



# **Mt. Diablo High School**

## **PROBATIONARY PROGRESS REPORT**

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

**Mt. Diablo Unified School District**

Accrediting Commission for Schools  
Western Association of Schools and Colleges

February 4th, 2024

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# I: School Description

Mt. Diablo High School (MDHS) is one of five comprehensive high schools in the Mt. Diablo Unified School District (MDUSD). The school was established in 1901. The school is located in Concord, however only 38% of students actually live in Concord. The majority of the students, 60%, reside in the Pittsburg/Bay Point area. The other 2% of students attend on transfers and are from other nearby cities. Bay Point is located to the northwest of MDHS. Students from the Bay Point community are typically bussed into Concord to attend the high school. Based on the [performing and visual arts strategic plan released by MDUSD for 2023-2028](#), MDHS is “the high school with the lowest income demographic in the district. Students at MDHS, as well as at some of the elementary and middle schools in its feeder pattern, have some of the lowest levels of access to arts education, particularly in the area of performing arts.”

The community that MDHS serves is primarily Latinx. Typically around 70% of the student population identifies as Latinx. This number fluctuates a bit from year to year, but is fairly consistently around this percentage. The largest and most active community parent organization is the ELAC, is a support group for our English language learner community led by administrator Suleyma Moss. Through ELAC, Spanish-speaking parents are provided an opportunity to participate in the school planning process and help address the unique challenges faced by students who are English Language Learners and their families.

One of the main programs that is funded by the district is CARES. This program primarily provides after school tutoring, study hall, credit recovery, and recreational and enrichment activities for children and their families after traditional school hours. CARES comprises the following programs:

- After-school tutoring and study hall in English and Spanish
- Food Pantry and after-school snack program
- Cheerleading
- Credit recovery (APEX)
- Femineers (Womens’ Engineering Program)
- Flag squad
- Gardening club
- Robotics
- Traffic safety and driver education
- Ballet folklorico

One non-profit program that supports MDHS is the Mount Diablo Education Foundation (<https://www.mdedf.org/>). This organization partners with a number of the aforementioned after school clubs to help make sure that they have the resources required to continue functioning.

MDHS has traditionally provided a very robust Career Technology education program in addition to our college prep course offerings: while we are transitioning away from the CPA model, we are committed to sustaining the CTE programs on campus. Many of these CTE programs maintain strong community partnerships including: John Muir Health, where students experience virtual and in-person internships, job shadowing, and volunteer opportunities; Business partner East Bay CPR, which allows

students the opportunity to receive certification of completion in CPR and first-aid courses; and others. The CTE departments work with work based learning coordinators to help connect with other business partners in the local community. Each quarter the Mount Diablo Business Education Alliance (MDBEA) gathers with these business partners as the advisory committee to the CTE departments at the school.

## WASC Accreditation History

- Self-Study, March 14-16, 2022, Probationary Accreditation Status with an In-depth Progress Report and Two-Day Visit in Two Years
- Mid-Cycle Report with 2-Day Visit, March 26-27, 2018, Confirm to Full
- Probationary Visit, March 20-21, 2017, 4 w/Two-day Review
- Self-Study, April 20-22, 2015, 2 year Probation
- 3-Year Term Revisit (Historical), February 27-28, 2012, 3 years
- Self-Study, February 23-25, 2009, 3 years
- Revisit (Historical), April 5, 2006, 2 years
- 3-Year Term Revisit (Historical), April 25-26, 2005, 1 Year
- Self-Study, April 15-17, 2002, 3 years
- Self-Study, April 22, 1996, 6 w/Review
- Self-Study, April 23, 1990, 6 w/Review
- Self-Study, June 1, 1984, 10 years/District
- Self-Study, June 1, 1970, 5 years
- Self-Study, June 1, 1964, 5 years
- Self-Study, June 1, 1958, 5 years

## LCAP Goals

- **Goal 1:** 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.
- **Goal 2:** High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.
- **Goal 3:** Parents, family, and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning and achievement.
- **Goal 4:** Focus scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.

A public hearing was held on June 14 , 2023 to solicit public comment and the document was approved by the Board of Education on June 28, 2023.

All the LCAP goals align strongly with the goals of MDHS. As of the 2022-23 and 2023-24 school years, the SPSA is closely aligned to our district LCAP goals.

## Programs

### ***CTE Pathways***

- **Biotech** - Students conduct research and read and analyze scientific literature. Lab topics include extraction and analysis of DNA, electrophoresis, bacteriological techniques, culturing

- strains of bacteria, determining and making solutions, and cloning and sequencing.
- Culinary Arts - Students polish their culinary abilities, run the restaurant Serendipity, cater events on and off campus, create menu items and potentially earn scholarships \$
- Engineering - Students learn a set of core engineering and fundamental design principles in classes that work with mechanical, electrical, and civil engineering.
- Multimedia - Students will learn photography, digital drawing, graphic design, advanced photo, video production, video editing, and advanced video animation.
- Patient Care - Students learn medical technology and emergency medical response techniques.
- Software & Systems Development Pathway - Students learn HTML, CSS, JavaScript, and Python as well as use function libraries to create websites, games, applications, and controls electronic sensors and mechanical robotics.

## Illuminate

Illuminate was first adopted by the school district in the 2020-2021 school year. Illuminate provides a streamlined solution that helps educators to accurately assess learning, identify needs, align whole child supports, and drive school improvement in order to equitably accelerate growth for every learner. Illuminate is used for an assessment platform for both math and English. The district also uses Illuminate for assessing the status of the students socio-emotional learning and education. Teachers are also able to use Illuminate for their own assessments. Finally, administrators can use Illuminate as a tool to view data, including the students CAASPP scores.

