the issues we could proactively control as a faculty, we started looking at broader issues students had in accessing classes and being successful within them. Historically conversations in this area had focused on adding Advanced Placement and Honors classes and streamlining student access to increase enrollment in those classes. Two out of three of the Measurable Growth Targets associated with this groups' critical areas of need focused on this concern. But data analysis for AP student enrollment and performance made it clear that test pass rates were consistent regardless of the number of students enrolled, and that merely getting more students into the classes was not the core of the challenge: we needed to make more students not just feel confident enough to take the courses, but more capable of succeeding with the coursework by providing the necessary supports.

Based on this information, the group determined that in order to have more students enroll and be successful in upper level courses, students needed to be provided more counseling services and academic support at the ninth and tenth grade levels—in essence cultivating students to thrive at upper levels later. Our theory is that increased counseling services, tools such as Naviance, and individualized learning plans can help get previously underrepresented students tracked to take higher-level courses, increasing diversity in those classes. It is our strong belief that freshman success is deeply integral to success at all levels, and that through aiming for growth targets that focus on developing services that support freshman success, we will reap increased success for upperclassmen in the longer term. With this new mindset, in 2017-18 we revised the Measurable Growth Targets associated with this goal, augmenting goals related to AP pass rates and upper level course enrollments with growth targets that focus on counseling and academic planning as

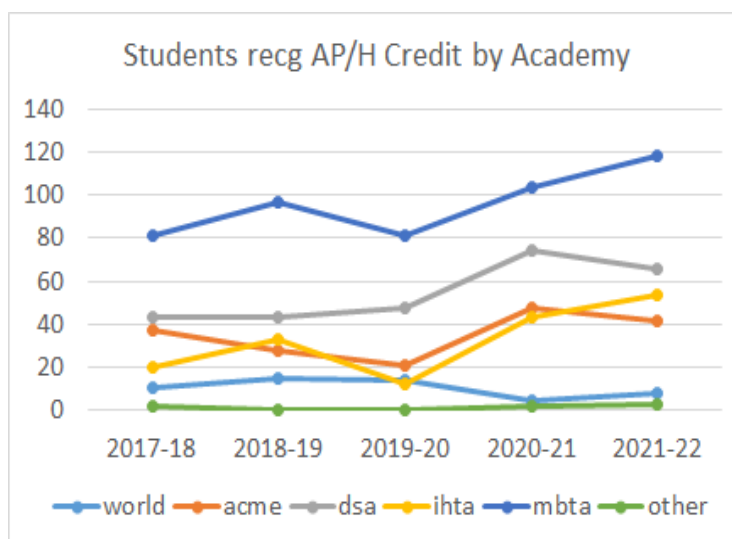
well as support of ELL and Special Education students.

Measurable Growth Targets associated with this category included: Increase the a-g completion rate by 5% for all grade levels (2016 baseline 33%); increase # of modified/sheltered/standards-based content courses; all incoming freshman students receive training in Naviance; 100% of LTEL students will receive individualized catch-up plans to promote redesignation; 5% more students enrolled in AP/Honors will receive a passing grade; and 5% more students taking AP exams will receive a 3 or better.

### Progress Summary:

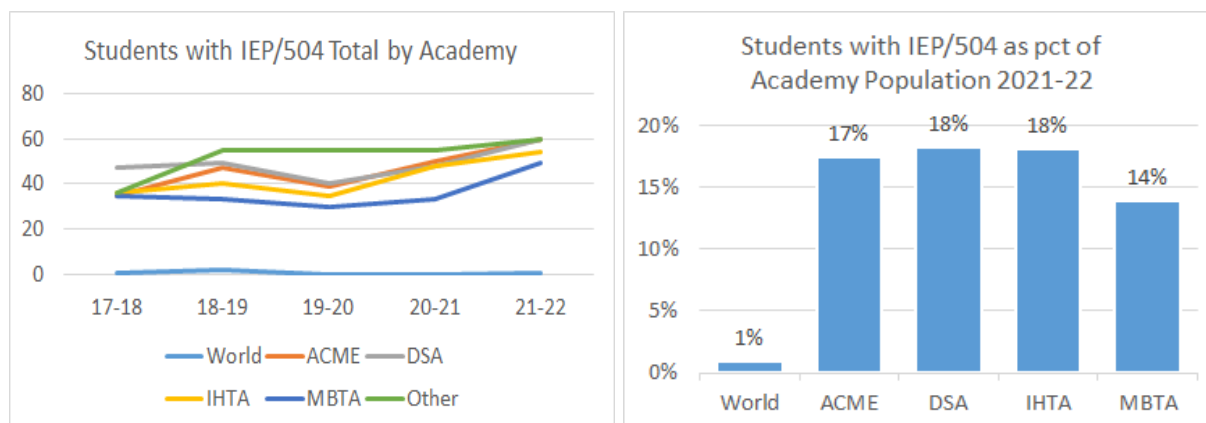
The counseling department has expanded and now consists of one College and Career Coordinator, 4 full time academic counselors, and a part time at-promise counselor. The PSAT is now administered to all students, and more students are applying to two and four-year programs, more proactively supported by the CCC, Upward Bound, and outreach programs from the local Community College district. All students are introduced to the Naviance software application in their freshman year and many use it continuously to manage their eventual college application process. In addition, the main student counseling staff has been reoriented: previously counselors were assigned to students by grade level, but in 2021-22 school year the counselors have been realigned to academy-specific populations, allowing the counselors an increased opportunity to develop effective relationships with students over the course of their high school careers. Additional FTE has been allocated by the district for support of ELL programs, and all LTEL students are assessed annually and provided with updated individualized “Catch-up Plans.”

Additional AP and Honors courses have been added at the school, along with increased articulation and dual-enrollment programs, in order to provide more options and availability of upper level coursework to more students. Distribution of AP/Honors seats are still somewhat imbalanced across academies despite new offerings in less traditional content areas: this imbalance has been exacerbated by systemic irregularities in course coding which need to be resolved. However, the number of students enrolled in AP and Honors courses has been on the rise for students in all academies (with a notable dip as students return to campus), and while more girls were enrolled than boys, students of different ethnicities are proportionately represented in AP/Honors classes.

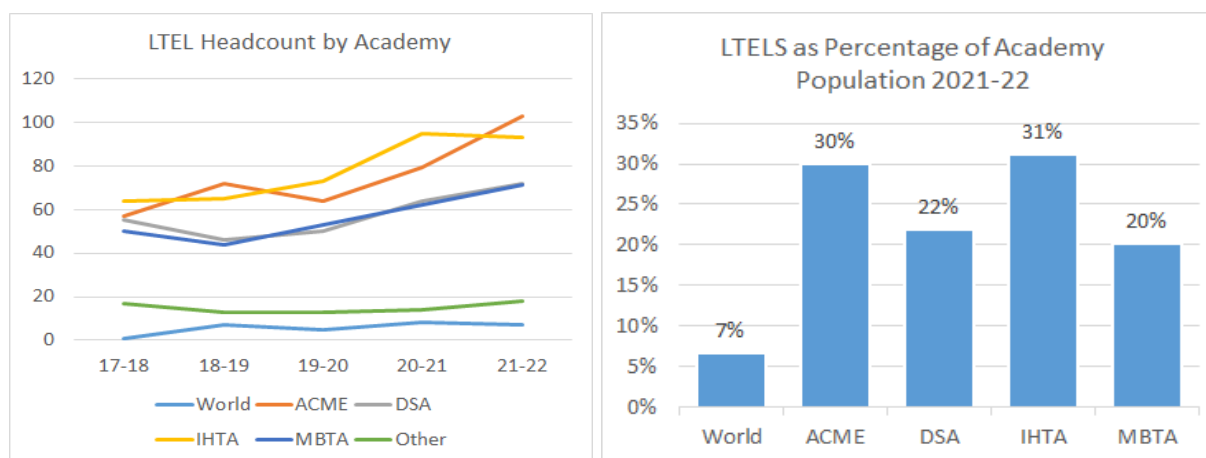


## Mt. Diablo High School ACS WASC/CDE Self-Study Report

Distribution of students on IEPs and 504 programs is increasingly equitably split across academies, with some modest imbalances persisting; students categorized as Long-Term English Learners are less equally distributed, especially relative to academy population totals, indicating a need for further balancing.



*Students with IEPs/504s are split more equitably across academies than in the past few years; there are still some modest imbalances in representation.*



*Students categorized as Long-Term English Learners are less equally distributed, especially relative to academy population totals.*

## **Critical areas for follow-up not in the current Schoolwide Action Plan/SPSA**

Most Critical Areas of Need from the prior self-study are substantial and progress is on-going, and fall within the Major Student Learning Needs articulated in our new Action Plan which has been revised to align more closely with the Single Plan for Student Achievement (SPSA) as we move forward. Critical Areas of Need from the prior full self-study that are not explicitly evident in the new Action Plan include those concerning implementation of the Common Core State Standards; implementation of common assessments, and an increase in the use of formative assessments. These initiatives are considered to be status quo at this stage and our continued execution should be implied.

Some recommendations from the Full Self-Study and Mid-Term Visiting Teams were determined to be outside of the scope of site faculty/staff working groups, such as issues regarding district bus transportation and state of the physical plant: efforts to improve matters on these fronts continue at an administrative and district level. Transportation issues have fluctuated in degree, but are generally improving despite current staffing challenges. The football stadium remodel is complete, the campus buildings have been repainted, and the English Building has been renovated, with renovations to the Art Building anticipated to begin in the summer of 2022.



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

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- The history and background of the school
- A description of the school programs
- *California School Dashboard Performance Overview* and other local measures
- Examination of perceptual data, such as surveys
- Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)
- Provide a brief summary that includes:
  - Implications of the data
  - Identification of 2–3 preliminary major student learner needs (at this stage of analysis)
  - Important questions to be discussed in the Focus Groups.
- Include related profile materials in the appendices at the end of the report.

Mt. Diablo High School is one of five comprehensive high schools in the Mount Diablo Unified School District. Established in 1901, MDHS is the oldest high school in Contra Costa County. Thirty-eight percent of students reside locally in the city of Concord, while sixty-two percent of students reside in the Pittsburg/Bay Point area; a small number attend on transfers from neighboring communities such as Antioch, Martinez, and Vallejo.

At MDHS, almost all of the students belong to one of five academies. Four of these academies are career-themed California Partnership Academies, in which students receive cross-curricular instruction that aims to increase the relevance and depth of learning in traditional core academic subjects — math, language arts, science, and social studies — through connections to the business industry sectors of allied health and biotechnology, digital arts & media, construction and engineering, and hospitality.

Through these academies, the goal of the school is for more students to graduate on time with transferable career skills sought by industry partners while also preparing them for college or university. While each of these CPA academies were originally a smaller learning community to which students applied for membership and focussed on a single career technology pathway, several years ago the school switched to a “wall-to-wall” academy model in order to involve all students, at which time each academy then expanded to host a closely related second career technology vertical pathway.

The fifth academy is the World Academy, which serves high school students who are newly arrived in the United States. The World Academy provides a district hub for these newcomers with a specialized program that focuses on accelerated English language acquisition. In addition to academy students, we host moderately and severely handicapped programs, a strategic autism class, a benchmark autism class, and the Mount Diablo Mental Health Collaborative program (BASES) which comprises three classrooms providing enhanced mental health support. Most of these students participate in general education classes for a portion of their day.

## Mt. Diablo High School Guiding Documents

### MDUSD LCAP Goals

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

### K-12 Mt. Diablo Unified School District Graduate Profile

The MDUSD Graduate is a(n):

**Effective Communicator:** Is proficient in writing, speaking and listening adapted to audience, task, purpose and discipline.

**Community Contributor:** Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve problems, and achieve shared goals.

**Complex Thinker:** Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting and analyzing information in order to develop and implement creative solutions to complex problems.

**Effective & Ethical User of Technology:** Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.

**Self-Directed Learner:** Independently seeks and uses resources including teachers, peers, print and digital references with perseverance and endurance to engage in new learning toward academic, professional and personal goals.

**Global Citizen and Responsible Worker:** Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.

**Health & Wellness Advocate:** Demonstrates a commitment to physical and mental well-being of self and others to make positive and healthy choices.

**Mt. Diablo High School Single Plan for Student Achievement Goals**

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepares them for college, career, and civic responsibility.

All students, parents, guardians, and staff are engaged and feel valued and included in the MDHS community.

The number of ninth grade students who have earned sixty credits at the end of their freshman year will increase. The number of ninth grade students who have perfect attendance will increase.

**Mt. Diablo High School Vision Statement**

We graduate students prepared for college, career, and civic responsibility.

**Mt. Diablo High School Mission Statement**

We will raise all of our students' ability to read, write, and think critically through engaging, rigorous, standards-based instruction.

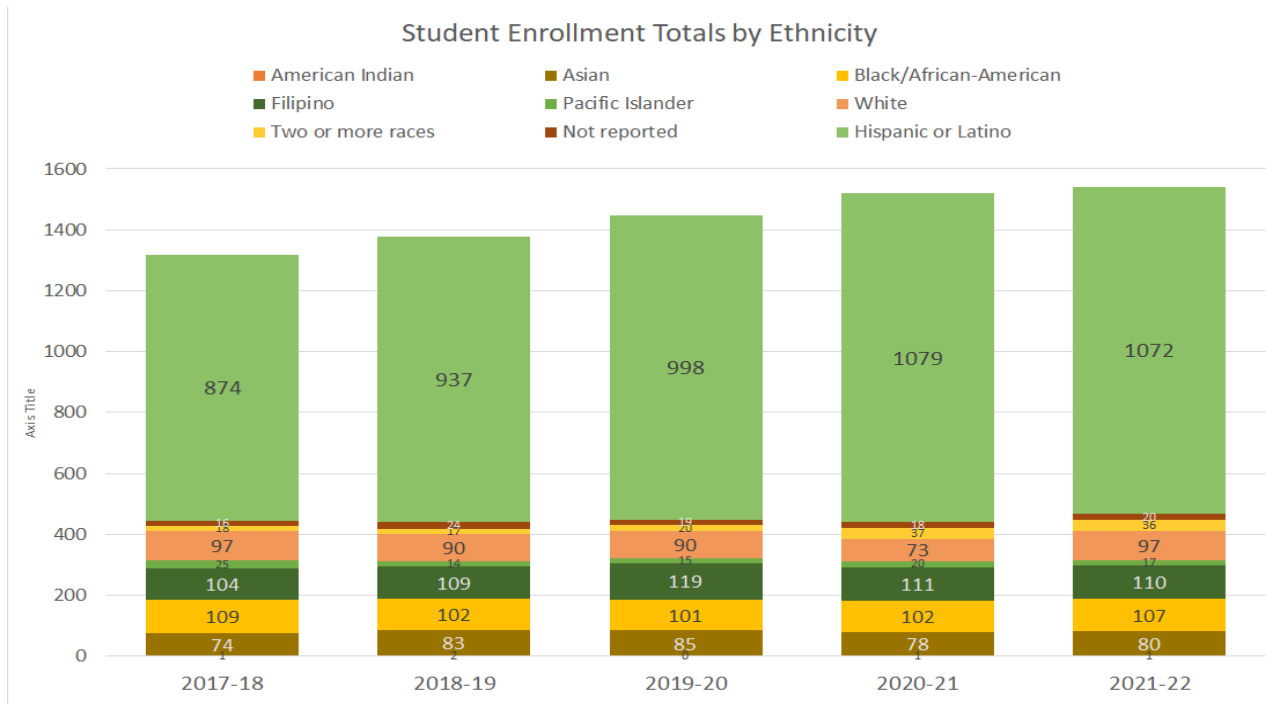
We will improve all of our students' physical health, emotional well-being, and sense of responsibility to self and the community.

We will instill determination in all of our students to persevere in reaching their goals.

## Demographic and Performance Data

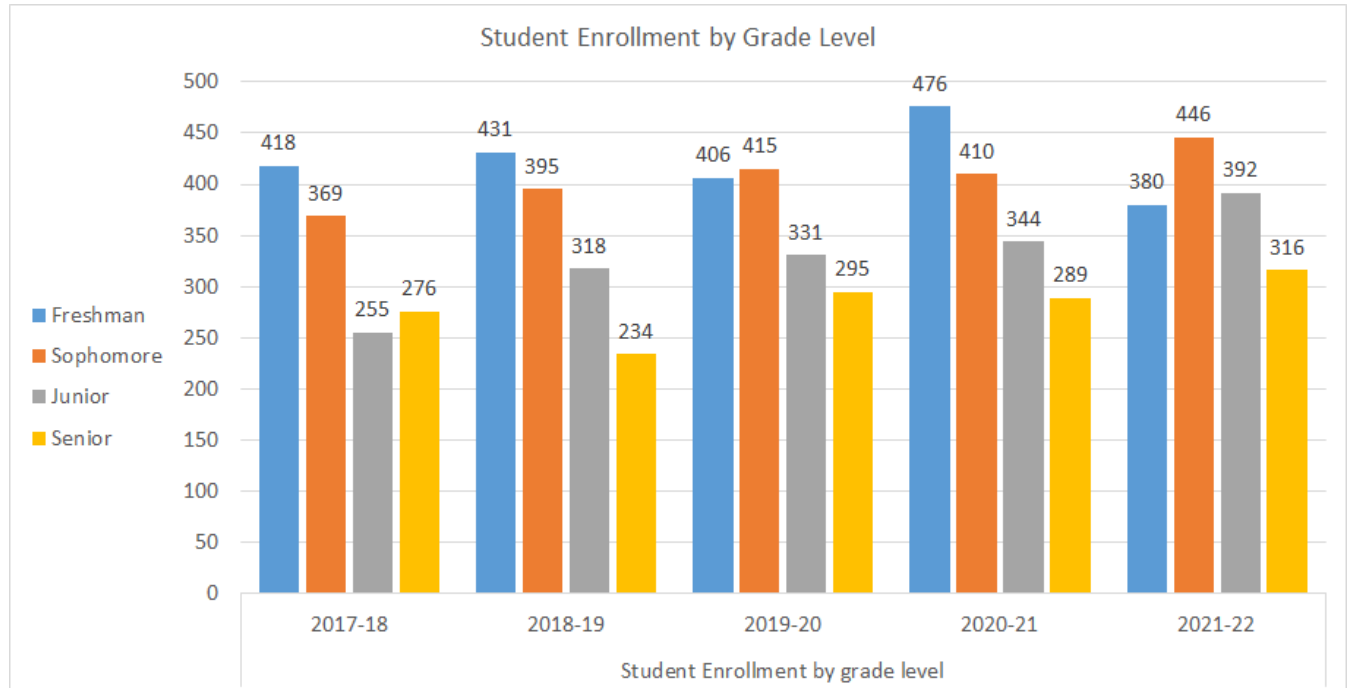
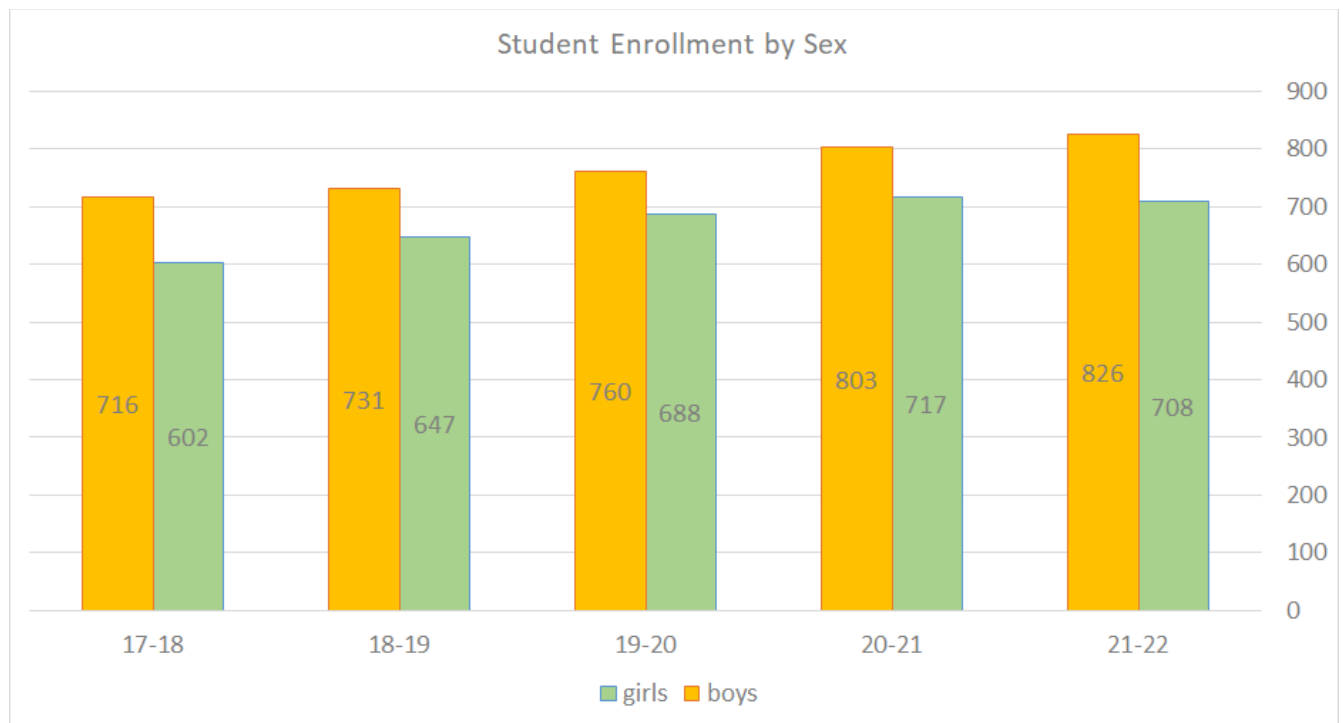
### MDHS Student Enrollment Totals by Ethnicity

	2017-18	2018-19	2019-20	2020-21	2021-22
American Indian	1	2	0	1	1
Asian	74	83	85	78	80
Black/African-American	109	102	101	102	107
Filipino	104	109	119	111	110
Pacific Islander	25	14	15	20	17
White	97	90	90	73	97
Two or more races	18	17	20	37	36
Not reported	16	24	19	18	20
Hispanic or Latino	874	937	998	1079	1072
<b>Total Students</b>	<b>1318</b>	<b>1378</b>	<b>1447</b>	<b>1519</b>	<b>1540</b>



*Student population continues to grow. Most ethnic groups are static; Hispanic/Latino population increases year over year.*

## Mt. Diablo High School ACS WASC/CDE Self-Study Report



*We experience considerable attrition between freshman and senior year. Currently we have a “bumper crop” of sophomores.*

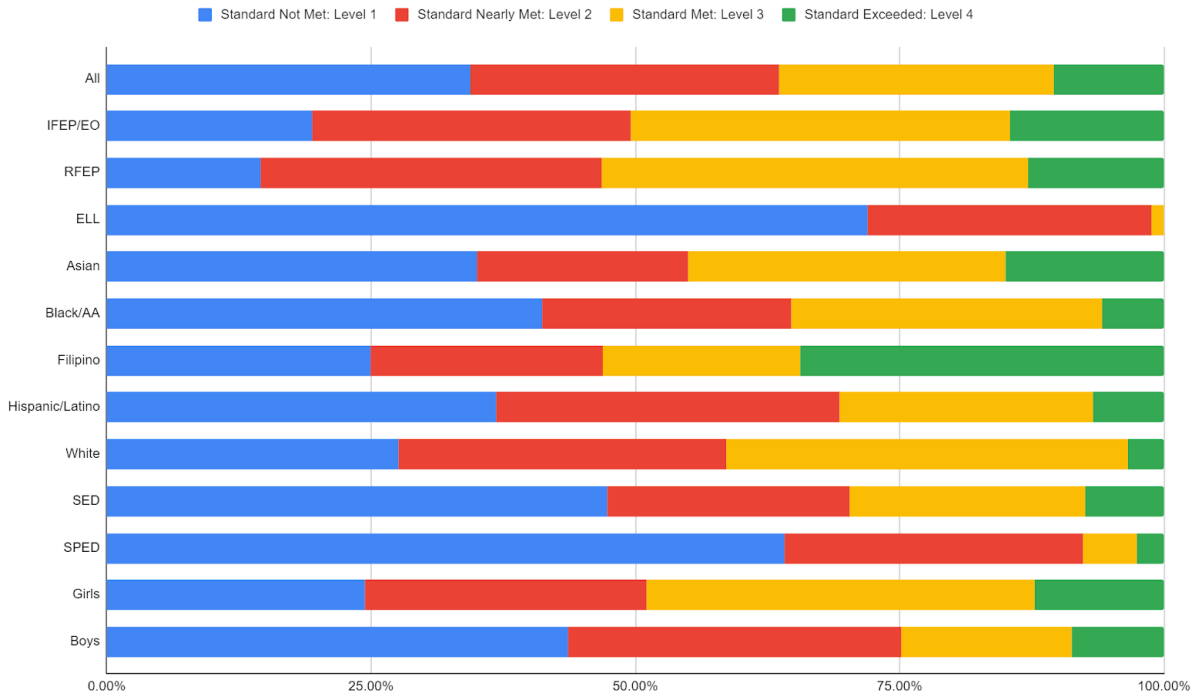
## **Demographics Analysis**

The population at MDHS has continued to grow following a brief period of contraction coinciding with the previous full self-study: much of the growth is within our Hispanic and/or Latino population. We consistently have more boys than girls. Statistics involving student enrollment by grade level present some compelling implications: we tend to have a younger student body, and currently an outsized proportion of students are freshmen and sophomores. Coupled with the remote learning conditions imposed by the COVID-19 pandemic lockdown of the last couple years, the majority of our students are new to a high school campus and new to the academic and behavior expectations placed on high school students. This has caused additional classroom management and campus climate challenges.

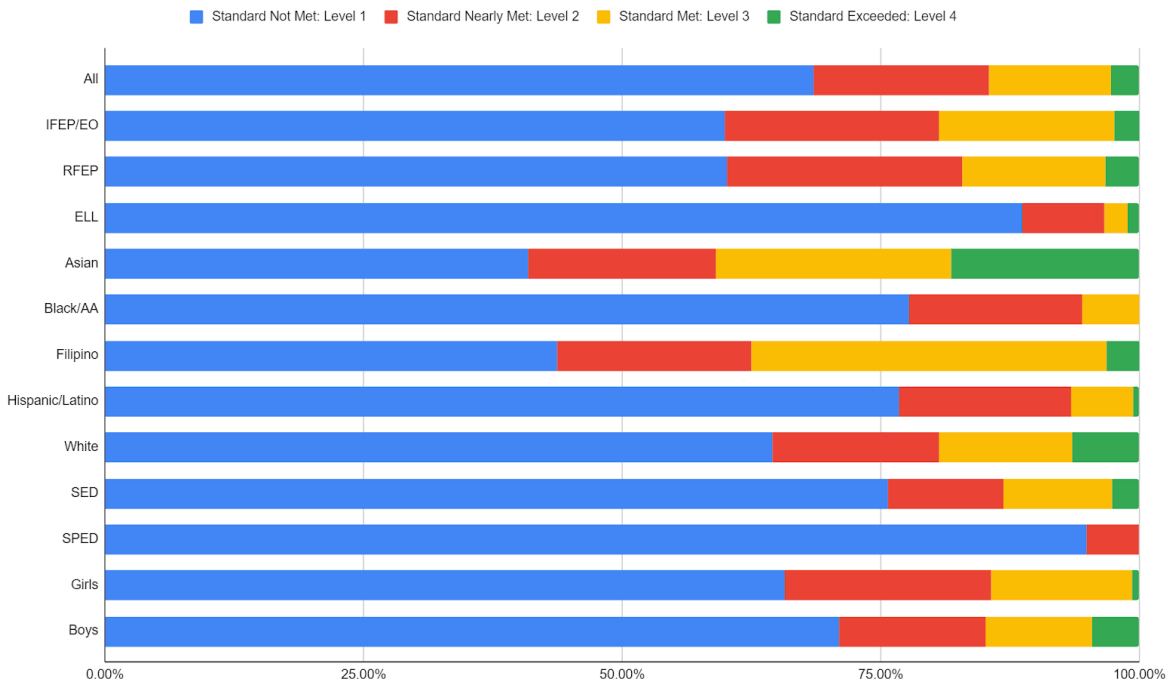
An additional implication of this data involves the dramatic attrition rate evident in our population as students age through the school system: with the exception of an anomalously large sophomore class this year which we anticipate will continue to “bubble up” through to graduation, cohorts reliably see a reduction in numbers as they reach junior and senior year, as students presumably move to continuation schools or otherwise leave the MDHS population. Preliminary analysis indicates that much of the drop-off occurs within our Long-term English Learner population: this situation is explored in more depth below in the “Student Language Proficiency Analysis” section. MDHS should take a closer look at student retention strategies and make additional efforts to disaggregate the “lost population” to assess root causes and possible additional interventions.

## Mt. Diablo High School ACS WASC/CDE Self-Study Report

### English-Language Arts CAASPP 2018-19 by Subgroup

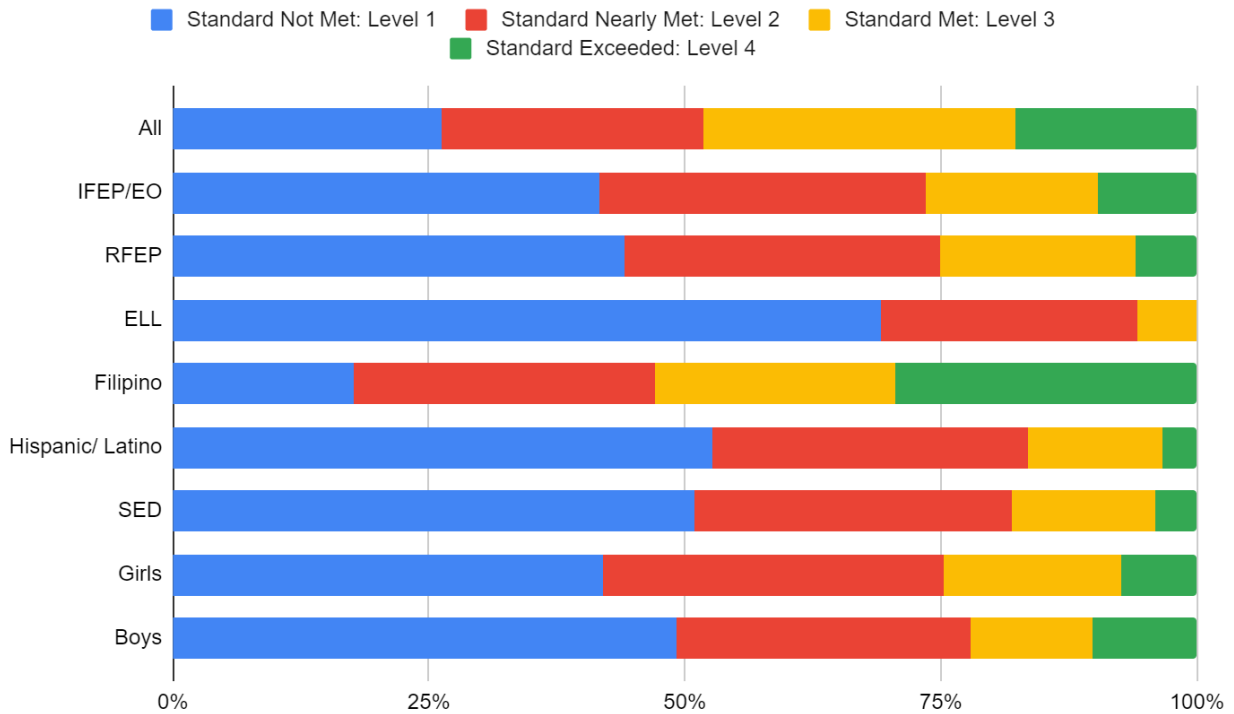


### Math CAASPP 2018-19 by Subgroup

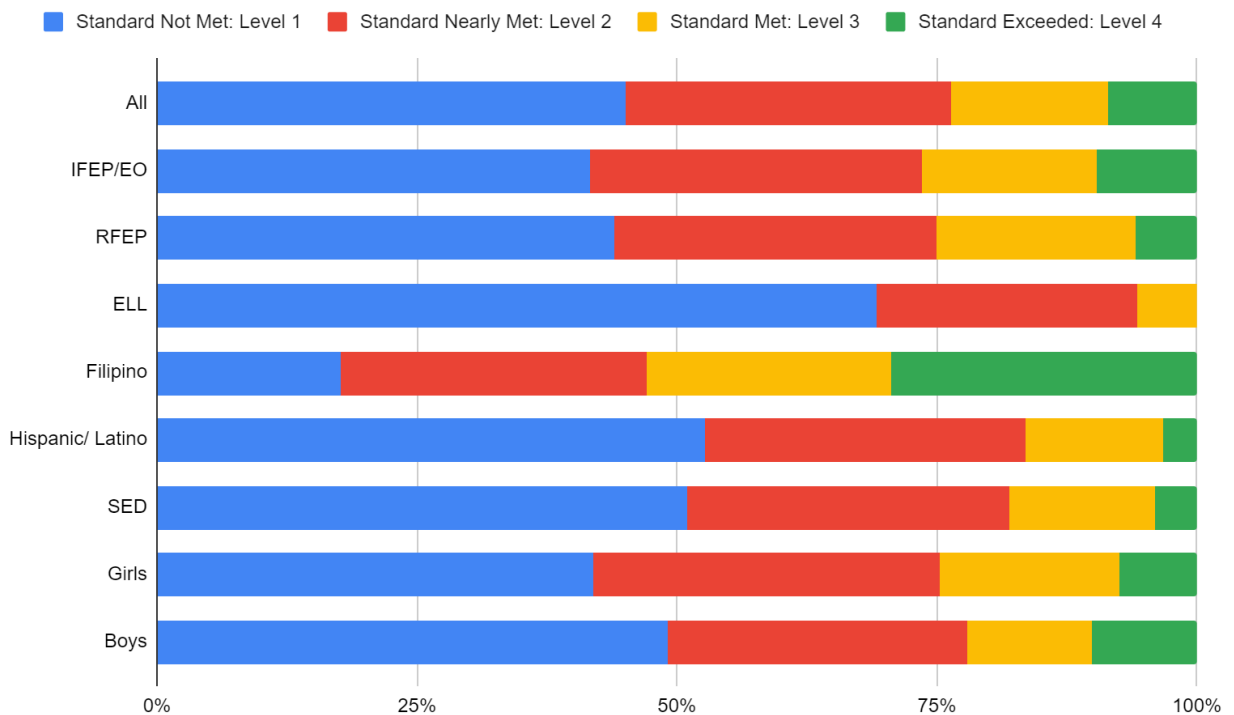


# Mt. Diablo High School ACS WASC/CDE Self-Study Report

## English-Language Arts 2020-21 by Subgroup



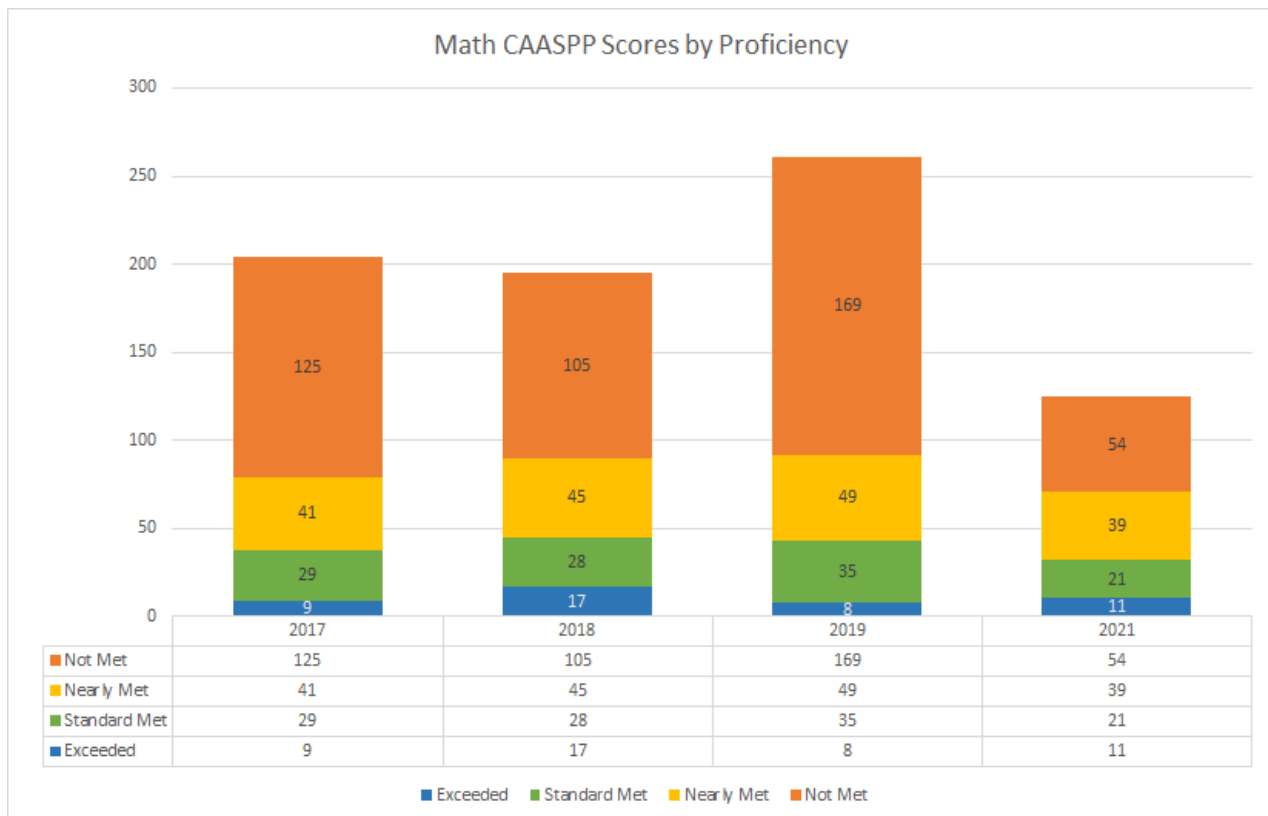
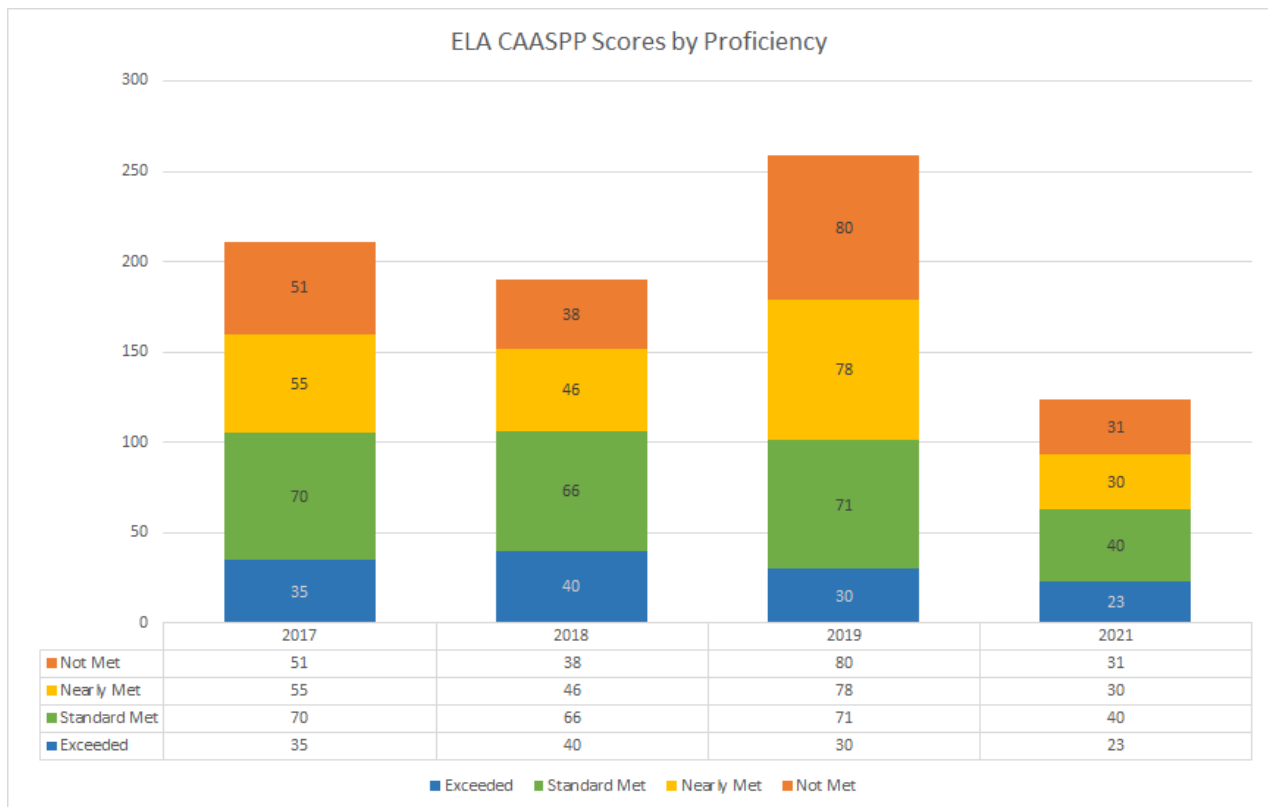
## Mathematics 2020-21 by Subgroup

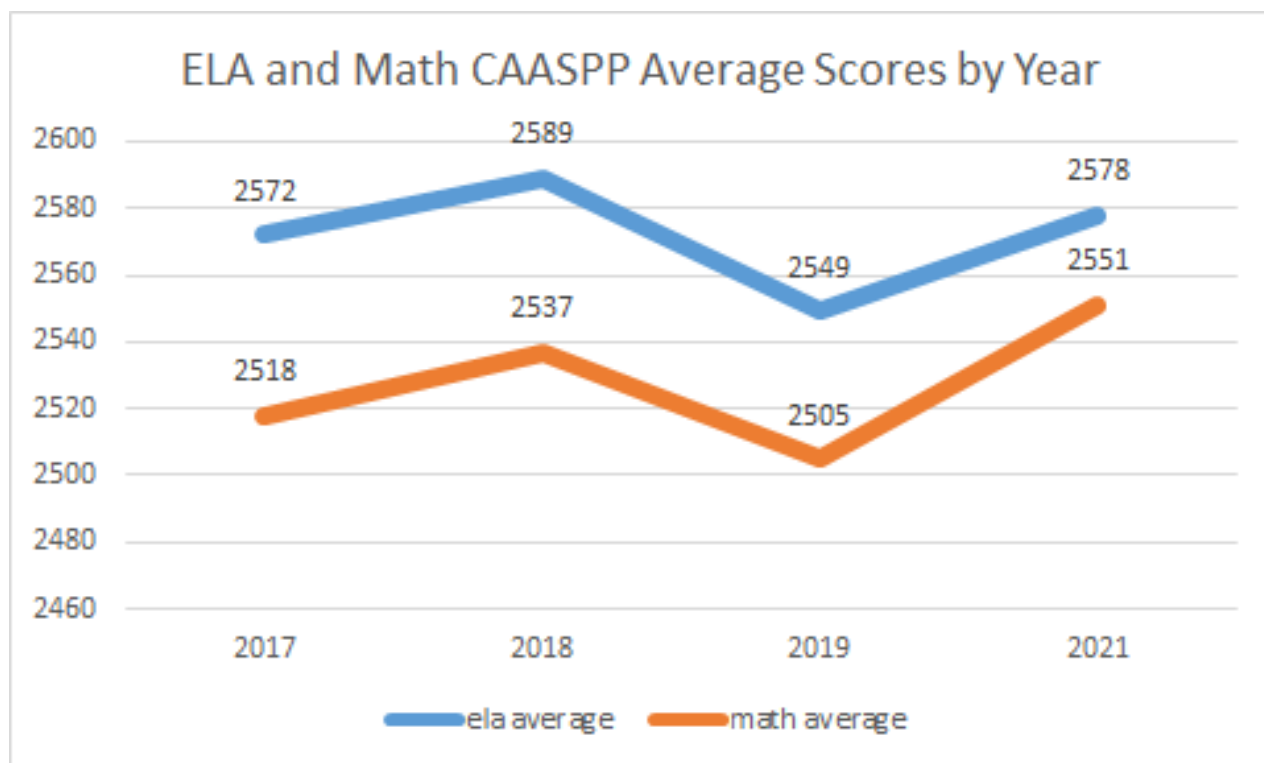




## Mt. Diablo High School ACS WASC/CDE Self-Study Report

### CAASPP Trends Year over Year





### CAASPP Score Analysis

With the transition into the new CAASPP testing and away from STAR and CAHSEE testing, MDHS had some difficulty in identifying large-scale performance trends among the student body. Now, as we have a few years of relatively consistent data from our eleventh graders, some patterns have started to emerge: while scores continue to fluctuate annually, our students consistently perform better in English Language Arts than in Mathematics, and thus far we have not seen any substantial or reliable movement with either.