## English Learners

At the start of the 2023-2024 school year, the school departed from the wall-to-wall academy model; however, the World Academy still exists as a small cohorted group. For more information on the transition away from the wall-to-wall academy model, see the section on [Removal of CPA Academies](#). The World Academy is how MDHS structures the sheltered English, math, and social science classes, providing 14 sections of sheltered content delivery. 16 ELD classes are also included in the structure of the World Academy. The World Academy is led by vice principal Suleyma Moss.

## Low Income

MDHS is a Title 1 school and has a significant percentage of students that qualify for free and reduced lunch. This number was 69.7% on the CA Dashboard for the 2023 year. Furthermore, a lot of the students that do qualify for free or reduced lunch live in Bay Point, which is a community that requires the students to be bussed in, since it is one town to the north and there is no infrastructure that makes it possible to get from Bay Point to MDHS other than by automobile.

## Special Education

The special education department is run by vice principal Josie Kirkland and the department chairs are Julius Cross and Mel Miner. There are a total of four special day class (SDC) teachers in the subjects of English, math, and social sciences as well as a teacher for the students with more moderate/severe learning differences. There are seven resource teachers who teach Academic Success classes and also push into a number of classes where their services are needed most. There are also eleven special education assistants (SEAs) working on the campus.

## MDUSD Graduate Profile

- **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.

## Healthy Kids Survey

In 2019-2020, the response rate of the California Healthy Kids Survey was very low with only a total of 21 students total taking the survey, 6 freshman and 15 juniors. The main reason attributed to this is because of the pandemic that was starting during the end of the school year when the survey would typically be given. In the 2018-2019 school year a total of 131 students took the survey, 60 freshmen and 71 juniors. In the 2021-2022 survey a total of 374 students took the survey, 219 freshman and 155 sophomores. One of the biggest reasons that we can attribute to this, is that during this year, the Healthy Kids Survey was promoted during November of 2021 in the Peak Hours advisory period. This was immediately following the entire school body returning to in person school. This instruction was additionally sent out to the parents and students via ParentSquare. These reasons likely contribute to the response rate for the survey being higher than it had typically been when conducted in the past. This was a response rate of 58% for freshmen and 40% for sophomores. While this still fell short of the goal of achieving a 70% response rate for the survey, it was markedly higher than previous response rates.

Two metrics that stand out the most from the data is the perception of school safety being relatively low and the state of the facilities upkeep. Both of these items were areas of concern based on the report of the VC during the last self study. Note that this survey was administered before the actual visit by the VC but the result data was not made available until after the report was drafted.

Many other areas fall into a 40-60% response rate. Given the lack of historical data with the survey, it is hard to draw conclusions from these areas. One area that particularly stands out is that only 15% and 17% for freshman and sophomores respectively felt like school was worthless and a waste of time, despite the fact that around half the students did admit that they found school to be really boring. The other metric that stands out related to this is that a large percentage of students felt like there was very little meaningful participation in school. Another area that needs to be considered from this report is related to the mental health of the students. Given that this was immediately following the pandemic, it was to be expected that the mental health of the students was in a dire place. This is confirmed in the

survey, with a third of the students indicating that they have been experiencing significant mental distress.

Students were administered the survey again in the fall of 2023; however, results are not yet available and thus we cannot report on recent improvements or new challenges that we anticipate will be reflected there.

**Key Indicators of School Climate**

|  | Grade 9<br>% | Grade 11<br>% | Table |
|--|--------------|---------------|-------|
| <b>School Engagement and Supports</b>                        |              |               |       |
| School connectedness <sup>†#</sup> ( <i>In-School Only</i> ) | 37           | 43            | A6.4  |
| School connectedness <sup>†ψ</sup> ( <i>Remote Only</i> )    |              |               | A6.4  |
| Academic motivation <sup>†</sup>                             | 55           | 62            | A6.4  |
| School is really boring <sup>±</sup>                         | 53           | 53            | A6.11 |
| School is worthless and a waste of time <sup>±</sup>         | 17           | 15            | A6.11 |
| Monthly Absences (3 or more)                                 | 24           | 16            | A6.2  |
| Maintaining focus on schoolwork <sup>†</sup>                 | 22           | 21            | A6.10 |
| Caring adult relationships <sup>‡</sup>                      | 44           | 51            | A6.4  |
| High expectations-adults in school <sup>‡</sup>              | 61           | 69            | A6.4  |
| Meaningful participation <sup>‡</sup>                        | 15           | 24            | A6.4  |
| Facilities upkeep <sup>†ϕ</sup>                              | 8            | 9             | A6.14 |
| Promotion of parental involvement in school <sup>†</sup>     | 31           | 33            | A6.4  |
| <b>School Safety and Cyberbullying</b>                       |              |               |       |
| School perceived as very safe or safe <sup>ϕ</sup>           | 33           | 35            | A8.1  |
| Experienced any harassment or bullying <sup>§</sup>          | 23           | 21            | A8.2  |
| Had mean rumors or lies spread about you <sup>§</sup>        | 19           | 22            | A8.3  |
| Been afraid of being beaten up <sup>§ϕ</sup>                 | 13           | 13            | A8.3  |
| Been in a physical fight <sup>§ϕ</sup>                       | 11           | 5             | A8.4  |
| Seen a weapon on campus <sup>§ϕ</sup>                        | 16           | 10            | A8.6  |
| Cyberbullying <sup>§</sup>                                   | 17           | 17            | A8.3  |

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree.”

<sup>#</sup>The scale was based on five survey questions for in-school respondents.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 6 or higher.