Looking at the pre-pandemic performance data by subgroup ([data view available here](#)), Students with disabilities have difficulties especially in Math, with only 5.1% Approaching Standard. English Language Learners struggle in both ELA and Mathematics: only 3.4% met or exceeded expectations in math, and 1.22% met expectations in ELA. This underlines how substantial the need for English fluency is in order for students to succeed on either side of the assessment, and is indicative of the learning gaps across content areas that many of our English learner newcomers arrive with.. Black and African-American students also fared more poorly than the mean. Meanwhile, Filipino and Asian students performed better than the school mean, white students tended to perform at the mean scale score for the school at large, and girls generally tested better than boys.

The COVID-19 pandemic interrupted any long-term development of trends that could be evaluated in much more depth, however: no testing was administered in 2020, and in 2021 only half of eligible students were successfully administered the assessment. The 2021 scores trended higher than 2018-19, an apparent improvement that may be attributable to the increased likelihood of successfully testing students who were the most academically engaged in the distance learning

period and adept with the technology needed to be successful both in distance learning and the modern test-taking environment. Disaggregated scores for several subgroups were not available due to the small number of students who were successfully tested.

Despite the unreliability of the 2021 numbers in general, there is an interesting anomaly deserving of attention in the Math results: even though we tested fewer total students than any other year, the raw number of students achieving an “Exceeds Expectations” score was still higher than the totals of two of the previous three testing years. Upon closer analysis we discovered that 82% of the students Exceeding Expectations in Math last year were all students in the same “Math Hours” weekly targeted intervention group. Identification of this localized success and model of targeted intervention supported by data has led to discussion in the math department and faculty meetings and a revitalized interest in school-wide targeted math interventions, which will be rolled out via new Peak Hours rostering in spring of 2022.

Meanwhile, a lack of consistent improvement in either Math or ELA scores affirms the continued need to regularly evaluate the efficacy of our current school-wide interventions and classroom strategies, and underlines the imperative that we refine our local and department-wide use of formative student assessments to identify student learning gaps and better inform student learning and reteaching moving forward.

## Mt. Diablo High School ACS WASC/CDE Self-Study Report

### *College & Career Prepared Graduates by Subgroup (via CA State Dashboard CCI)*

	2018	2019	2020
African American	15.8%	26.9%	20.0%
Asian	35.3%	34.8%	36.4%
English Learners	10.1%	9.8%	13.7%
Filipino	55.2%	50.0%	51.4%
Hispanic	30.9%	31.1%	34.8%
Homeless	9.1%	16.1%	2.9%
Socioeconomically Disadvantaged	30.7%	31.3%	34.7%
Students w/ Disabilities	16.6%	11.8%	14.9%
White	35.7%	23.1%	32.4%
All students	33.5%	32.9%	35.7%

### *How Students “Met Prepared” CCI 2020*

Measure	All Students	African American	Asian	Filipino	Hispanic	White	ELL	SED	Students with Disabilities	Homeless Students
CTE Pathway Completion	38.4%	66.7%	37.5%	83.3%	27.5%	18.2%	11.8%	38.5%	14.3%	0.0%
Smarter Balanced Assessment	31.3%	33.3%	62.5%	61.1%	15.9%	36.4%	5.9%	30.8%	0.0%	0.0%
College Credit Course	5.4%	0.0%	12.5%	5.6%	2.9%	18.2%	11.8%	4.4%	14.3%	0.0%
Advanced Placement	9.8%	0.0%	25.0%	5.6%	10.1%	0.0%	0.0%	9.9%	0.0%	0.0%
a-g Completion	78.6%	66.7%	87.5%	83.3%	81.2%	54.5%	70.6%	78.0%	42.9%	100.0%
State Seal of Biliteracy	24.1%	0.0%	0.0%	0.0%	39.1%	0.0%	17.6%	29.7%	0.0%	0.0%
Leadership/ Military Science	2.7%	0.0%	0.0%	5.6%	1.4%	0.0%	0.0%	3.3%	0.0%	0.0%
Transition Classwork and WBL	1.8%	0.0%	0.0%	0.0%	0.0%	18.2%	0.0%	1.1%	28.6%	0.0%

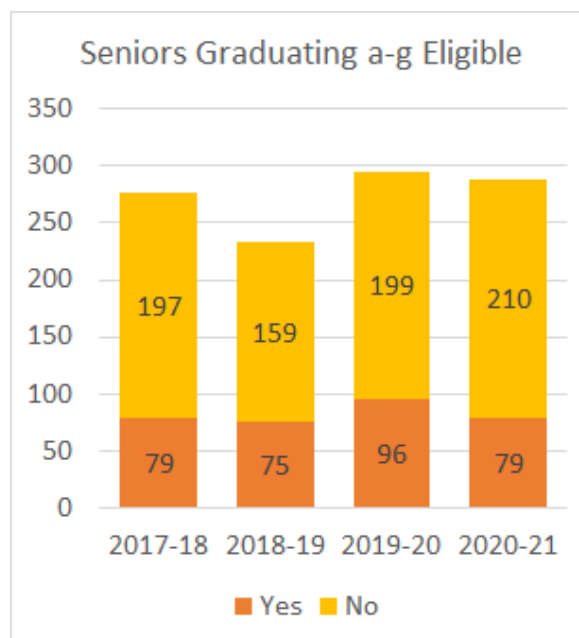
*How Students “Approached Prepared” CCI 2020*

Measure	All Students	African American	Asian	Filipino	Hispanic	White	ELL	SED	Students with Disabilities	Homeless Students
CTE Pathway Completion	80.6%	60.0%	40.0%	71.4%	88.1%	81.8%	77.8%	82.8%	75.0%	33.3%
Smarter Balanced Assessment	13.9%	0.0%	60.0%	14.3%	11.9%	9.1%	18.5%	15.5%	0.0%	33.3%
College Credit Course	1.4%	0.0%	0.0%	0.0%	2.4%	0.0%	3.7%	1.7%	0.0%	0.0%
a-g Completion	6.9%	40.0%	0.0%	14.3%	4.8%	0.0%	3.7%	5.2%	12.5%	33.3%
State Seal of Biliteracy	8.3%	0.0%	0.0%	14.3%	2.4%	36.4%	3.7%	6.9%	37.5%	0.0%
Leadership/ Military Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Transition Classwork and WBL	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

**College and Career Indicators Analysis**

Students graduating “College and Career Ready” as measured by the CCI indicators at the California School Dashboard show a subtle increase across all student demographic groups over the last three years, with notable dips in the Filipino and Homeless student populations but modest gains in the African-American, English Learner, Hispanic, and Socioeconomically Disadvantaged student populations.

In regards to a-g readiness, the percentage of students satisfying UC/CSU admission requirements hovers around 30%, showing a small increase over recent years, yet leaving great room for improvement. . While in some cases students miss completing these a-g requirements by failing to complete the requisite coursework (upper level world languages, laboratory sciences, and mathematics), in many instances students simply miss the mark in earned letter grades, failing to achieve the necessary C or better in lower level courses such as English I or Algebra I.



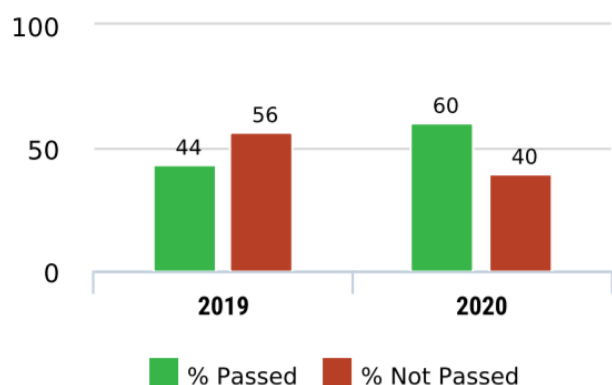
A look at the sub-indicators through which successful students earned the CCI Readiness measure, especially combined with the indicators for students deemed “Approaching Prepared”, has some clear implications for our curriculum offerings. Students meeting “Prepared” largely did so across demographic categories by dint of a-g completion, while Filipino and Asian students in particular benefited from strong performance on the Smarter-Balanced Assessment as well; African American and Filipino students also saw strong results from CTE pathway completion.

While a-g readiness and SBAC scores were still the strongest indicators for CCI readiness, especially for those students who met fully “Prepared”, many students from less traditionally successful demographic groups made advances and “Approached Prepared” or bridged the gap to fully “Prepared” through alternative indicators including CTE Pathway Completion, participation in the JROTC program, Articulated/Dual Enrollment programs and/or simultaneous enrollment at local community colleges, and/or earning AP credit or a State Seal of Biliteracy. Meanwhile students with disabilities “Approached Prepared” through work-based learning opportunities and transitional coursework. All of these additional indicators were especially fruitful for English Language Learners as well as students with disabilities, demonstrating the value of providing alternative pathways to success for our students and a continued commitment to our mission statement of preparing students for “college, career, and civic responsibility.”

## College Readiness: Advanced Placement (AP) (2018-19 to 2019-20)

### AP Passage on All Tests

	# of Exams Taken	% Passed	% Not Passed
		# Passed	# Not Passed
2020	181	60%	40%
		109	72
2019	271	44%	56%
		118	153



### AP Passage by Test Taken

	2019		2020	
	# Taken	% Passed	# Taken	% Passed
2-D Art and Design			4	100%
Biology	11	9%	3	0%
Calculus AB	15	13%		
Calculus BC	1	100%		
Calculus BC: AB Subscore	1	100%		
Computer Science A			1	100%
Computer Science Principles	10	80%	14	64%
English Language and Composition	62	18%	45	40%
English Literature and Composition	17	29%		
Spanish Language and Culture	45	100%	17	100%
Spanish Literature and Culture	11	100%	14	100%
United States Government and Politics	23	22%	19	26%
United States History	40	10%	26	38%
World History	35	69%		
World History: Modern			38	82%

### AP/Honors Students by Ethnicity

	2017-18		2018-19		2019-20		2020-21	
American Indian	1	1%	0	0%	0	0%	0	0%
Asian	14	7%	22	10%	23	13%	24	9%
Black/African-American	11	6%	12	6%	8	5%	10	4%
Filipino	18	9%	32	15%	30	17%	38	14%
Pacific Islander	4	2%	1	0%	1	1%	3	1%
Hispanic or Latino	135	70%	131	61%	100	57%	189	68%
White	8	4%	13	6%	10	6%	10	4%
Two or more races	0	0%	0	0%	0	0%	0	0%
Not reported	3	2%	5	2%	4	2%	2	1%
Total Students	194		216		176		276	

***AP/Honors Students by Language Fluency***

	2017-18		2018-19		2019-20		2020-21	
<b>English Only</b>	43	22%	51	24%	38	22%	59	21%
<b>Fluent</b>	17	9%	21	10%	16	9%	18	7%
<b>Learning</b>	35	18%	26	12%	29	16%	21	8%
<b>Redesignated</b>	99	51%	118	55%	93	53%	178	64%
<b>Total</b>	194	100%	216	100%	176	100%	276	100%

***Advanced Placement Performance Analysis***

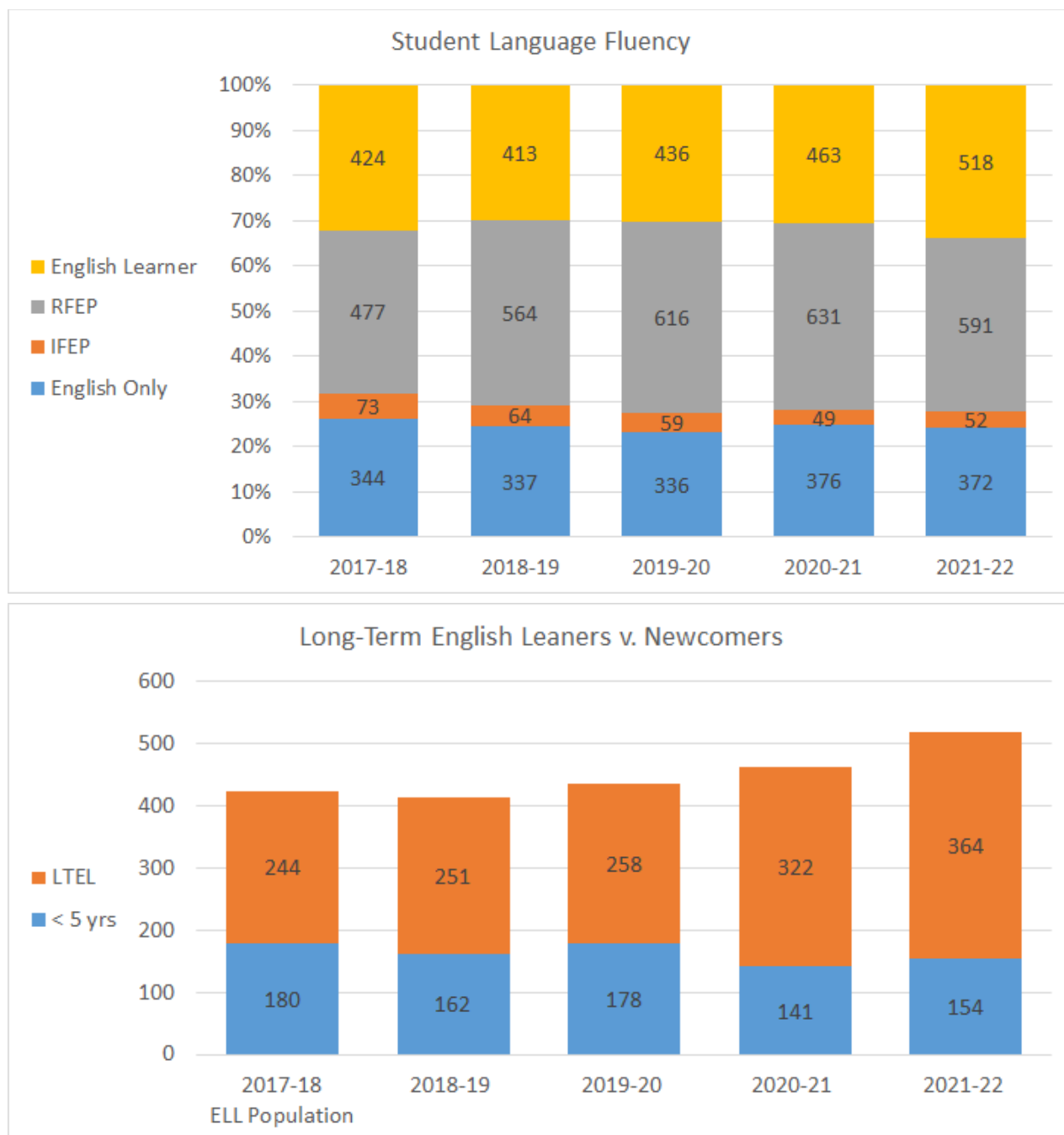
MDHS has seen an increase in the number of total students engaging with AP and Honors coursework as well as the number of actual seats: specific AP course enrollments have fluctuated year by year, depending on student demand and faculty availability. As a school we have shifted focus to increasing student access and opportunity to engage with this upper level coursework rather than a targeted effort to increase raw test scores: as a result, enrollment numbers have increased while actual test results do fluctuate by year. About 13% of the 2021 graduating class earned a 3 or better on at least one AP exam.

Spanish Literature and Spanish Language continue to be institutional strengths; recent years have seen students shying away from upper level math and science courses, while tenth grade World History: Modern has proven to be a very popular reintroduction, and we added an additional section this year to meet the increased student demand. The new AP Computer Science program continues to grow as does the AP Art program. Nascent efforts to grow a pre-honors program stalled with the advent of COVID-19 and loss of invested faculty.

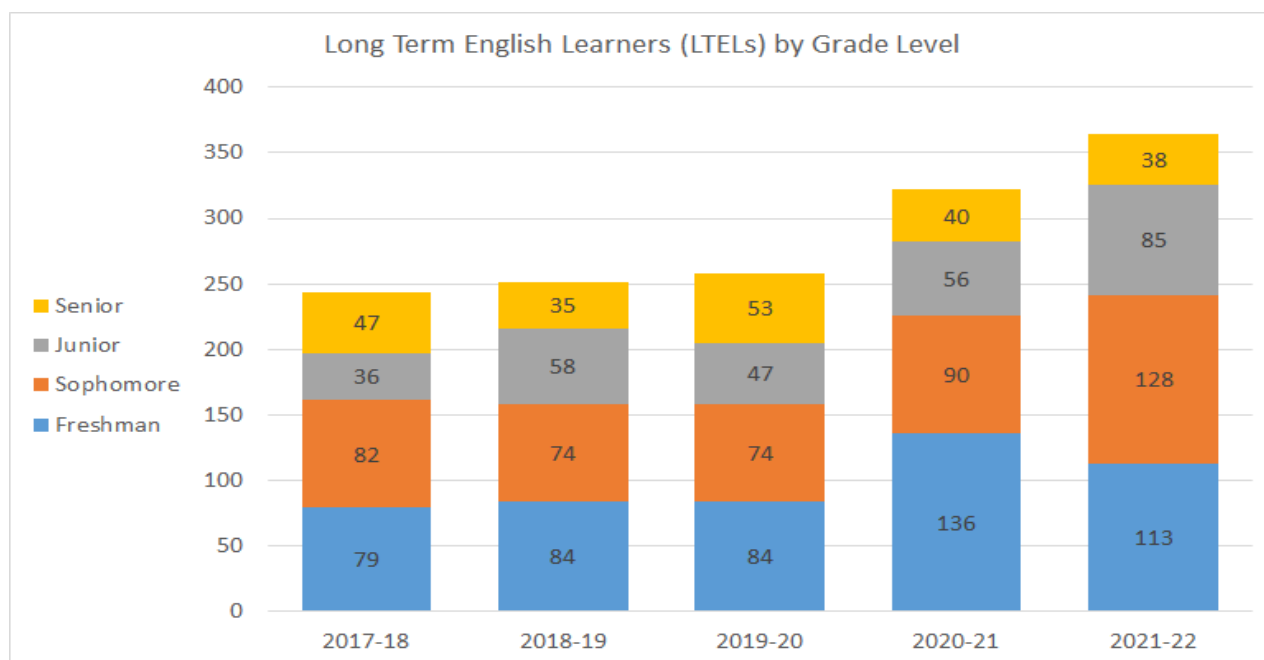
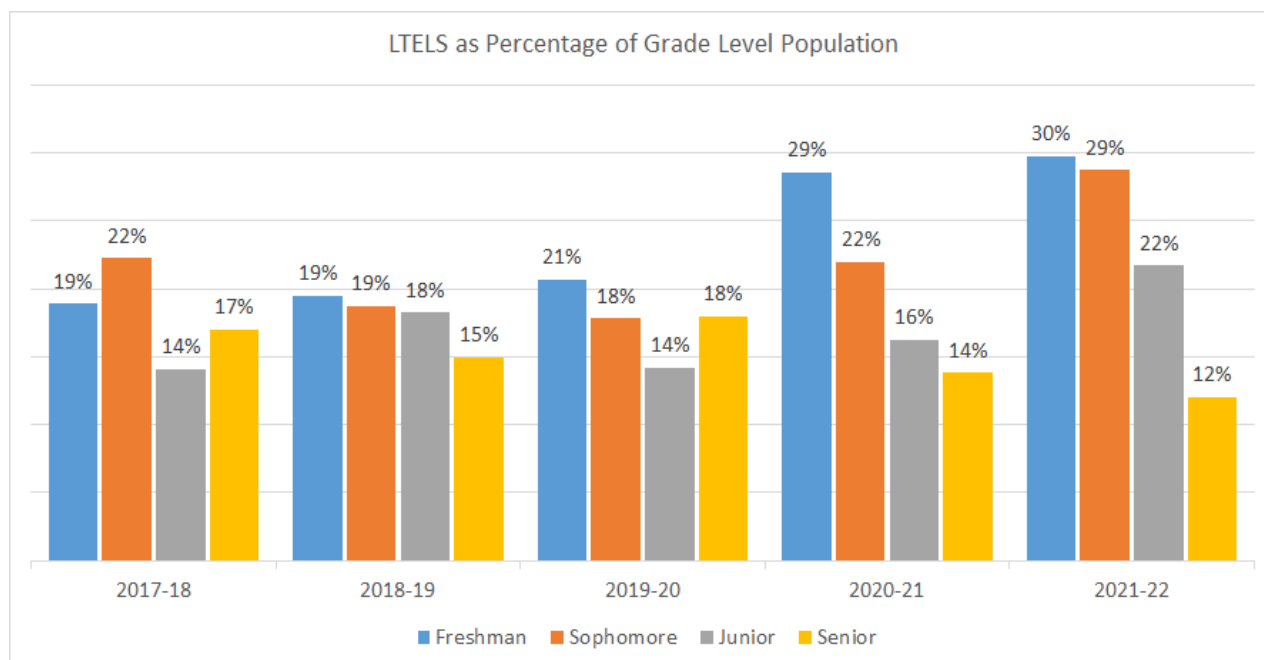
Student enrollment disaggregated by demographics and language fluency trends well with the overall student population, excepting some dropoff with ELL and LTEL students during the COVID-19 distance learning model. As indicated in Chapter 1, enrollment by academy continues to be somewhat imbalanced and demands further efforts to promote opportunities campus-wide.



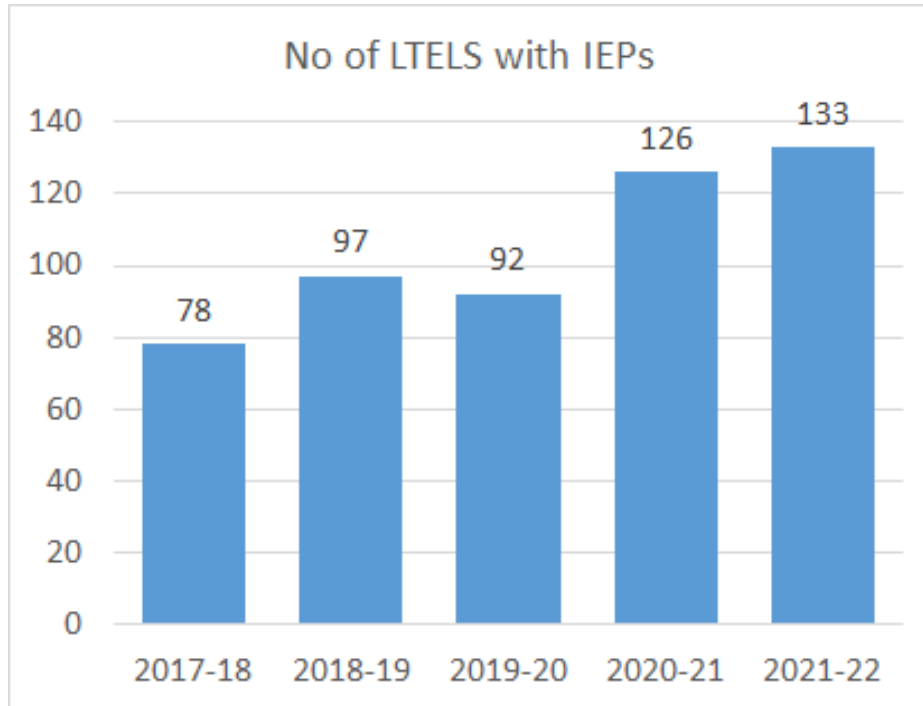
## Mt. Diablo High School ACS WASC/CDE Self-Study Report



## Mt. Diablo High School ACS WASC/CDE Self-Study Report



## Mt. Diablo High School ACS WASC/CDE Self-Study Report



### English Language Proficiency Assessments for California (ELPAC) for 2020-21

#### ELPAC Performance on Initial & Annual Assessments

Performance Level	Overall		Oral		Language	
	%	#	%	#	%	#
<b>Level 4</b>	15%	37	31%	78	6%	14
<b>Level 3</b>	23%	58	27%	68	15%	38
<b>Level 2</b>	32%	80	18%	44	27%	68
<b>Level 1</b>	30%	76	24%	61	52%	131

Total tested: **251**

Performance Level	ORAL				LANGUAGE			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
<b>Well Developed</b>	6%	14	57%	143	10%	24	3	7%
<b>Somewhat/Moderately</b>	56%	141	15%	38	34%	86	62%	156
<b>Beginning</b>	32%	80	25%	64	56%	140	30%	76

Total tested: **251**

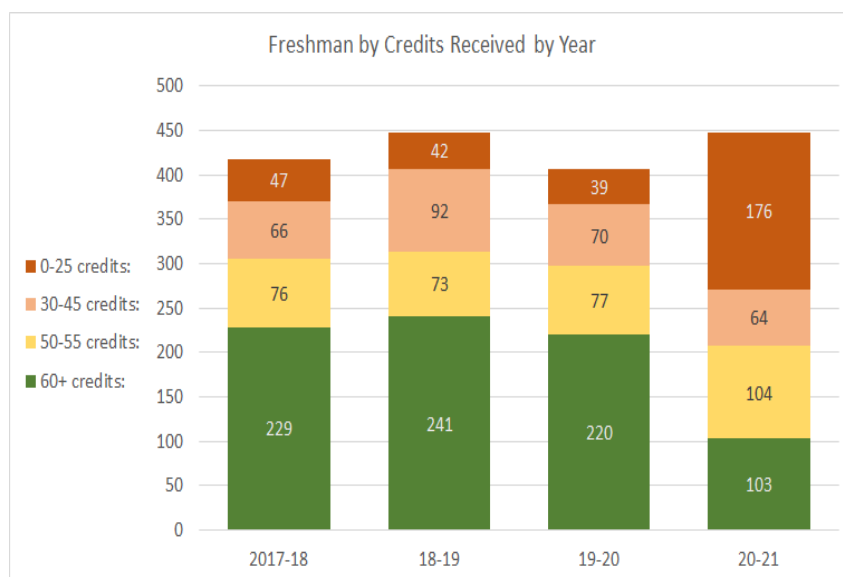
## Student Language Proficiency Analysis

With our high population of students who are English Language Learners, trends in student language proficiency have undeniable implications for learning and teaching at MDHS. Roughly speaking, about a third of students are English-only speakers or Initially Fluent; another third are Redesignated English Proficient, and the last third are English Language Learners. Among the English learners, an increasing proportion are designated as “Long-term English Learners”: students who have been in our educational system five or more years without successfully reclassifying due to test performance, poor grades in core academic subjects, or both. These LTEL students are disproportionately represented at the lower grader levels, and their populations abruptly drop off around junior and senior year: it is very clear that much of our student attrition between ninth and twelfth grade is within the LTEL population.

Meanwhile, the number of LTEL students who are also being served through IEPs or 504 Plans is increasing every year, further underlining an urgent need for us as a school to prioritize additional support for students both in English language acquisition and in accessing curriculum across all content areas. With combined populations of English Language Learners (re-designated and fluent English learners, long-term English learners, and new arrivals) now approaching 70% of the total student population, we are still working to provide consistent implementation of explicit and language-conscious support for English learners across the school.

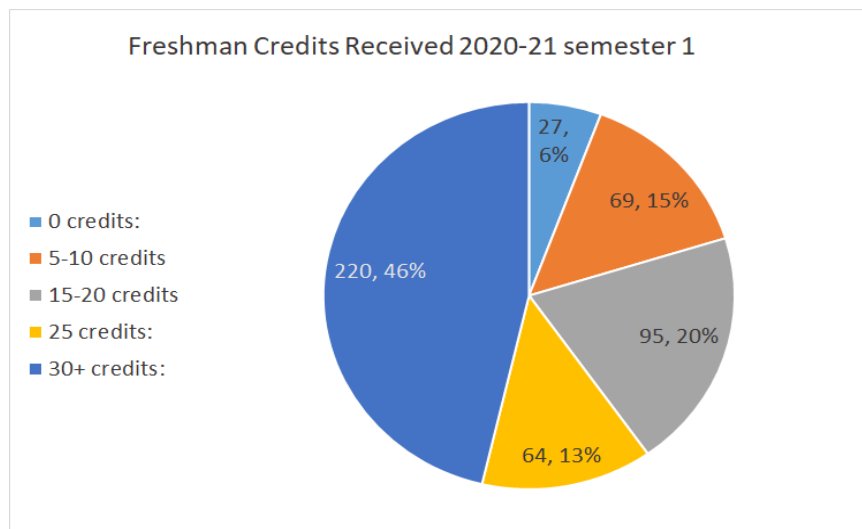
Given these trends in the English Learners population at MDHS, we need to continue our emphasis on training faculty in Constructing Meaning, use of checks for understanding and formative assessments, as well as potentially exploring additional new strategies to ensure the opportunity for every student to succeed in every subject. We recognize that methods that explicitly and successfully target our English learners will certainly benefit the rest of our student population as well, and we need to redouble our commitment to improving student outcomes across subjects through integrating new pedagogical strategies and language scaffolding practices regardless of content area.

## Ninth Grade Success Indicators

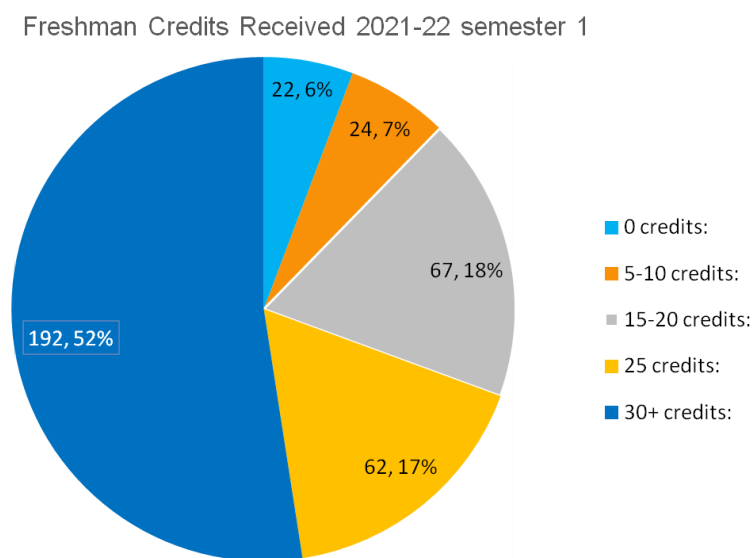


## Mt. Diablo High School ACS WASC/CDE Self-Study Report

*In 20-21, only 39% of 9th graders earned all their credits; about a quarter earned fewer than half of attempted credits.*



*In Fall of 2020, only 46% of freshmen passed all their classes. In Fall of 2021, 52% passed all of their classes, and students earning at least 20 credits increased by 10%.*



### Freshman Success Analysis

Several of our WASC growth targets over the last cycle emphasized the need to specifically focus on increasing freshman academic success, in order to prepare students for continued success through their high school careers. The students themselves view ninth grade as a challenging experience: in a recent student survey asking students about their freshman year experiences, one third indicated that passing all their classes was the most difficult aspect of being a ninth grader.

While we had been seeing nominal gains prior to the COVID-19 pandemic, much of that positive movement was erased over the last two years: in the fall of 2020 fewer than half of freshmen passed all of their classes, and an unprecedented number failed half or more of their classes: the situation improved little over the second semester.

Now as we return to campus we are striving to help our students grapple with the stalled learning and limited socio-emotional learning developmental opportunities they have experienced in the last two years. These issues, combined with personal losses, economic hardships, mental health trauma, and other complications that our students and their families are experiencing as the pandemic continues to impact our home and learning communities, we face great challenges in acculturating many of our younger students to the academic and behavioral expectations of high school.

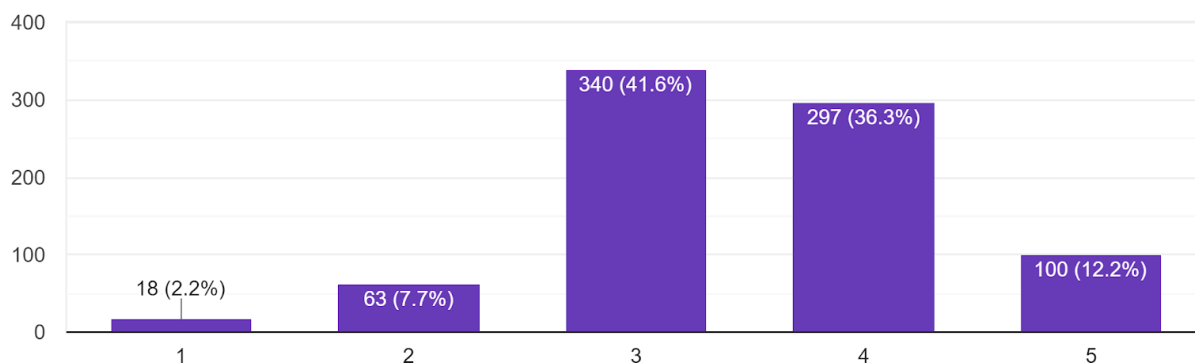
Our work toward better preparing our freshmen for success through high school and beyond will continue to be a challenge and a priority. This year's numbers are looking better than last year's: 6% more freshmen earned all their credits, and the number of students earning 20 or fewer credits dropped by 10%. But our freshmen continue to struggle as they prepare for a-g completion: looking at first semester grade data from this school year, 25% of total grades earned by ninth graders were Ds or Fs. Last year's freshmen, now sophomores, continue to struggle as well, with over 32% earning at least one D or F in the first semester of 2021-22. As grade data from the first semester of 2021-22 has been posted it's increasingly clear that the efforts we have been making to develop intensive support structures for ninth graders should be expanded to cushion this year's sophomore class as well.

Meanwhile, as these children of the pandemic grow into upperclassmen, the district and school are rolling out a number of initiatives to help us retain and graduate students, including increased credit recovery and grade remediation opportunities, enhanced summer school offerings, equitable grading practices, and modified graduation requirements.

### ***Student Survey Results: A Sampling***

How would you rate the school's effectiveness in teaching?

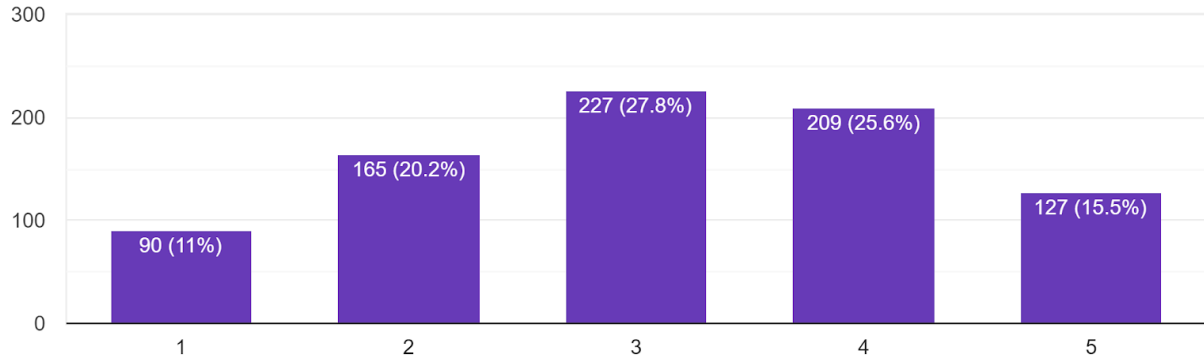
818 responses



## Mt. Diablo High School ACS WASC/CDE Self-Study Report

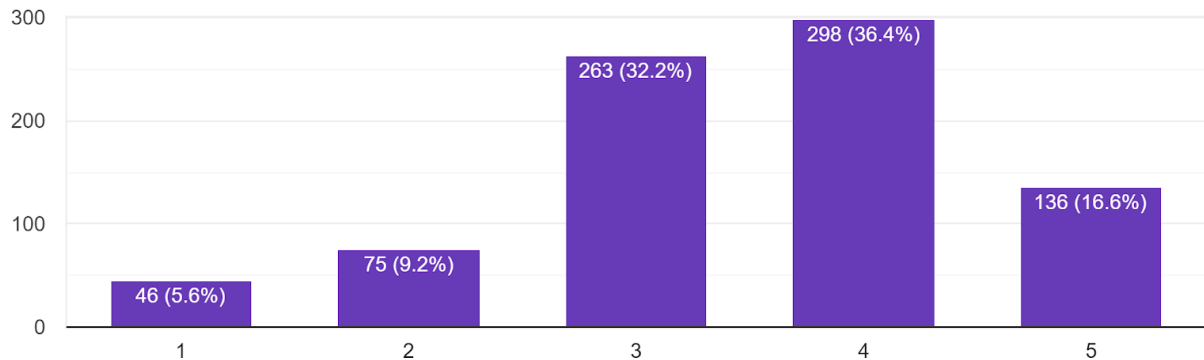
Do you generally feel like you know about school events? When there are school events (Back to School Night, Open House, Title 1 Night, School Rallies, Spirit Weeks), do you hear about them?

818 responses



How clean are your classrooms daily?

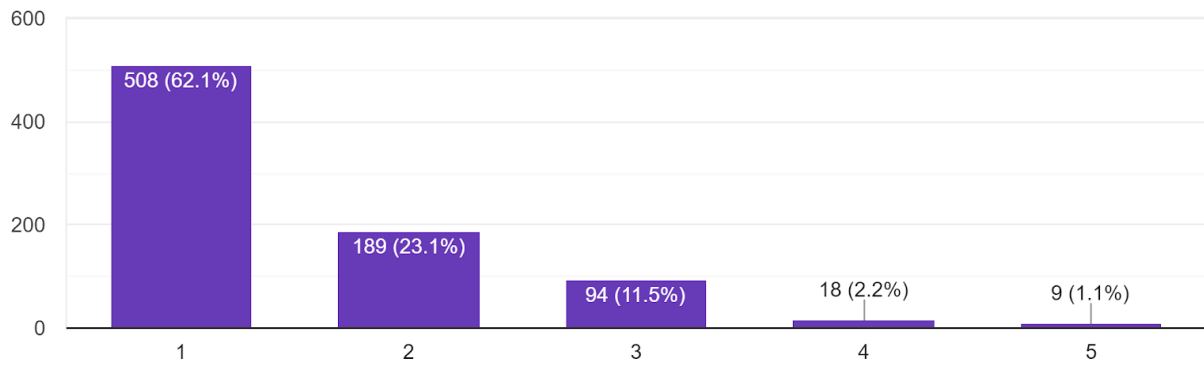
818 responses



## Mt. Diablo High School ACS WASC/CDE Self-Study Report

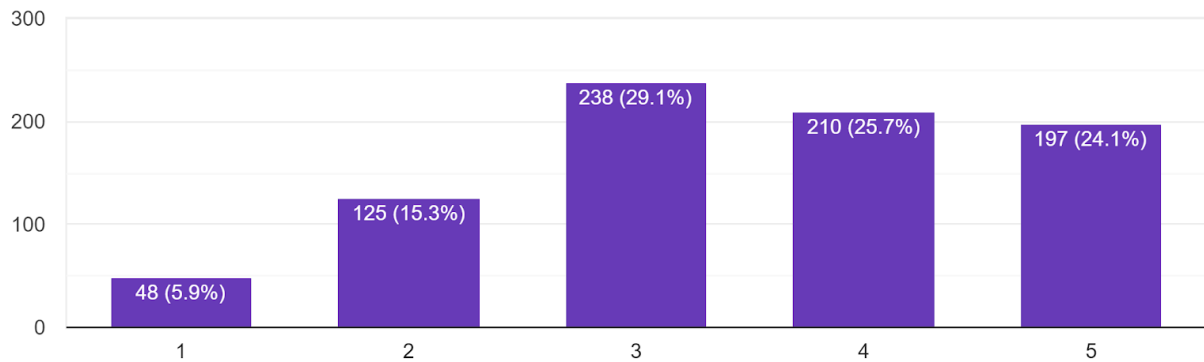
How clean are the bathrooms daily?

818 responses



The school wide expectations are "Respectful, Responsible, and Ready to Learn". How familiar are students with these "Three R's"?

818 responses

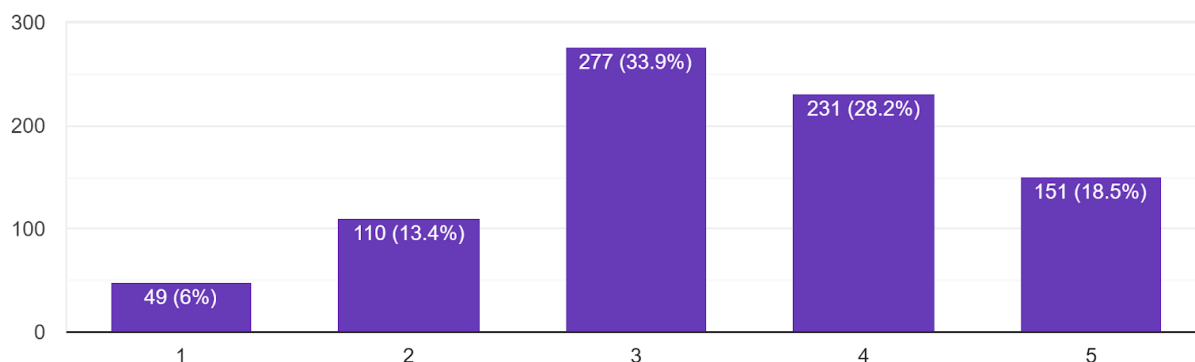




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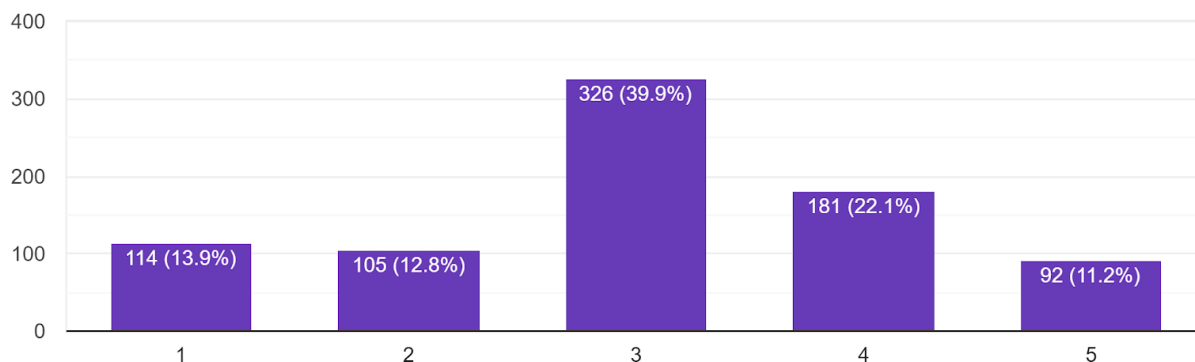
How would you rate teacher's level of concern for student social and emotional health?

818 responses



How effective was the tardy policy at our school last semester (in the fall)?

818 responses



### ***Student and Parent Survey Analysis***

MDHS response to the California Healthy Kids Survey was unusually low in 2020, likely due to the timing of the survey execution coinciding with the initial COVID-19 outbreak and lockdown: we received feedback from a total of 21 respondents, representing 2% of ninth graders and 5% of 11th graders. However, even during less eventful years response tends to be very low: for example, we received a 17% freshman and 21% junior response rate in 2017-18. Parent response is similarly minimal with 50 parents total responding to the survey in 2018-19 school year. These response rates are indicative of a generally low engagement relationship with our students and families, a challenge which we recognize as an area in great need of improvement on our end.

This year we have attempted to increase parent and student engagement and participation in

school processes, starting with increased promotion of opportunities to share their opinions: at the time of writing we have now received Healthy Kids Survey input from about 50% of the 9th and 11th grade students and almost 300 parents, with the goal of reaching a 70% response rate by the end of the response window. While we do not yet have access to the survey results, we are optimistic that we will be able to leverage the resulting feedback into an opportunity to respond to student and parent impressions in a more informed and involved process of school improvement.

During the pandemic we increased our outreach to families through various surveys intended to gauge their students' abilities to participate in online curriculum, assess their needs regarding technology and internet access, and to evaluate their comfort levels in distance learning and concerns about COVID-19 safety. In the fall of 2021 as we returned to campus, [we administered a parent survey](#) coordinated through the Back to School Night event and promoted through the school website, via ParentSquare, as well as during the event and backed with a gift card raffle for respondents. The survey prompts were open ended to provide a great latitude in responses. Through the approximately 60 responses we received, some trends were evident: while about 15% of parents expressed concern about their students' health and safety surrounding the ongoing COVID-19 situation, 27% explicitly mentioned a concern about the general safety and security of the campus and anxiety about fights and other inappropriate student behavior. 8% of parents mentioned communication between the school and families as an issue, but the most notable concern from families, reported by an overwhelming 55% of parent respondents, was the desire for their students to receive more support in mathematics.

[Students were also surveyed during 2021-22](#) regarding their impressions on a variety of campus climate issues, and we received responses from over 800 students spanning academies and grade levels. Students were critical about the orderliness of the campus, and an overwhelming number of respondents specifically complained about the state of student restrooms: due to damages incurred during and following the height of the "devious lick" Tiktok trend, many restrooms on campus, especially the boys' restrooms, have incurred material damage and graffiti and continue to be vandalized on a regular basis, impacting both the safety and availability of facilities for students.

Students were somewhat critical of the tardy pass policy that was in place during the fall semester, lending weight to previous anecdotal data collected in casual student interviews, and many students left detailed recommendations and comments about the tardy policy: their feedback and suggestions are being taken under advisement as the administration explores alternative modes in the spring semester. Students were generally neutral about the efficacy of the counseling department and communication about school events, and surprisingly uninformed about the services available from the academic and socioemotional counselling staff, tools such as Naviance, and the Graduate Profile, demonstrating a need to increase communication and outreach about these resources moving forward. Students are positive about teacher concern for student wellness, and they are aware of the schoolwide expectations for students and overwhelmingly supportive of the academy model.

## **Major Student Learning Needs**

Based on our analysis of student performance data and data collected through interviews and surveys of students, parents, and staff, we have identified the following preliminary Major Student Learner Needs:

- 1) Continued need for literacy supports across content areas to help students improve their academic language and access curriculum
- 2) Increased emphasis on support and targeted intervention in mathematics
- 3) Additional supports to ensure freshman success
- 4) Promotion of a safe and supportive campus climate and stronger culture of academics
- 5) Increased efforts to engage students and families in decision-making processes

## **Important Questions for Focus Groups**

How can we use data to better inform our work?

What systems do we have in place to help us understand whether our efforts are paying off and resulting in improved student success? How can we improve these systems?

How effective are our communications between all stakeholders?

How can our communications and engagement be improved to better honor our students and family communities as partners in decision-making?

How does our school support student academic and socio-emotional growth?

How do we serve the diverse needs of our diverse student population?

How have our programs and our students been affected by the COVID-19 pandemic?  
How have we responded to these challenges, and how can we continue to pivot and respond to changing needs?

## Chapter III: Self-Study Findings

For each category of criteria include:

1. A list of strengths
2. A list of prioritized growth areas for continuous school improvement.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Curriculum
- C. Instruction
- D. Assessment and Accountability
- E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

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

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

#### Indicators

##### A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile:

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

Findings	Supporting Evidence
MDHS's Vision statement ("We graduate students prepared for college, career, and civic responsibility") was created and approved by CILC (the Curriculum and Instruction Leadership Consortium) to align with our transition to an all-academy model. This statement is founded on the belief that all MDHS students are capable of achieving high academic standards who are also productive, responsible community members. Several years ago, the mission statement was crafted by a group of staff volunteers to align with the district's Graduate Profile (link provided) which illustrates the six skills central to being a well rounded, thoughtful adult, whatever path is chosen. Courses in academies have been aligned with both the Common Core State Standards and UC/CSU	<a href="#">MDHS Vision &amp; Mission Statement</a>  <a href="#">MDUSD Graduate Profile</a>  <a href="#">MDHS Student Handbook</a>  <a href="#">MDHS Staff Handbook</a>

A-G requirements to ensure high standards and rigor. Health and Wellness are being addressed on an ongoing basis in all PE classes as well as through district Provided Social Emotional Learning Lessons and a counselor specifically assigned to address issues of health and wellness.

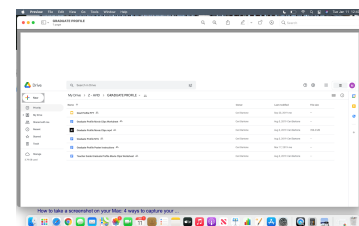
All students are introduced to the MDHS Vision and Mission Statement, and our aligned Graduate Profile (a district-wide profile for all high schools) beginning at the freshman grade level with a number of discussions and activities to assure they know and understand these guidelines. Discussions and activities are rolled out to students schoolwide in the first 2 weeks of the school year and later on an ongoing basis in a number of forums including PBIS exercises, individual teacher events in classrooms, Peak Hours presentations, and through Academy outreach events.

As we struggle to return from online learning and more recently, the Omicron breakout, we are working to reestablish programs that were in place prior to departing March 17, 2020. One of these sitewide initiatives is PBIS. We have a dedicated group of teachers, counselors, administration and equity counselors who push out staff challenges each month aimed towards connecting with students. Examples of these challenges include: 2x10 strategy (choosing a difficult student and having a non-academic conversation with them for two minutes for ten days), Peak Hours class challenge- top 3 classes with Peak Hour attendance improvement were given a pizza party, and a staff vs. student basketball game.

While there are strategies in place to teach students about our Graduate Profile, Vision and Mission statement, it is clear that efforts need to be more consistent. In our student survey, 77% of our student body did not recognize our Graduate Profile. This academic year, Peak Hours presentations (Slides shown in every class, at every grade level during our intervention periods) have served as an ongoing template to inform our student body of our vision and mission to assure all students are taught strategies to help them learn and be college and career ready.

Additionally, the vision statement, mission statement, and the graduate profile are each listed on the school website, included in the student and teacher handbook, and in student planners that are distributed to all students at the beginning of the year or any time a student enrolls at MDHS. Posters of the vision statement are

### [Example Graduate Profile Lesson](#)



### [Peak Hours Presentation](#)

### [Student Survey](#)

### [Classroom Posters](#)



### [Sample PBIS Presentation](#)

present on campus and posted in all classrooms.

Our Graduate Profile, Vision and Mission statements are in line with our SPSA. It aims to provide clarity and direction for our schoolwide curriculum philosophy and instructional approaches to assure all students achieve at the highest level. It also effectively describes how MDHS hopes to be viewed by our stakeholders and community.

While the administration strives to expose staff to the guiding documents at the beginning of the school year, understanding of these is inconsistent given high levels of teacher turnover.

We need to do a better job of assuring our students understand the Graduate Profile and Vision and Mission statements. Peak Hour presentations are the main avenue through which information is disseminated to students campus-wide, and staff are explicitly teaching the Graduate Profile as well as the Vision and Mission Statements through the provided weekly presentations. The site can improve efforts to illustrate how these guiding statements align with the site's teaching philosophies and instructional practices (SPSA).

Similarly, the site needs to place emphasis on ensuring our families understand the SPSA and how the Graduate Profile, Vision and Mission statements aligns with the goals outlined in these documents.

Work in this area has been partially effective. All of the requirements are currently in place to the satisfaction of the School Board and meet the criterion for the LCAP. Looking at our data however, shows there is a need to make our vision and mission statements and graduate profile more user friendly and accessible.

A purposeful and dedicated approach to using these tools is necessary to make them more effective and memorable. The PBIS "Three R's" approach (Respectful, Responsible and Ready to Learn) has proven to be a more effective tool to help students understand what is expected on a day to day basis. Both educational research and anecdotal data suggest that when these things are also written in student friendly language, rather than the more traditional academic language, all stakeholders have a clearer understanding of the expectations. Moving forward, revisions such as this will help make out student learner outcomes and academic standards more effective.

**A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes:**

There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes*.

Findings	Supporting Evidence
<p>Mount Diablo High School incorporates many processes to ensure all stakeholders are involved in periodic review and refinement of our vision, mission and schoolwide learner outcomes. The groups below are tasked with reviewing and recommending steps to implement the vision statement, mission statement and student learner outcomes:</p> <ul style="list-style-type: none"> <li>● Site Council: Site Council is composed of elected stakeholders (students, parents, faculty, administrators and staff members) who review the vision and mission statement yearly and vote on its reapproval. Additionally, the council ensures money spent supports all students in its intended purpose. The council is tasked with ensuring school expenditures are in line with the goals as outlined in the SPSA.</li> <li>● CILC: CILC is a group of appointed teachers (academy leads, department chairs) and administrators who meet monthly to help guide the direction of the school, particularly curriculum related issues addressing schoolwide learner outcomes. This meeting is open to any interested staff members.</li> <li>● ELAC: ELAC is a support group for our English language learner community led by administrator Karen Salazar. Through ELAC, Spanish-speaking parents are provided an opportunity to participate in the advisory process and help address the unique challenges faced by students who are English Language Learners and their families.</li> <li>● Coffee with the Principal: Principal of MDHS holds a monthly informal meeting open to all parents and interested stakeholders with the goal of updating the community on school related activities, recognizing school achievements and addressing any campus issues. To recognize and honor our top students, “Students of the Month” are invited to Coffee with the Principal. They are encouraged to attend and participate in the meeting.</li> <li>● Staff Meetings: Staff meetings are mandatory, all-faculty meetings to discuss school updates, review our school wide initiatives (Constructing Meaning, PBIS, technology and</li> </ul>	<p><a href="#">Monthly Meeting Calendar</a></p>

<p>more) and review data driven decisions. More importantly, it is an opportunity for all teachers to communicate, share ideas and learn strategies..</p> <ul style="list-style-type: none"> <li>● Academy Meetings and Department Meetings: Teachers meet monthly within their department and academy to help tailor the schoolwide initiatives to each specific grade level and subject matter. Additionally, it allows PLC groups (for example, 9th grade teachers) to discuss issues within their cohorts and determine actions for achieving student learner outcomes. Students experiencing significant challenges in schools - academic and/or behavioral - are discussed and plans created to attempt to address said issues.</li> <li>● MDHS Associated Student Body: Our MDHS Student Leadership team is very active in planning and executing various activities, spirit events, and drives for the betterment of our campus and student body and community.</li> </ul> <p>The measures taken in this area have been partially effective. All requirements as outlined by the School Board and district personnel are present and implemented. There is some information in this area available to all stakeholders. In order for this goal to move into effective status several pieces must be refined. First, the use of Parent Square as a communication tool could be improved with training for teachers. Second, there should also be a component of this training addressing parents and community members so they are aware of its importance as a communication tool and opportunities to be involved with the school directly. The various bodies as outlined above are addressing the Vision, Mission and SPSA in their meetings. Communication with all stakeholders could be more effective.</p>	
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**A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP:**

Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

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

Findings	Supporting Evidence
As outlined in Section A1.2, MDHS has multiple groups committed to assuring participating in decision-making processes and disseminating schoolwide information regarding our vision,	<a href="#">MDHS Website</a>



<p>mission, and schoolwide learner outcomes. In addition to those mentioned in A1.2, MDHS provides other means of connection to students, parents, and other members of the school and business community.</p> <p>As a requirement of the CPA charter, each academy at MDHS maintains relationships with an advisory council composed of industry professionals within their respective CTE sectors. For the last three years, these partnerships have been maintained and facilitated with the aid of the district-level MDBEA (Mount Diablo Business-Education Alliance) which meets quarterly and provides an opportunity for CTE teachers and other academy faculty to engage directly with the business community, plan cross-curricular projects, internships, job shadowing opportunities, and other WBL (Work Based Learning) opportunities. Several faculty members at MDHS are on the MDBEA planning board.</p> <p>In academies, students engage in workplace learning arrangements in preparation for college, career and civic responsibility. This partnership takes the form of internships in the workplace as well as guest speakers and classroom visits from business partners. While some of these partnerships have been affected by the COVID-19 pandemic and distance learning, the intent is to reestablish these relationships moving forward.</p> <p>The World Academy is not a CPA academy, but rather a cohort of English Language Learners who still need language acquisition support. Every Spring, the teachers and EL Support staff plan an event called the Immigration Fair. Businesses, non-profits, legal support and more are invited to have a table in our Library for 2 days with the goal of connecting our World Academy families and community members with services and supports specific to their needs. From information about pursuing citizenship through the DREAM Act, to contacts for housing and food resources, this fair aims to connect our families to the agencies who can best help them other than the limited school resources and programs. This event is very well attended every year by students, families and vendors.</p> <p>Newly incorporated use of Parent Square has already greatly improved overall school communication and distribution of MDHS information to all stakeholders including parents, students and staff. Administration utilizes ParentSquare frequently to disseminate information to all stakeholders both during remote</p>	<p><a href="#">Academy Internship &amp; Community Partnerships</a></p> <p><a href="#">Parent Square Usage Data</a></p> <p><a href="#">Community Business Partnerships</a></p>
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instruction and now in person schooling.. This year, we hope to train teachers to empower staff to use the platform to communicate important academy and department updates to all stakeholders. ASB would also benefit by use of this tool.

MDHS School Website: The school website keeps our school community and business partners connected to Mount Diablo High School (bell schedules, testing dates, events, accomplishments and more). It is monitored and regularly updated by a faculty member and updated by ASB regularly to communicate upcoming school events and general information.

Faculty training on the use of targeted two-way communication in Parent Square is still needed. This will improve communication between teachers, students and parents in an effort to further understand school wide initiatives, goals and classroom activities.

While the business community has been involved in conversations regarding the district's LCAP and Schoolwide Learner Outcomes in past years through the auspices of the MDBEA (Mt. Diablo Business and Education Alliance), the topic has not been broached over the last couple of years, with advisory board meetings instead focussed generally on the rebuilding of internships and mentorships in the wake of the COVID-19 pandemic. However, through the MDBEA advisory meetings, the business community is in continuous dialogue with us regarding how they can be involved in promoting college and career readiness to our students through their contributions to Career Technology Education and standards. Individual academies also have direct business connections which are maintained for industry insight and network building, presentations, internships and job shadowing.

Efforts in this area of focus have been partially effective, depending on the individual initiative or academy. The school website and its maintenance are effective. However, its importance and use could be emphasized more so that more people use it. Parent Square promises to be a powerful tool for communication, but training and publicity is still in development. Once again, we see that many of the necessary components are in place and functioning, but the need for promotion and broader use, as well as regular tracking of data to better measure effectiveness remain.

[Mt. Diablo School Website](#)

[Mt. Diablo  
Business-Education  
Alliance](#)

## A2. Governance Criterion

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

### Indicators

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

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

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

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

*Evaluate the ways the school, community and parents are A, informed of how the pay can participate B, engaged in the governance of the school through their participation in site council, elac, district lcac, committees and other advisory decision making groups*

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

Findings	Supporting Evidence
<p>Parents, staff, teachers and interested stakeholders are aware that Mount Diablo Unified School District has a governing board, which consists of five elected members as well as a Student Trustee. While serving as good stewards for their constituents, they are charged with establishing and approving policies, which impact all of its 53 schools. Bi-monthly board meetings are opportunities for parents, stakeholders and constituents to directly communicate with the Board and voice concerns about their specific school sites or the district as a whole.</p> <p>Our superintendent directly reports to the Board and has a leadership team, which consists of five cabinet level leaders. All stakeholders are invited to bi-monthly school board meetings. Since March 2020, the bi-monthly meetings have been conducted via Zoom, and the public was given access to make comments by submitting via email or appear in person</p>	<ul style="list-style-type: none"> <li>• <a href="#">MDUSD Governing Board</a></li> <li>• <a href="#">Board minutes</a></li> <li>• <a href="#">Superintendent Webpage and publications</a></li> <li>• <a href="#">School Site Council</a></li> <li>• <a href="#">Title One Night</a></li> <li>• <a href="#">Coffee with the Principal</a></li> <li>• <a href="#">ELAC Meetings</a></li> <li>• <a href="#">Sports Boosters</a></li> </ul>

<p>(live comment via Zoom). This information is published on the district's website as well as sent out to the school community via the weekly newsletter.</p> <p>The MDHS school community makes appearances to comment at board meetings when the issues pertain to happenings at the site and they are elicited to do so by staff. For example, in the Fall of 2019 as the district was faced with making budget cuts, MDHS staff, parents, and students showed up to make public comments to protect the site's JROTC program which was in jeopardy.</p> <p>While parents and families recognize the process of participating in school board meetings and the board's influence as it pertains to decision-making, it is clear families do not understand the potential impact of regular input as MDHS parents are not consistently participating in public comment or writing to school board members. Most of this type of advocacy on behalf of students at MDHS comes from staff at the site.</p> <p>In the 2021-2022 school year, the district continues to negotiate with the teacher's union to settle the contract, and MDHS teachers have regularly appeared for public comment at board meetings. The staff at MDHS understand the role and impact of the board as they regularly email board members regarding particular interests at MDHS as well as voice concerns via email or public comment. For example, when teachers in the Shop buildings needed labs to be reconfigured and there was pushback from fiscal, emails were sent to the board regarding the impact this decision could potentially have on equity and access.</p> <p>Site administrators meet bimonthly with district administrators to review, discuss, and revise policies and procedures, as well as review student performance in relation to our stated goals in the LCAP and SPSA. The district has instructional coaches that work on a monthly basis with department chairs from each site to help implement and incorporate new instructional policies, strategies and materials. An example of this has been the district's years-long involvement in rolling out the Next Generation Science Standards with science departments and teachers at all grade levels.</p>	<p><a href="#">District Administration Meeting Agenda</a></p>
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<p>Because parent and family involvement is an ongoing area of improvement, the site has only been partially effective in highlighting the role and impact of the governing board. Specific improvements to participation in school events have highlighted students and specific site happenings but have yet to unify and empower the community to advocate for particular interests at the site.</p>	
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**A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>As a result of stagnant student outcomes for African-American students, as well as students experiencing homeless, and foster youth, MDUSD went through a Systemic Instructional Review (SIR) by the California Commission on Educational Excellence to identify strengths, weaknesses, threats, and opportunities that impact student growth. This review culminated in a list of recommendations for improvement.</p> <p>In response to the SIR report, the governing board has initiated a series of action items that MDHS must execute to address the areas of concern. One initiative has been the Social Emotional Learning (SEL) supports that have been rolled out through the district's counselors. SEL surveys were administered to both teachers and students through the district's Illuminate system. MDHS students and staff participated in the survey in fall of 2021. Since then teachers, counselors, and support staff have been using these SEL resources to help ensure the needs of students are being met as they transition back to in person learning and cope with the effects of the Covid-19 pandemic.</p> <p>Another item noted in the SIR report was "inconsistent use and understanding of data and assessments across the district." The district has implemented a high school assessment calendar. It is expected that MDHS administers the iReady and SEL assessments three times a year. The site also participates in ELPAC once a year. MDHS staff also administer the IAB (Smarter Balanced Interim Assessment Blocks) and FIABs (Focused Interim Assessment Blocks) in ELA and Math three</p>	<p><a href="#">California Commission on Educational Excellence Report</a></p> <p><a href="#">MDUSD SEL Survey</a> <a href="#">MDUSD SEL Resources</a></p>

times a year, which is then compared with district-wide data.

These assessments create data not only for the district to use, but the site can use as well. The district requirement ensures there is always a continuous flow of data to help inform decision making in all areas of student achievement.

In the spring of 2021, council members, advisory groups, and school sites facilitated meetings with key stakeholder groups providing opportunities for staff, students, and community members to provide input on the district’s instructional program and LCAP. The LCAP then guides goals, action plans, and leverages resources to meet the needs of students and improve outcomes, including students at MDHS.

The SIR report generated by the CCEE also found that “families from nondominant backgrounds (e.g. racial, ethnic, and linguistic minorities and homeless and foster families) are underrepresented in committees, associations, and advisory groups. Many of these subgroups are sizable at MDHS. The lack of community stakeholder involvement implies that there is a need for increased transparency in the process.

There is partial understanding of the way in which the governing board’s decisions and expectations impact MDHS. Internally, MDHS staff and faculty are certainly familiar with the initiatives that are driving this work, but the direct connection between these initiatives and Board expectations and decisions is less clearly understood by many, especially newer teachers who are less aware of the relationship between the school and district level machinations. This negatively impacts our efficacy in implementing these initiatives due to a diminished understanding of their priority and import.

And while there is some understanding as our staff plan, execute, and implement district initiatives, there seems to be a failure to extend this understanding to the wider community of students and families. The district strives to involve all stakeholders, but the lack of involvement from MDHS families in district and school board-led committees and advisory groups indicates that these stakeholders do not understand the relationship nor the impact their increased participation could have on school improvements. Within this indicator the school

[High School Assessment Calendar](#)

and district are only partially effective.	
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**A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.**

Findings	Supporting Evidence
<p>MDUSD annually notifies our students, employees, parents, and guardians of its students, the district advisory committees, school advisory committees, and other interested parties of our district Uniform Complaint Procedure (UCP).</p> <p>The district sends out an annual notification to all district employees explaining this process. The UCP is included in English and Spanish in the MDHS student handbook provided to all students each year, and the UCP is also provided on the school and district website. The Staff Handbook also provides a copy of the UCP for faculty and classified staff reference.</p> <p>School leadership understands and effectively uses the district UCP and promotes awareness of it with other site stakeholders.</p>	<p><a href="#">MDUSD Uniform Complaint Procedure</a></p> <p><a href="#">MDHS Student Handbook (UCP Process on p28)</a></p> <p><a href="#">MDHS Staff Handbook</a></p>



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

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

#### Indicators

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

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

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

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

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

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

Findings	Supporting Evidence
<p>Because Mt Diablo High School is a wall to wall academy school, there is a fair amount of collaboration. While this collaboration is useful and informative, it would be more effective if school leadership created a process by which data was pulled on a regular basis by assigned staff, space made on every agenda, and training offered for those staff that need help learning how to read data. That being said, there are many levels of collaboration on campus worth mentioning.</p> <p>The English Language Review Team (ELRT) is a group made up of EL teachers, sheltered teachers, ALD teachers, and administrators. The group meets quarterly to monitor and review the progress of EL students based on multiple types of data (grades, ELPAC scores, iready scores, credits earned, GPA). The goal of this group is to identify students who are</p>	<ul style="list-style-type: none"> <li>• <a href="#">District LCAP</a></li> <li>• <a href="#">MDHS Site Council Minutes</a></li> <li>• <a href="#">CILC Meeting Agenda and Minutes</a></li> </ul>



developing significant and persistent, academic deficiencies and to produce action plans (catch-up plans) that will assist the students in achieving English language development benchmarks and grade level standards. This group is mainly concerned with those students who are still a part of the World Academy, which means they are in ELD and sheltered content classes. The data and the team's findings are disseminated to the World Academy staff. The team could be more effective in two significant ways. First, an increased focus on the long-term English Language Learners not in World Academy with an aim to educate all staff about the findings of the team and strategies to address them. Second, this increased focus on all ELL's would present a need for a more formalized, routine dissemination to all staff.

Faculty meetings provide the opportunity for all staff to review and analyze schoolwide academic data (such as quarter and semester grades, and credits earned) on a monthly basis. This data is disaggregated by academy, grade-level, and other special subgroups such as ELL, SPED, gender, and ethnicity. Every other year, there is data from the California Healthy Kids Survey which provides information around school safety and social emotional issues.

Recently, the district has utilized some district-wide surveys and provided the relevant data to each school for analysis. The school has followed and is also using survey data collected in Peak Hours from students on a variety of issues. While staff meetings are effective in addressing schoolwide learner outcomes, their efficacy could be increased by a routine approach, instead of waiting only for milestone moments to inform strategies and progress towards our goals.

On a smaller scale, monthly academy meetings provide an opportunity for cohorts to analyze their own data. Various teams, within the academies, identify students of need and monitor overall performance. Each academy team is then able to establish their own consistent expectations, routines, and initiatives to help support student success. Academies also use data to help develop interventions, such as tutoring, SST,s, or creating an individualized recovery strategy. Each academy usually has cross-curricular projects for students to work collaboratively across the paths within the academies. These

academy meetings are the most effective meetings in determining student needs, implementing strategies and actions to assure more students are achieving our learner outcomes and monitoring the results and impact of our interventions.

Departments also use data to inform instruction. Of course, the focus switches to student success within a specific content area. This is where academic standards are addressed and evaluated. Many departments conduct common assessments, and planning as well as results and future actions are discussed in these meetings. These meetings are effective, however departments and students would benefit from dedicated days with subs so results can be addressed in depth and strategies developed. Trying to evaluate this data in the course of a 60-90 minute meeting and develop next steps is nearly impossible.

The MDHS Site Council spends a limited amount of time looking at data. The data considered is usually population data, disaggregated, involving numbers of students enrolled and gains and losses within enrollment. While the focus of this body is primarily to maintain fiduciary alignment to SPSA goals, data is examined and discussed to understand the development of the SPSA goals by the Principal. This happens on a yearly basis and is ongoing as necessary.

CILC is a site leadership body made up of department heads, academy lead teachers and site administration. They prioritize issues for the whole staff and provide input to site administration regarding strategies to address them. Similar to the other groups listed above, data is used to drive the discussions and priorities to be presented to staff at all staff or department meetings. Most meetings look at data to drive these discussions.

Overall, in this area Mt. Diablo HS is partially effective. Collaboration is certainly broad-based and continuous. The use of data to inform next steps is continuous throughout the year. To move toward an overall effective rating, a routine for monitoring which data and when it should be analyzed throughout the year would be a good first step, as well as more time offered to create plans and implement strategies once the data is analyzed. Finally, systems for monitoring the results of

the data are needed so the impact of the strategies can be fine-tuned and improved.	
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**A3.2. School Action Plan/SPSA Correlated to Student Learning:** The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

Findings	Supporting Evidence
<p>The SPSA goals are in close alignment with the distinct LCAP goals, mirroring their focus on stakeholder engagement and maintaining high standards for student learning, with the third goal being more site-specific regarding onboarding and support of freshmen at the school.</p> <p>The current MDHS SPSA goals are:</p> <ul style="list-style-type: none"> <li>● <b>Goal #1:</b> All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepares them for college, career, and civic responsibility.</li> <li>● <b>Goal #2:</b> All students, parents, guardians, and staff are engaged and feel valued and included in the MDHS community.</li> <li>● <b>Goal #3:</b> Increase the number of ninth grade students who have earned 60 credits at the end of their freshman year, especially those in applicable pupil subgroups. Increase the number of ninth grade students who have perfect attendance.</li> </ul> <p>While the alignment is in place, and the data is being analyzed, there is much work in progress and needed in this area.</p> <p>The Site Council is currently revising or creating documents to support these goals. For example, moving forward, if a teacher or other stakeholder requests money from the council, they will be asked to fill out a funding request. In this request, they will outline not only the specific details of their request, but also what SPSA goal the request works to satisfy. After the event, they will be asked to turn in a second document providing a detailed analysis of the event or expenditure results. Relevant data will be provided, for example, how many students were served by the use of this money. This</p>	<ul style="list-style-type: none"> <li>● <a href="#">District LCAP</a></li> <li>● MDHS <a href="#">Single Plan for Student Achievement</a> (SPSA)</li> <li>● <a href="#">Site Council Funds Request Form</a></li> </ul>

form will also ask for any evidence of success and impact on the relevant goal with any future suggestions for any stakeholder wishing to do it again. These after-event reports will be discussed during Site Council meetings to ensure this information is available to all stakeholders.

Processes like this will help to pull the Action Plan developed through the WASC process into alignment with our SPSA. Once the Site Council has brought the two into alignment, other groups, like ELAC or other school bodies, will then follow suit and make similar changes to ensure alignment as well.

A number of forums are used for this collaboration:

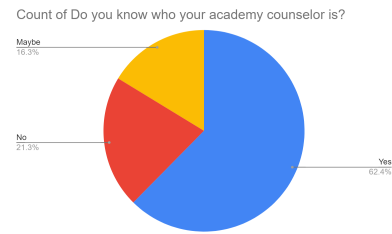
- Administration Weekly Meetings
- Staff Meetings
- Departmental Meetings
- Academy (including grade level) Meetings
- CILC Meetings
- Site Council Meetings
- ELAC Meetings
- CARES Team Meetings
- Coffee with the Principal

Work in this area should be considered partially effective. There are two major areas that need to be addressed. First is communication and transparency. The SPSA needs to be better understood and implemented by staff. These two things in alignment are meant to be the guiding principles for the year. While they do guide the conversations, site administration needs to make sure that all staff in particular understand what they are and their importance. Other stakeholders don't need the same level of understanding or "buy-in", but they do need some level of understanding of the documents that guide our instruction and goals. Second, input from stakeholders should be ongoing and routine. It is true that various groups do examine data and formulate strategies and plans toward meeting SPSA goals. But the impact of those plans needs to be evaluated regularly. The data to be looked at should be provided on an ongoing and routine basis once there is a clear understanding of the SPSA yearly goals.

While this is a work in progress informed by the findings of

the WASC process, we recognize the need for improvement to move from partially effective to fully effective processes on this indicator. Once the SPSA and Action Plan are in full alignment with each other, correlation and analysis of student achievement data and other data aligned with the district LCAP will be much more efficient, streamlined, and focused.	
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**A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.**

Findings	Supporting Evidence								
<p>MDHS faculty and staff are involved in sharing decision-making responsibilities through a number of forums.</p> <p>School administrators meet weekly to review school business. Administrators attend departmental and academy meetings to improve communication between teachers and administrators.</p> <p>Recent implementation of programs and services that support student learning are:</p> <ul style="list-style-type: none"> <li>• Peak Hours (intervention period twice a week)</li> <li>• C.A.R.E.S (reimplemented after school tutoring)</li> <li>• APEX Learning (credit recovery program)</li> <li>• Summer School (site specific)</li> <li>• PBIS (reimplemented school betterment program)</li> <li>• Parent Square (communication)</li> </ul> <p>In addition to our recently implemented programs, we have continued the following programs that staff and administrators agree have helped improve achievement and learner outcomes at MDHS.</p> <ul style="list-style-type: none"> <li>• DCC (Diablo Counseling Center)</li> <li>• Academy model (small learning communities)</li> <li>• Academy-specific counselors</li> <li>• Hope and Foster Youth Services</li> <li>• Academic and career Counselors</li> </ul> <p>Efforts in this area are partially effective. All of the pieces are in place and being implemented. What is needed is a more</p>	<p><a href="#">Effectiveness of Counselors (Student Survey)</a></p>  <table border="1"> <caption>Count of Do you know who your academy counselor is?</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>62.4%</td> </tr> <tr> <td>No</td> <td>21.3%</td> </tr> <tr> <td>Maybe</td> <td>16.3%</td> </tr> </tbody> </table>	Response	Percentage	Yes	62.4%	No	21.3%	Maybe	16.3%
Response	Percentage								
Yes	62.4%								
No	21.3%								
Maybe	16.3%								

<p>robust, routine examination of the impact of these programs. For example, we know that we have made general improvements. But a deeper look at the data would help us better understand the impact of each individual strategy. (Which strategies give us the most bang for the buck. so to speak.) It would also help us prioritize the things that work best and revise or discontinue the ones with the least impact. Moving forward, we are looking to evaluate the wall to wall academy model and see if it serves all students in the best possible ways, with a special consideration toward keeping Freshmen in a general 9th grade program instead of an academy specific one.</p>	
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**A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>MDHS communication and planning is achieved using multiple forms of internal and external communication, planning and conflict resolution. These include but are not limited to school-wide information delivered via group emails, Principal's Monday memo to faculty and staff, various group meeting minutes, all calls, PA announcements, individual person-to-person communication, departmental dissemination of information, and teacher run online classrooms or hubs for dissemination of ideas, information and meetings.</p> <p>CILC is a leadership body that speaks directly to this section. It is composed of department chairs, administrators, and academy leads to ensure that each group is represented in the decision-making process on campus. CILC meets monthly on the Tuesday before department meetings, and information from the CILC meeting is reported out at the monthly department meetings.</p> <p>MDHS has recently improved communication with parents and students through a new announcement board platform called Parent Square. Parent Square is a one-stop shop for school happenings, improving communication, organization and engagement between home and the school community (<a href="http://www.common sense.org">www.common sense.org</a>). The program streamlines</p>	<p><a href="#">Sample CILC Agenda</a></p> <p>Monday Memo</p> <p>Parent Square</p>

communication with all stakeholders.

- Parents, students and staff are sure to stay in the loop with school happenings, for example, sport team announcements, online school events and school testing information.
- It allows administration to track parent email addresses and phone numbers to assure the student body database is accurate for both teacher and administration access to our stakeholders.

Parent Square has been an excellent addition to our means of communicating school activities and events to our Parents. Because teachers are copied on school wide Parent Square announcements, teachers can be more effective in supporting the same messages coming from the Main Office or District.

While a few teachers are using Parent Square as a means to communicate classroom activities and events, most teachers are not using the system and are only familiar with it as a tool for communication from administration to families. Faculty, as a whole, need to be trained on the use of Parent Square as a tool for student and parent notification of classroom activities, projects, deadlines and announcements.

Our efforts here have been partially effective. The effectiveness in this area could be increased with staff training on the functionality of Parent Square. If this tool could be used to more easily communicate with not only students but also their families about class related issues from assignments to events more easily than the cumbersome tools of our current data system, AERIES, teachers could keep stakeholders apprised more regularly, leading all to feel more in control and comfortable. Full transparency, where confidentiality is not an issue, would lead to a clearer understanding not only of the processes themselves, but the ways to access these processes and when to do so.

## A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

### Indicators

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

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

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

**A4.4. Supervision and Evaluation:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

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

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

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Findings	Supporting Evidence
MDUSD uses EdJoin to advertise open positions to qualified candidates. Candidates can apply to a district-wide pool or specifically to open positions at MDHS. In order to apply, applicants must provide three letters of recommendation, ELL authorization, appropriate credential, letter of introduction, and a resume. This is monitored by credential analysts at the district level. Applicants interview both at the district and the site level.	<a href="#">MDUSD Personnel Department Website</a>



Findings	Supporting Evidence
<p>At the site level, candidates are interviewed by an administrator and the department chair, or a department representative. This process has proven extremely effective as on-site interviews allow site administrators to discuss the student demographic and increase the likelihood that new hires are qualified for and a good fit for the academy or department into which they would be hired.</p> <p>In addition to the regularly scheduled professional development, the district provides two days of new teacher orientation before the start of the school year. MDUSD also maintains a state-approved Teacher Induction Support Program which provides a two-year individualized system for mentoring and supporting teachers in their first two years in the profession.</p> <p>Ongoing support for new teachers, specifically at MDHS, is provided in a new teacher support group on campus. This group is available for first year teachers as well as experienced teachers who are new to the site. The group is led by an instructional coach and program specialist. The instructional coach facilitates monthly meetings to discuss classroom management, instructional strategies, and provide Constructing Meaning (CM) assistance as needed. The instructional coach has an additional prep period specifically designated for teacher support meetings and classroom visits or observations in order to help teachers implement student-centered supports. New teachers have shared that this PLC was instrumental in their success and social-emotional well-being in their first year at MDHS, as it not only allowed them to connect with colleagues but also directly responded to the needs and supports requested from new teachers. This PLC has been ongoing for over ten years.</p> <p>There are several ways in which teacher input is taken into consideration when creating staff assignments. Every spring, teachers are provided with a course preference form to indicate which classes they would like to teach in the upcoming school year. This information is taken into consideration during the creation of the master schedule. Teachers are also given the opportunity to offer new courses which are then placed on the course cards to gauge student interest. Final teaching</p>	<p><a href="#">New Teacher Academy Slides example</a></p>

Findings	Supporting Evidence
<p>assignments aren't guaranteed until the master schedule is finalized and is ultimately based on enrollment numbers and specific school needs. If assignments change over the summer, a representative of the site administration personally calls or emails to notify the impacted teacher. The site regularly pays for professional development necessary for specific courses and staff are registered to attend AP trainings when new AP courses are added to the master schedule or there is a change of staffing assignment to an AP course.</p> <p>Departmental and academy input into course offerings is solicited before course cards are printed. For example, the science department is asked which AP or alternative classes staff would be interested in teaching. The department then creates a survey for students to gauge interest in potential course offerings. The number of students who select the class on their course card determines whether the course will be offered the following year. Teachers are encouraged to advertise and recruit for these AP and alternative classes. An example of this would be AP Environmental Science and Yoga which were added to the 2022-2023 course cards.</p> <p>Administrators also solicit feedback from academy leads regarding the preference of academy teachers and course/grade level assignments. Academy leads gather input from academy members at their monthly meetings. Administrators attempt to construct a schedule as close to the ones proposed by academies, however, staffing and conflict constraints require the need for adjustments to the proposed assignments, at times.</p> <p>Because of the various ways in which staff feedback is solicited throughout the master scheduling process, staff feel their input and requests are heard and honored, when possible.</p> <p>An ongoing area of concern is the involuntary transfer process which is initiated by management to move a certificated teacher from one site to another using a seniority list. This process often results in new, quality teachers being bumped from MDHS. Because those teachers are highly competent, they find positions in other districts. Teachers who have been moved through the involuntary process can return to their original assignment up to one week before the start of school,</p>	<p><a href="#">Sample Course Card</a></p> <p><a href="#">New Teacher Support Group Slide Deck 21/22</a></p>

Findings	Supporting Evidence
<p>which often results in late summer vacancies at MDHS. This process has resulted in high levels of turnover at MDHS and has significantly impacted the continuity of programs and PLCs. District representatives and the teacher's union have yet to negotiate an alternative process despite advocacy from the site representative and teachers as well as site administrators. This process has a recurring negative impact on the site.</p> <p>Thus, while site processes effectively deploy the expertise of our staff members to maximize positive impact on quality student learning, our efforts to retain qualified, prepared staff to assign in those roles is hindered.</p>	

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

Findings	Supporting Evidence
<p>MDUSD and MDHS provides professional development for faculty in a number of ways in order to support student academic achievement and to assure all students are achieving our schoolwide learner outcomes and to prepare our students for college and career readiness.</p> <p>MDUSD provides four days of professional development throughout the school year (two days prior to the beginning of the school year and two days during the academic school year). The training is typically organized around departmental subjects or district wide initiatives (example, district provided SEL curriculum). Additionally, MDUSD offers nonmandatory, elective training opportunities and meetings for teachers throughout the school year. These training opportunities can be for general teaching instruction (Classroom Management Series) or might be subject directed (Living Earth textbook adoption and curriculum development). Professional learning opportunities are disseminated weekly through the Monday Memo. Recent professional developments include master schedule training for administrators, grading for equity workshops, and English Learning support sessions.</p>	<p><a href="#">Professional development calendar</a></p> <p>Professional Development Presentations</p> <p><a href="#">SEL Handbook</a></p> <p><a href="#">Professional Learning Opportunities in Weekly Memo</a></p> <p><a href="#">Living Earth Curriculum Development &amp; Support</a></p> <p><a href="#">MDUSD Secondary Distance Learning Resources</a></p> <p><a href="#">MDUSD Distance Learning "Learning Tech" videos</a></p>

Findings	Supporting Evidence
<p>During distance learning, and now with current in-person teaching, the district provided resources and training in a number of computer driven applications (for example, Zoom, Gizmos and Peardeck). These applications and materials have been instrumental in assuring student engagement in efforts to achieve our learner outcomes. Teachers and students have access to these many applications through online Clever, a new resource access point for teachers and students. A “Learning Tech” video library was created to introduce teachers to the features of platforms the district offered to utilize during distance learning. As previously mentioned, many of these platforms continue to be utilized and remain applicable to in person learning.</p> <p>Staff meetings, in addition to a means of distributing campus information, have been a source of professional development. Often, teachers' strategies are highlighted or teachers demonstrate a recent strategy or lesson used in the classroom. But, our largest, schoolwide teaching initiative has been the induction of the use of Constructing Meaning to improve literacy among our student body.</p> <p>MDHS began schoolwide Constructing Meaning language instruction in 2015-2016 in an effort to address our student population's struggle with grade-level content learning. Training is designed to help all teachers gain and implement CM strategies to support academic literacy development and grade-level content access. The adoption of this program is a recognition that all teachers, regardless of subject, need to participate in an ongoing effort to address academic literacy development.</p> <p>Currently, MDHS has an on-campus teacher-coach and two district coaches that work with all teachers during staff meetings, individual teachers, when requested, as well as small groups of teachers in understanding the many strategies of Constructing Meaning. The school adopted the Constructing Meaning approach in response to an analysis of grades of English learners at our site. Training is ongoing to help all teachers in using CM strategies to support academic literacy development. In addition, the Principal’s “Monday Memo” includes a Constructing Meaning strategy and</p>	<p><a href="#">Clever</a></p> <p><a href="#">Sample Staff Meeting Agenda</a></p> <p><a href="#">CM Training Semester 1 Debrief Notes</a></p> <p><a href="#">MDHS CM Refresher Series Planning Doc</a></p> <p><a href="#">Constructing Meaning Training</a></p>