<sup>ϕ</sup>In-school only.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

Figure 1: California Healthy Kids Survey 2021-2022 Summary - Part 1

**Key Indicators of Substance Use, Remote Learning, and Student Well-Being**

|  | Grade 9<br>% | Grade 11<br>% | Table |
|--|--------------|---------------|-------|
| <b>Substance Use</b>   |              |               |       |
| Current alcohol or drug use <sup>¶</sup>                     | 10           | 7             | A9.5  |
| Current marijuana use <sup>¶</sup>                           | 4            | 4             | A9.5  |
| Current binge drinking <sup>¶</sup>                          | 1            | 3             | A9.5  |
| Very drunk or “high” 7 or more times, ever                   | 2            | 4             | A9.7  |
| Been drunk or “high” on drugs at school, ever                | 4            | 0             | A9.9  |
| Current cigarette smoking <sup>¶</sup>                       | 0            | 2             | A10.4 |
| Current vaping <sup>¶</sup>                                  | 6            | 4             | A10.4 |
| Current tobacco vaping <sup>¶</sup>                          | 3            | 2             | A10.5 |
| Current marijuana vaping <sup>¶</sup>                        | 3            | 2             | A10.5 |
| <b>Routines</b>  |              |               |       |
| Eating of breakfast <sup>  </sup>                            | 48           | 52            | A4.1  |
| Bedtime (at 12 am or later)                                  | 24           | 25            | A4.2  |
| <b>Learning from Home</b>                                    |              |               |       |
| Average days worked on schoolwork ( $\geq 5$ ) <sup>¶¶</sup> |              |               | A5.1  |
| Synchronous instruction (4 days or more) <sup>¶¶</sup>       |              |               | A5.1  |
| Interest in schoolwork done from home <sup>§</sup>           |              |               | A5.3  |
| Meaningful opportunities <sup>‡§</sup>                       |              |               | A5.2  |
| <b>Social and Emotional Health</b>                           |              |               |       |
| Social emotional distress <sup>‡</sup>                       | 32           | 34            | A7.5  |
| Experienced chronic sadness/hopelessness <sup>§</sup>        | 37           | 43            | A7.1  |
| Considered suicide <sup>§</sup>                              | 11           | 20            | A7.2  |
| Optimism <sup>‡</sup>  | 36           | 37            | A7.3  |
| Life satisfaction <sup>‡</sup>                               | 54           | 56            | A7.4  |

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>||</sup>Today.

<sup>§</sup>Remote only.

<sup>¶¶</sup>Past 7 days.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied.”

Figure 2: California Healthy Kids Survey 2021-2022 Summary - Part 2

## Data Collection Template

For this WASC cycle, the school used a new data collection template that was recommended by our WASC Advisor, Brigitte Sarraf. One significant improvement in switching to this tool to analyze the overall demographics and data of the school was that it broke down each metric into race and language fluency. It also asked to identify the students with special needs as well as students living in a foster home. Students that were homeless were also identified by the tool. The populated data collection tool can be accessed in [Appendix A](#).

## Diablo Community Center (DCC)

The Diablo Community Center (DCC) on campus seeks to support the academic, emotional and social well-being of students and their families. The DCC strives to achieve this through providing access to counseling services, community linkages, youth employment support, student and family advocacy, Foster Youth Services, the HOPE Program, and much more. The DCC is referred to in the report and is an important part of many workflows on campus to make sure that students get the support that they need. The general tiered intervention system at the school first starts with a care team referral which is handled by the administration and the DCC.

# II: Significant Changes and Developments

The following section includes a description of significant changes and developments that have had a major impact on the school, student learning, achievement and well-being.

| Change  | Impact   |
|---|--|
| <p><b>Complete change in school administration since the 2021-2022 school year.</b></p> <ul style="list-style-type: none"> <li>● Principal - Dr. Markell McCain, 22-23</li> <li>● Vice Principal - Josie Kirkland, 22-23</li> <li>● Vice Principal - Dr. Ryan Murrow, 22-23</li> <li>● Vice Principal - Elizabeth Mangelsdorf, 23-24</li> <li>● ELL Program Admin- Suleyma Moss, 23-24</li> </ul> | <p>Many of the other changes can be attributed to the new administrative staff at the school.</p>  |
| <p><b>Removal of California Partnership Academies</b></p>   | <p>See the section on the <a href="#">removal of CPA academies</a> for the effects of this substantial change.</p>   |
| <p><b>Multi-Tiered System of Supports (MTSS)</b><br/>MTSS was adopted by the school district and was slowly being phased into the school district at the end of the 2021-2022 school year and was first used district wide during the 2022-2023 school year. The district MTSS handbook is located at this</p>  | <p>The school has been exploring changes to our progressive discipline policies during the 2022-2023 and 2023-2024 school year. One of those changes was the implementation of in-school suspension for many infractions for which students would previously have been</p> |