Findings	Supporting Evidence
<p>spotlights the effective instructional practices of a different teacher each week. The Constructing meaning initiative has been effective in allowing the site to implement common practices, however, there needs to be continued data collection by site administration via walk-throughs to ensure that the strategies are being implemented site-wide.</p> <p>MDUSD provides a two-year Teacher Induction and Support Program (TISP, formally BTSA). Through this program, all new teachers receive ongoing professional development and support for their first two years.</p> <p>MDUSD, and our school site, support and encourage professional development in multiple subject areas through conferences, speakers, and collaboration with other faculty across the district.</p> <p>Monthly department meetings include site administration directed professional development related to instructional practices and curriculum, for example, lesson plan demonstrations. It is an opportunity to discuss our common assessments and inform instruction based on reviewing data outcomes.</p> <p>Because MDHS is a wall-to-wall academy school, academies meet monthly to collaborate. Each year, the site pays for three to four teachers from each academy to attend the annual CTE (Educating for Careers) conference.</p> <p>During the ongoing Covid-19 pandemic, our campus (and particular teachers) have continued to engage in discussions surrounding equitable grading practices more broadly. With the use of many resources, including <i>Grading for Equity</i> by Joe Feldman (purchased by the site and disseminated to CILC members to begin discussions), many faculty members are exploring and implementing equitable grading practices, for example, 50% grading floor, 0-4 grades). In addition, in the 20/21 school year the site paid for two educational consultants (one specific to literacy- Vanna O'Conner and another to math- Gretchen Osodiipe) to guide the staff through a Grading for Equity PD series. The process was extremely effective in introducing staff to equitable grading practices and the 9th grade English team is currently piloting a grade level</p>	<p><a href="#">TISP</a></p> <p>Department Meeting Agendas</p> <p><a href="#">MDHS Equitable Grading Practices Drive (Keepin' it REAL- Reimagining Equity and Aligning our Lenses)</a></p>

Findings	Supporting Evidence
<p>curriculum and common grading rubric.</p> <p>While staff are provided an abundance of data and professional development, there is a need for more collaborative time across departments and grade levels. Teachers have voiced the need for time to collaborate around analyzing data from common assessments, time to calibrate grading practices, and time to plan for instructional adjustments in response to the data and analysis. For example, the Living Earth PLC has been giving quarterly common assessments since 2015. In the beginning, the Living Earth teachers were able to calibrate grading, review scores, look at strengths and weaknesses, and collaborate on teaching methods and ideas. This was largely due to a single teacher taking the responsibility and time, outside teaching hours to look at the data in preparation of discussions during departmental meetings.</p> <p>Lack of personal time, other interruptions (for example, moving to online learning) and school wide allocation of time during meetings to departmental issues and COVID-19 response has hampered the continued success of common assessments. While the site offers to pay for the collaborative time outside of contractual hours, very few PLCs have taken advantage of the opportunity as staff are feeling overwhelmed by the day to day duties coming out of the pandemic.</p> <p>In conclusion, the site effectively supports professional development by allocating large quantities of resources and funding, but time itself is a precious resource that we lack.</p>	

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

Findings	Supporting Evidence
<p>The administrative team conducts weekly walk-throughs to give an opportunity to view and analyze instructional practices taking place in the classrooms. A different building is selected each week as the focus of the walk-through visits. The walk</p>	<p>Department agendas and common assessment results</p>

Findings	Supporting Evidence
<p>through data is collected on a Google form. One of the goals of the visits is to identify Constructing Meaning strategies being implemented within various classrooms. The Monday Memo highlights specific teachers and shares their use of Constructing Meaning initiatives with the rest of the staff.</p> <p>In previous years, a procedure for instructional rounds was established to allow teachers to observe their colleagues in the classroom. This was an optional program where teachers could request to visit other classrooms or volunteer to be observed. The visitors would then provide feedback for the teacher and the lesson that they observed.</p> <p>Due to COVID-19 and the switch to distance learning, instructional rounds have not occurred in the last two years. Fortunately, instructional rounds began informally at the end of the first semester 2021-22 and has been fully reestablished during the 3rd quarter of the current school year with around 50% of teachers participating in the first round. In an effort to ensure the sustainability of instructional rounds, an instructional rounds scheduler Google sheet was created which can be utilized year after year and can easily swap out teachers who have left the site for new teachers. This is a very positive step for aligning and improving teaching across the staff, and a means of supporting our new teachers at MDHS. Informal feedback was gathered from teachers during the debrief to provide insight into the process and when and why teachers would be willing to regularly participate. Feedback from the most recent round was positive, and there is a goal of increasing teacher participation to 60% in the 4th quarter.</p> <p>There is a need for us to identify measurable ways to assess the effectiveness of our Constructing Meaning training on student performance. Progress reports, quarter grades, and semester grades are provided regularly and reviewed by administrative and teaching staff within academies to measure its success. Considering data from our 1st semester 2021-22, our grades data indicate no change in our D's and F's at all grade levels from the previous year. This might seem to be a negative indication at first blush, but with students returning from online learning after a year and a half in remote learning with the pressures of the COVID-19 pandemic, simply maintaining the same levels of student grade performance can</p>	<p><a href="#">CM Walk-through Google Form</a></p> <p>Academy meeting minutes</p> <p><a href="#">Instructional Rounds Scheduler</a></p> <p><a href="#">1st Semester Grade Data</a></p> <p><a href="#">MDHS Data Talk Template</a></p>

Findings	Supporting Evidence
<p>be seen as a success. Second semester data will be telling, should recent surges in COVID-19 pass quickly and school returns to some type of normalcy.</p> <p>While various PDs embed feedback into the sessions, there are various initiatives and professional developments taking place yearly. With the exception of Constructing Meaning, there is little consistency year after year in the initiatives, and subsequently, the Professional Development topics are continuously varied and often lack any sense of continuity or focus. Because Constructing Meaning has been the one constant, the site needs to solidify the processes and systems it will use to yield and analyze data around the effectiveness of CM. While site administration attempts to gather the data via the walk-through form, it is not regularly discussed or analyzed site-wide.</p> <p>In summary, the site has been ineffective in solidifying a consistent and systematic process for analyzing the ways in which specific professional developments impact student outcomes. This is a symptom of the larger issue the site is acknowledging- an inability to confidently assert the impact and efficacy of certain programs and practices due to a lack of established and consistent data routines.</p>	

**A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.**

Findings	Supporting Evidence
<p>Teachers are evaluated based on the MDEA contract and evaluation timelines. Teachers meet with evaluating administrators prior to any evaluation and determine areas for evaluation together. The administrative team selects one Teaching Standard for which all teachers are being assessed that year, while the teacher is allowed to select the second teaching Standard. Teachers work with their evaluator at the initial conference to identify strengths and challenges and set growth goals for improvement. Over the course of the evaluation process there are multiple observations and follow-up meetings scheduled to discuss progress, provide feedback, and debrief.</p>	<p><a href="#"><u>MDEA Contract</u></a></p> <p><a href="#"><u>Initial Evaluation Form</u></a></p> <p><a href="#"><u>Observation Notes/ Debrief Form</u></a></p>



Findings	Supporting Evidence
<p>There are multiple opportunities for teachers to receive additional support if requested or if the evaluator feels it is warranted. Some of these supports include allowing time for teachers to observe other members of their department or academy; an administrator teaching a lesson to demonstrate strategies; and meetings with our Constructing Meaning and New Teacher Academy coach. In addition, the site has paid for new teachers (or veteran teachers who need improvement) to receive a sub for the day to allow time for the teacher to develop lessons and unit plans. At the end of the pull-out day, the teacher meets with the instructional coach to review and receive feedback on the plans.</p> <p>Teachers who receive a “Needs Improvement” by the end of the first semester in the formal evaluation process are provided with an improvement plan. The plan provides a list of areas of improvement and supports that teachers can access to grow in these areas. The plan also identifies the responsible party for each improvement item as well as additional support the teacher can access.</p> <p>While there are many effective supervision and evaluation procedures in place, one challenge for MDHS is the amount of time and focus dedicated to onboarding new teaching staff. With an average of a quarter of our staff being replaced each year, there is a constant influx of new teachers, many of whom are new to the profession. Even teachers who have taught elsewhere may not have had experience at a Title One school. With each administrator assigned between ten and fifteen teachers to evaluate during the year, they are unable to dedicate significant time to more informal evaluation opportunities (the walk-through process). Frequently, the majority of an administrator’s time and resources are focused on the new teachers and those who are struggling. This means that teachers who are not on the evaluation cycle are provided less feedback through the walk-through process. However, site administrators have formalized the walk-through form to identify the use of Constructing Meaning, which has been an improvement in the feedback process.</p> <p>The formal evaluation cycle is effective in allowing site administration to constructively provide feedback to teachers,</p>	<p><a href="#">Improvement Plan Form</a></p>

Findings	Supporting Evidence
<p>especially those who are of concern. It also provides a fair and consistent system to evaluate teachers and determine their efficacy. The informal evaluation process (walk throughs) is becoming more effective with the development of the CM walk through form, however, site administration needs to exert more energy into the quantity of walk-throughs they are completing and use that data to inform PD. The informal walk-through process is partially effective.</p>	

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

Findings	Supporting Evidence
<p>The first step of the school's communication system is staff orientation that takes place on the first professional development day of the school year. Staff are presented with a handbook and copies of relevant documents by the office staff. At that time, each of the office and administrative staff give a presentation about their responsibilities on campus. Staff are also informed about the proper procedures for work orders, office supply orders, keys, technology issues, and other necessary operational practices. For new teachers, this information is reinforced during the recurring new teacher meetings.</p> <p>Staff email is the primary method for informing all staff of additions or changes to school-wide procedures. A weekly Principal's Monday Memo is distributed with updates from the office, the weekly calendar, and information from the district office.</p> <p>With the all-academy model, there is a clear hierarchy of organization in place that includes teachers, academy leads, counselors, and administrators. When an academy teacher has a student concern, they know to go to their academy counselor and/or administrator, depending on the issue. For supplies, materials, and academy-specific requests, the academy lead is the go-to person.</p>	<p><a href="#">Staff Handbook</a></p>

Findings	Supporting Evidence
<p>While the majority of teachers are affiliated with an academy, there are some elective teachers who are not. These teachers are lacking the procedural and financial support of an academy and have to rely on their department chair for assistance.</p> <p>To ensure that all departments and stakeholders are representative, academy leads and department chairs are members of CILC, which meets monthly to discuss site-wide events, data, and initiatives. This is also where important sitewide issues are discussed and voted upon. The information from this meeting is disseminated at department meetings to ensure all staff are receiving the information. Any staff members can provide input or facilitate discussions on CILC agenda items. CILC meeting minutes are also distributed to staff via email.</p> <p>The system through which site-wide and administrative information is disseminated has proven effective and inclusive, consistently gathering feedback from various stakeholder groups on campus.</p>	<p><a href="#">CILC Sample Agenda</a></p>

## A5. Resources Criterion

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

### Indicators

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

Findings	Supporting Evidence
<p>During the monthly MDHS Site Council meeting, stakeholders including parents, students, and staff regularly review and provide feedback regarding the school budget. Site council members include the principal, one classified staff member, four teachers, three parents/community members, and three students. With the exception of school administrators, all positions are elected by their respective peer groups.</p> <p>The Site Council is responsible for helping the principal draft, review, refine, and approve the Schoolwide Action Plan (SPSA). The SPSA explicitly outlines annual planned school budget allocations to support initiatives and student learning needs articulated within the district LCAP and the school goals of the SPSA itself. Each budget allocation indicates a specific goal with which it is aligned and intended to support. Thus there is a direct relationship between resource allocation at MDHS and the district LCAP and SPSA.</p> <p>In the past several years, the school has allocated substantial resources to several school-wide initiatives in order to support our SPSA goals, including:</p> <ul style="list-style-type: none"> <li>• Constructing Meaning Training and ongoing coaching to support the academic progress of English Learner majority at our site</li> <li>• Grading: Applying Equitable Practices</li> <li>• Peak Hours: an intervention schedule with twice-weekly Peak Hours to support all students in achieving academic standards and MDHS schoolwide learner outcomes. A Peak Hours coach prepares</li> </ul>	<p><a href="#">Site Council website</a></p> <p><a href="#">Site Council Bylaws</a></p> <p>MDHS <a href="#">Single Plan for Student Achievement</a> (SPSA)</p> <p><a href="#">Local Control and Accountability Plan (LCAP)</a></p>

<p>weekly schoolwide lessons (for presentation to Peak Hour classes) covering an array of topics from celebrating diversity at MDHS to strategies for academic success.</p> <p>MDUSD is allotted a certain amount of monies per student for the year by the district determined through an ADA formula based on student population. This is provided to the site from the district office as general funding, which can be spent at the school's discretion and operational needs. The principal decides how much to allocate to each department depending on the amount of teachers per department and the level of need. Department budgets have remained the same for the past twelve years. This money is added to the site budget in late autumn which is the first interim. The office manager then disperses it to the department accounts. Teachers submit requests for purchases with their department funding which are then approved by the department chair and principal. Some examples of things departments have purchased are classroom supplies technology such as digital projectors and printers, supplemental instructional materials.</p> <p>Additional funding and resource allocations continue to be made available over the course of the school year on a per request basis, with approvals fielded by the Site Council. When these funding requests are submitted, the forms provided ask the requestor to indicate which LCAP and SPSA goals the request supports, assuring that even incidental funding requests maintain alignment with the LCAP and SPSA goals.</p> <p>In recent years the Site Council has transitioned away from having any official decision-making capacity in decisions regarding incidental resource allocation and into a more advisory role: while stakeholders can present to the site council and request additional discretionary funding over the course of the school year, the Site Council's approval is in a recommendation capacity only, with the principal holding final decision-making authority. While teachers and other stakeholders are aware that Site Council meetings occur and that they are welcome to attend and provide input, teachers indicate some opacity in budgetary decisions once recommendations have been provided by the council to the administrative team.</p> <p>In addition to funding allocated through the Site Council and</p>	
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<p>SPSA budget, the California Partnership Academies (CPAs) each control a budget of approximately \$75,000 each year to advance the charters of the CPA programs. These funds are intended to provide enhanced student college and career readiness opportunities through resources such as internship and job shadowing support, supplementary materials and supplies for career technology programs and cross-curricular projects and collaboration, and transportation and substitutes for field trips.</p> <p>These CPA budgets go through a review and approval process including the school principal, district Career Pathways Coordinator, and are signed off by the superintendent after review by the Fiscal department in order to assure allocations meet CPA charter requirements. Each CPA program provides annual end of program reports to the state indicating how the funds were spent and what programs and students were supported through these activities. However, while college and career readiness and the school’s vision statement of preparing students for “College, Career, and Civic Responsibility” are implicitly supported through these activities and funds, there is no explicit procedural expectation that these funds align with the SPSA, LCAP, or other site-specific guiding documents.</p> <p>Career Technology Education holding CTE credentials receive additional funding each year through the Carl Perkins &amp; Career Technical Education Incentive Grant (CTEIG) programs. Allocation of these funds assures their use is in alignment with College and Career Readiness indicators and the Schoolwide Learner outcomes: for both CTEIG and Perkins, CDE has instructed districts to align spending with priorities based on the elements of a high quality pathway and priorities established in collaboration with a variety of stakeholders, and teachers are expected to engage with the Mt. Diablo Business Education Alliance (MDBEA) in order to solicit input from stakeholders within the local business community.</p> <p>Prior to requesting CTE funding, teachers are required to provide a Performance Map articulating how classroom activities correlate with anchor standards and industry sector standards as well as how they support the Graduate Profile. When specific funding requests are made, the requester is required to explicitly indicate which MDUSD CTE Funding</p>	<p><a href="#">Example CPA Annual Report</a></p>          <p><a href="#">Example CTE Performance Map</a></p> <p><a href="#">Perkins/CTEIG allocations distribution example</a></p> <p><a href="#">Example CTE Expenditure Request</a></p>
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<p>Priorities, Model Curriculum Standards and activities from the CTE Performance Map are advanced through each specific expenditure, thus mapping the funding back to standards and the Graduate Profile.</p> <p>Through these mechanisms at the site, academy, and classroom level, school leadership and staff are directly involved in resource allocation decisions, and a strong, effective relationship is maintained between the resource allocation decision-making process and the district LCAP, the SPSA, the Graduate Profile, the school's vision and mission statements, academic standards, and college and career readiness standards.</p>	
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**A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.**

<b>Findings</b>	<b>Supporting Evidence</b>
<p>MDUSD has a department of Budget and Fiscal Services whose job it is to conduct annual audits, update the Board of Directors, and assure maintenance of quality business and accounting practices. According to the department, the development of Mt. Diablo Unified's budget each year involves a collaborative and detailed process that engages a variety of important stakeholder groups representing parents, community members, and school and district staff, including Individual School Site Councils (SSCs), the District Budget Advisory Committee (BAC), the District Community Advisory Committee for Special Education (CAC), the District English Learner Advisory Committee (DELAC), and the District Parent Advisory Council (PAC).</p> <p>The district budget preparation process includes very specific activities that take place throughout the year and which support Mt. Diablo's Local Control and Accountability Plan (LCAP) and each school's individual Single Plan for Student Achievement (SPSA), a comprehensive plan providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's LCAP, which lays out goals for the entire District. The process is also coordinated to align with California's budget process. The process begins each year in September and continues through June with the adoption of</p>	<ul style="list-style-type: none"> <li>● <a href="#">MDUSD Business Services Website</a></li> <li>● <a href="#">Budget and Financial Services</a></li> <li>● <a href="#">Budget Advisory Committee</a></li> <li>● <a href="#">District Community Advisory Committee for Special Education</a></li> <li>● <a href="#">English Learner Advisory Committee</a></li> <li>● <a href="#">Parent Advisory Committee</a></li> <li>● <a href="#">District LCAP</a></li> </ul>

the budget by our Board of Education.

The district prepares two interim financial reports each school year. The First Interim Report, showing expenditures through October 31, requires Board approval by December 15. These reports are compared to every school district's adopted budget. The Second Interim Report, covering the period ending January 31, provides a comparison to the projections in the First Interim Report, and must be approved by March 15 of each year. The interim reports must include a certification of whether the district can meet its financial obligations. MDUSD has been certified as "qualified" every year for the past fifteen years, indicating that the district "may not meet its financial obligations for the current or two subsequent fiscal years".

An overview of the district's budget process as well as board presentations, budgets, and reports are provided to the public in depth at the district website. MDHS administration and staff receive monthly budget updates both through internal channels and those broadcast via a weekly, public "Ask the CBO" series that discusses school funding and other related topics.

At the site level there is some frustration about the efficiency of the systems and procedures involved in actually spending out the allocated budgets through the purchasing and warehouse department of the district's fiscal services. Anecdotal interviews of faculty and clerical and administrative staff indicate that "it's difficult to spend our money sometimes", and that the purchasing pipeline can be opaque and inefficient, with orders and payments sometimes being fulfilled up to several months or longer after being approved at the site.

Faculty interviews indicate that this can sometimes negatively impact student learning by adding an element of unpredictability and surprise to the availability of supplies, lab equipment, and other instructional materials, complicating efforts to plan high-quality curriculum in advance. Staff indicate that this also complicates relationships with wary vendors. This is no doubt exacerbated by industry-wide hiring difficulties that impact every aspect of district operations. Meanwhile, on-going friction in the contract bargaining process injects some level of suspicion and tension between site-level employees and the district Budget and Fiscal

- [MDUSD Budget and Fiscal Services Home Page](#)
- ["Ask the CBO" video series](#)



<p>Services.</p> <p>While the district clearly has effective and well-articulated processes and practices in place for developing and auditing the annual budget, there is some notable reservation in staff confidence regarding the effectiveness of the district's quality business and accounting practices as the processes relate to campus and classroom life.</p>	
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**A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).**

Findings	Supporting Evidence
<p>Mt. Diablo High School was first established in 1901. Her buildings range in age from five to ninety years old, with many classrooms in need of updating and renovations such as painting, new flooring, new whiteboards, and wiring upgrades, all classrooms have modern air conditioning with recently replaced thermostats, and all buildings have working elevators.</p> <p>Approximately seven year ago, the school district renovated the science facilities at Mount Diablo High School: with input from teachers and staff, one existing building was renovated and a new science building was built from the ground up. Both facilities greatly improved MDHS's science classrooms for our students. The school has specialized facilities for a variety of CTE programs. The kitchens, classrooms, and dining room of Serendipity, our on-site restaurant in the International Hospitality &amp; Tourism Academy, were recently overhauled to improve student facilities and learning spaces and to renovate and modernize the dining experience for restaurant patrons of the culinary CTE program. These facility additions and improvements have had a direct, positive effect on the school's ability to accomplish our vision of preparing students for college, career, and civic responsibility.</p> <p>This year, the school library was renovated to increase appeal</p>	<p>\</p>

and relevance to our student body and provide for an updated 21st century learning experience. The renovation included new carpet, paint, furniture, and increased access to technology, but maintains the feel of a library with bookshelves around the perimeter of the space. All buildings have received fresh exterior paint within the last four years.

Additionally, the front office was cosmetically renovated to better appeal to our students, stakeholders and staff, as well as streamline flow of traffic and allow for increased cleanliness and maintainability. The locations of various office staffer's desks were also altered to create a more functional space. The English building has also recently seen upgrades: the interior and exterior were repainted, flooring was updated, and all classroom furniture was replaced: large screen televisions were installed as built-in technology resources. The Art building is currently expected to see similar updates within the next year or two.

While these changes are welcome improvements to the functionality and maintenance of these spaces, for the most part the updates have been cosmetic in nature despite requests for new banks of lockers, updates to wiring infrastructure, and other larger renovations which were deemed out of scope for the budget allocated to capital projects. Meanwhile, teachers in the oldest academic buildings report that the physical size of their classrooms is inadequate to comfortably and safely house the greater student headcount expectations of today.

Teachers report that this can interfere with teaching, and also complicates classroom management and accommodation of IEPs. Social distancing during COVID-19 exacerbated these space issues, and the number of students who could be served through 2021 spring semester on-campus support classes in 2021 was directly limited by classroom size. Size of the older classrooms requires some subject content areas to be strategically located in more modern buildings in order to adequately satisfy our vision of preparing all students for college and career readiness.

In response to the Covid-19 pandemic, as we returned to campus, a number of additional precautions were added in line with our school mission of improving all of our students' physical health, emotional well-being, and sense of

[MDUSD COVID RESPONSE](#)

responsibility to self and the community:

- Social distancing and masking signage reminders
- HVAC filters have been added to all classes
- On-site PCR testing and take-home rapid tests
- Hand sanitizer provided in every classroom
- Surgical and N-95 masks provided to staff and students

Due to COVID-19 the water faucets in school hallways were deactivated in order to maintain good hygiene protocols: students have access to a filtered water dispenser in the school cafeteria and are encouraged to bring reusable water bottles.

MDHS is a closed campus. The school is gated throughout the day, although determined students can penetrate the perimeter by climbing over or around fencing. Fortunately, at the beginning of the Second Semester, an additional campus supervisor was hired. This hire, along with recent changes to tardy and hall pass policies, has already greatly improved school hours security issues. There are a number of security cameras which are regularly monitored for intrusion and unsafe activity, which have led to multiple suspensions when reviewed. In addition, the district just approved funds to add additional cameras around campus, and the administration is in the process of identifying “blind spots” on campus where additional cameras would be useful.

Custodial services are strained both by the size of the campus and fluctuations in personnel due to COVID-19. Basic cleaning needs such as sweeping of floors, emptying trash and cleaning desks (especially during the pandemic) are not always met and restrooms are often undersupplied. Additional custodial staff may alleviate the issue. In a recent student and staff survey, 46.7% of students rated campus cleanliness as not clean and 84% indicated there was a lack of restroom cleanliness.

Restrooms are regularly closed due to vandalism and student substance abuse in restrooms: due to restroom closures, students are often in search of an open restroom contributing to tardy issues and long absences from class. In response to student and faculty concerns about restroom availability, the office has begun broadcasting a daily list of open restrooms which has greatly improved the situation, and recent strides

[STAFF HANDBOOK](#)  
[Healthy Kids Survey 2020](#)

[Staff Survey 2021](#)  
[Student Survey](#)  
[Student Survey PDF](#)  
[Staff Survey](#)

<p>have been made in identifying and disciplining vandals.</p> <p>While improvements continue to be made, the persistence of issues concerning cleanliness, student vandalism and littering, and the need for additional renovations and updates to the interiors of academic buildings compromise the school's overall sense of safety, functionality, and maintenance, as reflected in staff, student, and family surveys.</p> <p>MDHS facilities are adequate to effectively meet student learning needs and support the educational program, and we have a great variety of facilities designed to help students achieve college and career readiness. However, it is clear that maintenance and safety/security are only partially effective and that continued improvements would positively impact our accomplishment of the MDUSD Graduate Profile's schoolwide learner outcomes involving citizenship, responsible behavior, and health and wellness advocacy.</p>	<p><a href="#">MDUSD Graduate Profile (bookmark)</a></p>
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**A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.**

Findings	Supporting Evidence
<p>Our school is guided by the Williams Act which seeks to ensure all students have equal access to the basics of a quality education. This translates into access to textbooks for all, a safe and decent school facility, and qualified teachers. We host a Williams visit every fall which helps us guarantee that all students have timely access to the resources they deserve under the law. In addition, Williams Act notices are posted in every classroom, in both English and Spanish.</p> <p>Acquisition of textbooks and related consumables are handled through an on-site Instructional Media Assistant (IMA) who also manages check-out processes for instructional technology inclusive of staff laptops, digital projectors, and document cameras. In previous years students would check out textbooks during walkthrough; however, in order to maximize efficiency of the walkthrough process itself and to account for the volatility of student schedules and large number of new student registrations during the first couple of days, this procedure was changed about three years ago. Now, students</p>	

collect their textbooks during the first full week of school, during which teachers follow a specified schedule to accompany classes to collect their textbooks and consumable materials.

In previous years textbook check-out at the beginning of the year was conducted through the school library: materials were collected from the Book Room (a storage space long in need of attention) and brought to the school library, which caused the library itself to be unavailable for the first month of school. During the library renovation that took place over the last couple of years, teachers from the English department underwent an effort to reorganize the Book Room, sorting and disposing of obsolete materials and maximizing the space. Beginning this year, textbook check-out was conducted via the newly reorganized book room, allowing for a more effective and efficient process and allowing for increased availability of library resources as well.

The Instructional Media Center (IMC) is open three days a week to serve students who need to pick up additional textbooks. All texts, consumables, and IMC-managed technology resources are bar-coded and their location, check-out status, and condition information is maintained in a district-wide online database system. Manipulatives and science and CTE lab equipment are less formally cataloged: upkeep, maintenance, and replacement of these resources is at the discretion of the teachers and departments utilizing them.

Two high speed modern photocopiers are available for the faculty along with an RISO duplication machine: teachers are given passcodes to use with these machines to help monitor usage by departments and individuals. Maintenance issues with the high speed photocopiers are predictable, and the RISO is retained as a reliable backup. Additional printers and copiers are located around the campus, many funded through CPA or department-specific budgets.

Instructional technology and student technology resources are ample: teachers and staff are provided laptops, and the district has recently moved to a 1-1 model providing Chromebooks for all students. A number of Chromebooks carts with “loaner” systems for student use persist on campus, originally funded through the school or CPA funding. The campus also hosts a

<p>number of student computer labs, mostly comprising higher-end PC and Mac desktop workstations for VAPA and CTE courses. These labs are mainly funded through CTEIG, Perkins, and CPA allocations.</p> <p>While instructional technology is generously available at MDHS, maintenance and support of these resources is somewhat impacted by district downsizing of the Technology and Information Services support staff: meanwhile, with the district moving to a 1:1 student Chromebook model, the demand for tech support and repair is higher than ever, and teacher interviews indicate that timeliness, communication, and followthrough on support tickets is opaque and communications could be improved. The Science, VAPA, and CTE departments also indicate that order fulfillment for specialized consumable materials can have a long and frequently unpredictable lead time.</p> <p>Ultimately, while in practice there are components of the workflow that are negatively impacted by a lack of adequate staffing resources at the district, the policies and procedures for acquiring and maintaining adequate instructional materials are effective.</p>	
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**A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.**

Findings	Supporting Evidence
<p>MDUSD uses EdJoin, an education job site, to advertise job openings. Additionally, MDUSD's website has a hiring page for paraprofessionals, certified, and classified employees. Benefits are openingly posted on the website. Typically, administrators include department chairs or staff in the interview process.</p> <p>While the systems are in place for adequately hiring staff, MDHS experiences a number of practical challenges in hiring and retaining qualified teachers. During most years the school experiences around 20% teacher turnover: some exit due to retirement or other life changes, but the most common turnover is within the ranks of our newer teachers. Due to contractual rules surrounding seniority and the voluntary and</p>	<ul style="list-style-type: none"> <li>● <a href="#">EdJoin</a></li> <li>● <a href="#">MDUSD Employment Opportunities</a></li> <li>● <a href="#">Benefits</a></li> </ul> <p><a href="#">MDUSD Special Education Staff Training</a></p>

involuntary transfer process, combined with fluctuations in student headcount predictions, many of our newer teachers receive layoff notices in the spring.

Some of these layoffs are due to a policy of probationary status, while others are “bumped” by involuntary transfers from other sites who have greater seniority but were moved due to decreasing enrollment at their previous site. Sometimes these involuntary transfers work out very successfully, but others are reluctant to move to MDHS, and between their transfer and the commencement of school in the fall they will have moved instead to other districts or opportunities, or moved back to the original site through contractual “return rights” after staffing allocation were increased there; meanwhile, the original teacher who was laid off in the spring has also moved on, unwilling or unable to “hold out” for their position to reopen.

Thus in the late summer and fall, the school must quickly hire to fill the vacancy left where both the laid off and involuntarily transferred teacher were lost: sometimes this develops into a situation where a classroom has a long-term sub, or specialized programs are terminated due to lack of qualified candidates, or the urgency and timing of hiring simply leads to a compressed interview period with a very limited candidate pool. Needless to say, this is a frustrating cycle in which we continue to intensely train new teachers into the culture of our school and our students, only to lose these teachers within a year or two.

A well-qualified and successful MDHS teacher not only demonstrates academic and scholastic expertise, but also the desire, knowledge, patience, empathy and care needed to educate all students, including those with learning differences, language acquisition needs, and economic issues. MDHS has many support systems in place to support our new teachers in an effort to retain and acculturate our teacher base. Additional professional development resources for teachers at all levels of experience are available both through the district itself and through subject-based opportunities such as conferences and workshops: many such opportunities are explicitly funded through the school’s SPSA. CTE and CPA teachers have additional PD opportunities provided through district, county, and state funding. Several in-service days occur every year

[MDEA Union Contract](#)

where all teachers and staff receive department-specific PD offerings. Special Education Support staff and classified personnel receive specialized training delivered through the district office. Special Education Assistants (SEAs) are paid to attend classes annually to hone the skills necessary to serve students receiving special education services.

In short, while resources are available and used to enable the hiring, nurturing, and on-going professional development of personnel, the resources we commit to on-going professional development by necessity emphasize the needs of the new teacher, and frequent turnover compromises our effectiveness in this indicator.



**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:  
Synthesize Strengths and Growth Needs**

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

**Areas of Strength**

1. SPSA goals reflect and are aligned with LCAP and reflect MDHS learner needs.
2. New teacher training and support strategies are in place to help new teachers become prepared to teach our students, and help to improve teacher retention.
3. Funding for student-centered learning, technology, and college and career readiness opportunities is ample.
4. District and school processes and procedures for appropriate allocation of funds needed to achieve SPSA and LCAP goals are robust.
5. Communication and collaboration within departments and academies are a continued strength
6. Implementation of Constructing Meaning strategies to improve student literacy for all learners.

**Areas of Growth**

1. Faculty, staff, and administration need to develop successful and engaging ways to inform students and families about the Graduate Profile and school Vision and Mission Statements.
2. Faculty and administration need to find additional opportunities for collaborative work with data to inform student learning.
3. Administration needs to increase consistency in transparency and communication with staff and families regarding district-led initiatives.
4. Administration and staff should continue work to improve campus security, safety, and access to clean, safe facilities, in order to provide a more focused learning environment.
5. Administration should provide annual training to faculty and families in the use of Parent Square to increase two-way communications.
6. Administration should continue to prioritize and fund training for all teachers in Constructing Meaning strategies to improve student achievement.
7. All stakeholders need to continue advocacy with the unions, governing board, and district to promote change to personnel management policies and contract language in order to improve retention of highly qualified teachers at MDHS.
8. Site administration, in conjunction with CILC and Site Council, should map out a data analysis routine and calendar prior to each school year in order to ensure more time to evaluate the results and impacts of our interventions and strategies in order to improve student outcomes..

**...List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**

- Promotion of a safe and supportive campus climate and stronger culture of academics
  - Increased efforts to engage students and families in decision-making processes
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - Students need an increased awareness and understanding of school guiding documents to encourage student success toward specific goals.
  - Students need more clean, well-monitored facilities to promote a sense of safety and focus on learning.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **Identify important next steps within the schoolwide action plan/SPSA.**
  - 9th Grade Support: MDHS may wish to explore some coursework or other strategies to better ensure Freshman Success including an increased understanding of our Graduate Profile, Vision statement and Mission statements, as well as promote citizenship and health and wellness advocacy.
  - MDHS needs a plan to make parents more aware of SPSA and the CCEE report and school plans to bridge the learning gap.

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\*The summary information will be used for Tasks 4 and 5.

## Category B: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

#### Indicators

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

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

Findings	Supporting Evidence
<p><b>B1.1 Staff Meeting &amp; PDs</b></p> <p>MDHS provides many examples of effective, rigorous, relevant and coherent curriculum. In the Fall of 2021 during distance learning all staff meetings all included sections on equitable grading practices. In the Spring of 2021 all staff received training on equitable literacy practices.</p>	<p><a href="#">Staff Meeting Agendas</a></p>
<p><b>B1.1 Constructing Meaning Coherence</b></p> <p>Constructing Meaning is an effective, rigorous, and relevant teaching practice in which the school is heavily invested. MDHS has been a Constructing Meaning school since the 2015-2016 school year when all staff was trained in one year. Since then any teachers who join staff are required to attend Constructing Meaning training days. Staff meetings usually also include between 20-40 minutes of Constructing Meaning strategies.</p> <p>Constructing Meaning offers a research-based and coherent set of teaching strategies to teach literacy to our school population (which includes a large English Learner population).</p>	<p><a href="#">Staff Meeting Agendas</a></p>
<p><b>B1.1 Equitable Gradebooks</b></p> <p>Since 2020 many teachers report changing their grading practices to be more equitable. Seventy percent of teachers report modifying their gradebook structure in the interest of equitable practices. Many of those teachers indicate that their switch was motivated by research and relevant books on the topic. Equitable grading practices include: standards based grading, weighting summative work heavier, a grade floor between 30-50% and reduced penalties for late work. Overall</p>	<p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>

<p>the staff shows a real interest in making sure their grading practices are up to date-- however the school could still use time to effectively analyze their gradebooks to fully assess the effectiveness of their new practices.</p>	
<p><b>B1.1 English</b></p> <p>The English Department created a framework for vertically aligning Writing Standards from 9th to 12th grade. The English Department administers Common Writing Assessments for 9th -12th grade. The English Department administered a CAASP based Language and Vocabulary Interim Assessment in December 2020. The English Department administered the second CAASPP based Listening and Interpreting Assessment in March 2021. For school year 2021-22, the English Department administered the CAASPP Reading Literature Assessment in October 2021.</p> <p>The English Department agreed on the common novels for each grade level in November 2021. Novels for Seniors - The Alchemist by Paulo Coelho, The Kite Runner by Khaled Hosseini; Novels for Juniors - The Great Gatsby by F. Scott Fitzgerald; Novels for Sophomores - 1984 by George Orwell, Animal Farm by George Orwell; Novels for Freshmen - Absolutely True Diary of a Part-Time Indian by Sherman Alexie.</p> <p>All students are learning to cite evidence, either in MLA or APA format, in English classes. Teachers in the English department are working to align content vertically based on the District's identified priority standards. (1.1) In all English classes, students study the modes of writing (narrative, argumentative, expository) prescribed by the CCSS.</p>	<ul style="list-style-type: none"> <li>● Framework Document showing vertical alignment created in English Department Google Classroom for grades <a href="#">9</a>, <a href="#">10</a>, and <a href="#">11</a>.</li> <li>● Writing Assessment Data, to compare yearly progress.</li> <li>● Data from IAB, available in Illuminate for Department.</li> </ul>
<p><b>B1.1 9th Grade English Team</b></p> <p>The ninth grade English teachers have collaborated to ensure that their curriculum is coherent. The team meets weekly for 1.5 hours to co-plan standards-based, mastery-based curriculum. In the fall of 2021 all teachers started their curriculum with social emotional learning in mind, and then they transitioned to teaching practices inspired by the Modern Classrooms Project: their curriculum was blended (used teacher-created videos), self-paced (allowed students to control the pace of their learning) and included master-based grading. This model is research backed and serves students at all levels of understanding. The team also incorporates Constructing Meaning Strategies. The team records instructional videos for our standards-based lessons and have</p>	<ul style="list-style-type: none"> <li>- <a href="#">Modern Classroom Research</a></li> <li>- <a href="#">9th Grade MCP Google Folder</a></li> <li>- <a href="#">Sample Exit Ticket</a></li> </ul>

<p>assessments that align to test each standard, which we call "Exit Tickets."</p> <p>Additionally, the team has completely changed how they grade, guided by the research and work of Joe Feldman's book "Grading for Equity" (2018). They grade and assess on a 0-4 point scale, allowing students to revise their assessments at any time without penalty of points. As this is a fairly new initiative that they are piloting, the team is using the second semester of 2022 to look at data to tune and revise their program, and will look at second semester grades, credits earned, and radiation of first semester outcomes to help them evaluate the efficacy of the strategy.</p>	
<p><b>B1.1 Physical Education</b></p> <p>In P.E., students take a common assessment based on Standard 2 of the Physical Education Model Content Standards for California Public Schools: students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principals, and strategies. Students are annually assessed in alignment with the California Fitness Test, a practice that was continued through distance learning via Zoom video. After returning to in person instruction this year, students have returned to learning the fundamentals of different sports, developing wellness strategies, and training to enhance their levels of strength and stamina.</p>	
<p><b>B1.1 Social Studies Department</b></p> <p>The Social Studies Department participates in the California Student Mock Election managed by the Secretary of State's Office every two years. Students are introduced to voter registration, national elections for office holders, and statewide propositions. A formal voting process is utilized in all tenth through twelfth grade Social Studies classes; votes are tabulated and shared school-wide. Statewide results are eventually used for comparison, as well as the actual election results. Not all election cycles are supported by the Secretary of State's Office. Department staff will recreate a Mock Election for the site, only, when this occurs to ensure students receive regular experience with the voting process. During non-lockdown times, a formal voting room is created to mimic an actual voting site. Ballots are cast like a real voting system and the always important "I Voted" stickers are provided to participating students. Our school has a relationship with the</p>	<p>Mock Election Results:</p> <ul style="list-style-type: none"> <li>● 811 Mock Election ballots cast during 2019/2020 school year</li> <li>● 476 Mock Election ballots cast via online links during 2020/2021 school year</li> </ul>

<p>Contra Costa County League of Women’s Voters and the County Office of Elections who provide voter registration and elections support. (1.1)</p> <p>Each grade level within the Social Studies Department gives a shared common assessment per semester. Each assessment requires students to show use of a specific Constructing Meaning analytical skill: Claim &amp; Support in twelfth grade, Compare &amp; Contrast in eleventh grade, and Cause &amp; Effect in tenth grade. These skills are measured along with content standards using a single primary source. Once tests are administered, results are tabulated, shared, and analyzed to help inform instruction. A shared social studies folder houses assignments to assist in building these specific skills. (1.1)</p>	
<p><b>B1.1 SDC Classes</b></p> <p>MDHS offers content-specific SDC classes in English, Math, and Social Studies to ensure that a high quality curriculum is made available at a level appropriate to our SDC students. These are classes for full-time students with special needs. These classes use the same texts and standards as their general education equivalents and follow the same district-provided pacing calendars. (1.3) SDC classes are coded differently. These classes satisfy the A-G requirements for a high school diploma that will allow them to go to college. However, SDC students should go to a junior college before they proceed to a university.</p> <p>SDC Classes in Math, English, and History use the same textbooks used in general education classes, the same standards, and the same pacing calendars provided by the District. SDC teachers deliver modified assessments of all department benchmark assessments for consistency.</p>	<p><a href="#">Master Schedule</a></p>
<p><b>B1.1 Survey Results on Teaching</b></p> <p>In a survey of over 800 students given in January 2022, 48% of students rated the school teaching as effective or very effective. Only 9.9% rated teaching as ineffective. And 41.6% of students rated teaching in the middle, indicating either a neutral position or something in the middle.</p>	<p>Jan ‘22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

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

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

Findings	Supporting Evidence
<p><b>B1.2 a-g Courses</b></p> <p>Most of the courses offered at MDHS satisfy the UC a-g requirements. Much of this work was done by the college and career counselor a few years ago to ensure that students not only graduate but graduate ready for college.</p>	<p><a href="#">Master Schedule</a> <a href="#">UC a-g list</a></p>
<p><b>B1.2 Academy Requirements:</b></p> <p>Academy pathway and recommended course loads are an effective way of encouraging students to meet or exceed graduation requirements. Each Academy offers at least three years of a Career Technology Education Pathway that is in each year coupled with two academic courses. As such, if students complete their Academy requirements they are more likely to exceed graduation requirements.</p> <p>Moreover at least three of the academies on Campus offer articulation: courses that when completed could potentially lead to college credit with a local community college.</p>	<p><a href="#">Academy Info Session Slide</a> with sample Student Schedules</p>
<p><b>B1.2 Naviance and Counselors Track A-G requirements</b></p> <p>MDUSD uses Naviance effectively to plan and monitor students' completion of A-G requirements. Academic counselors meet with students beginning in ninth grade to create a four-year plan. They check in with students annually to monitor progress and to recommend course recovery options as needed.</p> <p>In a student survey conducted in January 2022 of over 800 students, approximately 70% of students indicated that they did not know what Naviance was. In that same survey, 62% of students indicated that they did know who their counselor was. Counselors are an effective means of tracking A-G status and encouraging students to pursue A-G requirements. However, Naviance usage among 9th-11th graders is currently low.</p>	<p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>
<p><b>B1.2 Department Curriculum Maps</b></p> <p>Departments spend time at the beginning of each year aligning standards. Some teams (like English teachers) even spend time</p>	<p><a href="#">ELA Priority Standards</a> Common Assessments</p>

aligning their curriculum vertically. Department alignment is also apparent in common assessments.	<a href="#">Vertical Alignment-9th Grade</a>
While this is an effective means of defining academic standards and indicators for each department-- the school has work to do in assessing the value of departments in aligning their curriculum.	<a href="#">Vertical Alignment-10th Grade</a>
	<a href="#">Vertical Alignment-11th Grade</a>
<b>B1.2 Graduate profile</b> In the past the school has done work to align curriculum and projects to the district graduate profile. However work on this has decreased since the start of the pandemic. Alignment with the graduate profile could be effective and should be examined further in the future by the staff.	<a href="#">MDUSD Grad Profile</a>

**B1.3. Congruence with Student Learner Outcomes and Standards:**

There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

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

Findings	Supporting Evidence
<b>B1.3 CTE and Academy Congruence</b> The CTE department and academies work effectively to align concepts and skills taught to college and career readiness indicators and standards. Part of being a CTE teacher means turning in required work based learning plans to the district yearly. This is required to access CTE funds. The work based learning plan asks teachers to align curriculum to CTE standards specific to their pathway.  Similarly academies are required to submit three reports a year to access their funding. These reports ensure that academy teachers and projects match academic standards and prepare students for college and career skills.	<a href="#">Work Based Learning Plan Template</a>
<b>B1.3 Professional Development &amp; Standards Based Grading</b> In the past two years some professional development has been done around equitable grading.  70% of teachers report modifying their gradebook structure in the interest of equitable grading practices this year. One tenet of equitable grading is standards based-grading, which requires teachers to align their curriculum to the specific standards.	Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a>  <a href="#">Equitable Grading Discussion Notes</a>



<p><b>B1.3 Department Alignment</b></p> <p>Departments spend time aligning curriculum to standards at meetings specifically at the beginning of the year. Departments like the English and Math departments complete common assessments which helps align their curriculum to academic standards. While this alignment is an effective means of making sure there is congruence among actual material taught with standards, the other departments could do more to participate in the same alignment.</p>	<p>Department/academy meeting agendas (<a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a>) and minutes</p>
<p><b>B1.3 Graduate Profile</b></p> <p>One document that could be considered our Student Learner Outcomes is the MDUSD graduate profile. However, this document has not been discussed in at least the last two years at MDHS during all-staff meetings or CILC. College- and career-readiness indicators have also not been recently discussed. In a survey of over 800 students conducted in January 2022, approximately 77% of students indicated that they had never seen or heard of the Graduate Profile.</p> <p>As such, while departments and academies do spend time aligning curriculum to state standards, there is no intentional congruence of actual concepts taught with student learner outcomes and college- and career-readiness indicators. MDHS is ineffective in pursuing congruent curriculum. This is an obvious area for growth.</p>	<p><a href="#">MDUSD Grad Profile</a>  <a href="#">Agenda for All Staff Meetings</a>  Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

**B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.**

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

Findings	Supporting Evidence
<p><b>B1.4 Career Technical Education Department</b></p> <p>MDHS offers several courses and programs that integrate academic and career technical disciplines. Most notably the four career academies main function is to align career technical disciplines with academic standards. This is most evident in cross-curricular projects in which students complete academic work (like English, History or a science class) through the lens of their Career Technical Course.</p> <p>MDHS has seven teachers with a Career Technical Education credential, meaning those seven teachers have experience in the industry and are highly qualified to teach their career fields. These teachers complete annual work based learning</p>	<p><a href="#">Cross Curricular Project Database</a></p>

<p>plans and course alignment documents that ensure that students will receive a standards-based education rooted in experiences like mentorships, internships, field trips, job shadowing, and guest speakers. The CTE department at Mount is the largest in the district.</p>	
<p><b>B1.4 Industry Certifications</b></p> <p>MBTA offers the following industry certifications (number of students earned in 2019-2020): American Heart Association Basic Life Support (30); American Heart Association Heartsaver First Aid CPR AED (78); EMS Safety / East Bay CPR Bloodborne Pathogens (140); National Federation of High Schools Concussion for Students (78); National Federation of High Schools Heat Illness Prevention (56); HR Classroom HIPAA for Healthcare Providers (34); FEMA CERT Community Emergency Response Team (7); FEMA Biohazard Materials for Medical Personnel (9). Internship are offered for qualifying students</p> <p>In addition, Professional Certifications are offered by the MBTA and IHTA academies. For example, MBTA offers a CPR Certification and a Covid-19 Certification, and IHTA offers a Food Handlers' Licence: approximately 95% of eleventh and twelfth grade IHTA students earn their food handler certificate. . Industry certificates are considered an indicator of career readiness. As such, the certificates we offer are an effective means of integrating career technical disciplines and academics at MDHS. As not all academies offer industry certificates, this would be an area of potential growth for this site.</p> <p>ACME and DSA do not currently offer industry certifications, but are exploring opportunities that are relevant to their respective industry sectors. ACME would like to offer Autodesk Certified User exam for AutoCad, Inventor, or Revit for the students. Unfortunately, ACME has no labs currently capable of running Autodesk software at this time. DSA is interested in offering Adobe certifications in the future and is exploring Unity 3d certifications as well, and has a developing relationship with Junior Achievement.</p> <p>Industry certificates are considered an indicator of career readiness. As such, the certificates we offer are an effective means of integrating career technical disciplines and</p>	<p><a href="#">Patient Care Pathway</a></p> <p><a href="#">Culinary &amp; Hospitality</a></p> <p><a href="#">Engineering &amp; Building Trades</a></p>

<p>academics at MDHS. However, there is room for the other academies to offer certifications as well: this is an area of potential that needs to be developed to increase opportunities for our students to graduate College and Career Ready..</p>	
<p><b>B1.4 Academies and Internships</b></p> <p>Internships have also become a standardized opportunity. Three of the four career academies offer internship opportunities. All academy students have spring and summer internship options through the district.</p> <ul style="list-style-type: none"> <li>- DSA offers internships through a variety of means. In the Spring and Summer, all students have the opportunity to be paired with a community partner who requests graphic design or web design work. The academy has also developed a relationship with the district Technology and Information Services Department through which several students each year undergo an intensive five week internship providing technology services for the district such as creating elementary school websites, unboxing and configuring Chromebooks and lab workstations, and developing additional content on the district websites and intranet.</li> <li>- IHTA Students are provided work-based learning opportunities through the on-site student-run restaurant Serendipity, and Edu-catering: another student-run service and culinary industry operation through which they cater events on-campus and throughout the district.</li> <li>- In MBTA students have spring and summer internship options offered through the John Muir Young Healers Program. Students can apply for an eight-week internship with medical professionals and acquire work based learning experience in the health career field.</li> <li>- ACME students are offered internships as the need for them arises. Students last year worked with Contra Costa County Health and DVC in supervised summer internships. Two years ago a select number of students underwent an internship with Carpenters Local 142.</li> </ul> <p>Many academy internship opportunities were placed on hold because of the pandemic and are still being reestablished.</p> <p>In a student survey of 800 students given in January 2022, 68% said their academy helps them learn life and job skills. Moreover, 77% of students said their academy teaches skills</p>	<p><a href="#">Internship Documents</a></p> <p>Internship Examples:</p> <p><a href="#">Redesign of MDUSD Website, 2019 Career Education Fair, Unchained from the Cave Tattoo Removal Organization</a></p> <p>Student internship at the Crowne Plaza hotel <a href="http://www.carpenters152.org/">http://www.carpenters152.org/</a></p> <p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

<p>they see themselves using in the future.</p> <p>Internships are an effective means of integrating academic and career tech skills. They are excellent examples of academic learning being applied to real world applications. However, there is a real need to rebuild internship programs that were negatively impacted by the pandemic.</p>	
<p><b>B1.4 Workability</b></p> <p>Student IEPs include a transition goal for each student as they explore post-secondary options. The Workability program provided through the district visits special education classes to complete interest surveys and support with resume building as well as interview skills development. Case managers assist special education students with exploring the requirements for their post-secondary career interests, and some job placement opportunities are available through the Workability program.</p>	<p><a href="#">Workability</a></p>
<p><b>B1.4 Work-Based Learning Coordinators</b></p> <p>MDHS works closely with district work-based learning coordinators to provide other career technical opportunities to the students. Each academy is assigned a WBL coordinator who connects academies to resources such as field trips, guest speakers, job shadowing opportunities, and career-readiness lessons. As of last year MDHS has tasked work-based learning coordinators with tracking our graduates to obtain a better understanding of their post-graduation outcomes. The Work-Based learning coordinators have been a part of the academy-district structure for the last four years and have proven a consistent, reliable and effective means of integrating career technical disciplines with academics.</p>	<p>Guest Speaker Series: <a href="#">example</a></p> <p>Field Trips</p> <p><a href="#">Career-Readiness Lessons and Workshops</a></p>

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

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

Findings	Supporting Evidence
<p><b>B1.5 Feeder School Articulation</b></p> <p>MDHS engages with our feeder schools specifically in the Spring to help welcome eighth graders into our school. During the spring of eighth grade, feeder schools are visited by academic counselors and students from each of our CPA</p>	

academy CTE programs and given presentations to inform them about their choices. This is followed by an on-site visit to the MDHS campus, during which the students tour each of the CTE classrooms and are given live presentations by CTE teachers and an opportunity to explore the resources, spaces, and technologies involved in each space, frequently through interactive activities and installations. In recent years this event has been timed to overlap with MDHS' "Academy Night" Open house event, allowing visiting eighth graders to view a great showcase of student work products. While students finish out their site visit, they have the opportunity to fill out course cards indicating their preferences of academy, electives, and then take home course cards to review with their families before submitting to their home school. These are effective strategies that could use refinement and as a school we could elicit more feedback from eighth grade students and families during these events.

### **B1.5 Community Colleges**

MDHS also engages with our community partners like local colleges and technical schools. CTE courses and Academy courses regularly host guest speakers from community partners and colleges. All academies also have a history of field trips to various colleges in California including UC Davis, UC Berkeley, Diablo Valley College, Los Medanos College, San Francisco State, Sacramento State, Humboldt State, and many more. Our CTE teachers also regularly meet with DVC and LMC (local community colleges) to discuss and agree on articulation agreements. This helps assure that the CTE curriculum is up to date and relevant to upper level studies, and also provides many students the opportunity of being enrolled in community college and even earning college credit before they graduate from high school.

### **B1.5 Other Community partners**

Some other examples of our current community partners include: John Muir Health, where students experience virtual and in-person internships, job shadowing, and volunteer opportunities. IHTA has community partners where students are given the opportunity to work hand in hand with a current teacher and explore aspects of hospitality and food service. Business partner East Bay CPR, which allows students the opportunity to receive certification of completion in CPR and first-aid courses.

<p><b>B1.5 Career Fairs</b></p> <p>MDHS also offers students the opportunity to participate in a yearly field trip to attend the career fair held at Concord High and Diablo Valley College. At the career fair, students had the opportunity to visit the booths of trained professionals such as: Universal Technical Institute, Firefighters, Fashion Institute of Design and Merchandising, Technical Dental Hygiene, Urban Barber College, among many others. At this career fair, students were given hands-on experience at each of these booths with trained professionals in their chosen career field.</p>	
<p><b>B1.5 MDBEA</b></p> <p>The district works closely with MDHS to ensure that all students and academies have access to career technical and work based learning opportunities. Academy leads and teachers in the CTE department regularly meet with Mt. Diablo Business Education Alliance (MDBEA), whose mission is to strengthen workforce development and provide a space for partnership of business and education.</p> <p>MDBEA meetings are split into industry sectors so that teachers can meet with industry partners to update curriculum to match latest trends, discuss project ideas, and make connections for guest-speaking and mentorships for students. This is an example of how the CTE department and academies are effective at tapping into community and partners and resources.</p>	<p><a href="#"><u>MDBEA</u></a></p>
<p><b>B1.4 Articulation Agreements and Academies</b></p> <p>Three of MDHS's CTE academies offer articulated courses and/or industry certifications.</p> <p>DSA has articulation agreements with DVC for Art Design A/B and Multimedia 1 and with LMC for Coding and Gaming and Website Design.</p> <p>MBTA has articulation agreements with DVC for Healthcare Essentials (Introduction to Healthcare Careers) and with LMC for Medical Science and Terminology (EMS Medical Terminology); MBTA is currently finalizing an articulation agreement with LMC for Emergency Medical Responder and Public Safety (Emergency Medical Responder).</p>	<p><a href="#"><u>Articulation Agreements</u></a></p>

<p>IHTA has articulation agreements with DVC for Intro to the Kitchen (CLN 105) and Safety and Sanitation (CLN 153). Both classes are offered to students in eleventh and twelfth grades; approximately twelve students per year earn credit.</p> <p>Articulation agreements are instrumental to the success of Mt. Diablo High. For those academies that offer articulation agreements, they are an effective means to encourage our students to engage in advance with our post-secondary feeders like DVC and LMC.</p>	
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## B2. Equity and Access to Curriculum Criterion

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

### Indicators

#### B2.1. Variety of Programs — Full Range of Choices:

All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

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

Findings	Supporting Evidence
<p><b>B2.1 Counselors</b></p> <p>The school tasks the school counselors with working with students and classrooms in choosing courses and planning for their futures. In the past counselors were assigned to grade levels, but this year the school switched to a counselor per academy in order to allow a more long-term and personalized relationship between counselors and students. Counselors meet with students throughout normal days, visit classrooms, make presentations, and help students sign up for their classes in the Spring. In this school year the counselors also keep Google Classrooms for each grade level to provide class-specific announcements. The counselors also use QR codes to help students set up appointments. Counselors also make frequent calls home to communicate with the families of students in need of additional support.</p> <p>In 2021-22 counselors were assigned to the academy (as opposed to grade level) to increase consistency and familiarity. In a survey of over 800 students conducted in January 2022, 62.3% of students indicated they know who their academy counselor is. Another 16.3% answered maybe, while only 21.3% said no. Of students who indicated familiarity with their counselor, 47% rated their counselor as effective, and 24% rated them as very effective. Only 6.4% rated their counselor as not helpful, while 22.6% answered that they had no opinion. The survey results indicate that our current set of counselors and new academy-specific approach are working well and that they are an effective means of helping students make appropriate choices in their future.</p>	<ul style="list-style-type: none"> <li>• Aeries Call Logs</li> <li>• Jan 21 Survey Results</li> <li>• Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></li> </ul>



<p><b>B2.1 Naviance</b></p> <p>MDHS uses the Naviance software platform to support students in planning their future.</p> <p>In a student survey of over 800 students conducted in January 2022, 78% of students said they were unfamiliar or had no opinion on Naviance. Of all students 17.4% rated Naviance as effective at helping them with college and career questions. Only 3.9% rated it as ineffective. This same survey indicates that Naviance is mostly used by a small portion of seniors (perhaps the college-going seniors who use it to track their application documents and letters of recommendation). While 78% of 9-11th grade answers indicate unfamiliarity with Naviance, 64.9% of seniors also indicated that they did not use Naviance. Of seniors then: 27% indicate that Naviance is effective and 8.1% indicate that it is ineffective. Of all students who do use Naviance, 81.7% rate it as effective and only 18.3% rate it as ineffective.</p> <p>The survey results indicate a few things: because those that use Naviance rate it so favorably, more students should be using Naviance to plan their future. On the other hand, perhaps those that use Naviance are those who are primarily concerned with applying to college, which would indicate that Naviance may not be the best system of support for students interested in pursuing other post-secondary options besides college. Overall, Naviance is effective for a small portion of our students. However, further feedback and use from all students is needed to determine its overall efficacy, and additional attention is needed to promote awareness and use to ensure that we are leveraging it to its full potential.</p>	<p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>
<p><b>B2.1 College and Career Center</b></p> <p>The College and Career Center (CCC) is also an effective means of helping students make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The CCC offers support to students applying to college and applying for financial aid, and connects students to other opportunities like scholarships. The CCC also hosts guest speaker panels with alumni and other guest speakers so that students can best prepare for college, and arranges for field trips to multiple colleges and universities in the area.</p> <p>In a survey of 800 students conducted in January 2022, 55.8%</p>	<ul style="list-style-type: none"> <li>• <a href="#">College and Career Center</a></li> <li>• Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></li> </ul>

<p>of students indicated that they had never used the CCC. Unsurprisingly, seniors made up the largest percentage of CCC users at nearly 30%, juniors made up 24% of the CCC users, sophomores made up 25% of the CCC users, and freshmen made up 21% of the CCC users. Of those who had used the CCC, 94% of students rated it as effective or very effective at helping them formulate their post-secondary plans. Only 6% of students rated the CCC as ineffective. The survey results indicate that students perceive the CCC as a very effective resource supporting students to prepare for a variety of postsecondary options.</p>	
<p><b>B2.1 CTE &amp; Academies</b></p> <p>MDHS offers a robust Career Technology Education department and additional CPA academy-based offerings that provide experiences to prepare students for postsecondary careers. These opportunities include mentoring, internships, field trips and work-based learning. These opportunities serve as a means of introduction so that students can be prepared to pursue a career after high school if that's what they decide on.</p> <p>IHTA Sustainable Hospitality Pathway is very engaged with community partners in developing a community wide culinary and nutrition TV show that aired May 10th. Our students are working with vendors, such as filmmakers and companies involved with changing the health and environment of our community, focusing on communications, economy and application. There is a student mentorship program with the students teaching the community what they have learned in the Foods and Nutrition 11th grade curriculum. This is a way for them to tie what they are learning to being able to teach it. They have to know math, writing, technology, and public speaking.</p> <p>In a survey conducted on over 800 students in January 2022, 77.5% of students indicated that their Academy taught them skills they could see themselves using in the future.</p>	<ul style="list-style-type: none"> <li>Academies: <a href="#">Internship Documents</a> &amp; <a href="#">Cross Curricular Project Database</a></li> </ul> <p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>
<p><b>B2.1 Other Programs</b></p> <p>Other programs that expose students to a variety of job and career opportunities include: College Now (in conjunction with the district and DVC), Educational Talent Search (ETS), Upward Bound and the Workability program, which provides workplace and career exploration and preparedness</p>	<ul style="list-style-type: none"> <li><a href="#">College Now</a></li> <li><a href="#">ETS</a></li> <li><a href="#">Upward Bound</a></li> <li><a href="#">Workability</a></li> </ul>

opportunities to students in special education programs, and also offers job placement opportunities after graduation.	
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**B2.2. Accessibility of All Students to Curriculum, including Real World Experiences:**

A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

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

Findings	Supporting Evidence
<p><b>B2.2 AP Class Access</b></p> <p>MDHS has increased the number of AP courses available to students. Ten course titles were offered in 2020-2021, and in 2021-2022 there are twelve courses offered. The number of students enrolled has increased, but the number of students registering and taking the exams varies year to year (exams were especially affected by the pandemic). Enrollment in AP classes is still skewed towards students in the MBTA academy. However, racial and gender makeup of AP classes is in line with the overall breakdown of the school. A few years ago some academies would not permit students to leave their Academy courses to take AP courses, which led to some imbalances and challenges for the academies to provide analogous honors level opportunities in-house. However, these resistances have been negotiated through and currently all students are allowed to enroll for a variety of AP courses regardless of academy.</p> <p>Access to AP courses has increased in the past several years, with additional offerings strategically placed on the master schedule to optimize accessibility to students from all academies and programs: we have also expanded the offering of elective AP courses, which have no potential conflict with CPA mandates for pure cohorts in a number of academic core classes each grade level, nor are they integrated into any specific academy's pathway offerings. These changes to scheduling have proven effective in increasing accessibility of AP curriculum to all students.</p>	<p><a href="#">AP Data</a></p>
<p><b>B2.2 CTE Courses</b></p> <p>Through the CTE courses offered at MDHS, students have access to a rigorous, relevant, and coherent curriculum that</p>	<p>Projects</p> <p>Permission Slips</p>

<p>includes real world applications. Students are given the opportunity to engage in CTE courses with real world community partners. For example, John Muir, IHTA and Crowne Plaza, ACME and a variety of local engineering firms and unions. Throughout these CTE courses, students engage in academy specific curriculum that prepares them for real world application.</p> <p><b>B2.2 Academies</b></p> <p>CTE courses at MDHS are almost all embedded within our CPA academies. Each academy incorporates integrated academic and career technical education, business partnerships, mentoring, and internships. Students from our local feeder schools choose the academy that they would be interested in joining during the school Academy Night and 8th grade field trip/info session. Student choice is the number one driving factor in their scheduling. Most students end up with either their first or second choice of academy. All students are allowed to switch academies at the beginning of the year. Seniors and juniors are discouraged from switching, as changing mid-pathway does negatively impact a students' ability to complete a single pathway as measured in the College and Career Readiness indicators from the state Dashboard; but those changes are still allowed as long as the scheduling allows for it and parental approvals are in place, in order to maximize student choice and autonomy.</p>	<p><a href="#">Internships</a></p> <p>Guest Speakers</p> <p>Program Grant Management System (PGMS)</p>
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**B2.3. Student-Parent-Staff Collaboration:**

Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

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

Findings	Supporting Evidence
<p><b>B2.3 Naviance</b></p> <p>Counselors work with students to get them developing and monitoring their learning goals in Naviance. In past years there have been initiatives to get all 9th graders on Naviance. However, according to a survey of over 800 students from January 2022 only 28.5% of students know what Naviance is, clearly indicating that this initiative stalled during the pandemic. Those students who know about Naviance are split</p>	<p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

evenly between the classes (almost exactly 25% of each class). Thus, while Naviance may be an effective means for school staff-student collaboration on learning goals, it currently is not used fully or effectively.	
<p><b>B2.3 Counselors</b></p> <p>Counselors partner with students to educate and elicit their feedback on their learning goals. As of this school year, counselors have been assigned to specific academies rather than being assigned to a specific grade level. This decision was made so that students could retain and build a relationship with their counselors. Counselors and teachers call home to involve parents of students who are in need of extra support.</p> <p>Counselors to student relationships are very effective this year. Approximately 62.4% of students know who their academy counselor is. Approximately 81% of students who know their counselor rate their counselor as effective or very effective in helping them plan their future. Among those who can identify their counselor: 31% are seniors, 29% are juniors, 21% are sophomores, and 19% are freshmen.</p> <p>These results demonstrate that our counselors are effective overall and especially effective in serving our seniors as they approach graduation and prepare for their next steps in life.</p>	<p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>
<p><b>B2.3 IEPs</b></p> <p>IEPs are held at least annually and require teachers, parents, and students to work together to build and agree upon a learning plan for the individual student.</p>	
<p><b>B2.3 Student Choice and Academies</b></p> <p>Students have a choice in which academy they enter which sets up much of their scheduling and learning plan for high school. Academies work with students to provide desirable experiences to inform student decisions about college or career goals.</p>	<p><a href="#">Academy Meeting minutes</a></p>
<p><b>B2.3 Summary and evaluation</b></p> <p>The school's use of Naviance, Counselors, IEPs and Academy-specific learning goals are some examples of staff</p>	

working with students to help plan student learning plans and goals. However, it is obvious that the school does not elicit enough feedback from parents on student learning goals. There is room at this school to develop a system in which parents and students regularly weigh in on student's progress in their learning goals.	
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**B2.4. Post High School Transitions:**

The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

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

Findings	Supporting Evidence
<p><b>B2.4 CCC</b></p> <p>College &amp; Career Center counselors and academy counselors work together to support students in their transition after high school. Examples of support provided by the CCC include: enrollment in Naviance, exploration of college and careers, scholarship and financial aid opportunities, college visits and a space for students to work and get advice on their post-secondary goals. According to Naviance, the CCC has increased acceptance into four-year universities since 2017. The College and Career Center reports that the percentage of four-year university applicants has doubled over the last several years, increasing from 13% in 2017 to 26% in 2021. 18% of 2021 seniors were accepted to at least one four-year college. The current class of 2022 is expected to see around 35% of seniors applying to at least one four year program..</p> <p>In a student survey of over 800 students given in January 2022, over 56% of students answered that they have never used the CCC or have no opinion. Of those who had used it almost 30% were seniors, as expected. Of the 361 students who had used it, 146 (40%) students rated it as very effective, 193 (53%) as effective, and only 22 (.06%) rated it as ineffective. The CCC is an effective means of supporting students in their post-secondary ambitions.</p>	<p><a href="#">Naviance</a></p> <p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p> <p><a href="#">College and Career Center "At a Glance" info sheet</a></p>

<p><b>B2.4 Academies and CTE Department</b></p> <p>CTE and Academy courses provide introductions to careers with curriculum requirements that are unique to a particular career pathway. Academies keep track of their internships, mentorships, and community partners for their grant reports. Each academy is required to connect every student with an internship opportunity.</p>	<p>Work Based Learning Plans Academy Reports</p> <p><a href="#">Work Based Learning Plan Template</a></p>
<p><b>B2.4 Articulation Agreements and Academies</b></p> <p>Three of the four career academies teach classes that are articulated with a local community college course. Much of the intention behind the articulation agreements is that if students graduate high school with college credit they are both more likely to continue with college and also now have an advantage in their number of college credits.</p> <p>DSA has articulation agreements with DVC for Art Design A/B and Multimedia 1 and with LMC for Coding and Gaming and Website Design. MBTA has articulation agreements with DVC for Healthcare Essentials and with LMC for Medical Science and Terminology ; MBTA is currently finalizing an articulation agreement with LMC for Emergency Medical Responder and Public Safety. IHTA has articulation agreements with DVC for Intro to the Kitchen and Safety and Sanitation. Both classes are offered to students in eleventh and twelfth grades; approximately twelve students per year earn credit.</p> <p>Articulation agreements are an effective means of supporting students as they transition into their post secondary phase.</p>	<p><a href="#">Articulation Agreements</a></p>
<p><b>B2.4 Workability</b></p> <p>Every year eligible students participate in our district's Workability program which allows students to gain experience in the workforce prior to graduation. Students must have an IEP, be between the ages of 14-22, and attend school 90% of the time. Workability provides students services like: career guidance and awareness activities, access to guest speakers, volunteer projects, job coaching, and one-year follow-along services.</p>	<p><a href="#">Workability Webpage</a></p>

## ACS WASC Category B. Curriculum Synthesize Strengths and Growth Needs

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

### Areas of Strength

1. Academies provide opportunities for articulation agreements, work-based learning, internships and other career-readiness indicators
2. Counselors and College/Career Center do a great job at helping students plan coursework and prep for future
3. Access to AP classes has increased since the last cycle
4. Constructing Meaning provides a coherent research-based teaching practice

### Areas of Growth

1. Meetings, curriculum should be driven by current research.
  2. All staff, departments, academies and CILC need to align curriculum to graduate profile, college career readiness indicators, and standards
  3. Departments need to respond to data collected in common assessments
  4. Academies need planning/collaboration time to rebuild or plan cross-curricular projects.
  5. Parents and Students need to be more included in monitoring learning plans
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Continued need for literacy supports across content areas to help students improve their academic language and access curriculum
    - Increased emphasis on support and targeted intervention in mathematics
    - Additional supports to ensure freshman success
    - Promotion of a safe and supportive campus climate and stronger culture of academics
    - Increased efforts to engage students and families in decision-making processes
  - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - Freshman-Juniors could use more support on developing and monitoring their learning plans as evidenced by the lack of Naviance familiarity amongst that group.
    - Students and parents need to be more involved in developing and monitoring learning plans.
    - Student Learner Outcomes or the Graduate Profile need to be examined or more clearly defined.
  - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
    - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
  - **First SPSA goal analysis:** More work needs to be done to ensure that curriculum is motivated by current research and common core standards across the entire campus, not



just specific departments.

- Second SPSA goal analysis: Parents and guardians should be pulled into the learning process. Students need more ways to be involved-- specifically the 9-11th graders who report the least familiarity with Naviance and campus.
- Third SPSA goal analysis: More work should be done to support 9th graders in their transition to school. Students rated campus familiarity and ability to pass all grades as the two biggest challenges in their 9th grade year.

○ **Identify important next steps within the schoolwide action plan/SPSA.**

- CILC should consider how to make SPSA, graduate profile, and college- and career-readiness indicators aligned to curriculum. Alignment should be explored by All Staff, Departments and Academies.
- Reach out to parents and guardians to seek feedback on ways to involve them in student learning plans and goals.
- Create new, expand upon current 9th grade systems of support.

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\*The summary information will be used for Tasks 4 and 5.

## Category C: Learning and Teaching

### C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college and career readiness standards, all students are involved in rigorous and relevant learning experiences.

#### Indicators

**C1.1. Results of Student Observations and Examining Work:** The students are involved in challenging and relevant work as evidenced by observations of student work.

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

**C1. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p><b>C1.1 Results of Student Observations and Examining Work:</b></p> <p><b>C1.1 A-G Coursework</b></p> <p>Most elective teachers have adopted UC-approved a-g courses in order to engage more students in elective coursework that will provide them with college-prep experiences.</p> <p>Additionally, students prepare for career readiness by earning certifications and or college credit and some departments. Students are demonstrating proficiency in both English and an additional World Language. These career- and language-focused classes provide our students with real hands-on experience that will help them apply the skills beyond the classroom. For example, some of our multilingual students are meeting the requirements necessary to obtain the seal of biliteracy upon graduation.</p> <p>Some examples in our Spanish classes are students' video projects where they describe their morning routines, as well as create "how-to" guides related to their hobbies.</p> <p>Teachers have tried to make learning as hands-on as possible, so that students can learn by doing. This action-oriented approach was demonstrated through distance learning. For example, teachers in the science department used the Gizmos website for science simulations when school labs were unavailable.</p> <p>Only ten percent of students surveyed consider the school to be ineffective in teaching, but we can decrease that number by continuing to highlight the real-life skills we teach in each of</p>	<p><a href="#">Cross-curricular projects at each grade level in each academy</a></p> <p><a href="#">Seal of Biliteracy</a></p> <p>Student Survey: <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

<p>the five academies.</p> <p><b>C1.1 Cross-Curricular projects</b></p> <p>Students at MDHS join one of the following academies: DSA, ACME, IHTA, MBTA, or World. Each academy has specific career-technical skills that are highlighted in the coursework, while at the same time covering the standards for each subject. Academies rise to the task by engaging students in cross-curricular project-based learning (PBL). Additionally, each department includes a project at least once each semester as part of their common assessments.</p> <p>These cross-curricular projects allow students to use their 21st century skills (critical thinking, creativity, digital tools, etc.) to research, design, and problem solve. Some are 11th and 12th grade students from the IHTA academy who use what they learned in their English, History, and CTE to create a business model for a food truck that includes marketing, a menu, and a business platform. Similarly, the DSA and MBTA academies facilitate students' transition to the real world with projects that promote hands-on-experience like CPR certifications.</p> <p>These projects are not only applicable to post-high school, they are also empowering and highly motivating. Academy cross-curricular projects represent one of the finest features of MDHS, our wall-to-wall academies. Sixty-eight percent of students surveyed agreed with the statement: "Being in my academy helps me learn and succeed."</p> <p><b>C1.1 Internships</b></p> <p>Within academies, students have the opportunity to participate in internships where they work in professional environments. MBTA has included internships for its students since its inception over a decade ago. They are involved with the John Muir Junior Achievement Program, East Bay CPR, and Contra Costa County Office of Public Health.</p> <p>The IHTA academy operates a student-run restaurant on campus that is open to the public for part of the week.</p>	<p>Academies prepare students for real life experiences and careers</p> <ul style="list-style-type: none"> <li>● <a href="#">Academy Night: showcase of student work and growth (pictures)</a></li> <li>● <a href="#">Serendipity</a></li> <li>● Garden</li> <li>● Innovation Event</li> <li>● Medical Academy</li> <li>● Robotics</li> <li>● Engineering Displays</li> <li>● Cultural Awareness (Monthly calendar)</li> </ul>
<p><b>C1.2. Student Understanding of Learning Expectations:</b></p> <p><b>C1.2 Learning Objectives</b></p> <p>To support student understanding of the standards and learning</p>	

<p>expectations, MDHS has focused on creating cohesion around how daily learning objectives are written. Specifically, we have used the Constructing Meaning structure that includes three parts: 1) content/skill, 2) language, and 3) product. In other words, for every lesson, it is clear to students: 1) what they will learn, 2) the language they must use during the lesson and in their demonstration of learning, and 3) what they will produce to demonstrate proficiency in the learning objective. Additionally, in Fall 2020, we began working towards aligning our grading practices, so that teachers share a common understanding of what composes a final grade .</p> <p><b>C1.2 Capstone Projects</b></p> <p>Several academies feature capstone projects, which are culminating cross-curricular projects that incorporate much of the content and skills the students have acquired over the years.</p> <p>DSA's Innovation Fair is an excellent example of this. Through a semester-long research and ideation design process, student groups works with mentors from the business community to develop product specifications, perform market research, develop five year investor's spreadsheet and business plan, and create marketing assets and even product mock-ups to market their product ideas to hypothetical investors through a "friends and family" and angel investment cycle. At the Innovation Fair, which is held in conjunction with the Concord Chamber of Commerce, students dress professionally, hoping to entice fake investors to invest their fake checks in a floor show during which they pitch their product ideas and business plans to the general public: attendance is typically around 300 people from the school and business community. Top scoring teams during the floor show deliver a ten minute live presentation to a panel of judges typically including members of the business and local political community, followed by a Q&amp;A session. One team will win, but all the participants walk away with real skills and great memories.</p> <p><b>C1.2 Common rubrics</b></p> <p>Several departments use common rubrics to ensure communication to students about assignments. Constructing Meaning included the topic in one PD at a staff meeting.</p> <p>The English department and World Languages department use</p>	<p>Teachers provide students with a syllabus and course outline for each class</p> <p>Twitter <a href="#">post</a> about Innovation Fair</p> <p>Teachers post the agenda and daily learning objective</p> <p><a href="#">Capstone/Academy Projects</a></p> <p><a href="#">Academy Internship and Community Partner Database</a></p> <p><a href="#">Google Classroom Directory</a></p> <p><a href="#">Rubrics</a></p> <p><a href="#">Culture-Clash: Poetry and Short Story</a></p>
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(separate) Google Classrooms that allow them to re-use and easily modify existing rubrics to current assignments.

Our implementation of rubrics has not been used consistently by entire departments or academies; it presents a potentially high return on our investment of time and coordination.

### **C1.2 Engaging activities**

All teachers provide lessons and frequent standards-based activities. Teachers across all disciplines highlight curriculum expectations. In many classrooms across campus, teachers provide rubrics, syllabi, instructions, assessments, and daily objectives in student-friendly language to reinforce metacognition, and allow students to monitor their own academic progress. Special Education teachers work with students to set their IEP and 504 goals. Attached is one example of a highly-engaging lesson designed for English learners in the World Academy.

In 2020, the school purchased a site license for Pear Deck to increase student engagement in online learning. Some teachers have continued to use Pear Deck and other online educational technology to provide engaging activities. Attached are two examples: A metacognitive reflection on a unit, and a digital Four Corners essay anticipation and review of the novel, *The Absolutely True Diary of a Part-Time Indian*.

### **C1.2 Workability Program**

Workability helps students with IEPs transition to the workplace, bolster interview skills, resume, other job skills, and paid internships. When in-person attendance is difficult (such as during a pandemic), students participate in virtual job shadowing.

### **C1.2 Standards Institute work**

During the 2020-21 school year, teachers participated in a professional development series titled: R.E.A.L.: Reimagining Equity and Aligning our Lenses. Over the course of four lessons, teachers focused on the importance of teaching to the Common Core standards as a means of ensuring equity for our students. Teachers expressed concern that the concepts both overlapped and even distracted from Constructing Meaning. Therefore, we discontinued that training for the 2021-2022

[Workability Program](#)

[Sample Rubric](#)

[Sample 2021 Pear Deck Activity \(Rose-Bud-Thorn\)](#)

[Sample 2022 Pear Deck Activity \(Four Corners\)](#)

[Keeping it R.E.A.L.](#)

academic year.	
<b>C1.2 Advanced Placement</b> This year, MDHS offers the following AP courses: Government, U.S. History, Spanish Language, Biology, World History, Art, Computer Science Principles, Computer Science A (Java), Calculus, Psychology, and English Language. These classes give our students a preview of what coursework will be like at the college level.	

## C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

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

### Indicators

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

**C2.2. Creative and Critical Thinking:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

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

**C2.4. Career Preparedness and Real World Experiences:** All students have access to and are engaged in career preparation activities.

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

Findings	Supporting Evidence
<p><b>C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.</b></p> <p><b>C2.1 Teachers integrate technology</b></p> <p>Over the past six years, the school has invested in technology, so that classroom teachers have a class set of Chromebooks available to each classroom. These devices are used to enhance teaching and learning. At least fifteen carts were present on campus prior to the COVID-19 pandemic, at which point, the remaining Chromebooks were allocated to individual students for the distance learning experience.</p> <p>During distance learning, Chromebooks were distributed to students so that learning and teaching could continue while buildings were closed: the balance that was not provided from site Chromebook carts was provided directly from the school district and distributed in Spring 2020. Team Mobile Hotspots were purchased by the district and our families without wifi were given hotspots. Teachers quickly learned the essential technology to teach in a digital classroom (Zoom, Google</p>	<p><a href="#">Teachers' Google Classroom Directory</a></p>

<p>Meet, Google Education Suite, EdPuzzle, Padlet, Kahoot, Desmos, Gizmos) and have established classroom routines and adapted strategies to support collaboration through breakout rooms, and shared documents in the Google Education Suite. The school purchased a site license for Pear Deck to support digital discussions and promote interactivity and student engagement within the distance learning model.</p> <p>In order to facilitate more effective remote learning, the school formed an ad-hoc Technology Integration committee to evaluate, recommend, and train and support staff with new distance learning technologies and tools. The school also administered regular surveys to the students, families, and staff to identify challenges in accessing and evaluating the success of various tools as the distance learning experiment continued.</p> <p>Furthermore, for the 2021-2022 school year, the school district committed to a 1:1 model and rolled out Chromebooks to all students K-12. At this stage, all students are provided a personal Chromebook with a durable protective case, and all classes continue to have a corresponding Google Classroom associated with them.</p> <p>Capital projects have been funded through Title 1 budgets to provide enhanced internet/wifi to support teaching and learning in historical buildings (English, Commercial, and Art). The science lab rooms were remodeled in 2014 and new science labs built in the same year.</p>	
<p><b>C2.1 Teachers differentiate lessons</b></p> <p>The teachers at MDHS, in an effort to increase support and differentiation of facilitation of learning, have implemented and been trained in research-based strategies and programs to support our student population. Our teachers make efforts to consider the wide range of students in every class: students with IEPs, various levels of language fluency, and other differences in background knowledge, motivation, and aptitude.</p> <p><b>C2.1 Teachers changed the bell schedule</b></p> <p>In 2016-2017, a task force looked at a problem of practice to provide intervention and support to our Bay Point students who cannot stay after school due to bussing schedules. The team researched and developed a plan to change the bell</p>	<p><a href="#">Meeting Minutes</a></p> <p><a href="#">Peak Hours Bell Schedule</a></p> <p><a href="#">2020-2021 Peak Hour Presentation Slide Deck</a></p>



<p>schedule to provide an intervention period during the day for students to retake tests, make up missed work, and get tutoring. Known as “Peak Hour,” this period is a one hour block of time now offered twice a week. Teachers also offer study hall, SEL lessons, explain graduation requirements and school culture, teach metacognitive organizational skills, build community, and provide academic support during this time. The staff voted to implement this support in May 2019 and it was implemented Fall 2019. Peak Hours provides twice weekly:</p> <ol style="list-style-type: none"> <li>1. Intervention/Tier 1</li> <li>2. Study session/support</li> <li>3. Point person (faculty) for students’ academic progress</li> <li>4. Teacher coach (Ruben Quiñones) provides weekly advisory lessons that provide cohesion and communication on school-wide initiatives.</li> </ol> <p>Teachers across content areas support English Learners through the E.L. Achieve Constructing Meaning instructional model of support. In 2016-2017, the principal and district team led professional development for every teacher on campus through a series of five days in learning the Constructing Meaning program of lesson design, reading, writing and speaking strategies for English Learners.</p> <p>Ongoing support includes.</p> <ol style="list-style-type: none"> <li>1. Training for new staff yearly.</li> <li>2. Beginners guide (new teachers)</li> <li>3. CM strategy of the week communicated through weekly memos from the principal</li> <li>4. Monthly 45-minute refresher, at all-staff meetings, highlighting strategies such as clear learning goals, vocabulary strategies, etc.</li> </ol> <p><b>C2.1 Teachers support teachers</b></p> <p>To address the 15-20% turnover in teachers on campus, and to provide support for incoming teachers, a new teacher group was developed during the 2011-2012 school year, led by a teacher leader on campus. This group has convened every year but one over the past ten years. New Teacher group meetings are held weekly on Mondays for the first quarter, then every first Monday of the month for the remainder of the year.</p>	<p><a href="#">2021-2022 Peak Hour Presentation Slide Deck</a></p> <p><a href="#">E.L. Achieve’s Constructing Meaning</a></p> <p><a href="#">New Teacher Group Evidence</a></p> <p><a href="#">New Teacher Mtg</a> (slide deck for the year)</p>
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<p>Meetings cover organizational essentials, best practices on teaching strategies, and contractual requirements. Teachers practice specific skills and rehearse through role play (e.g. transitions, giving directions). They also become their own support system, checking in regularly and sharing experiences and teaching strategies with each other. Almost all of the first and second year teachers who responded (14 out of 15) stated that the meetings were worth the time it took out of their busy schedules.</p> <p>They also reported the following features as being particularly helpful: receiving feedback on their teaching through an in-class observation, learning classroom management techniques, and having their questions answered.</p>	<p><a href="#">New Teacher Survey results</a></p>
<p><b>C2.2. Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.</b></p> <p><b>C2.2 CTE courses go beyond the textbook</b></p> <p>MDHS offers several courses across the content areas where students demonstrate creative and critical thinking, problem solving in both group and individual learning activities. Evidence will include the types of courses offered and career-tech pathways that exist at MDHS in addition to a variety of assignments.</p> <p>With the additional funding for California Partnership Academies, many classrooms prior to the 1:1 rollout of devices to all students had classroom sets of Chromebooks to facilitate the daily use and integration of technology in the classroom. The use of Google Classroom and Google Suite for Education facilitates collaboration and creativity.</p> <p>The teachers within the four California Partnership Academies work together to plan cross-curricular projects where students use critical thinking, research, and creativity to tackle real world problems.</p> <p>Academies and grade-level teams work closely on cross-curricular projects that align learning goals and standards depending on the career pathway of that academy. The projects and grading rubrics show both teacher-student communication and expectations for student success.</p>	<p><a href="#">Technology Survey</a> (2020)</p>

<p>Academies also work across grade levels to prepare students for more challenging curriculum in the next grade level and for college or careers. Some academies have more established projects, depending on the teacher turnover in that academy.</p> <p><b>C2.2 Widespread use of a variety of technology</b></p> <p>All teachers explored new technology to integrate and engage students before and during distance learning. Many teachers reported that using a second device or extended monitor was supportive during distance learning, and many used online apps for review of concepts and practice and continue to use them in the classroom. They also relied on document cameras and websites, such as Kahoot, MapMyRun, typing.com, Khan Academy, Pear Deck, Quizlet, Padlet, Flipgrid, YouTube, Desmos, Gizmos, and Edpuzzle.</p> <p><b>C2.2 Lessons require collaboration</b></p> <p>Teachers plan for student learning that requires group work both in person and in the digital space through the use of Google Classroom and other digital spaces.</p> <p>Science teachers plan for student learning that requires group work. They design lab experiments that students can complete both in person and in the digital space through the use of Google Suite and websites like Desmos.</p> <p>Language teachers design activities that focus on literacy development through Constructing Meaning activities that allow students to practice academic language structures that can be transferred between subjects. Teachers received training on the use of structured talk routines and have tried to implement them regularly in the classroom. While many teachers use them consistently, a number of teachers agree that they need more time to plan with their teams to create effective lessons that implement student talk strategies.</p>	<p><a href="#"><u>Teacher websites/GC used during DL</u></a></p> <p><a href="#"><u>Constructing Meaning's Structured Student Talk Google Drive Folder</u></a></p>
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Findings	Supporting Evidence
<p><b>C2.3. Application of Learning:</b> Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.</p> <p><b>C2.3 Collaboration through Google Classroom</b> Many teachers at Mount Diablo rely on Google Classroom as their online space for student interaction. At the beginning of the 2020-21 school year, we created a new directory as a reference for each class section's Google Classroom.</p> <p><b>C2.3 College-level articulation</b> At MDHS there are several courses articulated with Diablo Valley College and Los Medanos College. Students participating in CTE courses develop project-based learning activities aligned with college level curriculum. Students build industry-based technical skills, work with career professionals, participate in work-based learning training, build portfolios of work and present their work to those in the industry and to the public.</p> <p>The Digital Safari Academy at MDHS has also collaborated with DVC to offer a dual enrollment course, Introduction to Graphic Design. Students learn about project ideation in the context of graphic design.</p> <p><b>C2.3 AP Digital Exhibition</b> In 2020, Nick Martinez, a Digital Safari Academy student, was honored by the College Board as an accomplished AP Designer. Nick was one of 51 students selected from 60,000 portfolios to show his artwork on the AP Digital Exhibition. His work was used as an exemplar for AP students and teachers throughout the world.</p> <p><b>C2.3 Presidential Scholarship students</b> In 2020 and 2021, three students were awarded Presidential Scholarship awards for their portfolio work completed in AP 2D Design, providing students with four years of tuition.</p> <p><b>C2.3 Community Internships</b> The Medical and Biotech Academy offers students a range of internships related to the health field, such as East Bay CPR,</p>	<p><a href="#">Sample projects from each department and Academy</a></p> <p><a href="#">2021 Academy Night Presentation</a></p> <p><a href="#">Google Classroom Directory</a></p> <p><a href="#">Flipgrid: Vaudeville Talents</a> (p/w: Mountdiablo)</p> <p><a href="#">AP Exhibition</a></p>

John Muir / Young Healers, and Contra Costa County Office of Public Health.