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| <p>link <a href="#">here</a>. MTSS includes a variety of topics, such as academic instruction, social emotional learning (SEL), positive behavior intervention systems (PBIS), and classroom strategies for students that may require tier 1, 2, and 3 interventions. The MTSS team consists of two teachers, an administrator, and a counselor. The first district MTSS training for the team and the school was held in September, 2022. This team is also meeting this school year to carry forward the district MTSS goals for the future.</p>  | <p>subjected to an at-home suspension. This change was made in the interest of keeping students on campus and available for counseling, teacher consultation, meal service, and restorative practices such as conflict mediation, while also providing oversight to assure they can stay current on assigned classwork. However, during the first semester of the 2023-2024 school year, the data suggested that this was too harsh of a penalty for some types of infractions for which students were being sent to in school suspension. For this reason, the school introduced additional intermediary disciplinary alternatives including a lunch time detention and after-school campus beautification detail.</p> |
| <p><b>SPSA/WASC Action Plan Alignment</b><br/> SPSA modified to better reflect the schools identified growth areas as identified during the WASC full self-study. The SPSA goals were aligned to meet both the LCAP goals. More details regarding this process can be found in Section III under "<a href="#">Guiding Document Process Changes</a>".</p>  | <p>This makes it easier to keep the SPSA in focus with all the other changes that the school is working on.</p>   |
| <p><b>New Mission and Vision statement</b><br/> The design team put together a new mission and vision statement that was then shared with the rest of the staff. After staff gave their input, these were then shared with the families and students. More details can be found in Section III under "<a href="#">Guiding Document Process Changes</a>".</p>  | <p>The previous mission and vision statements were not frequently referenced or used. It was hard to get buy-in from stakeholders regarding their place in the campus, and they were generally not considered relevant to campus life. Based on staff meetings, survey responses, and general discussions, it seems like the new mission and vision statements are likely to get more buy-in from the greater school community.</p>   |
| <p><b>Addition of Technology Integration Liaison</b><br/> At the start of the 2023-2024 school year, an English teacher named Alexander Econome was assigned a paid period to be a TOSA as the site Technology Integration Liaison. This role was created to help facilitate and train the staff on the introduction of any new technology that the school was going to adopt. One of the biggest new technology options during this school year was that all teachers received a Promethean ActivInspire 9 center with a ChromeBox attachment. Mr. Econome has also been helping teachers with learning to use other tools such as</p> | <p>Though there is no collected quantitative data from faculty walkthroughs, it has been observed that the rate of use of the Promethean boards is high. The way that teachers use them is not consistent, but anecdotal data from administrative walkthroughs show a gradual increase in frequency and variety of use, and faculty sentiment toward the new technology generally seems to be increasingly positive.</p>  |

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| <p>ParentSquare.</p>  |  |
| <p><b>Addition of a Constructing Meaning Team</b><br/> The 2022-2023 school year was the first year where a Constructing Meaning (CM) team of faculty leaders was established. The school first started its CM implementation to ensure that all classes were intentionally incorporating strategies to address the needs of English language learners during the 2016 school year. The CM team was designed to centralize and support the goals of CM within the various PLCs located within the school. During the 2022-23 school year, the PLCs consisted of both academy and departmental PLCs. As mentioned in the section on <a href="#">Removal of CPA Academies</a>, during the 2023-24 school year the focus has shifted to departmental and course-alike PLCs and thus the primary role of the CM team now is to support the individual departments on their efforts to implement CM.</p> | <p>According to data collected during administrative classroom walkthroughs during the 1st semester of the 23-24 school year, 59% of the teachers were posting CM learning goals. This was the primary focus for staff development of the start of the 23-24 school year. The percentage of teachers that were using structured student talk routines (SSTs) in the classroom was significantly less at just around 16%. This data shows us that the next steps for the CM team are not only to reinforce the importance of providing CM leaning goals, but also to increase the prevalence of SST routines in the classrooms.</p> <p>This team has also significantly helped increase the number of teachers participating in Instructional Rounds days, during which teachers visit each others' classes to observe classroom practices and then debrief on their observations. Between the efforts of the CM team, reinforced messaging from the administration, and modifications to the structure of the day, during the fall of 2023 about 85% of teachers participated, and as of the last Instructional Rounds day on 01-24-2024, every single teacher that was on campus that day participated in instructional rounds by visiting other classrooms, compared to approximately a third of teachers participating in prior years. The end goal of the 2023-24 year is to have every teacher on campus host Instructional Rounds at least once.</p> |
| <p><b>Addition of the Design Team</b><br/> In the 2022-2023 school year, the school moved away from the leadership meeting called CILC (Curriculum and Instruction Leadership Consortium) to a new model called the Design Team. The size of the CILC team hovered around 20 individuals which included the administrators, counselors, department chairs, and CPA academy coordinators. With meetings this large it was difficult to accomplish the CILC action items and the purpose of the group was increasingly ambiguous. Therefore during the 2022-2023 school year, CILC was replaced with the Design Team. This team reduced the number of</p>   | <p>Having a smaller design team has significantly shortened the lengths of the meetings. The average length of the design team meetings has been a little over an hour once a month. The topics covered are roughly the same as the previous CILC meetings were in previous years.</p> <p>One of the next steps is to make sure that the various department chairs are meeting together and are all coordinated in having the various course-alike PLCs working towards a common goal. As of January 2024 the principal is proposing a monthly meeting specifically with department chairs moving forward.</p>   |

|  |  |
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| <p>participants by cutting out some of the departments and academies. Therefore, it was easier to make decisions about school programming with a smaller team.</p>   |  |
| <p><b>Addition of the Focal Scholar program</b><br/> During the 2020-2021 school year “<a href="#">MDUSD was reidentified as significantly disproportionate in the identification of African American students as intellectually disabled.</a>” Mount Diablo High School was one of two schools in the district selected for a strategic intervention as outlined in the <a href="#">CCEIS plan</a>. The students that were identified to be focal scholars were described as “students who meet three of six of the following criteria: chronic absenteeism, STAR and/or early literacy reading scores in the Below Standard range, referral to SST, COST or CARE, at least one out of school suspensions, at least one F grade in the previous two school years.”Based on this emphasis from the district LCAP, our original WASC Action Plan goal #4 has been modified, moving focus from the ninth grade students. As part of the Focal Scholar program, teachers document and coordinate parent meetings and interventions with focal scholars that might not happen otherwise.</p> | <p>Though a pilot was started during the 2022-2023 school year, 2023-2024 is the first school year with data that can be analyzed. Even though the section of data is small for the current year, the number of F grades among the general population and the focal scholars is equivalent at 14%. The number of D and F grades for the general population is 28% and for the focal scholars is 32%.</p> <p>Given the criteria used to select the focal scholars, the fact that the grades between the focal scholars and the general school population are equivalent can be seen as a positive metric for the program.</p>   |
| <p><b>Addition of the Community and Culture Meeting - 2022-2023</b></p>  | <p>During the 2022-2023 school year, during the transitional year as we moved away from CPA academies, the third Wednesday meeting of every month was shifted from academy internal meetings to all-staff Community and Culture meetings. The purpose of this was to transition to the new administrative staff and to on-board the teachers to them. The first few Community and Culture meetings focused on Multi-Tiered System of Supports (MTSS), 9th grade onboarding, grade data analysis, and meeting norms.</p> <p>In future we anticipate a shift toward using this third meeting of the month for work in department, grade level, and course-alike PLCs as we continue working toward a culture of collaboration.</p> |
| <p><b>Community-based Student Intervention Programs</b></p>  | <p>MDHS is still adjusting to the additions of these two new programs. One of the biggest hopes is that this is improving the SEL outcomes for the</p>   |