### **C2.3 Woodshop design project**

The construction classes are project-based learning classes. One such project is titled, the “Design A Floor Plan Of Your House/Apartment To Scale” project. This following project requires students measure all the[1] rooms in their homes with a tape measure and design a floor plan of it. Additionally, students are required to calculate the square footage of each room, then add up all the totals to calculate the square footage of their home. They perform this task on graph paper using a  $\frac{1}{4}'' = 1$  foot scale. This was one of the first projects assigned during the pandemic, which was particularly conducive to distance learning. Another example of a practical project relating to building career skills occurs in a unit on Construction Math, including Contractor Estimate assignments wherein students learn to use and apply formulas in various construction trades including tile (by square feet), carpet (by square yards), and concrete (by cubic yards).

### **C2.3 Real-world skills for students with IEPs**

As of 2-24-21, MDHS has 245 IEP (Special Education) students, more than any other high school in MDUSD. With a current enrollment of 1,520 students, this represents just over 16% of the student body. Students with IEPs have academic goals based on their performance during triennial reevaluation Woodcock-Johnson assessments. The general education teachers work with the resource teachers to provide applicable assessments to show progress in their courses.

When students meet their IEP goals early, new goals are developed. Most of our special education students are in general education classes. Therefore, it is an all-school effort to provide differentiated instruction. To develop life skills, many of our students take part in weekly trips to the local farmer’s market. Students also visit businesses, the library, and restaurants to practice conducting themselves appropriately in different social situations. All of the special education students are involved in the Workability program, which teaches students about career opportunities, including evaluating interest and conducting mock interviews.

[Workability](#)

<p><b>C2.4. Career Preparedness and Real World Experiences:</b></p> <p>All students have access to and are engaged in career preparation activities.</p> <p>In addition to the many opportunities for Work-based learning and career preparedness provided through the CTE academy model, MDHS provides access to career preparation activities through numerous other channels.</p> <p><b>C2.4. College and Career Center</b></p> <p>The College and Career Center (CCC) at Mount Diablo High School is an institution wherein students can acquire information regarding post-secondary education and options. The CCC offers materials and resources pertinent to: graduation requirements (“A - G”), PSAT’s, SAT’s, ACT’s, college admissions, scholarships, and AP exams. There are dedicated Academic Counselors who serve as mentors for students interested in these resources, and are responsible for providing advice in all areas of aspiration following- and up to the completion of- high school education. This year the CCC includes an additional CTE counselor to specifically assist students interested in post-high school employment and educational opportunities in the trades.</p> <p><b>C2.4 Peak Hour Lessons</b></p> <p>At Mount Diablo High School, Peak Hours serves as our advisory period wherein students learn skills such as how to format and write an email, how to stay digitally organized, and how to prioritize tasks to avoid becoming overwhelmed by deadlines.</p> <p><b>C2.4 Naviance</b></p> <p>Naviance is an education portal software where students can look into different schools and jobs. Counselors look into student transcripts to ensure that they are on-track, have enough credits, etc. Usually started in Grade 9 (work with Mr. Brown). Teachers can access the portal whenever desired, and can use it during lessons, to speak one-on-one with a student, etc.</p> <p><b>C2.4 Clubs and Student Professional Organizations</b></p> <p>The clubs at Mount Diablo High School are run entirely by</p>	<ul style="list-style-type: none"> <li>• College and Career Center: College Week each year.</li> <li>• HBCU Fair</li> <li>• Workability Fair each year (SpEd community) within district.</li> <li>• <a href="#">Key Club, CSF</a></li> <li>• <a href="#">College and Career Center</a></li> </ul>
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students, and consist of a President, Vice President, Secretary, Treasurer, and advisor (this advisor must be a credentialed employee). These organizations are nationally-recognized, and include affiliation fees. While these clubs are organized on a larger scale, they do have local organizations as well. Students in these cbs are very active and must fulfill certain criteria in order to participate. There is an advisor of each club, whose role is to oversee expenditures, activities, and provide signatures after approval of aforementioned factors. In addition, the advisor also provides feedback to students in the club.

Members of the Key Club International learn how to volunteer and provide services to their schools and communities, resulting in the acquisition of strong leadership skills. With more than 1,000 members in over 38 countries, the Key Club continues to grow and positively impact communities internationally. The club's mission statement reads: "Key Club is an international, student-led organization that provides its members with opportunities to provide service, build character, and develop leadership." The core values of the club are leadership, character-building, caring, and inclusiveness.

The main objective of the Key Club is to collaborate with high-school staff and administrators to assist in providing experience to students for living and working together. The aim of this is to aid these individuals develop skills for useful citizenship as well as how to serve their own schools and communities. In working towards these goals, the Key Club commits to implementing the following ideals: to value human life and spirituality over material items; to encourage the Golden Rule in all daily interactions and relationships; to promote higher standards in academic, sportsmanship, and social contacts; to develop citizenship by means of example and precedent; to form enduring friendships and provide selfless services; and to create and maintain a platform for public opinion and idealism "which makes possible the increase of righteousness, justice, patriotism and good will."

Members of the California Scholarship Federation (CSF) Club are students who have completed the second semester of their Sophomore year in high school (Year 10). Associate members of the organization can be students in the second semester of Year 9 and the first semester of year 10. In addition, there is a junior chapter of the CSF Club entitled the California Junior

Scholarship Federation, wherein scholarships are awarded to middle-school students. Individuals who have graduated from the CSF Club are referred to as “CSF Life Members” or “Sealbearers”; these terms are used interchangeably, and refer to individuals who have been CSF members for four semesters throughout the duration of the second semester of their Sophomore year through the second semester of their Senior year. Members of this club are recognized as students in the state of California who have demonstrated and possessed high standards of academic achievement. Individuals in the CSF Club are eligible for a variety of scholarships for universities and colleges throughout the nation, with the focus on tuition as an aid. Subcommittees within specific regions nominate selected CSF members as Life Members based upon volunteer service, character, and leadership abilities. Fifty of these selected students receive \$2,000 each, and five of these students (one from each region of California) receive an additional \$3,000. There are an estimated 1,000 chapters located in various secondary-school sites across the state of California.

Thirty-five students are members of HOSA: Future Healthcare Professionals. Students meet once a month.

#### **C2.4 JROTC**

Our JROTC is a program that demonstrates higher-than-average results for the participating students. This program is a daily one-hour class with opportunities to participate in school events such as rallies and sports, as well as competitions with other schools. Attendance in those classes are consistently above 90%. Furthermore, 100% of the students enrolled in JROTC for three or more years graduate on time. JROTC is not a feeder program for the military, but our cadets earn tremendous scores on the Armed Services Vocational Aptitude Battery (ASVAB), which is an entrance exam for the U.S. military. It should be noted that the number of upperclassmen enrolled in JROTC is limited based on demand for other electives, academy CTE courses, and other pressures in schedule related to the challenges of a six-period school day.



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

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

### Areas of Strength

1. Constructing Meaning training provides a research-based, school-wide vision and mission for academic language support.
2. CTE Pathways provide college and career preparedness.
3. Wall-to-Wall Academies with cross-curricular projects provide relevance for students in their learning.
4. Peak Hour Bell Schedule provides intervention and support during the school day.
5. New Teacher PLC provides resources and support for new teachers.

### Areas of Growth

1. Streamline consistent CM implementation school-wide.
  2. Build and strengthen community partnerships (business and schools) to provide internship opportunities and after HS pathways for students.
  3. Increase opportunities for students to take college-credit courses and AP courses and increase opportunities for teachers to collaborate.
  4. Increase Peak Hour attendance and perceived value to students.
  5. Increase number of students graduating with Seal of Biliteracy.
  6. Continue to solidify common assessments and rubrics as well as data analysis to drive instruction.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Continued need for literacy supports across content areas to help students improve their academic language and access curriculum
    - Increased emphasis on support and targeted intervention in mathematics
    - Additional supports to ensure freshman success
    - Promotion of a safe and supportive campus climate and stronger culture of academics
    - Increased efforts to engage students and families in decision-making processes
  - **List any additional identified student learner needs that resulted from the Focus Group analyses.**
    - Poor attendance shows that students are not taking advantage of the opportunities provided by the school.
    - CTE courses and internships disproportionately benefit upperclassmen; similar work-based learning opportunities need to be offered at ninth and tenth grade level.
  - **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to analyze what areas within the schoolwide action plan/SPSA need to be addressed**

- First SPSA goal analysis: Teachers need to use Naviance to assign goal setting tasks to their Peak Hour students, so that all students have declared a postsecondary goal and a teacher can help them reach it.
- Second SPSA goal analysis: The school needs to let parents and guardians know what is happening in every class. They should also involve them in helping students set and work toward academic goals.
- Third SPSA goal analysis: Teachers of ninth graders should develop more hands-on projects to highlight the connection between the classroom and the workplace.
- Teachers need to learn about the academic and sociocultural needs of our LTELs and adjust lessons accordingly, using CM tools
- o **Identify important next steps within the schoolwide action plan/SPSA.**
  - Students should become familiar with Naviance and start using it during Peak Hours in the first month of school. Family members and teachers should help students write short- and long-term goals.
  - The school needs to make sure that parents/guardians and students feel valued and included.

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\*The summary information will be used for Tasks 4 and 5.

## Category D: Assessment and Accountability

### D1. Reporting and Accountability Process Criterion

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

#### Indicators

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

#### D1.1. Professionally Acceptable Assessment Process:

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>Mount Diablo High School teachers and administrative staff assess students' progress towards meeting academic standards and about their readiness for college or career using a variety of methods. Throughout the year, students complete common assessments, projects, and performances. Each spring, all juniors take the CAASPP for ELA and Mathematics and the CAST for Science. In the last month of school, students from 10-12th grade take Advanced Placement Examinations. Every year our school offers between 8 and 10 AP classes. In all the years before the pandemic, MDHS students took the PSAT, SAT and ACT, the last two national tests being mandatory for applying to college.</li> <li>Teachers in various departments are using standards-based common assessments to ensure that students are progressing academically in each course. The data from the common assessments is readily available in Illuminate and other educational databases, and it is used by teachers to drive and adjust instruction. For example, in addition to using Illuminate for common assessments, the Math and English departments use CAASPP Interim Assessments Blocks to verify that our students' progress aligns with state requirements and to check if they are ready for the state test. Since the common assessments are part of students' grades, the results are reported in Aeries gradebook and are easily accessible</li> </ul>	<a href="#">CAASPP Test Results</a>  <a href="#">CA Dashboard</a>  <a href="#">College Board Scores</a>  <a href="#">Illuminate</a>  <a href="#">CAASPP IABs</a>  <a href="#">Aeries Gradebook</a> <a href="#">Homelink</a> <a href="#">ParentSquare</a>

<p>both to students and parents. Furthermore, students and parents receive progress reports and report cards by regular mail throughout the school year.</p> <ul style="list-style-type: none"> <li>● CAASPP Testing for ELA, Mathematics, and Science is administered by classroom teachers with the support of site administration. The aggregated data received for each junior class is shared within both departments and academies and is used to drive and adjust instruction for the upcoming classes. Furthermore, the individual 8th grade data is used by the administrative team to decide freshman placement in classes, such that each student will receive and benefit from appropriate support.</li> <li>● A report containing the CAASPP results with the total score, the performance level, and the mastery on each specific aspect of the exam is sent by the district to each student and their parents in the months of July or August.</li> </ul>	<p align="center"><a href="#">CAASPP Data</a></p>
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**D1.2. Basis for Determination of Performance Levels:**

The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

Findings	Supporting Evidence
<ul style="list-style-type: none"> <li>● World Languages: The World Languages Department has been giving common assessments since 2018. Prior to that there was a large amount of turnover in the department. Common assessments are commonly given for Spanish language and data is compiled and compared among the Spanish teachers. The department uses Google Forms and the assessments are placed in Google Classroom as well. The data is reported in Aeries gradebook for access to the students and to the parents.</li> <li>● English: The English Department is continually tuning their approach to giving common assessments. In 2017, they used Google Forms and Google Sheets to collect and analyze their common assessment data. In 2020-2021, they used Illuminate for this purpose. Illuminate was first adopted by the district in 2020.</li> <li>● Science: All 9th graders take Biology, and the Biology Department gives a set of common assessments and together analyzes the data. In Chemistry, there</li> </ul>	<ul style="list-style-type: none"> <li>● Common assessment data from various departments: <a href="#">2017 Common Assessment Data</a></li> <li>● World Language Testing Data: <a href="#">2018</a>, Testing Data: <a href="#">2021</a></li> <li>● English: <a href="#">2017-20</a></li> <li>● <a href="#">Math: 2015-2016</a>, <a href="#">2018+ FIABs</a></li> </ul>

<p>typically are only a couple teachers and they coordinate assessments and analysis. In Physics, there is typically only one teacher so there is no common assessment data for that course.</p> <ul style="list-style-type: none"> <li>● Physical Education: The PE Department uses two key common assessments: the Fitgram and the Sportfolio. The department analyzes the data during monthly department meetings.</li> <li>● World Academy: The World Academy uses 2 key common assessments that are also used for reclassification: the ELPAC and the iReady reading comprehension assessment. Student progress is monitored by faculty and the English Language Support Teacher (ELST), and the EL Program Specialist. They meet quarterly as the EL Review Team (ELRT) to discuss data and act on it.</li> <li>● Academics and departments look at grade data for students annually. Reviewing this data in departments allows teachers teaching the same subject in different academies to see how students are performing grade level wise compared to each other. At the beginning of 2020, the number of D and F grades was not normalized in subjects across academies. According to the 2022 data, the percentage of D and F Grades has become somewhat more balanced. However, there is still a lot of room for improvement in this area. While it is not possible to say that looking at this data is the reason that the number of D and F grades from pre-pandemic to now are closer aligned between the academies, it does show that teacher efforts at aligning grades have been somewhat effective. The next steps are to bring departments together and to try to look at the grading methods, such as categories for grades, late work policies, and exam retake policies. There are also more discussions to be had regarding standards based grading.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Grade Data, 2022</a>, and <a href="#">Attendance Data</a></li> </ul>
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**D1.3. Monitoring of Student Growth:**

The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

Findings	Supporting Evidence
<p>2018-2019 was the first year that the school district started asking the various high schools to give Interim Assessment Blocks (IABs) and Focused Interim Assessment Blocks (FIABs) in Math and English classes. These assessments are used to get more data about student progress between the 8th grade and 11th grade Smarter Balanced assessments.</p> <p>The main method for teachers to monitor student growth has been department summative common assessments at least once per semester. The English department has mainly used Google Forms for this purpose and the math department used EADMS and Illuminate. When the school district suddenly switched from EADMS to Illuminate during the summer of 2019, the school lost access to all of the EADMS data. Typically the assessment data was reviewed during monthly department meetings.</p> <p>In 2017, there was an initiative to have the departments assess the common assessment data using a common form. Starting in 2018, MDHS started to use more Google technology for storing data, from 2017 - 2019, this process and data was moved to Google Forms and Sheets. However, this process was halted after moving to distance learning in the spring of 2020.</p> <p>The annual California Partnership Academy reports track student participation for college and career readiness. The reports analyze whether students have met their A-G requirements and whether they have completed a CTE pathway. These areas are all aligned with our graduate profile.</p> <p>As mentioned in chapter 2, there has been a subtle increase in college and career readiness during the past few years. CAASPP data for the math and English departments show no noteworthy increase or decrease during the past few years as also mentioned in chapter 2. The common assessments, CTE pathway completion data, CAASPP scores, and grade data are the ways in which the faculty of the school typically monitor schoolwide learner outcomes/graduate profile, academic</p>	<ul style="list-style-type: none"> <li>● <a href="#">CAASPP Data</a></li> <li>● <a href="#">IABs/FIABs</a></li> <li>● Meeting Schedule <ul style="list-style-type: none"> <li>○ <a href="#">Academy Meeting Minutes</a></li> </ul> </li> <li>● <a href="#">CA Dashboard</a></li> <li>● <a href="#">Chapter 2 Analysis - College and Career Readiness</a></li> <li>● <a href="#">Common Assessment Data Analysis Google Sheet 2017-2019</a></li> <li>● CAPAAR Annual Academy Reports (These cannot be shared on a widespread school drive because of sensitive student data in them, but are analyzed by the various academies annually)</li> </ul>

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standards, and college- and career-readiness indicators or standards. There are definitely improvements that can be made in this area since as we've observed when there is not a marked increase or decrease in these scores it is difficult to identify whether the initiatives that we have in place are effective or not.	
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**D1.4. Assessment of Program Areas:**

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

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

Findings	Supporting Evidence
<p>Departments evaluate common policies around grading and homework during monthly department meetings. These topics are discussed and shared with new teachers.</p> <p>During the second semester of the 2021 school year, there was a push to look at the school's equitable grading practices. Consultants were brought in for "Keepin it Real" training to look at "<b>Reimagining Equity and Aligning our Lenses</b>". Prior to this training, there was an all staff meeting to discuss grading categories. This then led into the Keepin it Real training.</p> <p>A-G requirements and student performance are frequently discussed during all-staff meetings, department meetings, and academy meetings.</p> <p>For various courses, syllabi are often shared at the beginning of the year between departments to align policies. This also is documented in the meeting minutes.</p> <p>CTE pathway completion is analyzed in the academies' annual CAPAAR reports. Some of the data in the CAPAAR report is sensitive, however it must be done annually for CPA funding.</p> <p>When the school compared the data from 2022 to last year, the overall GPA for the school stayed relatively consistent with the previous year. This happened even with the extreme challenges in the 2022 school year. While discussing this at the staff meeting, many teachers attributed this to the fact that there are a lot of teachers trying more equitable grading practices. Overall, this data shows that the faculty have been assessing programs and expectations.</p>	<p><a href="#">Math Department Minutes</a> <a href="#">English Department Minutes</a></p> <p><a href="#">Keepin it Real Agendas</a></p> <p><a href="#">Equitable Grading Discussion Notes</a></p> <p><a href="#">ACME Meeting Minutes</a> <a href="#">DSA Meeting Minutes</a></p> <p><a href="#">Graduation Rates over time</a></p>



**D1.5. Schoolwide Modifications Based on Assessment Results:**

The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

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

Findings	Supporting Evidence
<p>Staff surveys are given after all staff meetings to better inform those responsible for the content of the meeting. Many of the items mentioned in this section occur as a result of teacher input during staff meetings or through the surveys themselves.</p> <p><b>Implementation of Constructing Meaning:</b></p> <p>In 2015, all teachers participated in a 5-day schoolwide Constructing Meaning (CM) training as a pilot for the district. The school has continued to provide PD and ongoing training for CM. MDHS had two CM teacher coaches who visited classrooms and provided on-site CM support. The school continued to build capacity until the 2019-2020 school year when there were large district cuts that caused teacher turnover and the loss of the teacher coach positions. The district also cut the available PD days. We are now trying to reinvigorate the CM program. CM strategies were not only helpful to English learners but to the entire school population in regards to learning academic language. Our CAASPP test scores increased during this time.</p> <p><b>Common Assessments:</b></p> <p>Since the last WASC visit in 2015, the school has focused on developing and implementing Common Assessments in departments and content areas. Initially, departments (2017-18) had a few release days to grade and calibrate the assessments. The district cut available PD days the 2019-2020 school year and the teachers weren't able to grade and calibrate the common assessments effectively. COVID-19 hit and stalled the process. The school is working on how to use the common assessment data to drive instruction. Due to teacher turnover and COVID-19, departments may have to revisit their common assessments and review the protocol for administering them and using the data to drive instruction. Most departments continued to</p>	<p>Ongoing Constructing Meaning PD <a href="#">EL data</a></p> <p>Intervention Period - Peak Hours - Presentations - <a href="#">2019-2020</a>, <a href="#">2020-2021</a></p> <p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a> for Naviance</p> <p>DL grading policy and <a href="#">ongoing discussion on equitable grading</a></p> <p><a href="#">CAASPP</a> Scores</p> <p>To collect input: Parent, Student, and staff surveys on in person and virtual learning, incoming 8th graders</p> <p>For dissemination and reporting of student performance data to the community: <a href="#">Title 1 Night</a> <a href="#">ELAC</a> <a href="#">Academy Night</a> <a href="#">RFEP Celebrations/Certificate</a> <a href="#">Coffee with the principal</a> <a href="#">CILC Meetings</a> <a href="#">Site Council Meetings</a> <a href="#">Parent Square as of Jan 2021</a></p> <p>IEPs (Confidential)</p>

give their common assessments through distance learning.

### **Intervention Period - Peak Hours**

In response to the number of Ds and Fs, as well as the CAASPP scores, the staff voted to change our weekly schedule and implement a schoolwide intervention period. Each teacher is assigned a PEAK Hour group of their students and the students receive additional support two hours a week. During 2020-21 and 21-22, Ruben Quiñones created a slide deck with weekly lessons specific to academic skills, study skills, technology skills, and more.

As an example in which Peak Hours is being used to modify practices based on assessment results, between the first and second semester of 2022, about 400 student rosters were adjusted in response to grade and test scores in order to facilitate additional intervention opportunities with math teachers.

### **College and Career Counseling**

There has been an increase in the number of students meeting A-G requirements from 2017-2019. There was a slight decrease in 2020, most likely due to the pandemic. There has also been an increase in the number of students planning on attending 4-year colleges or universities. Based on this data, the career center has offered more college information sessions on campus, and virtually during distance learning. The use of Naviance as a resource for college and career preparedness has been pushed out, and teachers have given mini-lessons on how to use Naviance during Peak Hours.

Action research was conducted on developing the best practices used by this site for ELD students to equitably access the curriculum. This team consisted of three teachers, an academic counselor and the ELD coordinator. This group observed classes, created a list of best practices and then turned this data into professional development workshops given to CILC and the English department.

Other school-wide initiatives that have resulted from assessment data, and have been highlighted in other sections of this report, include:

[A-G Data](#)

<ul style="list-style-type: none"> <li>● Working towards more equitable grading policies among teachers</li> <li>● Professional development on equity during all staff meetings</li> <li>● Teachers seeking out professional development with different technology strategies and on socio-emotional learning</li> <li>● The English and Math Departments using Illuminate for the Common Assessments</li> <li>● Parent, student, and staff surveys have increased during distance learning and continued this year</li> <li>● Hybrid in-person &amp; virtual support as of 3/29/21</li> </ul> <p><b>Technology</b></p> <p>Teachers have become more reflective, creative, accommodating, flexible, and aware of student body challenges and reality in delivering their instruction and learning new teaching strategies and technologies including Pear Deck, Gizmos, Kahoot, Newsela, Webinars, IXL, Illuminate.</p>	<p><a href="#">Equity PD Information (2019)</a></p> <p><a href="#">SEL Resources</a></p>
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## D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Indicators

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

#### D2.1. Demonstration of Student Achievement:

Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>As a wall-to-wall academy school, there are cross-curricular projects in all five academies. The quantity of academy-wide projects depends on the academy and on the grade-level. Some of the academies have been doing these projects more consistently and for more years than others. For example, DSA has been doing the Innovation Project for about 15 years, which integrates the senior English, CTE, and Economics classes.</p> <p>These projects use both formative and summative methods to give students feedback and grading. There are rubrics for student feedback that are tied to content-specific standards. Some of the grading and feedback for the senior projects are also done by a third party, including members of the larger business community, providing additional relevance through having student work assessed by a more authentic, real-world audience.</p> <p>A core school goal following the mid-term WASC report was for all departments to regularly administer and analyze common assessments. While great strides had been made, now as we emerge from the pandemic consistency of common assessment implementation varies by department. There was some disruption in giving and collecting common assessment data due to the pandemic and distance learning for the end of the 2019/2020 and 2020/2021 school years.</p> <p>With students returning to campus this year there has been a renewed push to administer common assessments again. In a recent January 2022 staff survey, approximately 56% of staff</p>	<p><a href="#">Cross-curricular project information</a></p> <p><a href="#">Link</a> to recent staff survey</p> <p><i>English:</i>  <a href="#">Department Google Sheets and Graphs</a>  <a href="#">District Illuminate Data</a></p> <p><i>Science:</i>  <a href="#">Folder</a></p> <p><i>Math:</i>  <a href="#">Math: 2015-2016</a>  <a href="#">2018+ FIABs</a></p>

reported giving students a common assessment with some to high frequency, and 23.3% of staff reported no common assessment is given for their department.

Our English department had a school-wide common assessment for three years that was designed by the department on site. This data was used to determine priority standards for the department. This year the common assessment is a district-wide IAB/FIAB system through the Illuminate software. Data from IAB and FIAB assessments used by the district ELA committee to identify priority standards for the upcoming year. Priority standards are then vertically aligned to the district's scope and sequence for ELA. The Illuminate software provides only a limited ability to aggregate results for site specific data which somewhat frustrates our efforts to evaluate and analyze our internal data. However, individual teachers are able to access results of students on their rosters to use for planning reteaching and targeted interventions for areas of weakness.

The Science department uses a school-wide biology common assessment that was created by the staff. The teachers were able to use this to determine which groups of students were meeting standards and which needed more support. The biology common assessments are given quarterly and the results analyzed by the department. Common hands-on labs were given in biology and chemistry classes during the regular school years. The chemistry assessment is newer and has been modified as needed. Both assessments were adjusted for the implementation of NGSS. As there is only one physics class and teacher there is currently no physics common assessment.

Math courses offer a numeracy test every year for students. This data is then analyzed across grade levels and performance bands. The department takes the data from this test to develop reteaching lessons and guide instruction for the year.

The department also uses this data to inform department meetings and to identify gaps in student knowledge.

The History department offers several common assessments across each of their course offerings. This data is then analyzed and used to guide instruction. The majority of these assessments are in writing response format that models the

[Numeracy Folder](#)  
[Math Department Meeting Minutes](#)

<p>DBQ structure used on the AP exams.</p> <p>The intent behind these assessments is for students to engage in historical events through argument and analysis.</p> <p>The department then meets and discusses the findings and uses this information to steer reteaching and instruction for the year, based on student performance on the assessments.</p> <p>The World Language department has given common assessments twice per year for Spanish I-II and III courses for the last three school years, and for French two out of the last three school years. They communicate the results in Aeries Gradebook for being accessible to the students and to the parents. The teachers used the outcomes to create an action plan like re-teaching or intervention to improve student learning.</p> <p>The CTE department does not have a common assessment, but they have given a career-skills assessment in years past to help students self-assess their preparations both as a metacognitive activity and to provide additional insight for the CTE teachers in where their students perceive their strengths and weaknesses to lie.. There has been inconsistency in this department due to turn-over and having a large variety of courses taught in this department.</p> <p>MDHS has several AP classes available to students. The number of AP classes offered has varied from year to year. As a school, we have increased the number of AP classes offered in the last three school years. There were ten courses offered in 2020-2021, and 2021-2022 there are twelve courses offered. The number of students enrolled in AP classes and taking the exams fluctuates yearly. In the last few years the percentage of students taking the AP exam who obtained a passing score increased. The number of students enrolled in an AP class who took the AP test increased each year (except for the 2020 exams). Historically our students have done well on the AP Spanish exams. The other exam results have been inconsistent, partially due to high teacher turnover.</p> <p>There has been a push the last two years at our site to have more equitable grading practices. This has been seen as more of an issue and concern in recent years. The results of state assessments, common assessments, and the decline in</p>	<p><a href="#">CAASPP Data</a></p> <p><a href="#">AP Folder</a></p> <p>PD Template for Staff training last year</p>
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<p>enrollment by the senior year have all led to meeting and professional development on how to make grading more equitable. Some academies and grade-level teams are trying new approaches this school year to decrease the percentage of D-F grades at all grade levels.</p> <p>Mount Diablo is the first school in our district to implement Constructing Meaning site-wide. This was due to the recommendations at the mid-cycle visit, our high percentage of English-Language Learners, and low CAASPP scores. Now all staff are trained in Constructing Meaning through five yearly professional development sessions. There are district TOSAs that help to implement the training on site, now during staff meetings, previously off-site training.</p> <p>We have a CM coordinator who also supports new teachers with implementing CM techniques in their classrooms. Some supports had to be adjusted during virtual learning, and we have resumed training now that we are in-person. While the majority of teachers have access to and use CM techniques to support our English learners, it is unclear how many consistently implement them for the last three school years given difficulties in administering walk-throughs: most information on frequency and fidelity of implementation comes from self-reporting on faculty surveys.</p>	
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## D2.2. Teacher and Student Feedback:

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

Findings	Supporting Evidence
<p>In order to ensure that all students understand class and schoolwide expectations, a variety of instructional strategies are employed throughout campus. The majority of teachers use Aeries as a grading software to determine student grades. A recent staff survey reported that nearly 89% of staff use Aeries for their gradebook, and another 89% reported reviewing grades with their students. Over 60% of staff reported</p>	<p>Staff Survey <a href="#">pdf</a></p>

inputting grades into the gradebook somewhat or very frequently. Students can then check their grades whenever they want to with their own homelink account, as well as their parents or guardians. Some teachers use Peak Hours as an opportunity to check in with students one-on-one about their grades and credits for graduation. However, other teachers mentioned in a recent staff survey that it is hard to do this during Peak Hours when not all teachers update their gradebooks regularly.

During the previous school year, the use of Google Classroom had greatly increased due to distance learning. The school also bought Pear Deck, which is an online program that can be used in virtual classes (both synchronous and asynchronous.) A majority of teachers expressed interest in trying Peardeck to engage students and gather evidence of learning. Additionally, teachers reported trying a variety of different methods to engage students during distance learning. With the return to in person learning, the use of Google Classroom has decreased as well as other educational technologies for immediate student feedback.

Since distance learning there has been an increase in giving student surveys as a means to gather student feedback. In a January 2022 survey, a majority of students reported that their academy does teach them skills they will use in the future at 77%. However, a majority of students did not know what Naviance was and had not used it for future planning. In response, a Peak Hour lesson was given on what Naviance is and how to use it for career planning. This demonstrates how the staff is trying as a team to be more responsive to student feedback and needs.

Peak Hours has become another way to prepare students for college, career, and life. Mini-lessons and presentations are given weekly to students on topics from graduation requirements to study skills. In the spring of 2021 student survey, a majority of students reported peak hours were effective in helping them meet their goals. The majority also found the lessons on how to succeed in school and how to be a better student. Students had the opportunity to give suggestions on how to make Peak Hours better for them, which were taken into consideration at subsequent staff meetings.

Student survey [pdf](#)

[Peak Hours Survey Data](#)



<p>All academies give various surveys to students at the end of the year. These surveys inform the academies where their seniors are going after they graduate. This data is also used in the end-of-the-year report for the career pathways. This data is not consolidated in one location and it is difficult for us as a school site to determine how successful we have been in tracking students' plans post graduation. The school has been creating a data team during this school year which has the goal of making sure that we are keeping our data more centralized for everyone to access.</p>	<p><a href="#">IHTA exit data</a> <a href="#">ACME 2021 exit survey</a></p> <p>Cross curricular project <a href="#">descriptions</a></p>
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## **ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs**

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

### **Areas of Strength**

1. Participation in administering summative common assessments
2. Schoolwide work and Professional Development on equitable grading practices
3. Process and procedures in place for Common Assessments
4. Teachers have increased collaboration around instruction to improve student achievement
5. Annual increase in students meeting A-G requirements
6. Built in Peak Hours as an intervention period to improve student performance

### **Areas of Growth**

1. We need to better report student performance data to stakeholders, especially for 9th, 10th, and 12th graders that do not take the CAASPP.
  2. We need to emphasize the importance of taking the CAASPP seriously within the school.
  3. We need more time and resources to collaborate and analyze common assessments within departments.
  4. We need to focus more on creating and using school-wide common rubric based assessments.
  5. We need to increase the amount of FIABs given throughout the school year to identify narrow threads of standards proficiency and rapidly deploy intervention for targeted groups of students not meeting standards.
  6. We need to facilitate more PDs on how to look at data, how to determine what data is important to look at, and what to do with the data once we have it in order to inform instruction.
  7. We need to focus on setting up mentoring and collaboration based relationships for educators focused on data based instruction.
- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Continued need for literacy supports across content areas to help students improve their academic language and access curriculum
    - Increased emphasis on support and targeted intervention in mathematics
    - Additional supports to ensure freshman success
    - Promotion of a safe and supportive campus climate and stronger culture of academics
    - Increased efforts to engage students and families in decision-making processes

- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - Improve communications with feeder schools regarding Math, Special Education, and ELL groups to improve student achievement
  - Increase utilization of student data on common assessments to inform intervention, reteaching, and curriculum development within departments
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**

First SPSA Goal Analysis: Professional Learning Communities need to be better supported, especially across all departments. Departments need increased collaboration time to analyze common assessment data and professional development on how to best collect and analyze said data.

Second SPSA Goal Analysis: The school needs to continue to improve communication resources with families. Students and families need support in how to access grades and testing data and resources. Teachers and staff need further training and support in technology to reach families.

Third SPSA Goal Analysis: Teachers of ninth grade students need more collaboration time both within academies and departments. Teachers need additional support and resources for cross-curricular projects and other learning opportunities for the ninth grade students.
  - **Identify important next steps within the schoolwide action plan/SPSA.**
    - All departments need to be given paid collaboration time to analyze common assessments in addition to monthly department meetings, preferably annually.
    - MDHS needs to have professional development training on how to improve common assessment data collection, analysis, and fully utilize the results to improve student outcomes.
    - The school administration needs to improve communication with feeder schools in order to better support the incoming freshmen students. The administration should hold trainings on communication technology, such as Parent Square, for ninth grade teachers to increase communication with freshman families.