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| <p>During the 2022-2023 school year MDHS started working with <a href="#">My Other Brother</a>. This was a mentoring program designed to help students by pairing them with mentors and role models to help them connect more with school and the culture at the school. In the end, this program did not continue into the 2023-2024 school year.</p> <p>Feet First was a program started during the 2023-2024 school year. The Feet First program is used to develop social emotional skills, self awareness, social awareness, and positive behavior change. Mount Diablo High School has partnered with the Feet First Program as one of the initiatives to help many of our struggling students. The students on this list have been selected by school counselors, DCC, coaches, teachers and administrators. The mentors in this program strive to help students establish morals and values, and through this students who have been in the program have seen increases in areas such as increase in healthy life choices, kindness, identifying their own emotions in real time, developing of healthy coping strategies and communication skills, increase in grades and positive goal setting.</p> | <p>school and helping the students feel like they belong to the school. Unfortunately, most of the evidence to this is mainly anecdotal. From the data that is collected, such as the SEL survey, it's difficult to discern what overall changes can be directly attributed to these two programs.</p> <p>The programs submit a daily report to the administration identifying the students that were seen and the types of interventions that were employed to serve the students. One of the most common areas of support that happens with Family Purpose is conflict mediation.</p> |
| <p><b>Removal of Algebra 1A and Algebra 1B</b></p> <p>After a slow transition away from the Algebra 1A and 1B system as a program where students took Algebra 1 over the course of two years, the 2022-2023 school year marked the last year of Algebra 1B students. There were no new Algebra 1A classes that were started with the 2022-2023 school year. In the 2023-2024 school year there are no longer any groups of Algebra 1A or Algebra 1B students. This comes as a change that was pushed from a number of directions, including school leadership, the math teachers, and the district itself.</p> <p>Having Algebra 1 broken up into two years caused a number of problems related to both tracking and math performance. Districtwide, the district data from 2014-2021 showed that students that took Algebra 1A and Algebra 1B overall did not have any performance increases. See the district math analysis <a href="#">here</a>. Therefore, all ninth graders except those who took Algebra 1 in 8th grade and</p>   | <p>In the end, this should increase equity for the school. Given that this is the first year that this is happening, there is little data to show whether this change will be effective, however as noted in the left column, there was a lot of data that showed that the previous system was not effective in helping students get up meeting standards or receiving passing grade levels in math class.</p>  |

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| <p>therefore are taking geometry in the ninth grade are taking Algebra 1 during their freshman year.</p>  |   |
| <p><b>Removal of the modified block schedule and Peak Hours</b></p> <p>One other major shift that happened during this school year was the shift away from the modified block schedule back to a traditional bell schedule. The modified block schedule was used at the school for four years from 2019-2023. At the end of the 2022 school year, the vote to keep the modified block schedule did not pass. The required number of votes to keep the modified block bell schedule was 42 votes and there were only 32 votes for the modified block schedule. There were 63 votes in total. The intervention time during the four year period when the school had it was called Peak Hours. Peak Hours was used for SEL lessons as well as academic support, rally scheduling, and testing blocks. The time was frequently used by the special education department for supporting and assessing students.</p>  | <p>One of the most significant changes between the 2022-2023 and 2023-2024 set of grades was for the freshman class. There were 8% more D and F grades given during the 2023-2024 year than there were during the 2022-2023 school year for the incoming 9th graders. Though this cannot be said to be directly related to the loss of Peak Hours, it does indicate that there were more Freshman students given D and F grades when Peak Hours was removed. The Design Team intends to explore intervention bell schedule options over the course of the spring and into the new school year.</p>  |
| <p><b>Contract with Solution Tree for PLC support</b></p> <p>As mentioned in the last full self-study and the visiting committee report, there are inconsistencies within departments that need to be addressed. This was noted by Dr. McCain in his first year as principal during the 2022-2023 school year. To bring more unity and order to the school PLCs, at the end of the 2023 school year, Solution Tree was contracted as a consultancy to support the school in moving toward more functional and effective PLCs.</p> <p>Solution Tree’s expertise is on the implementation of PLCs. MDHS needs the expertise of Solution Tree to help ensure that our PLCs are collaborative and data-driven. As the school moves away from the academy model, the goal is to make sure that our department, grade-level, and course-alike PLCs have more agency and responsibility in using evidence to drive the departments towards a common purpose.</p> <p>One of the first actions in working with SolutionTree was to have the Design Team read</p> | <p>Many of the changes regarding the updated mission statement and vision statement can be attributed to the support from Solution Tree. The other initiatives regarding PLCs for the departments are still in the growth stages and being piloted with a small number of course-alike groups, so there is not a lot of data to show for them yet.</p> <p>One of the major changes planned from working with Solution Tree is to streamline the ways that the departments are collecting and analyzing formative assessment data. To start small and keep the process from being overwhelming, departments are being asked to focus on one key skill to assess. The departments will then assess, analyze, and then determine a reteaching strategy based on that one skill. This hopes to also help address the continued challenge reported by staff members that not enough time is available to analyze the common assessments that we are currently giving the students.</p> |

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| <p>the book <u>Learning by Doing: A Handbook for Professional Learning Communities at Work</u>, by DuFour, et. al., together. This book is a guide for educators to transform schools into PLCs.</p>   |  |
| <p><b>Adoption of Minga for student hall passes</b><br/> At the start of the 2023-2024 school year, the school adopted Minga as its school wide hall pass system. Minga is a digital tool that is designed to track which students have a pass and where that pass came from. Minga also tracks when the students return and have completed their pass.</p>  | <p>Even though it is now possible to track the data of how frequently students are out of class on a pass, there is no historical data to compare since this was not tracked for the whole school in the past. Additionally, even though Minga tracks data for student hall passes, having completely invisible passes causes a lot of challenges for administrators and campus supervisors as they are no longer able to quickly and visibly discern if a student has permission to be out of class.</p> <p>Data indicates that teacher usage has been varied and inconsistent, and feedback has been mixed. The school is going to evaluate data and qualitative feedback to determine whether we are going to continue using the program next school year.</p>  |
| <p><b>New Staff Hired</b><br/> The school has traditionally experienced a high rate of annual teacher turnover. During the 2022-23 school year MDHS entered the school year with nine teacher vacancies, in addition to vacancies in SEA positions, campus supervisor positions, and various other support staff. This exacerbated a number of challenges as we worked to establish a more structured campus climate.</p> <p>In response to staffing challenges, the district introduced a variety of hiring bonuses and held numerous job fairs, which, combined with a substantial hike in substitute teacher pay rates, has helped the school staff up. We entered the 2023-24 school year with only three teacher vacancies, all within the science department, which are currently being addressed through a district partnership with Elevate K-12 (a program that matches long-term substitutes serving as classroom coaches with credentialed teachers providing subject content remotely.) In the 2023-2024 school year the following teaching positions were filled: Spanish, Art, Math, Social Sciences, PE, and English. Additionally some</p> | <p>The presence of more complete staffing on campus has helped us greatly in re-establishing a safe and stable campus and classroom climate. With the increased campus supervisor presence we have been able to add structure to our gate management, restroom monitoring and open space supervision, and increase order in student and visitor parking areas as well as establish efficient pickup and dropoff practices. Consistent faculty staffing has allowed for more order and consistent expectations inside of classrooms as well.</p> <p>To support our regular influx of teachers new to the profession, veteran teacher Ruben Quiñones leads a new teacher training and support group that typically meets once a week. He is a TOSA for a single period in which to plan, prepare, and support this group as well as work on CM tasks. Though anecdotal, Ruben has been impressed with this group and their willingness to receive feedback to improve their instruction, especially in regards to CM and language acquisition support. The data that the school does have in growth in terms of this area is that the new teachers in this</p> |

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| <p>vacant SEA, Bilingual Instructional Assistants, and Campus Supervisor positions have been filled.</p>  | <p>group are typically the most excited and first to volunteer to have other staff members come see their classrooms during instructional rounds.</p>   |
| <p><b>Leadership Class Transition</b><br/> The previous teacher that ran the leadership class along with many of the student body activities left MDHS at the beginning of the 2023-2024 school year. The previous teacher had been in place with the Leadership and Yearbook program for 18 years: we are now in a state of transition as the school and new teacher in charge work through rebuilding the leadership program.</p>         | <p>Under new management, ASB Leadership has begun making weekly announcement videos to announce activities at the school. Leadership is planning to send students to a summer leadership conference to help facilitate the growth of the program. This will also help to strengthen the Link Crew program to onboard 9th graders as there should be a significant overlap in the students that are participating in these two programs.</p> |
| <p><b>Special Education Moderate Class</b><br/> At the beginning of the 2023-2024 school year, due to district-wide staffing imbalances, the teacher for the special education class for students with moderate needs was involuntarily transferred to another school. This meant that the students that had typically been in a self contained class were now moved to a variety of special day classes.</p>                               | <p>MDHS realizes that there are some changes that need to happen in the special education program at the school. Mixing students with such different need levels has been challenging for the special education classes. This unfortunately was caused by losing a moderate needs teacher the very day before school was set to begin and having to reshuffle the classes.</p>  |
| <p><b>Tobacco-Use Prevention Education Program</b><br/> The TUPE program is not new to the school, however, the oversight of the program is being shifted to the responsibility of the school counselors as of the beginning of the 2024 calendar year. This will help better distribute the responsibilities of the program across a number of people rather than have the program concentrated with a single person as it was before.</p> | <p>Since this is a relatively new change, there is no data that shows that this change has been significant as of now, however it is a much needed change as there is concern from the staff over the state of drug and alcohol use at the school. See this staff <a href="#">survey</a> for more information.</p>  |
| <p><b>Athletic Director Changes</b><br/> In the 2023-2024 school year, the athletic director was replaced with Lt. Col. Davis and Staff Sgt. McGee.</p>   | <p>There have been a number of positive outcomes from this change. The following sports: boys' soccer, boys' football, wrestling, and girls' basketball have all had strong seasons and game attendance has increased.</p>  |

### Removal of CPA Academies

In the 2012-2013 school year, MDHS made a firm transition to a wall-to-wall academy school. This was the year that the school first implemented the World Academy for English Language Learners with a specific focus on newcomers to the country. With this addition of this academy, it was possible to say that all the students in the school were part of an academy, even if those academies were not an actual California Partnership Academy (CPA).