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

### E1. Parent and Community Engagement Criterion

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

#### Indicator

#### E1.1. Parent Engagement:

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

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

Findings	Supporting Evidence
<p><b>E1.1: Parent Group(s)</b></p> <p>Parent groups are not effectively implemented and currently are not a strategy for regular involvement of parents in the learning and teaching process. The school has an inconsistent and difficult past in maintaining effective parent groups.</p> <p>Our school has an ELAC (English Learner Advisory Committee) that meets monthly to reach out to non-English speaking parents or English learning parents to discuss ELAC training and purpose, parent elections, etc. ELAC is the only current parent group.</p> <p>In the first three meetings of ELAC in the 21-22 school year only 7 parents have attended an ELAC meeting. The school currently has 470 EL students, most of which are Long Term English Learners. ELAC provides information on school programs, attendance, graduation and A-G requirements, educational resources for students/families, how parents can support their students, reclassification criteria, and assessments for ELs (ELPAC and CAASPP).</p> <p>At the end of each school year, ELAC holds award ceremonies for our Reclassified English Proficient Students (RFEPS), as well as a special graduation celebration for our newcomer graduates. Mt. Diablo High School's English Language program specialist, a vice principal, and a teacher have taken on the role of stabilizing ELAC by holding consistent meetings with organized agendas, sign in sheets, and minutes. This is a huge success for the school and shows that there is potential in the ELAC group.</p> <p>We have doubled down on our efforts to maintain an active ELAC by alternating our meeting sites, to accommodate parents who live</p>	<p><a href="#">ELAC Folder</a></p>

<p>in both Concord and Baypoint. As our families have been severely impacted by the Covid crisis, we are thrilled to have a new group of parents to become involved and empowered, working with our school. Two parents and one teacher attend the District ELAC meeting, or DELAC. We have a big Reclassification Celebration in the spring, for all of our new RFEP students and their families. We are also hoping to bring back our ELAC Senior Night in the spring, to honor our students, and their families in completing the amazing feat of graduating from high school, while learning English. Covid protocols have definitely impacted our ability to celebrate.</p> <p>In years past, ELAC parents have helped out at some events like Teacher Appreciation week and Academy Night. Our effectiveness in involving ELAC parents in decision making regarding learning and teaching is improving but still has a lot of room for growth.</p> <p>MDHS has tried a variety of parent groups over the past six years including Mount's Angels (2015-2017) &amp; Red Devil Parent Club (2017-2018). The last time MDHS had any sort of parent-teacher group before MA and RDPC was more than nine years ago. Mt's Angels met every fourth Tuesday and then the second Tuesday. The average attendance for these clubs was 8. The groups dissolved after the teacher who was heading it left the school. We currently have no other group outside of ELAC, as such our parent group involvement is low.</p> <p><b>Other community engagement:</b></p> <p>Additionally, our school has an Alumni Group that supports student learning and culture. The Red Devil Golf Classic was established in 1996, by a group of Mt. Diablo Alumni and Coaches. The purpose originally was to finance Mt. Diablo High School's athletic programs, but has grown to provide assistance for many needs of the school and students. This alumni group provides a scholarship for athletes and donates to various events like the Academy Night and Title 1 Night. This alumni group provides a scholarship for athletes and donates to various events like the Academy Night and Title 1 Night.</p>	<p><a href="#">Red Devil Golf Classic ; MDHSSOF Scholarship</a></p>
<p><b>E1.1: Parent Communication</b></p> <p>In the 2016-17 school year MDHS hired a bilingual parent liaison to work in the front office to assist parents with translation services and in negotiating office business, from helping with registration, attendance, and the treasurer's office, to serving as interpreter in meetings about attendance, counseling, and medical concerns. The parent liaison also performs phone calls to homes for teachers. She manages attendance calls and discusses SART letters with parents</p>	<p><a href="#">MDHS Parent Square Statistics</a></p> <p><a href="#">Coffee with the Principal Sign in Sheet</a></p>

<p>(excessive absence notifications), provides bilingual translation for automated phone calls to the family community, and translates bulletins, newsletters, permission slips, and other family communications. In her first two years with the school, the parent liaison has been fielding an average of 70 phone calls and 50 walk-ins per week. As of this year she estimates that she does between 40/50 phone calls daily depending on demand and and about 50 walk-ins per week.</p> <p>Our site started using ParentSquare, a communications app that replaced School Messenger. This was in lieu of School Loop. Transitioning to ParentSquare helped increase family and student engagement and involvement in school activities and other information. First, to sign up for ParentSquare, families had to use contact information that matched what is entered in Aeries, so that resulted in the school having more updated contact information. According to ParentSquare, 95% of families are contactable through their system. In addition, ParentSquare allows families to opt in to alerts via email, text, or both, providing more avenues for families to receive information. Many more students check their school email accounts now since they have been assigned District Chromebooks. More statistics and figures relating to family and student engagement can be found <a href="#">here</a>.</p> <p>Currently the teacher usage on ParentSquare is limited because teachers have not been trained in how to use it or its capabilities. As such, teacher use of ParentSquare is ineffective.</p> <p>Teachers use many other platforms to communicate with parents: like Aeries and Google Classroom.</p> <p>Coffee with the Principal is a monthly event held to give parents an opportunity to discuss concerns with our site principal.</p> <p>The school administration maintains a Twitter account which is updated regularly to disseminate pertinent campus information. Parents have access to HomeLink to review their student's grades and attendance. When parents want to contact teachers they can use the website to email staff. Some parents also use ParentSquare but again not many families actually know how to use ParentSquare.</p>	<p><a href="#">Coffee with Principal Announcements</a></p> <p><a href="#">Twitter</a></p>
<p><b>E1.1: Family Events</b></p> <p>Mt. Diablo High School has a variety of events intended to cater to and engage parent and community involvement. Back to School Night in the Fall has had steady attendance rates. Students and parents visit each teacher's classroom for ten minutes to meet teachers and discuss any concerns about the class. During a typical school year, our turnout for parents at back-to-school night has been minimal. That was replicated during the pandemic's</p>	<p><a href="#">Back to School Family Survey 2021</a></p> <p><a href="#">Title One Night: Data and Attendance</a></p> <p><a href="#">Title 1 Night 2021 Parent Square Announcement</a></p>

<p>back-to-school night.</p> <p>Title 1 Night is held in the fall and has been organized in coordination with a teacher leader for the past few years. Title 1 Night includes a free dinner and student awards. Awards are given out to top students in each academy to recognize them for their efforts in student excellence. In the 21-22 school year Title 1 was held on October 14th on Zoom.</p> <p>In the Spring Mt. Diablo High School hosts Academy Night which doubles as the school's Open House. Since being rebranded as Academy Night, the Open House has seen a dramatic increase in attendance, teacher participation, and community involvement. It has been wildly successful with engaging students and parents in the Mount Diablo High School community. Students from each academy showcase their skills and what they have accomplished during the school year. This event was created in response to data and school needs. Before the rebranding to Academy Night, Back to School Night would only see an attendance of less than 100. The two in-person years have seen attendance in excess of 800. In 2020, the event was canceled because of the Pandemic. In 2021 the event was held online. Though survey data has been collected, it has never been analyzed (perhaps because it is at the end of the year). In the future, it is an opportunity to gather more survey data from parents.</p> <p>MDHS also has partnered with Ambrose Rec Center to put on the Bay Point Barbecue around Spring Break. Students volunteer to help out with the event. Student groups such as the Latino Club perform for the community through partner dancing. Free food is provided by The Pony Express. There is also a raffle for prizes and an easter egg hunt for the children. This event was canceled in the Spring of 2020 and there are currently no plans for it in the future.</p> <p>Based on pure attendance, Academy Night and the Bay Point Barbecue were effective engagement strategies for families. The school could improve by using these events to tap into the families for feedback.</p>	<p>Academy Night: - <a href="#">Academy Night</a> Folder of Evidence, <a href="#">Data</a>, <a href="#">Attendance</a>, <a href="#">Flyer (2019)</a>, <a href="#">Flyer (2018)</a>, <a href="#">Passport</a>, <a href="#">Student Spotlight</a></p> <p><a href="#">Bay Point Barbecue</a>: <a href="#">Flyer</a> and <a href="#">Student Volunteers</a></p> <p>Back-to-School Night: <a href="#">Schedule 2020</a></p>
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## E2. School Culture and Environment Criterion

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

### Indicators

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

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

Findings	Supporting Evidence
<p><b>E2.1. Cleanliness</b></p> <p>Mt. Diablo High School uses its resources to maintain a clean campus. The administration works with custodians to keep campus clean. Each custodian is assigned specific buildings to clean on a daily basis. However custodians and administrators struggle to keep student restrooms clean and open during the school day. Particularly in the 21-22 school year, the school has gone through a high level of vandalism that forces the administration to only keep one set of restrooms open until it becomes unusable. In a Peak Hour survey in the 20-21 school year, students identified school cleanliness as an area for growth.</p> <p>In a faculty/staff survey conducted in October 2021 46.7% of staff rated campus cleanliness as not clean. Only 13% of staff rated campus cleanliness as clean. In a student survey of over 800 students given in January 2022, over 50% of students rated classroom cleanliness as clean or very clean. However in that same survey 62% of students rated student restrooms as very unclean and another 23% rated restrooms as unclean. Clearly students are concerned about the cleanliness of campus.</p> <p>Admin and staff have tried various methods to address the cleanliness but some students continue to vandalize the restrooms. This problem started in the 21-22 school year as part of the TikTok "Devious Licks" trend but has gotten worse at MDHS and no longer seems to be motivated by social media trends. Currently the administration only keeps one or two restrooms open for students and asks teachers/staff to regularly check on those two restrooms.</p>	<p>Peak Hour Survey: <a href="#">Doc 1</a>; <a href="#">Doc 2</a>; <a href="#">Doc 3</a>; <a href="#">Doc 4</a>.</p> <p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p> <p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>



<p><b>E2.1: Safety</b></p> <p>The district has established protocols to place work orders to repair items. Support staff works closely with the administration to maintain school safety. The campus has security cameras to monitor the school campus. Support staff partner with administration to provide additional security during students' lunch period.</p> <p>The school site has fire drills and intruder drills each semester.</p> <p>In a staff survey 60% rated the school's plans for and response to safety concerns as ineffective. While the school has policies, communication and consistency of these policies seems to cause confusion, and given the high faculty turnover it is important to review these procedures early in every school year in order to assure all teachers are aware of policies and expectations prior to any actual incidents arising..</p>	<p><a href="#">Safety Report</a></p> <p><a href="#">Comprehensive Safety Plan</a></p> <p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>
<p><b>E2.1. CPR Certification</b></p> <p>Mr. Pintado and administration do monthly building grounds checks. Mr. Pintado is a big advocate for the safety of our students and staff. He is a huge contributor in holding CPR certifications. Administration also holds staff safety training.</p>	<p><a href="#">CPR Certification Offered to Staff</a></p>
<p><b>E2.1. Orderliness</b></p> <p>A school map posted on site, classrooms, and online to help them traverse the school grounds. A bell schedule is posted in classrooms, the office, and online for the convenience of students and staff. A bus schedule is also posted to support students and staff. Staff are expected to post learning objectives and agendas daily.</p> <p>In the last three years, the campus has had a problem getting students to class and keeping them there. Anecdotally many teachers and students report how easy it is for students to not go to class. While many systems are already in place that are effective (like the bell schedule and individual classroom policies), the school wide culture of not having to go to class is clearly an indicator that there is room for improvement in the school's orderliness.</p>	<p>School Slack</p> <p><a href="#">School Map</a></p> <p><a href="#">Bell Schedule</a></p> <p><a href="#">Bus Schedule</a></p> <p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>
<p><b>E2.1. Tardy Policy (as related to absenteeism)</b></p> <p>The tardy policy at MDHS has evolved its procedures throughout the past few years-- but many indicate that it is still ineffective.</p> <p>Prior to the 2019-2020 school year, the tardy policy enforced on campus states that students were required to pick up trash</p>	<p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p> <p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

<p>as a consequence for being tardy to their classes. The trash pick up was enforced for every class period. During the 2019-2020 school year, trash pick up only took place after brunch/lunch, as opposed to every period. Administrators discovered students used the period-by-period trash pick up as a means to avoid class.</p> <p>Since the 19-20 school year administrators have used devices and applications from the Hero system to give and keep track of tardies. Students are no longer required to pick up trash. Instead they line up to wait for an administrator to print them a ticket/tardy pass. The system uses their student IDs to keep track of how many tardies a student has per week.</p> <p>In addition, students with 8 or more tardies in a week are required to serve lunch detention. Students are picked up early from 4th period class and served lunch detention.</p> <p>In a staff survey, 40% of staff characterize the school's tardy policy as very ineffective, 20% as ineffective, 19.4% as somewhat effective and 19.3% as effective or very effective.</p> <p>In a student survey of 800 students in January 2022, 33% of students rated the Hero system tardy policy as effective, 40% of students were neutral, and another 27% of students rated it as ineffective.</p> <p>These survey results are surprising given that anecdotally staff and students find the tardy policy ineffective. For example in the student survey one student complains, "What is the point of tardy passes ... teachers can just mark us tardy in class? Waiting in line for a tardy pass just makes you miss out on more class time.." This same sentiment comes up over and over in the short answer survey prompt about tardy policies. Administration and school leadership are also aware that some students plan on being tardy everyday. Those same students often do not show up to detention.</p> <p>Despite survey results, admin, school leadership, and a vocal minority of students believe that the tardy policy needs to be revamped and could be more effective.</p>	
<p><b>E2.1. Internet Usage</b></p> <p>MDHS is effective in providing and maintaining safe and smart internet usage amongst students. Most teachers use Google Classrooms and either Chromebooks or desktop computers (in some CTE computer labs) for student learning.</p>	<p><a href="#">District Internet Use Policy</a></p>

<p>Some of the internet usage monitoring is accomplished by district protocol and control of machines.</p> <p>Individual teachers also do the work of making sure students know how to use technology, the internet both effectively and safely. The career tech courses in particular keep the students up to date on the current trends.</p> <p>During distance learning there was an even greater need for digital citizenship. As such a Peak Hour lesson was included to remind students of the need to keep their internet usage safe, appropriate and focused on school. Peak Hour lessons also include lessons about how to send an email, how to filter email inboxes and how to use Naviance. Peak Hours is an effective means of providing consistent and safe technology and internet usage lessons.</p>	<p><a href="#">Peak Hour Internet Usage Lesson</a></p>
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**E2.2. High Expectations/Concern for Students:** The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

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

Findings	Supporting Evidence
<p><b>E2.2. The school-wide expectations (The 3 Rs)</b></p> <p>The school-wide expectations: respect , responsibility, and ready to learn were made for students and staff to embrace a culture with those three elements as pillars. While these are a great start, their implementation has been inconsistent in recent years and could use improvement.</p> <p>In the past posters of the 3 Rs were made available by the PBIS team. These are still visible in certain classrooms. There are plans by the current PBIS team to revamp these posters.</p> <p>In a survey conducted in October 2021, 41.7% of staff identified campus wide familiarity with the three Rs as unfamiliar or unfamiliar, only 20% of staff identified it as very familiar or familiar.</p> <p>Students on the other hand rated campus familiarity as much higher than staff did. In a survey of 800 students given January 2022, 49% of students rated campus familiarity with the three Rs as familiar or very familiar. Another 29% answered neutrally. And only 21% of students answered unfamiliar or</p>	<p>Teacher Classrooms</p> <p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p> <p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

<p>very unfamiliar.</p> <p>There is some room for improvement and consistency across the school in regards to the three Rs. But student results are positive and show that at least 49% of students are familiar with the three Rs.</p>	
<p><b>E2.2 Social Emotional Learning Push from District</b></p> <p>In the 21-22 school year MDUSD started a district-wide initiative to push social emotional learning activities for students and staff. These lesson plans include ice-breakers for the beginning of class, as well as full lessons to enrich student's social emotional well-being. The lesson plans also include a schedule of when to use each lesson plan.</p>	<p><a href="#">SEL August PD Slideshow</a></p>
<p><b>E2.2 AP and Honors Classes</b></p> <p>Mount Diablo High School offers enrichment opportunities for students to challenge themselves academically through courses such as AP (advanced placement) and honors classes. These include AP Computer Science A, AP Computer Science Principles, AP Art, AP Psychology, AP English Language, AP Spanish Language, AP Government, AP Biology, AP US History, and AP World History, as well as Honors Yearbook and Honors Physiology. These AP and Honors classes offer academic rigor to students who are ready and seeking such challenges.</p>	<p><a href="#">Master Schedule</a></p>
<p><b>E2.2 High Expectations and Concern for Students</b></p> <p>The school works very hard to uphold high expectations and instill concern for students. This is apparent in the staff's different professional developments that are all student centered: equity, equitable grading practices, literacy, and constructing meaning are all supported by the school so that student achievement is supported and that academic rigor is appropriate for our students' levels and cultures.</p> <p>The school's Diablo Community Center also provides specialized emotional and psychological support for those who need it. Additionally the school's College and Career Center are always busy supporting students in their future pursuits. The Diablo Community Center and the College and Career Center are important and effective parts of supporting students socially, emotionally and academically.</p> <p>The school's PBIS team is another example of concerns for students. The PBIS team challenges teachers to place student social and emotional needs before academic ones. Their 2x10</p>	<p><a href="#">2017-2021 PD Agendas</a></p> <p><a href="#">Diablo Community Center Flyer</a></p> <p><a href="#">19-20 PBIS Handbook</a></p>

<p>challenge (in which teachers pick 2 students to talk to about non-school related topics for 10 days) and their organized basketball match are examples of work they do to instill a caring culture at MDHS.</p> <p>Because the PBIS team is only in their second year together, they are a growing but not fully realized part of campus culture. About 63% of teachers participate in the school's PBIS initiatives. And just over 23% of teachers rank PBIS initiatives as effective. Their impact on campus might not be entirely felt but given more time, they could prove to be effective.</p> <p>The school also provides after school opportunities for tutoring and study hall. Primarily this is done through CARES (Collaborative for Academics, Recreation &amp; Enrichment for Students) After School Program provides academic, recreational and enrichment activities for children and their families after traditional school hours.</p> <p>At least once a year the current Principal meets with students to discuss their concerns. In years past these student meetings have been held with Freshman and Leadership students. Freshman teachers used to include an assignment in which students could express their feedback, concerns, and thoughts about the school. Some of these letters were then sent to the principal for review and some students were selected for a focus group.</p> <p>Leadership students have also been scheduled for focus group meetings for each of the past four years. In the 2020-21 school year a school wide Peak Hour lesson and survey was implemented and from this a handful of students were selected to meet with the Principal. In at least one instance feedback from the students led to an agenda item at CILC. While this is a great example of listening to students, there is some room for improvement. To truly be an effective means of fostering community and culture, the school needs to include student feedback in decision making.</p> <p>Peak Hours is an effective way of building school culture and showing care for students. The lessons included in Peak Hour have included social emotional lessons like gratitude practices, goal setting, reflections and have also built academic skills like time management, awareness of school requirements, and</p>	<p><a href="#">21-22 Minutes and Presentations</a></p> <p><a href="#">CARES</a></p>
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<p>goal setting.</p> <p>The district has also instituted a push for regular Social Emotional Learning (SEL) Activities. Fifty-five percent (55%) of staff say that they participate in the district's SEL activities. And only about 20% rate the SEL activities as effective with our student population. While there is a clear need for social emotional learning on campus, there is also room for improvement on implementation and buy-in for the SEL activities.</p>	<p><a href="#">SEL August PD Slideshow</a>  20-21 <a href="#">Shared Slideshow</a>  21-22 <a href="#">Shared Slideshow</a>  Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>
<p><b>E2.2. Survey Results &amp; Summary of Findings</b></p> <p>In a student survey of 800 students given in January 2022, 47% of students rated teachers' concern for student social and emotional health as high or very high. Another 33.8% answered neutrally and only 17% of students rated teacher concern as low or very low.</p> <p>The survey results are very positive and indicate that teachers care for their students and have good relationships. However, the school has a long way to go in terms of assessing the effectiveness and impact of these different intervention strategies on student success and achievement. The school should continue to conduct interviews and solicit feedback from teachers, students, and parents/guardians. The school should focus on creating systems to then use that survey data in decision making.</p>	<p>Jan '22 Student Survey  <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

**E2.3. Atmosphere of Trust, Respect, and Professionalism:** The entire school community has an atmosphere of trust, respect, and professionalism.

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

Findings	Supporting Evidence
<p><b>E2.3. Staff Meetings and Modes of Communication</b></p> <p><b>Staff Meetings</b></p> <p>All staff meet the first Wednesday of the Month, Departments meeting the second Wednesday, and Academies meeting the third Wednesdays. No meetings are held on the fourth Wednesday per MDEA contract. Department chairs, academy leads, and administration also meet every second Tuesday of each month for CILC, an organization that concentrates on</p>	<p><a href="#">Agenda for All Staff Meetings</a>  <a href="#">Department, Academy and CILC Minutes</a></p>

<p>curriculum, instruction, and learning. The schedule of meetings is consistent, reliable, orderly and in that respect effective. However many teachers indicated in survey results that they question the use and effectiveness of staff meeting time.</p> <p>The consistency and reliability of meetings is an effective means of building an atmosphere of professionalism. However the survey results indicate that teachers do not trust the use of time in meetings. This lack of trust in how time is used in meetings also highlights the room for growth in respect. The ineffective use of meeting times (at least as indicated in survey results) also imply that there is a lack of respect for each other's time. Teachers indicate that they would like to see more consistency, coherence, and direction in the meetings for it to feel like a respectful and trusted use of time.</p>	
<p><b>Communication</b></p> <p>In a survey conducted in October 2021, 32.3% of teachers rated communication between administration and staff as ineffective or very ineffective. Another 45.2% rated it as a 3, indicating either a neutral position or something in the middle. And only 22.5% rated communication as effective or very effective.</p> <p>In that same survey, 69.4% of staff characterized communication from administration to staff as not clear or transparent enough-- and clearly picked that as an area for growth that administration should work to prioritize.</p> <p>When asked to rate communication between teachers (within departments or academies) only 11.3% rated communication as ineffective or very ineffective, 35.5% rated communication as somewhat effective, and 53.2% rated it as effective or very effective.</p> <p>These results indicate that teachers value their professional relationships with their peers. Communication from administration consistently comes up as a weakness.</p> <p>Teacher survey results indicate that there is trust, respect and professionalism amongst peers. However there is a clear lack of trust in the administration's ability to communicate clearly and transparently. This communication issue is an issue of both trust and professionalism. Respect did not come up negatively in any survey results and does not seem to be a problem area. As such the current school atmosphere is at least</p>	<p>Staff Survey <a href="#">PDF Spreadsheet</a>  <a href="#">May Teacher 2021 Survey</a></p>



<p>somewhat ineffective in fostering trust and professionalism between teachers and admin.</p>	
<p><b>E2.3. Professionalism and Working Relationships</b></p> <p>One community building initiative present at Mount is First Fridays. First Friday is a time for staff to congregate at local restaurants and enjoy each other's company. This event is organized and advertised by a staff member at the beginning of each month. However, due to COVID, First Friday socials were impossible to organize. Returning back to campus offers an opportunity to create a welcoming environment for teachers.</p> <p>In a survey conducted in October 2021, 41.9% of teachers rated the professional environment at MDHS as welcoming/professional or very welcoming/professional, another 41.9% rated the professional environment as somewhat welcoming, and only 16.1% of teachers rated the environment as unwelcoming or very unwelcoming.</p> <p>These positive survey results indicate that there is an atmosphere of trust and respect at least amongst teachers.</p>	<p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>
<p><b>E2.3. Professional Development</b></p> <p>Throughout the last few years, MDHS has been through a variety of professional developments. Teachers are required to attend professional development days per year. Some of the PDs are district mandated and involve topics like SEL, literacy and equity. Some PD days are used for the site.</p> <p>The school has invested in Constructing Meaning professional development since the 2015-2016 school year. The staff at the time pursued CM training to address our large EL population. All staff was trained in Constructing Meaning in the 2016-2017 school year, new teachers were specifically trained between 2017-2019. From 2018-2019, staff meetings would usually include a section for Constructing Meaning. In 2019-2020, there have also been some one time professional development sessions that have not grown into anything wide spread. Teachers indicate frustration with this type of training and teacher-leaders have in the past requested that staff stay focused on consistent training like Constructing Meaning.</p> <p>In a survey conducted in October 2021, 36.7% of teachers rated PDs as ineffective and 23.3% of teachers rated PDs as effective-- with everyone else rating it neutrally.</p>	<p><a href="#">2017-2021 PD Agendas</a></p> <p><a href="#">Keeping it Real 20/21 Documents</a></p> <p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>



<p>Constructing Meaning PDs are widely considered useful though there are teachers in surveys that indicate they wish there was more differentiated professional development. There is a small minority of teachers who wish constructing meaning took up less time at meetings.</p> <p>Professional Development is a good representative of the building of professionalism at this site. The school's inconsistency with professional development is therefore mirrored in the inconsistency of professionalism. The obvious strength in professional development is the consistent use of constructing meaning.</p> <p>The lack of consistency in professional development also shows a lack of trust in the district and admin's ability to organize. Again the one exception to this is the consistency of constructing meaning, which is organized by a group of teachers not by admin.</p>	
<p>While survey results indicate that teachers do not trust or respect professional development, communication or use of meeting times as organized by admin-- it must also be said that admin are not entirely at fault. Admin are overworked at this school and have more responsibilities than admin at other schools in the district. For example, they have more IEP meetings to attend than most schools in the district and they spend their mornings and afternoons monitoring transportation issues (which are not problems at most other schools in the district). Just like the teachers at this school, administrators are expected to do more with less resources. There is an obvious need to improve the atmosphere of trust, respect and professionalism between staff and admin but not an obvious solution.</p>	

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

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

#### Indicators

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

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

Findings	Supporting Evidence
<p><b>E3.1. Support for Long-Term English Learners</b></p> <p>Because MDHS has a large population of English Learners there are many services available to them.</p> <p>The school has invested in Constructing Meaning professional development since the 2015-2016 school year. Constructing Meaning is an instructional philosophy that emphasizes the role language plays in content learning. The entire staff was trained in it from 2016-2017. As new staff entered the school they were also provided training. During the 2019-2020 and 2020-2021 school years Ruben Quiñones offered class visits and lunch time meetings to support teachers to implement CM strategies in class. Constructing Meaning is an appropriate and effective teaching strategy for our large English Learner population.</p> <p>In a survey conducted in October 2021, 88.7% of teachers said they use CM strategies in their classroom. In the same survey 43.5% of teachers rated CM as effective or very effective with our school population, 40% of teachers rated it as somewhat effective, and only 16.1% of teachers rated it as ineffective.</p>	<p>World Academy  <a href="#">Constructing Meaning</a>  <a href="#">World Academy Page on School Website</a></p> <p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>
<p><b>E3.1. Supports for Newcomers</b></p> <p>When families indicate a language other than English on their Home Language Survey, they are given an appointment at our District Assessment Center. Students are assessed in English Language, their home language and mathematics. Students at Mount Diablo High School are then placed in either the World Academy or in one of our CTE Academies, according to their test scores and educational backgrounds.</p>	

The English Learner program at MDHS has multiple layers within it. Students, in need of support, receive services based on their language level, number of years in US schools, and educational background. We have a Newcomer Program - World Academy, that serves approximately 125 students, as well as support classes available for Long Term English Learners (LTELs).

The World Academy is our Newcomer Program. It allows students, with emerging English language skills to receive additional ELD classes, while working simultaneously, on their graduation requirements. We offer four levels of English Language Development classes (ELD). Newcomer students are also enrolled in Sheltered Classes in Math, Science, English and Social Studies. As students progress in their English skills, they are enrolled in general education classes in our CTE Academies with ELD or ALD (Academic Language Development) classes to support them. The teachers in World Academy have been working diligently to create engagement experiences for our newcomer students including a Senior Mentorship program, all academy Game Days, and field trips when it is safe to do so. The World Academy has a designated Academic Counselor, a Program Specialist, and an EL Support Teacher who work together to ensure that students have equitable counseling opportunities.

Long Term English Learners (LTELs) and newcomer students who are progressing in English, are placed in one of our four CTE Academies. Depending on their language level (and years in US schools), they are placed in ELD 3, ELD 4 or ALD (specifically for LTELs who are struggling with literacy issues). We have two sections each of ELD 1-3, one section of ELD 4, and two sections of ALD. We have a wonderful counseling team that helps ensure that our EL students have access to our CTE programs (as quickly as possible), as well as Advanced Placement courses.

All English Learners are monitored three times a year through Catch-Up Plans. The EL Support Teacher checks for language progress (English/ELD grade, ELPAC test scores and iReady Reading Diagnostic scores), as well as their grades in all of their other classes and their graduation status. She determines

<p>support services and interventions for students who are in need of support. She then distributes the plans to the counselors of each academy and they meet with the students individually, or in small groups. EL students, who also have an IEP (Dual-Service), meet with their Case Manager. A few students in each academy are referred to their academy administrator, if they are really struggling.</p> <p>Students who are recently reclassified as Fluent English Proficient or RFEP, are monitored for four years. The EL Support Teacher does follow-up monitoring to determine if the student is on track for graduation or if they are in need of interventions or supports. Again, the EL Support Teacher, Academic Counselors and Administrators meet with the students to help ensure their success.</p>	
<p><b>E3.1. 9th Grade Supports</b></p> <p><b>Link Crew</b></p> <p>Link Crew was a student leadership program that trained upperclassmen to mentor 9th graders through their transition to high school. The program existed at MDHS from at least 2012 until the Spring of 2019. It ended because of teacher turnover. It used to provide Freshman orientation, study supports during finals, and other social emotional services to Freshmen. There is currently no equivalent Freshman support. There is a very clear need for Freshman support and Link Crew's absence is a huge loss. This is evidence of MDHS's ineffective response to Freshman intervention needs.</p> <p><b>E3.1. 9th Grade Success Team</b></p> <p>In the 20-21 school year, every 9th grade teacher was included in the 9th grade success team whose goal is to discuss 9th grade teams and advocate for 9th grade specific concerns. In the 20-21 school year the team met every month or so with a series of strategies to go with it. The team focused on: Naviance, headings, goal setting, note-taking, character building, basic skills, organization, test taking, and proofreading. Each month the team picked a skill, strategized how to teach it to their students and discussed how their last strategy went. The team has not met in the 21-22 school year.</p> <p><b>E3.1 9th Grade Systems of Support Effectiveness</b></p>	<p><a href="#">Link Crew Event 2016</a></p> <p><a href="#">AVID</a></p>

<p>In a survey from the previous school year (in May 2021) teachers were asked to consider the different topics in Category E and to pick a priority among them: 52.5% of teachers indicated that 9th grade systems of support should be among the top priorities of the group.</p> <p>In a student survey given January 2022, 38.2% of students surveyed said they found campus their freshman year to be welcoming. Another 22.7% answered that they found campus unwelcoming. Another 39.1% of students answered neutrally.</p> <p>In that same survey 44.1% of surveyed students answered that they thought getting familiar with campus was the hardest part of their 9th grade. Another 32.7% surveyed answered that “passing all my classes” was the most difficult part. Anecdotally some students offered that they felt that starting in the midst of the pandemic was the hardest part.</p> <p>The student survey results indicate that while there are some things the school is doing that works for Freshman, it is obvious there is room for improvement. The school could do more to orient students to campus and support the academic transition to high school.</p> <p>In a survey from the previous school year (in May 2021) teachers were asked to consider the different topics in Category E and to pick a priority among them: 47.5% of teachers indicated that communication along with 9th grade systems of support, should be among the top priorities to consider.</p> <p>MDHS campus does not currently measure the effectiveness of their 9th grade systems of support. Though there is an obvious need for a consistent and strong 9th grade intervention strategy, there currently is not one. In the future it would behoove us to use student grades and credit completion as indicators of effectiveness when implementing 9th grade systems of support.</p>	<p><a href="#">20-21 Agendas</a></p> <p>Jan ‘22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>
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<p><b>E3.1. SPED Supports(SST, 504's, IEP;s)</b></p> <p>Given the number of students with IEPs and 504s at this school, MDHS aims to offer support. Of course these students receive individualized support based on their IEPs and 504s. Special Education teachers also push-in to core academic classes to offer support to those students. Each student receives accommodations to be able to access the general education curriculum. For example: separate setting for tests, quizzes, assessments, copy of teacher's notes, and extra time for test/quizzes/assessments, among a host of others.</p> <p>Additionally when it comes to Peak Hours these students are all rostered with their caseload manager. Academic Success classes are also offered with a Special Education Teacher.</p>	<p>Master Schedule SST, 504, IEP</p>
<p><b>E3.1. Special Ed and Special Day Classes</b></p> <p>Along with students that are mainstreamed into the General Education population, the Special Ed department services students that would not thrive as well in such a large environment. To support students that have mild to moderate disabilities and students that have a higher need for Social-Emotional support there are core classes with smaller class sizes and an SEA to support student learning. The classes are: English 1-4, Algebra 1 A-B, Geometry, Environmental Science, Life Science, Personal Finance, World History, US History, Government, Economics, PE 9, Personal Fitness, and the elective Intro to Film. There are also Collaborative Classes with both a General Education and Special Education Teachers.</p>	<p>Academic Success Classes Advanced Placement Classes <a href="#">SDC Core Classes (English, Math, Social Studies)</a></p>
<p><b>E3.1 Care Team and SST</b></p> <p><b>Care Team:</b> If a teacher is concerned about a student or suspects that they may need services they may make a Care Team referral. The Coordinated Care Team is made up of counselors, psychologists and admin. They meet weekly in small meetings that at times include the students, parents and referring teacher to determine the level of support needed and next steps. Next steps might be an SST, IEP, 504, Medical/Health services, attendance or behavior counseling.</p> <p><b>The Student Success Team (SST)</b> is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions.</p>	<p><a href="#">Care Team Referral Form</a></p> <p><a href="#">DCC Wellness Center</a></p>

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

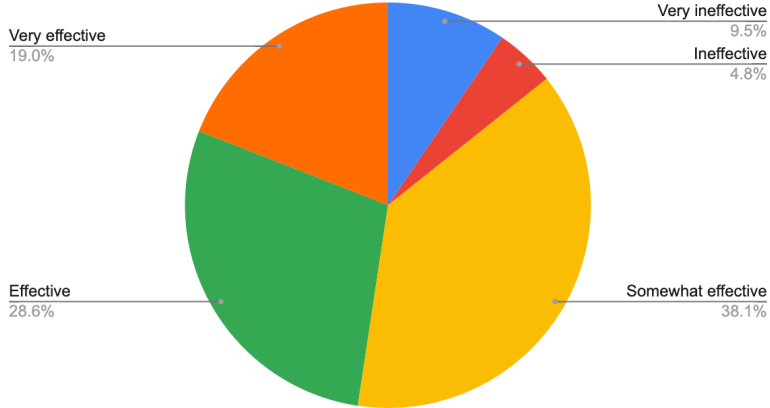
**E3. Prompt:** *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
<p><b>E3.2. Peak Hour</b></p> <p>Peak Hour is a staff-voted intervention schedule, and it is a highly effective strategy for supporting students academically, socially, and emotionally. Peak Hour is a study hall hour for students to focus on academic responsibilities (assignments, teacher support) with weekly advisory lessons provided for each teacher to present to their students.</p> <p>Between 2016-2018 MDHS considered alternate bell schedules but for three years the school did not vote to approve an intervention-based schedule. In Spring 2019, the staff agreed on a need to respond to the increasing number of Ds and Fs, and MDHS finally voted to approve an intervention Bell Scheduled which was branded as our “Peak Hours” bell schedule.</p> <p>Scheduling the Peak Hour rosters is done based on an algorithm designed to objectively prioritize scheduling students of most need. SPED, newcomer English language learners, and 9th/10th graders are all placed in smaller classes. All students are rostered with one of their teachers from their schedule. All rosters are grade level and academy pure cohorts to facilitate interventions, grade-level specific assemblies and activities, and the ability for students to work on collaborative and cross-curricular projects with their team if needed.</p> <p>Almost all teachers are scheduled to host a Peak Hours class to help maintain smaller sections: two or three teachers each year are left without rosters allowing them to serve as “roving subs” who can cover sections on days during which we need additional substitute teacher coverage. Scheduling is effective and equitable and leads to the right environment for intervention. Ninth and tenth grade sections are intentionally kept small to allow teachers an increased opportunity to develop personal relationships with their students and provide more individualized support.</p> <p>In its initial year no guidance or lessons were provided during Peak Hours and it was mostly used as a work time hour. In the 20-21 and 21-22 school years teacher Ruben Quiñones has developed instructional curriculum which caters towards</p>	<p><a href="#">Peak Hours Proposal Presentation</a> (from 2018-2019 School Year)</p> <p>21-22 <a href="#">Peak Hour Rostering Spreadsheet</a></p> <p><a href="#">19-20 Intro Slideshow</a></p> <p>20-21 <a href="#">Shared Slideshow</a> 21-22 <a href="#">Shared Slideshow</a></p>

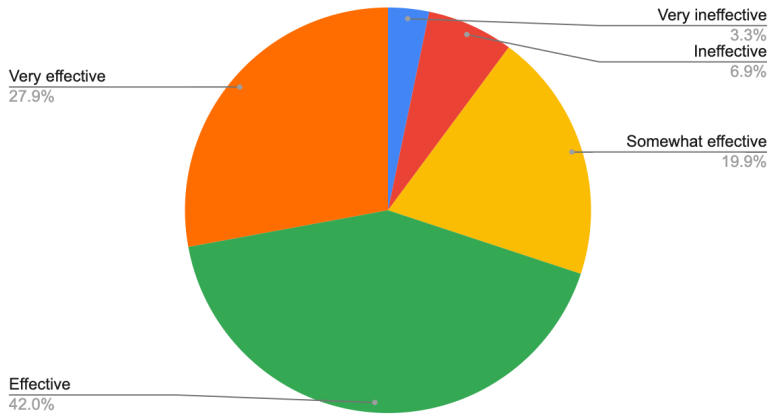
<p>SPED students, newcomer English language learners, and 9th/10th graders. This curriculum includes lessons on social emotional needs, graduation requirements, and organizational skills. Peak Hours is also a time to disseminate school information and PBIS activities. These lessons provide a much needed consistency that help create consistent school wide expectations, a culture of academic success, and social/emotional learning opportunities.</p> <p><b>Peak Hour 20-21 Survey Results</b></p> <p>A survey was conducted at the end of the 20-21 school year. The survey asked teachers and students to rank the effectiveness of Peak Hours in both the 19-20 school year and the 20-21 school year. The rest of this survey is explained below. Teachers and students were surveyed. 248 of the 500 responses identified catching up on work as the primary role of Peak Hour. The second most common response at 122 votes is students receiving help from teachers.</p> <p>Teachers and students were asked to rank the effectiveness of Peak Hours in the 20-21 Peak Hours. On a scale of 1 to 5 (with 1 being very ineffective and 5 being very effective) 42% of teachers and students selected a 4, and 21.6% selected a 5.</p> <p>In the same 20-21 survey, teachers and students that were at MDHS in 19-20 were asked to rank the effectiveness of Peak Hours in the 19-20 school year. 48% of teachers ranked Peak Hours as a 4 or 5. 38% ranked it at a 3, and 14.3% selected a 1 or a 2. In that same question 52% teachers selected a 4 or 5, 38% of teachers selected a 3, and 10% of teachers selected a 1 or 2. In that same question 64% of students selected a 4 or a 5. 27% of students selected a 3, and 9% selected a 1 or a 2.</p> <p>Overall, the school (teachers and students) feels that Peak Hours is an effective strategy to support student achievement.</p>	<p>20-21 <a href="#">Peak Hour Survey</a></p>
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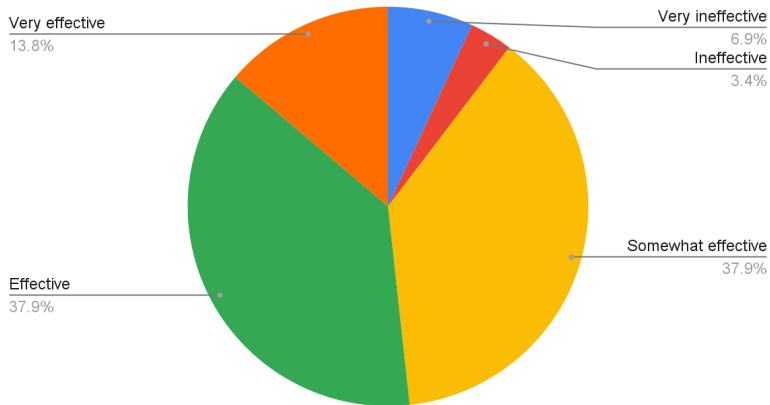
Teachers Rank PH Effectiveness 19-20 School Year

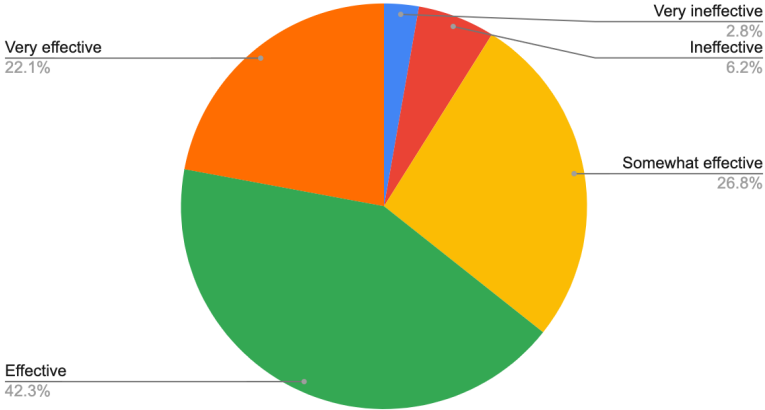


Count of Students Rank Effectiveness 19-20



Teachers Rank PH Effectiveness 20-21



<p>Student Rank PH Effectiveness 20-21</p>  <table border="1"> <thead> <tr> <th>Effectiveness Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Very effective</td> <td>22.1%</td> </tr> <tr> <td>Effective</td> <td>42.3%</td> </tr> <tr> <td>Somewhat effective</td> <td>26.8%</td> </tr> <tr> <td>Ineffective</td> <td>6.2%</td> </tr> <tr> <td>Very ineffective</td> <td>2.8%</td> </tr> </tbody> </table>	Effectiveness Category	Percentage	Very effective	22.1%	Effective	42.3%	Somewhat effective	26.8%	Ineffective	6.2%	Very ineffective	2.8%	
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<p><b>E3.2. PBIS</b></p> <p>PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to ensure a positive school climate</p> <p>Over the past few years, the PBIS (Positive Behavior Intervention and Support) program at MDHS has experienced significant transformation. Because of staff turnover, the PBIS team had to be revamped during the 2018-2019 school year. This team's primary goal was to revitalize tier 1(school-wide strategies) incentives with opportunities such as free homework passes, along with school merchandise (t-shirts and sweatshirts).</p> <p>At the start of the 2020-2021 school year, the MDHS PBIS team was revamped again with new coordinators, Care Team members, and counselors. The current PBIS team is focused on analyzing data to create successful school-wide interventions, editing the PBIS handbook, and surveying all stakeholders (students and teachers) about school climate. In the 21-22 school year they have worked with Peak Hours to offer school wide challenges aimed at improving tardiness and attendance. They have also done teacher challenges to encourage teachers to interact positively with their students.</p> <p>In a staff survey, 64.5% of faculty said they participate in PBIS initiatives. In that same survey, 32.3% of teachers rate PBIS initiatives as ineffective, 45.2% as somewhat effective and 22.5% as effective.</p>	<p><a href="#">19-20 PBIS Handbook</a></p> <p><a href="#">21-22 Minutes and Presentations</a></p> <p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>												
<p><b>E3.2. Equity Initiatives</b></p>	<p><a href="#">GSP</a></p>												

<p>Gender Support Plan- The purpose of this document is to create shared understandings about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review sections and confirm shared agreements about using the plan.</p> <p>Grading for Equity:</p> <ul style="list-style-type: none"> <li>• 70% of teachers report modifying their gradebook structure in the interest of equitable grading practices this year.</li> <li>• Many teachers are switching over to a standards based-grading system. With standards-based grading, only assignments that are evaluating standards proficiency count towards a student's grade. All other work (warm-ups, notes, practice activities etc are ungraded practice). Grade ranges are also vastly different from prior years: F= 0-19, D=20-39, C=40-59, B=60-79, A=80-100.</li> </ul>	<p>Staff Survey <a href="#">PDF</a> <a href="#">Spreadsheet</a></p>
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**E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being:** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

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

Findings	Supporting Evidence
<p><b>E3.3. Peak Hours</b></p> <p>The implementation of Peak Hours is an example of decision making informed by assessing the effectiveness of support systems: staff looked at data regarding low student scores and has now voted on a Peak Hours intervention schedule for 3 years in a row. However the effectiveness of Peak Hours has been difficult to gauge because of its novelty and changing format. In its first year, Peak Hours was mostly a study hour. In the 20-21 school year, it grew into a time to share school wide news and teach school wide expectations.</p> <p>And in the 21-22 school year we have seen some teachers use Peak Hours for targeted intervention. At a staff meeting in the fall of 2021, the WASC leads presented data that showed how one particular math teacher (Ms. Berevoescu) effectively used Peak Hours and how dramatically the student's test scores had</p>	<p><a href="#">Peak Hours Proposal Presentation</a> (from 2018-2019 School Year)</p> <p><a href="#">WASC Data Walk Presentation</a> highlighting math intervention (slides 20-26)</p>

increased. As a result of looking at this data, the Math department overhauled the Peak Hour rostering in the Spring Semester to offer targeted support in the hopes of replicating the results in other sections.	
<b>E3.3. Constructing Meaning</b> Constructing Meaning is another intervention strategy that the school adopted in response to data and assessing the effectiveness of current teaching practices. Since its adoption in the 2015-2016 school year, the staff periodically assesses its effectiveness. The school's main concern is to provide teaching practices that are appropriate to the student population. In the 20-21 school year, staff and the school leadership (CILC) voiced their opinion to double down on Constructing Meaning as opposed to trying a new set of teaching practices in literacy that were being proposed.	<a href="#">May 2021 CILC Agenda</a> requesting to continue CM training
<b>E3.3. PBIS</b> The PBIS team has incentivized teachers to offer Tier 1 intervention strategies like their 2x10 challenge, get-to-class on time competition, Student-Staff basketball game and other monthly challenges. The team meets monthly to assess staff and student response to their challenges. They then tailor their next challenge to the campus environment needs. As a new team they are still working on how to assess the impact of their initiatives on student achievement and success.	<a href="#">PBIS Folder</a>
<b>E3.3. SSTs and Care Team</b> The Coordinated Care team have regular meetings to discuss which students need Student Study Teams (SSTs) Both Care team and Student Study Team regularly meet to discuss intervention strategies and to assess the effectiveness of these strategies for the individual student's academic and personal goals.	
<b>E3.3. IEPs and 504s</b> Students with IEPs and 504s meet with their support team periodically. In those meetings special ed teachers, general ed teachers, admin, the student and their parents/guardians meet to discuss the effectiveness of the students' accommodations in meeting their academic goals.	
<b>E3.3. Diablo Community Center</b> Mount Diablo High School has a wellness center called Diablo Community Center (DCC). Mt. Diablo students are able to seek help and guidance with personal issues. The DCC offers	<a href="#">Diablo Community Center Flyer</a>

<p>services like: social and emotional support, community linkages, youth employment support, student and family advocacy, foster youth services, HOPE program, newcomer support, LGBTQ support services. Students can be sent to the DCC when the student is in need of a fifteen minute cool-down. However to receive access to most of the services a teacher would have to complete a Care team referral.</p> <p>In a student survey of over 800 students conducted in January 2022, 71.7% of students answered that they have never used the DCC or have an opinion. This is inline with the DCC's intended use as it should be for Tier 2 or Tier 3 interventions (so not every student will need access to the DCC). Only 232 answered that they had used the DCC. One hundred and ninety seven (197) or 62% of DCC users rated it as effective and only 35 students or 18% of DCC users rated it as ineffective. The survey results indicate that the DCC is an effective tier of intervention and support for students.</p>	<p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>
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**E3.4. Co-Curricular Activities:** The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

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

Findings	Supporting Evidence
<p><b>E3.4. Workability</b></p> <p>Students with an IEP between the ages of 14-22 who attend school 90% of the time are eligible to participate in Workability which provides students services like: career guidance and awareness activities, access to guest speakers, volunteer projects, job coaching, and one-year follow-along services.</p>	<p><a href="#">Workability website</a></p>
<p><b>E3.4. Academy/CTE</b></p> <p>Academies partner with business and community partners (including Diablo Valley College) to offer a variety of co-curricular activities like mentorships, internships, field trips, access to career fairs, work based learning, Career Technical Student Organization Leadership Groups. Of course it must be noted that some academies have struggled to maintain their internships and work-based learning because of the Pandemic.</p>	<p><a href="#">Mt. Diablo Business Alliance</a>  <a href="#">Academy Internship &amp; Business Partners</a>  <a href="#">Academy Project Database</a>  <a href="#">DVC-Summer school/Career academies</a>  <a href="#">Career Fair Flyers</a></p>

<p>Given how many community connections and access to work-based learning academies are effective at providing access to co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards. However each academy does need to do the work to make sure their community connections are still in place after the pandemic.</p> <p>In a student survey of 800 students given in January 2022, over 50% of students said Academies helped build a sense of community. Additionally, 68% said their academy helps learn life and job skills. Moreover, 77% of students said their academy teaches skills they see themselves using in the future.</p> <p>Students are very positive towards academies. Given student reaction and the amount of opportunities made available by academies, they are an effective means of providing co-curricular activities.</p>	<p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>
<p><b>E3.4. College and Career Center</b></p> <p>Our Career Center offers several support systems for students such as college planning, financial literacy, and summer programs. During college application season, there are counselors available to guide students through the application process and financial aid resources. Additional college support students receive are essay workshops and guidance filling out the FAFSA.</p> <p>The College and Career Center under Brian Brown's guidance has turned into a highly effective campus resource. Students feel comfortable, safe, and supported.</p> <p>In a student survey of over 800 students given in January 2022, 459 students answered that they have never used the CCC or have no opinion. The CCC targets and offers more resources for Juniors and Seniors so these numbers are to be expected. Of the 361 students who had used it, 146 (40%) students rated it as very effective, 193 (53%) as effective, and only 22 (.06%) rated it as ineffective. The CCC is obviously doing something right and offers many opportunities for students to succeed.</p>	<p><a href="#">College and Career Information</a></p> <p>Jan '22 Student Survey <a href="#">Spreadsheet</a> &amp; <a href="#">PDF</a></p>

<p><b>E3.4. Educational Talent Search</b></p> <p>Educational Talent Search: ETS is a federally funded program of the U.S. Department of Education. The Goal of ETS is to encourage students to go to college. Two thirds of our students are both low-income and first generation but we serve everyone. Their office is located at Diablo Valley College. They offer services like college field trips, in-school workshops, academic tutoring, summer enrichment programs, assistance in completing college and financial aid applications, fee waivers for college entrance exams, admissions, and financial aid application fees.</p>	<p><a href="#">Educational Talent Search website</a></p>
<p><b>E3.4. Student Clubs</b></p> <p>All clubs are student-led but require a teacher as the advisor. A list of all current clubs on campus with the advisor and contact information is located on our school's website. Our school has a variety of clubs that allow all students to feel included. Likewise, students are allowed to create the clubs that they want. Some of the clubs located on Mount Diablo High School's campus include the BSU, Latino Club and Key Club. There are a total of 12 clubs on campus currently.</p> <p>The Associated Student Body (ASB) consists of our student body President, Vice President, Secretary and Treasurer. These students run for office and are voted in by their peers.</p>	<p><a href="#">Clubs Webpages</a></p> <p>Club Constitutions</p> <p>Club Google Classroom</p>
<p><b>E3.4. CARES</b></p> <p>The Mt. Diablo Collaborative for Academics, Recreation &amp; Enrichment for Students (CARES) After School Program provides academic, recreational and enrichment activities for children and their families after traditional school hours. The staff is committed to ensuring that the after school children have safe environments, caring adult supervision and expanded learning experiences.</p>	<p><a href="#">CARES</a></p>

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

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

### **Areas of Strength**

1. Certain school events like Bay Point Barbecue, Title One Night, Academy Night have seen increased attendance and participation. They have proven to be effective engagement strategies with the community.
2. Peak Hours and Constructing Meaning are data-driven initiatives that do a lot to build consistent school culture and high expectations. Constructing Meaning is a high expectations language support pedagogy that supports our English Learner Population. Peak Hours supports the school in a variety of ways that has made it crucial to the way the school runs: teaching school wide expectations, graduate requirements, use of technology, and academic skills (like study strategies, time management strategies, and networking). Peak Hours also provides social/emotional support (like gratitude practices) and is a time and place staff can solicit student feedback about school matters.
3. Parent Liaison has improved family communications.
4. Academies provide co-curricular learning opportunities and support student social-emotional development through community-based learning.
5. Students have access to a variety of resources for special needs: College and Career Center, DCC, BASES, World Academy, Benchmark, CARES after school program and others.