The 2023-2024 school year marks one of the biggest changes to the school structure in many years as the school has moved away from being a wall-to-wall academy school. The five academies formed a strong part of the school culture and student identify for over a decade:

- Architecture, Construction, Manufacturing, and Engineering (ACME)
  - Disbanded in the 2021-2022 school year.
- Digital Safari Academy (DSA)
- International Hospitality and Tourism Academy (IHTA)
- Medical BioTechnology Academy (MBTA)
- World Academy

These elements of the school still exist in Career and Technical Education pathways. Nonetheless, the school is currently in a major transition process due to the removal of these academies. With the removal of these academies come some challenges as well as some benefits:

#### **Challenges:**

- Loss of funding for CTE programs.
- Loss of teachers that were very committed to the wall-to-wall academy model.
- Loss of small communities that students felt defined their identity and connection to the school.
- Loss of branding open house as Academy Night in the 2022-2023 school year.
  - This was a loss because traditionally, the parent and community attendance at Academy Night was considerably higher than Open House.
  - The CTE Department is working on developing a replacement, equivalent event that continues to showcase student product and performance..

#### **Benefits:**

- The wall-to-wall model limited access to certain honors and AP courses in the school. It is now easier for students to access honors and AP courses.
- Teachers can devote more time and energy to departmental PLCs instead of being pulled between the academies and their own departments.
- The CTE departments are working harder to recruit students as they actively need to generate student interest to move forward.
- Student access to CTE classes has opened up and student options are now more flexible, allowing more variety and choice in the student academic experience.
- Less restriction in master scheduling and teaching staff allocations.
- Students can focus on belonging to Mt. Diablo High School rather than solely the academy that they belong to, potentially increasing a general sense of school identity and belonging.

# III: Progress on the Identified Growth Areas and Implementation of the Schoolwide Action Plan

In the following section we go into more detail describing school progress within eight major growth areas identified during the previous self-study and subsequently prioritized by the school.

## Guiding Document Process Changes

Our first priority was to restructure the processes and systems that we use to articulate our Schoolwide Action Plan itself: in the past there was only a shaky concordance between the SPSA, and the Schoolwide Action Plan crafted as part of the WASC process. Reflecting on our previous WASC self-study, we discovered a lack of transparency and stakeholder involvement in the SPSA process that needed to be immediately addressed. We concluded that these documents, the WASC Action Plan and the SPSA, needed to be merged, and efforts were made by the new administration and Site Council to craft a new SPSA that was inclusive of all of the areas of growth needs and goals identified during the WASC self-study. The SPSA goals, growth targets, and timelines have now been written to integrate the action plan developed during the WASC self-study. The Goals of the resultant SPSA were aligned with the district LCAP as well. Moving forward, we are optimistic that merging these documents will offer us the urgency, accountability, transparency and stakeholder involvement provided by the WASC self-study process, combined with the annual data analysis, progress assessment, goal refinement, fiscal relevance, and district collaboration previously accorded the SPSA. These changes are made more clear by the inclusion of the SPSA as our Revised Action Plan in this report.

With this new emphasis on increasing transparency and buy-in, we determined that we needed to revisit the Mission and Vision statement, to succinctly state our purpose. To that effect, MDHS has been working with a consulting partner, Solution Tree, and the book Learning by Doing: A Handbook for Professional Learning Communities at Work, by DuFour, et. al. This process has helped to guide the school in crafting a new mission and vision statement. At the beginning of the school year we spent time in two Faculty Culture meetings workshopping to draft mission statements for individuals and departments, and then comparing them to discover similarities and areas of overlap. The teachers and administrators of the Design Team then held an extended meeting on November 28th, 2023, to synthesize the output of those workshops to craft initial drafts of a new mission and vision statement for the school. These drafts were then presented to and discussed with the broader staff at a faculty meeting, and surveys were distributed to gather feedback and additional input from the staff. Following solicitation and refinement in response to staff feedback data, the proposed new statements were shared with the student body through a number of focus group sessions as well to get their input. Finally, the drafts were shared with the School Site Council as well as the family and student communities at large via a Parentsquare memo and an accompanying survey to gather a final round of initial feedback.

Our next steps are to design new print assets and presentations about these mission and vision statements to post in classrooms and around campus, along with an accompanying lesson plan series through which classroom teachers will “unpack” these statements with their classes as we continue the effort to make these documents a live and relevant part of the campus experience. Future faculty meetings will include discussion intended to help teachers themselves internalize this mission and vision, in order for them to guide our teaching practices and philosophy. As we work toward achieving increased buy-in and commitment to our mission and vision, we intend to actively refer to these statements as a guide in refining the school values, goals, targets, and timelines during our larger process of schoolwide

improvement. We are currently engaged in an ongoing process of workshopping a set of collective commitments to represent desired behaviors and desired values that will help all members of the campus community in achieving the school vision.

### **MISSION STATEMENT:**

We support all of our students in building the knowledge and skills to succeed in college, career, and civic life.

### **VISION STATEMENT:**

We will collaborate with our students, colleagues, and families to guide students toward a successful future by:

1. Creating a safe, structured, and respectful environment for all students to learn and grow.
2. Supporting educators' continuous learning, professional development, and collaborative practice to better meet the needs of all students.
3. Providing the resources and strategies needed to support all students in academic, physical, and socioemotional learning through relevant, accessible, and engaging standards-based curriculum.
4. Developing relationships with families to meet the needs of individual students and honor the growth and strengths of our diverse school community.