### **Areas of Growth**

1. 9th Grade support systems and intervention strategies need to be revived and enhanced.
2. School-Community Communication: Teachers need training with new family communication tools and the school in general needs to increase parent outreach.
3. Student-Family involvement in decision making: Students and parents need to be involved in decision making. There is a need for more of their feedback when it comes to learning, teaching and school culture.
4. Staff and data: Initiatives like SEL, PBIS, Peak Hour, Constructing Meaning and school events need to be evaluated with data.
5. Communication from administration to teachers could use improvement. Staff has indicated there is a need for more clear/transparent communication.
6. Need for more consistent and persistent training/PD.
7. School orderliness and culture: Students need to get to and stay in class



**List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**

- Continued need for literacy supports across content areas to help students improve their academic language and access curriculum
- Increased emphasis on support and targeted intervention in mathematics
- Additional supports to ensure freshman success
- Promotion of a safe and supportive campus climate and stronger culture of academics
- Increased efforts to engage students and families in decision-making processes
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - Need to improve student culture. For example, students need to get to and stay in class consistently.
  - Students need to be included in decision making process
  - Freshman students need more support in their transition to high school
  - Need to gather data and input from students about their learning and experience with campus
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**
  - **Analyze what areas within the schoolwide action plan/SPSA need to be addressed**
    - First SPSA goal analysis: The school needs to do work to make sure it is creating a safe and welcoming environment for students. Campus cleanliness (restrooms) and orderliness (students out of class) is affecting student learning.
    - Second SPSA goal analysis: The school needs to make sure that parents/guardians and students feel valued and included.
    - Third SPSA goal analysis: Ninth grade systems of support need to be revived so that there are some true intervention and enrichment opportunities to make sure that students earn sixty credits and regularly attend.
  - **Identify important next steps within the schoolwide action plan/SPSA.**
    - Solicit student feedback and involvement in decision making to improve school cleanliness, orderliness and culture.
    - Solicit parent, guardian and student feedback in regards to learning and teaching.
    - Staff and CILC need to discuss the need to revive a 9th grade system of support.
    - Regularly review and revise SPSA and WASC goals with input from all stakeholders

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\*The summary information will be used for Tasks 4 and 5.

## Prioritized Areas of Growth Needs from Categories A through E

1. Student-Family involvement in decision making: Students and parents need to be involved in decision making. There is a need for more of their feedback when it comes to learning, teaching and school culture.
2. 9th Grade support systems and intervention strategies need to be revived and enhanced.
3. Staff and data: Initiatives like SEL, PBIS, Peak Hour, Constructing Meaning and school events need to be evaluated with data.
4. Site administration, in conjunction with CILC and Site Council, should map out a data analysis routine and calendar prior to each school year in order to ensure more time to evaluate the results and impacts of our interventions and strategies in order to improve student outcomes..
5. Improve communication between the classroom, students and home (Parent Square training for staff and its use with students and parents)
6. Continued training and work with Constructing Meaning principles to promote effective curriculum in order to improve student achievement for all students.
7. We need to increase the amount of fLABs given throughout the school year to identify narrow threads of standards proficiency and rapidly deploy intervention for targeted groups of students not meeting standards.
8. We need to facilitate more PDs on how to look at data, how to determine what data is important to look at, and what to do with the data once we have it in order to inform instruction.
9. Administration needs to increase consistency in transparency and communication with staff and families regarding district-led initiatives.
10. Students need an increased awareness and understanding of school guiding documents to encourage student success toward specific goals.
11. We need to focus on setting up mentoring and collaboration based relationships for educators focused on data based instruction.
12. Build and strengthen community partnerships (business and schools) to provide internship opportunities and after HS pathways for students.
13. Increase opportunities for students to take college-credit courses and AP courses and increase opportunities for teachers to collaborate.
14. We need to better report student performance data to stakeholders, especially for 9th, 10th, and 12th graders that do not take the CAASPP.
15. Need for more consistent and persistent training/PD.
16. School orderliness and culture: Students need to get to and stay in class.
17. Students need more clean, well-monitored facilities to promote a sense of safety and focus on learning.
18. Continue to solidify common assessments and rubrics as well as data analysis to drive instruction.
19. Faculty and administration need to find additional opportunities for collaborative work with data to inform student learning.
20. Departments need to respond to data collected in common assessments
21. Academies need planning/collaboration time to rebuild or plan cross-curricular projects
22. We need more time to collaborate in order to give common assessments.

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23. We need to focus more on creating and using school wide common rubric based assessments
24. Streamline consistent CM implementation school-wide.
25. Increase number of students graduating with Seal of Biliteracy.
26. Parents and Students need to be more included in monitoring learning plans
27. Meetings and curriculum should be driven by current research.
28. All staff, departments, academies and CILC need to align curriculum to graduate profile, college career readiness indicators, and standards
29. Communication from administration to teachers could use improvement. Staff has indicated there is a need for more clear/transparent communication.
30. Increase Peak Hour attendance and perceived value to students..

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

**Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

After the Focus Groups completed drafting their sections, Focus Group leads presented their findings to the staff and specifically highlighted the Areas of Strength and Areas of Growth discovered by their respective groups. Following this presentation, the faculty and staff engaged in a small group activity to facilitate discussion, during which they worked together to further prioritize and group the Strengths and Areas of Need. Their ideas were collected and synthesized into the prioritized list at the end of Chapter 3. There is some clear and expected redundancy within the findings, especially in the areas of most pressing need.

In evaluating the strengths and growth areas that were identified through the five Focus Groups and illuminated through our analysis of our school profile and student performance data, a number of specific themes resonated through our discussions:

### **Communication and Engagement with all Stakeholders**

The need for MDHS to increase opportunities for authentic and meaningful two-way communication with our stakeholders was clear throughout the self-study process, and indeed, as we went along, we realized that our continued weaknesses on this front impacted our self-study process itself.

To our credit, over the last few years we have made some successful efforts to increase family outreach and participation, and have seen success especially in holding relevant high-interest events and student showcases such as Academy Night. In addition, our increased fluency with communication technologies and efforts to modernize our tool set have increased our ability to solicit feedback and communicate with parents directly. Meanwhile, the addition of a family liaison to the office staff has helped us tremendously increase our day-to-day interactions with our Spanish-speaking families.

But we clearly have much room to grow in involving our students and families with the larger decision-making processes of the school that define their educational experiences. As we continue to strive for an increased sense of ownership, school pride, and buy-in from our students and their families, it only makes sense that they should play a much greater role in driving the school's priorities and guiding us in a more collaborative, equitable, and inclusive process of school improvement that recognizes and builds on the collective strengths, values, and assets of our whole educational community.

Closely related to the need for increased engagement with students and families, some of the areas for growth identified by our Focus Groups fell into the theme of student affect and campus culture. Staff, families, and students all agree that safety and cleanliness are of great concern, and that a physically and psychologically secure campus with well-maintained facilities is critical to our ability to maintain a focused academic mindset.

As we work through behavioral issues such as dress code, tardies, class cutting, and restroom vandalism, we need to be mindful of the interplay between classroom expectations, academic engagement and support, socioemotional health, and two-way, respectful communication between administration, faculty, and families that is necessary for us to graduate healthy, happy, successful students. As we increase the involvement of families and students themselves in school decision-making processes and problem-solving as a community, perhaps we will find a greater appreciation and sense of mutual respect for the assets, resources, and needs of the whole school community, both on campus and in our neighborhoods.

### **Academic Supports and Access to Curriculum**

As reflected in our prior WASC goals and SPSA, MDHS has long recognized that high school success begins in and even before ninth grade, and a strong start will set our students up for success throughout their high school years. This will continue to be a priority. Yet as we emerge from the COVID-19 pandemic, many of the academic and behavioral struggles that we used to view as “freshman problems” are now percolating up into the sophomore year: both cohorts are new to campus after finishing middle school on-line. Meanwhile our population of Long-term English Learners continues to grow, and many students struggle with the basic numeracy and academic language skills needed to successfully access upper level curriculum.

The Focus Groups noted that we have many strengths in the ways we work to support students, including the small learning communities provided by the academy model; Peak Hours and other interventions; Constructing Meaning to build content understanding and academic literacy; and the movement toward equitable grading practices.

But the Focus Groups also noted inconsistencies in implementation that undermined the school-wide efficacy of these programs. In general, this recurring theme in the areas of growth identified seems to underline a need for increased fidelity of implementation and a more wide-spread commitment to the intervention programs we have already put in place, as well as a need to continue exploring additional research-based strategies for student support.

As we continue to work with these strategies, it is important for us to monitor their impact on specific student populations—Long-term English Learners and newcomers with learning gaps, African-American students, students with special needs—and we need to explore additional ways in which we can increase their opportunities for success from their transition into high school on through to graduation and onward.

### **Promotion of Academic Excellence and College and Career Readiness**

Given the diversity of our student body, it is sensible that they will achieve success in diverse ways. Our school reflects the strengths and needs of California itself in many ways, and the introduction of the College and Career Readiness Indicators at the state school dashboard is a welcome recognition of the sheer breadth of opportunities available to our students as they prepare for “college, career, and civic responsibility.”

One of MDHS’s greatest strengths is the multitude of ways that our students can develop and demonstrate their talents, and one of our greatest opportunities for improvement lies in a redoubled commitment to not only continue to support, promote, and improve on our AP and

Honors programs and outcomes, but to also tune up our CTE, elective, and work-based learning models, continue to work on our academic and career counseling strategies, and proactively help students explore the many other opportunities for achievement that are available—while continuing to increase student academic achievement as measured by traditional performance metrics as well.

### **Sustainable Data Processes and Practices**

An additional thread that stood out in the Areas of Need identified by many of the Focus Groups was a strong desire for training and guidance on more effective use of data to better inform our teaching practice and campus-wide initiatives. There is a strong desire to improve our practices with data, but there is also some clear frustration surrounding how exactly to go about it. Places where we have been making strides toward effective use of data were identified as strengths—the development of common assessments and the implementation of data-driven interventions such as Constructing Meaning, Peak Hours, and Math Hour: the continuous refinements to these practices as informed by data has been singled out as praiseworthy.

Many of the identified areas of need involve improvements to our use of data across the campus, and betray some ambivalence about the data-informed practices we have already committed to supporting in the past as part of our regular teaching practice. Given the tension between an apparent understanding that we need data to improve, and a reluctance or even anxiety about actively engaging with data, as an additional side initiative the administration and the Curriculum and Instruction Leadership Consortium (CILC) now plan to create a data coaching team. The task of this team will be to provide and present regular analysis and presentation of student performance data, propose regular calendaring of additional data work to be done within department and academy PLCs, and provide training, processes, and instruments to assist PLCs in their efforts to leverage data in the hopes of facilitating a more consistent and meaningful response to data and better inform the ongoing process of school-wide improvement.

Student need for academic and behavioral support has never been greater-- even before the COVID-19 pandemic struck. As we discuss how to bridge the gaps and better meet these acute and specific learner needs, our site as a whole needs to explore ways to develop an “institutional growth mindset” of strategic goal-setting campus wide, in both students and staff. While our faculty and staff bring many perspectives and may have different opinions about best practices and priorities, all are ultimately committed to improving the education and future prospects of all of our students.

But MDHS continues to experience a high rate of teacher turnover: a full 80% of the faculty and staff who were present for our last full WASC self-study have since left the school. While this is typical of many Title 1 schools, it complicates our efforts to maintain consistency across the school and from year to year. We must develop systems, tools, instruments, and policies that are universally adopted and prioritized across the school to help us collectively analyze, reflect on, and hone our schoolwide practices in a continuous cycle of improvement.

As we continue to develop our identity as a “WASC school” committed to the process of continued self-awareness and self-improvement, we continue to explore solutions to these

systemic challenges: ways to become more effective and responsive in our use of actual data to inform student learning and institutionalize these practices and tools in a way that honors the autonomy and unique character of each classroom; ways to leverage our guiding documents to help those best practices propagate within and across departments and academies, from one school year to the next, and within the school as an institutional organism; and ways to most effectively and efficiently acculturate new staff and teachers to our specific systems and learner needs. To this end, we must continue to develop sustainable institutional practices for teaching and collaboration that persist even as the face of the faculty inevitably continues to change.

## Major Student Learning Needs

Through the Focus Group process and informed by our school profile and analysis of dashboard data, and following from the topical threads explored above, we have identified the following Major Student Learner Needs that will inform our Schoolwide Action Plan moving forward:

- The administration, teaching staff, student leadership, and parent groups will work on a plan for **increased engagement with students and families** through improved two-way communication, extending our invitations to meetings and assistance to parents, and constructing more regular opportunities for authentic and meaningful input and feedback so that the process of school improvement is more inclusive.
- The administration and teaching staff will continue building **campus-wide academic language and numeracy supports and interventions** targeted toward increasing access to curriculum for long-term English Language Learners and increasing the academic performance of all students as measured through grades, departmental common assessments, and standardized test scores.
- Academic counselors, administration, and teaching staff will increase **promotion of our diverse opportunities for academic excellence and college and career readiness** for all students as measured by students meeting the College and Career Readiness Indicators (CCI).
- The administration, teaching staff, student leadership, and parent groups will work on a plan for improving the **onboarding and support of ninth graders**, including the transition process from feeder schools, identification and support of at-risk students, and increase socio-emotional supports, metacognitive development, and academic learning outcomes for all ninth graders as measured by grades, credits earned, and attendance metrics.

## Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

### Process Commentary

Historically, the MDHS WASC Schoolwide Action Plan has lived as an entity separate from the Single Plan for Student Achievement. Faculty interaction with the SPSA has in the past been minimal beyond the scope of those who volunteer to serve on the school's Site Council, and only during this WASC cycle have we institutionally become aware of a need for the two documents to reach a stronger concordance, or even for the two to merge into a single document. The goals outlined in these documents are already by nature very similar, but it is clear that we would benefit from a stronger, more intentional alignment between the WASC goals and priorities identified during the self-study process, and those stated in the SPSA and district LCAP.

During the initial drafting phase of our new Action Plan, we determined that we should structure the new Action Plan in a new format modeled after the Goals and Strategies section outlined in the school's extant SPSA. We hope that by aligning the structure of our WASC goals with the existing, recently updated SPSA goals, it will help us to streamline the process of integrating the two documents, with the overarching goal of increased clarity and accountability. We hope that this will in turn lead us toward a more unified vision and direction-- a "single plan"-- as well as provide increased visibility, transparency, and involvement of all stakeholders.

The WASC drafting calendar is currently out of phase with the SPSA review and approval process, and we will be working with the School Site Council and district management to reconcile the documents moving forward, which will be an ongoing process of synchronization spanning the spring of 2022 into the fall.

As we progressed through the drafting of the report, summary findings were presented monthly to the faculty, clerical staff, and Site Council, and we collected frequent recommendations and feedback to help calibrate these goals and to gauge agreement and buy-in on process as well as proposed initiatives, activities, and strategies.

While we have identified measurable ways to assess progress for the identified goals, including student achievement and schoolwide learner outcomes, some Measurable growth Targets may need to be adjusted pending the identification of appropriate baseline data and agreement on realistic targets from all stakeholders.

The Schoolwide Action Plan thus comprises some carry-over items from the previous Action Plan,



strategies and activities articulated in the current Single Plan for Student Achievement as approved by the staff, student, and family stakeholders of Site Council and the district, and some new activities and goals contributed by staff, academy, and department home groups with the newly articulated Major Student Learning Needs in mind.

Many non-actionable SPSA goals associated primarily with funding of supplementary programs are not yet included. This Schoolwide Action Plan is a living working document: while a snapshot is included within the text of this study, a link to [the living document is available here](#) and also linked from the Appendix.

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## Schoolwide Action Plan

### Goal #1: Increase Two-Way Communication and Stakeholder Engagement

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#### Major Student Learning Need:

The administration, teaching staff, student leadership, and parent groups will work on a plan for increased engagement with students and families through improved two-way communication, extending our invitations to meetings and assistance to parents, and constructing more regular opportunities for authentic and meaningful input and feedback so that the process of school improvement is more inclusive.

#### Aligned LCAP Goal:

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

#### Aligned SPSA Goal:

All students, parents, guardians, and staff are engaged and feel valued and included in the MDHS community.

#### Measurable Growth Targets:

*Increase attendance at Tite 1 Night, Academy Night, Bay Point BBQ: 5% per year over two years*

*Achieve 70% total response rate from family, students, and staff on Healthy Kids Survey within two years*

*Administer staff, student, family surveys each semester from Spring 2022 onward: achieve 70% response rate within two years*

*Train 90% of teachers and staff in use of ParentSquare by fall 2022*

*Increase frequency of outgoing ParentSquare communications by administration 10% per year over three years*

*Increase # of faculty and family using ParentSquare for two-way messaging by 20% per year over three years*

*Increase # of teachers updating Aeries/using Google Classroom at least biweekly by 20% within two years.*

*Increase “Coffee with the Principal” engagements by 10% annually over three years (baseline: 6 monthly attendees 2021-22)*

*Increase attendance at ELAC by 10% annually over three years (baseline: 7 monthly attendees 2021-22)*

## Goal #1 Strategies and Activities:

<b><i>Student populations served</i></b>	<b><i>Task Owner and Involved Parties</i></b>	<b><i>Strategy or Activity Description. Include proposed expenditures, needed resources, implementation schedule</i></b>	<b><i>Measurable Outcomes and Evaluation Cycle</i></b>
All Students	Administration, Site Council	Promote increased engagement with Healthy Kids annual survey from students, families, and staff.  2021-22 onward.	Increased participation in HealthyKids survey: statistics collected annually. Improved impressions of two-way communication and feedback mechanisms as measured via internal parent and student surveys administered semesterly.
All students	Administration, Site Council	Site Council, ELAC to explore ways to solicit ideas for improvements to two-way communications and foster additional community engagement from families and other community stakeholders.  Spring 2022- Fall 2022.	Survey data, increased participation in parent feedback channels and parent groups. Improved impressions of two-way communication and feedback mechanisms, stakeholder input as measured via Parent and student surveys administered semesterly.
All Students	Administration	Increase outgoing communication by posting regularly scheduled school bulletins (weekly or biweekly) to families via ParentSquare to update families on school events, upcoming opportunities, student achievements, and other news of note. Link from school website and Twitter.  Spring 2022 onward.	Increased ParentSquare usage, metrics collected and analyzed quarterly. Improved impressions of two-way communication and feedback mechanisms as measured via Parent and student surveys administered semesterly.
All students	Individual teachers, administration	Increase the number and frequency of teachers using mass communication software (ParentSquare/Remind/etc.) to notify parents and students of important classroom activities. Ensure that parents' information is updated to receive the communication.  Spring 2022 onward. Provide in-house ParentSquare training for teachers, follow up with annual staff professional development offering for new teachers and staff.  Spring 2022, annual PD at beginning of year for new teachers & review.	Increased ParentSquare usage data by teachers, measured quarterly.. Improved impressions of two-way communication and feedback mechanisms as measured via Parent and student surveys administered semesterly.

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Students, families, and business community members	Academy leads, teachers, and academic/CCC counselors	Send a monthly or quarterly academy newsletter to families, feeders, and business community updating them on events, activities and opportunities, student successes and projects, other information related to academy and business sectors - link via MDHS & MDBEA twitter.  Fall 2022 onward.	Reader survey feedback; readership metrics collected annually. Increase in number of business partners reported to CDE in CPA reports annually. Improved impressions of two-way communication and feedback mechanisms as measured via Parent and student surveys administered semesterly.
Families and students	Counseling & administration/office staff	Parent Workshops, add annual orientation to teach parents how to use ParentSquare, Aeries, and Google Classroom to monitor student progress and communicate w/ teachers.  Fall 2022 onward.	ParentSquare usage metrics collected and analyzed quarterly. Improved impressions of two-way communication and feedback mechanisms as measured via Parent and student surveys.
All students	Administration, CILC, Site Council	Solicit feedback from students and families on a regular basis (beginning, middle, end of year) via survey to evaluate satisfaction with site-specific services being provided and collect suggestions for improvement. Include both quantitative and open-ended responses.  Spring 2022 onward.	Improved impressions of two-way communication and feedback mechanisms as measured via Parent and student surveys administered semesterly.
All students	Administration, faculty	Continue promoting parent nights and other “open house” style opportunities for direct family engagement - Including Title I night, Academy Night, and parent information nights  Spring 2022 onward.	Consistent or increased participation at events and annual growth in attendance.
All Students	Administration	Continued and increased promotions of Coffee with the Principal - Parent and community engagement.  Spring 2022 onward.	Increased Coffee with the Principal attendance numbers, statistics collected monthly, reported and analyzed annually. Improved impressions of two-way communication and feedback mechanisms as measured via Parent surveys administered semesterly.
All Students Low income students, English learners, Foster youth	Administration and office staff	Continued funding of parent liaison (Community School Coordinator) CSC will work with parents and families to encourage participation in MDHS events and activities. CSC will work closely with the attendance secretary to call home if a student has missed three consecutive days of school. Title I (3070) (from SPSA).  Continuous.	Continued high CSC usage. Consistent or improved attendance-home contact statistics evaluated semesterly.

## Goal #2: Enhance Academic Interventions and Supports

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### Major Student Learning Need:

The administration and teaching staff will continue building campus-wide academic language and numeracy supports and interventions targeted toward increasing access to curriculum for long-term English Language Learners and increasing the academic performance of all students as measured through grades, departmental common assessments, and standardized test scores.

### Aligned LCAP Goals:

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

### Aligned SPSA Goal:

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepares them for college, career, and civic responsibility.

### Measurable Growth Targets *(ways to assess progress inc. student achievement, standards, graduate profile):*

*Increase student attendance at after school tutoring (CARES, academy-specific) by 5% year over year for four years*

*Increase # of teachers using CM strategies with fidelity/regularity: measured via walkthrough and self-reporting by 10% each year for three years*

*Increase % of all students performing at or above proficiency on ELA CAASPP 5% in two years*

*Increase % of all students performing at or above proficiency on Math CAASPP 8% in two years*

*Decrease % of AA, FY/H, LTEL students performing far below proficiency on ELA CAASPP 10% in three years*

*Decrease % of AA, FY/H, LTEL students performing far below proficiency on Math CAASPP 12% in three years*

*Increase # of ELL/LTEL students reclassifying annually by 7% over three years*

*Decrease student attrition to Continuation programs by 10% over three years*

*Student performance on departmental common assessments: goals by department*

## Goal #2 Strategies and Activities:

<b><i>Student populations served</i></b>	<b><i>Task Owner and Involved Parties</i></b>	<b><i>Strategy or Activity Description. Include proposed expenditures, needed resources, implementation schedule</i></b>	<b><i>Measurable Outcomes and Evaluation Cycle</i></b>
All Students	Academy teachers and student leadership	All academies to provide students with after school tutoring opportunities to augment Peak Hours and CARES after school programming: free tutoring by various teachers that targets the students in their academies. Study bus passes given.  Spring 2022 onward.	Increase in tutoring attendance data, analyze quarterly. Improved student grades and completed assignments: evaluate for correlation with tutoring attendance.
All Students in CPA/CTE academies	CTE and math academy teachers	Collaborate to provide additional cross-curricular projects specifically integrating mathematics to provide additional relevance and opportunity to apply math concepts.  Explore 2022-23 school year, execute by 2023 fall..	Increased math grades and CAASPP results: analyze for correlation.
All students Long-term English Language Learners ELL Students	CTE, VAPA, Electives teachers	Identify additional opportunities for structured student talk and opportunities for written response within elective content areas per Constructing Meaning. Provide targeted PD and collaboration time for CM lesson planning.  PD during 2022-23 school year.	Increased frequency of teacher use of Constructing Meaning instructional strategies measured via walk-throughs and self-reporting: evaluate annually.
Long-term English Language Learners	English department course-alike teachers	Explore the development of Peak Hour targeted intervention (similar to the Math department) for students selected via English grades, ELPAC, iReady performance data; Peak Hour book clubs to increase engagement and success with ELA curriculum.  2022-23 school year onward.	Increased outcomes for students as measured by student ELA grades analyzed quarterly; ELPAC scores and iReady test scores.
All Students	Grade level faculty teams	Departments to explore adopting specific common CM strategies across grade level teams so students encounter the same skills over and over again. (For example: Says, Means, Matters; similar SST routines).	Increased consistency and frequency of teacher use of Constructing Meaning instructional strategies measured via walk-throughs and self-reporting: evaluate annually.

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		2022-23 school year onward.	
All students Long-term English Language Learners ELL Students	All Teachers, New teachers	Continue to provide Constructing Meaning professional development including release time, CM materials and refresh of current CM kits.  Fall 2022.	Increased consistency and frequency of teacher use of Constructing Meaning instructional strategies measured via walk-throughs and self-reporting: evaluate annually.
All Students	Administration and Teaching staff, CILC	Support teachers with professional development about collection and analysis of data in their departments and academy professional learning communities. Fund substitute teachers, materials and supplies, PD, other training resources.  Planning spring-fall 2022, implementation 2022-23 onward.	Increased frequency of PLC data analysis and successful RTI practices reflected in minutes, improved response to Common Assessment, benchmark, and standardized test data reflected in improved student grades and credits earned, CAASPP scores.
At-Risk Students	Administration, registrar, academic counselors	Collect metrics on students leaving to alternative education programs such as Olympic, Alliance, etc. to allow for attrition analysis and response to identified trends. Collect data by semester and year over year. Root cause and strategize additional early interventions based on identified patterns.  2022 spring and onward pending registrar hire.	Reduced attrition of students to continuation schools and increased efficacy of in-house credit recovery

### Goal #3: Promote College and Career Readiness through Academic Achievement

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#### Major Student Learning Need:

Academic counselors, administration, and teaching staff will increase promotion of our diverse opportunities for academic excellence and college and career readiness for all students as measured by students meeting the College and Career Readiness Indicators (CCI).

#### Aligned LCAP Goals:

- All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.
- High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

#### Aligned SPSA Goal:

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepares them for college, career, and civic responsibility.

#### Measurable Growth Targets: *(ways to assess progress inc. student achievement, standards, graduate profile)*

*Increase % of all students performing at or above proficiency on ELA CAASPP 5% in two years*

*Increase % of all students performing at or above proficiency on Math CAASPP 8% in two years*

*Increase % of students completing a-g by 6% over three years*

*Increase % of students completing CTE pathways by 6% over three years*

*Increase % of students earning articulated, dual-enrollment, college credit by 4% over three years*

*Increase % of juniors and seniors enrolled in advanced coursework (AP/Honors) 3% over two years*

*Increase % of students earning Seal of Biliteracy by 4% each year for three years*

*Increase % of seniors applying to 4-year colleges/universities by 2% each year for three years*

*Increase % of students graduating with WBL CCI by 2% each year for three years*

*90% of freshman to develop Naviance individualized learning plans each year 2022-23 onward*



## Goal #3 Strategies and Activities:

<b><i>Student populations served</i></b>	<b><i>Task Owner and Involved Parties</i></b>	<b><i>Strategy or Activity Description. Include proposed expenditures, needed resources, implementation schedule</i></b>	<b><i>Measurable Outcomes and Evaluation Cycle</i></b>
All Students in CPA/CTE academies	CTE Department, MDBEA, WBL coordinators and counselors	Promote value of CTE pathway completion and articulation credit via flyers, promotional videos, classroom presentations and information to parents.  Explore and plan Fall 2022, implement Spring 2023 (prior to eighth grade visits and course cards) and onward.	Increased student completion of CTE pathways and earning of articulated credits measured annually.
All Students in CPA/CTE academies	CTE Department, MDBEA, WBL coordinators and counselors	Work with business community partners to rebuild internships, job shadowing, summer employment opportunities for all pathways.  2022-23 and onward, coordinate with MDBEA.	Increase in number of students participating in internships and other WBL opportunities, measured annually
All Students and families	Counseling staff and administration	Explore opportunities for advertisement and promotion of CCI (college and career readiness indicators) across campus: more info to teachers, students, and families.  Explore & plan fall 2022, implement spring 2023 and onward.	Student self-assessment and survey response indicating increased awareness and annual achievement on CCI via CA Dashboard.
Juniors and Seniors	11th-12th grade English department teachers, CCC, Academic Counselors	Teachers provide additional supports to students working on college admissions essays and applications: develop and promote essay writing workshop during Peak Hours prior to application deadlines.  Fall 2022 and onward.	Increase in number of student applicants Increase in number of students accepted to colleges to be measured annually.
Students and Families	Academic departments, Academic counselors	Explore opportunities to promote special programs, upper level courses, and electives: increase students and family awareness of academic opportunities via pamphlets, informational sessions, and social media.  Explore and develop Fall 2022, roll out Spring 2022 prior to course cards and onward.	Increased enrollment in upper level electives, maths, and sciences measured annually.

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All students	Science department, administration, academic counselors	Work with the Master Scheduling process and science department to increase the number of AP science classes, starting with AP Chemistry. (while maintaining AP Biology) and consider offering AP Environmental Science.  Scheduling in Spring 2022 for 2022-23 school year and onward.	Increase in AP enrollment numbers; increased number of students passing AP classes and increased number of students earning AP credit.
Students and Families	Administration, math, science, and English teachers. Peak Hours presentation team.	Increase communications with parents and students about upcoming CAASPP tests dates, when scores will be released and what the scores mean for their student.  Spring 2022 and onward.	Increase in CAASPP scores to be analyzed and disaggregated annually.
All Students	Academic counselors, classroom teachers	Reestablish development of universal individualized learning plans for all students via Naviance starting in ninth grade, to be revisited semiannually.  Spring 2022 and onward.	Maximize number of students with individualized learning plans measured by Naviance metrics collected annually; increased student awareness of Naviance and its utility measured via student surveys annually.
All students, Special Education students, ELL students.	Teachers, academics, counselors, special education teachers and staff.	Increase frequency and relevance of field trips to colleges, career pathway work sites, etc. Explore ways to expand WBL and career exploration opportunities for World Academy students and students in full-time special education programs.  Pending COVID-19. Explore fall 2022 and onward.	Increased number of students graduating with WBL CCI indicators disaggregated by special populations, to be assessed annually
All Students	AP, Honors, & Electives Teachers, Academic Counselors	Increase use of promotional materials to recruit students into upper level courses and promote Seal of Biliteracy, etc.  Explore and implement 2022-23, 2023-24.	Increased number of students achieving CCI via Seal of Biliteracy, Leadership, Military programs, to be assessed annually; Increase in AP enrollment numbers; Increased number of students passing AP classes; Increased number of students earning AP credit
All Students	Peak Hours teachers, 11th grade teachers, Peak Hours presentation team.	Increase student awareness of the importance of the CAASPP test as CCI, placement exam for college system, etc. Provide information explaining the value of strong performance.  Spring 2022 onward.	Increased student awareness of CAASPP with the importance assessed by student survey; increased number of students achieving CCI via CAASPP; increased CAASPP scored disaggregated by special populations and increased student college placement test scores.
All students	Math and Peak Hours teachers,	Continue refinement of Math Hour and Peak Hours strategic interventions to improve 11th grade math performance.	Increased student performance on standardized tests and common assessments following

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	administration	Spring 2022, assess and adjust fall 2022. Plan fall PH rostering based on spring results and feeder school data.	interventions. Evaluate grade data disaggregated for students receiving targeted intervention, measured quarterly.
All CPA students	CPA teachers, CTE teachers, ninth grade teachers, academy leads	Rebuild cross-curricular PBL model per CPA charter to provide at least one PBL project per semester at each grade level.  Plan summer 2022, partial implementation 2022-23, full implementation 2023-24 and onward. Evaluate and recalibrate projects annually.	Increased opportunities for students to engage in PBL curriculum reflected in annual CPA reports

## Goal #4: Increase Support and Success of Ninth Graders

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### Major Student Learning Need:

The administration, teaching staff, student leadership, and parent groups will work on a plan for improving the onboarding and transition of ninth graders from feeder schools, identification and support of at-risk students, and increase socio-emotional supports and academic learning outcomes for all ninth graders as measured by grades, credits earned, and attendance metrics.

### Aligned LCAP Goals:

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

### Aligned SPSA Goal:

Increase the number of ninth grade students who have earned 60 credits at the end of their freshman year, especially those in applicable pupil subgroups (African American, Emerging Bilinguals, Foster Youth, and Students Experiencing Homelessness). Increase the number of ninth grade students who have perfect attendance. *(was previously: The number of ninth grade students who have earned sixty credits at the end of their freshman year will increase. The number of ninth grade students who have perfect attendance will increase.)*

### Measurable Growth Targets: *(ways to assess progress inc. student achievement, standards, graduate profile)*

*Increase % of freshmen earning 60+ credits over year by 3% each year for three years (2021-22 onward)*

*Increase % of freshmen earning 30+ credits semester 1 by 5% each year for three years (2022-23 onward)*

*Increase % of AA, ELL, FY/H freshmen earning 60+ credits over year by 4% each year for three years (2021-22 onward)*

*Increase % of AA, ELL, FY/H freshmen earning 30+ credits semester 1 by 6% each year for three years (2022-23 onward)*

*Decrease % of freshmen earning 1+ D/F by 3% per semester over two years (2022-23 onward)*

*Decrease % of AA, ELL, FY/H freshmen earning 1+ D/F by 5% per semester over two years (2022-23 onward)*

*Increase average freshman daily attendance numbers by 2.5% over three years*

*Increase % of freshman earning perfect attendance by 2% over two years*

**Goal #4 Strategies and Activities:**

<b><i>Student populations served</i></b>	<b><i>Task Owner and Involved Parties</i></b>	<b><i>Strategy or Activity Description. Include proposed expenditures, needed resources, implementation schedule</i></b>	<b><i>Measurable Outcomes and Evaluation Cycle</i></b>
Eighth and Ninth Grade Students	CTE teachers and Academic Counselors, CCC counselors	Engage with feeder patterns to increase presence at feeder schools with informational presentations and recruitment events - explore collaboration opportunities with CTE classes in 7th and 8th grade.  Spring 2023 onward.	Increased student awareness of CTE opportunities and sense of academy community measured via student survey results biannually. Qualitative feedback from parents and feeder schools to evaluate success of recruitment effects.
Ninth Grade Students	Ninth grade teachers, elective and CTE departments	Increase CTE and career awareness activities during ninth grade year to prepare students for CPA 10th to 12th grade experiences and increase ninth grade engagement and sense of academy community.  Explore 2022-23.	Increased student awareness of CTE opportunities and sense of academy community measured via student survey results, biannually.
Incoming ninth graders from feeder pattern	Math department, administration, registrar.	Work with feeder schools to identify at-risk students to provide early math remediation through Algebra 1A identification and placement. Explore semester two grades overriding semester one grades.  Connect Spring 2022, implement 2022-23 and onward.	Increased success in freshman algebra correlating with correct placement and intervention opportunities, measured by semester grades, increased performance on common assessments and district benchmarks.
Ninth Grade Students	Administration, Link Crew Faculty, and Upperclassmen in Link Crew class	Reestablish Link Crew, train new Link Crew Advisors, and provide materials and supplies. Juniors and seniors mentor freshmen students. Teach older students leadership skills, organize activities, presentation skills, and improve outreach to freshmen classes.  Explore in master scheduling spring 2022, implementation TBD 2022-23 or 2023-24 pending teacher placement.	Increased engagement and sense of community among freshmen measured bi-annually via survey results.
Incoming ninth graders	CTE and VAPA departments	Develop school service projects and interactive installations that inform incoming students and ninth graders about credits,	Increased ninth grade student awareness of graduation requirements, grades, and CTE

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		<p>grades, campus, graduation requirements, career pathways etc, in engaging ways.</p> <p>2022-23 and onward.</p>	<p>pathways as measured via bi-annual student surveys.</p>
Ninth Grade Students	Ninth grade teachers and administration	<p>Fund and provide extra time for ninth grade teachers with shared cohorts to plan instruction and develop student success and intervention strategies: continue exploration of equitable grading practices. Funding of substitutes/extra pay, materials and supplies funding via Title I (3070).</p> <p>Continuous.</p>	<p>Improved grades, performance on common assessments, and credits earned by semester</p>
Ninth Grade Students	Academy ninth grade teachers, counselors, administration	<p>Provide extra academic support and after-school tutoring to ninth graders: funding via Title I (3070) (CPA cannot fund ninth grade activities).</p> <p>2021-2022 and onward</p>	<p>Increase in tutoring attendance measured by logged attendance data. improved grades, performance on common assessments, credits earned by semester, and evaluate correlation with tutoring participation.</p>
Ninth Grade Students	Academy ninth grade teachers and Counselors	<p>Provide additional field trip opportunities to motivate and build community: funding source Title I (3070).</p> <p>Pending COVID-19 spring 2022 and onward.</p>	
Incoming ninth graders	PBIS team, ninth grade teachers and counselors, administration and clerical staff, Link Crew	<p>Explore development of transitional “boot camp” programs for students coming from feeder schools to help ease adjustment to high school, familiarize students with campus and expectations, build community, and provide opportunity to engage with incoming students and set the tone.</p> <p>Expand freshman orientation to allow more personalized orientation of families and students. Opportunity to proactively interact with parents.</p> <p>Explore 2022-23. Implement summer-fall 2023-2024 pending research.</p>	<p>Improved first semester grades, attendance, and credits earned. Increased ninth grade sense of community and belonging as measured via student and family surveys in semester 1.</p>

## Appendices

- [Local Control and Accountability Plan \(LCAP\)](#)
- [Results of student questionnaire/interviews](#)
- [Results of parent/community questionnaires/interviews](#)
- [California Healthy Kids Survey 2019-2020](#) , [2017-2018](#) , [2018-2019](#)
- [MDHS Spring 2021-22 Master Schedule](#)
- [Approved AP Course List](#) (highlighted courses are AP/Honors)
- [UC a–g approved course list](#)
- [California School Dashboard performance indicators](#)
- [School accountability report card \(SARC\) Overview](#) [Full Report](#)
- [Graduation requirements](#)
- [Budgetary information, including school budget](#) see pg 57 SPSA
- [Schoolwide Action Plan: Working Document](#)
- [Previous WASC Self Study and Mid-Term Reports](#)
- MDHS [Single Plan for Student Achievement](#) (SPSA)
- [2021-22 MDHS Course Catalog](#)
- CCEE MDUSD Systemic Instructional Review (SIR) 2020-2021 [Full Document](#)
- CCEE MDUSD Systemic Instructional Review (SIR) 2020-2021 [Executive Summary](#)
- [CAASPP Detailed Results for MDHS](#)
- [2021-22 MDHS WASC Focus Groups](#)