## **9th Grade Support Systems**

### **Growth Area: 9th Grade support systems and intervention strategies need to be revived and enhanced.**

The biggest overall change to the 9th grade support systems has developed from the shift away from a wall-to-wall academy model. Previously, the number of electives that freshmen were able to take was much smaller than it is currently. The main electives that freshmen are taking in the 2023-2024 school year that they were not able to take previously are the following: coding and gaming, construction, culinary arts, engineering essentials, medical science and terminology, multimedia, and sport medicine. There are a total of 94 freshmen that are currently enrolled in the above classes. In previous years, these students would be enrolled in the more traditional electives rather than the career and technical education pathways.

There are more D and F grades for the first quarter of the 2023-2024 school year than the 2022-2023 school year. We have 647/2401 D and F grades for Q1 compared to 527/2964 D and F grades last year for freshmen. That's 26.9% D and F grades for 2023-2024, compared to 17.8% D and F grades for 2022-2023.

As of 11/7/2023, there are already more freshmen with pre-referral interventions in Aeries than the entirety of the freshmen for the whole school year during the 2022-2023 school year. The class of 2027 has 129 students with prereferral interventions, while the class of 2026 had 116 students while they were freshmen. Part of this might have to do with the staff training on 11/1/2023 that emphasized the importance of entering data for pre-referral interventions into Aeries as part of our increased emphasis on developing data-driven practices.

Though the last two paragraphs do not show overall growth in terms of addressing the support system and intervention strategies for the freshmen class, it does indicate that the collective staff as a whole realizes that interventions are needed to help the freshmen be more successful with their transition

to high school. One other area that is negatively affecting this goal is the loss of the Peak Hours intervention period. These times were cohorted by grade level and freshmen were able to get additional support during this time. The Design Team is currently exploring ways to introduce additional systemic academic intervention opportunities.

## Link Crew

Funds were set aside in the 2022-2023 SPSA for Link Crew training for staff members so that MDHS can improve on our 9th grade onboarding process. Unfortunately, all the training sessions were fully booked during that school year and we were not successful in sending anyone to Link Crew training. However, four teachers and one administrator will be attending training during February 2024 and we anticipate having a Link Crew program in place for the 2024-2025 school year.

We currently have over sixty students applying for seats in next year's Link Crew class and anticipate exploring the idea of using Link Crew to develop summer "Boot Camp" programs for incoming 8th graders as they transition from our feeder schools to the new challenges of high school.

## School-Community Communication

**Growth Area: Teachers need training with new family communication tools and the school in general needs to increase parent outreach.**

### ParentSquare and S'more Newsletters

ParentSquare was first adopted as a communication tool by the district at the start of the 2021 calendar year. However, as mentioned in the previous self study report, teacher adoption of ParentSquare was not fully implemented as the teachers had not received training on the platform at the time. The first actual ParentSquare training was held on March 22, 2022. This was a voluntary training. Since the new administration started in the 2022-2023 school year, there has been an increased level of communication with the staff itself using ParentSquare. Information for the staff is frequently sent out through ParentSquare and parents frequently use ParentSquare to contact teachers. This often happens when students have been absent or are going to be absent. At the staff meeting on October 4, 2023, there was a training on ParentSquare and data has been collected and shared with the staff of staff usage of ParentSquare.

Since the 2022 school year, the administration has started communicating with staff and families by using a Smore newsletter. These are sent out weekly through ParentSquare and update the staff and families about what is happening on campus. There are a number of teachers and administrators that send out Parent Square posts. The figure below shows an increase in the Parent Square usage over the previous school year. There was a ParentSquare training in October of 2023 that explains the spike in usage in that month, but even following that, there is a consistent increase in the use of the program, especially for direct messages. The increased use of direct messages is an especially important positive metric since these are typically two-way communications between school staff and families.

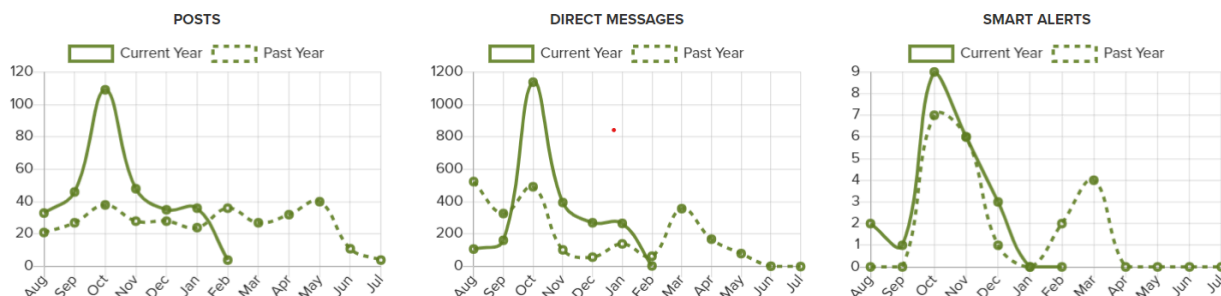


Figure 6: ParentSquare data as of February 2nd, 2024

## Social Media and Web

There has been an increased presence of what is happening at the school on social media. The counseling department, school journalism class, ASB Leadership, and numerous sport teams all provide regularly updated Instagram and Twitter/X feeds, which are a popular way for students and the rest of the school community to receive information about events. The school website was moved to a new platform during the summer of 2023 and underwent a number of updates and revisions: combined with the change in ASB Leadership management, the school is providing more frequent and relevant informational updates there. The district installed a new electronic marquee in front of the school which has been helpful in providing high-visibility weekly updates to families about holidays, events, sports, and impending deadlines.

## Parent Events

The counseling team had introduced a number of additional options for families to engage on campus, such as Saturday morning “Cafe con los Consejeras” and regular college and financial aid oriented workshops. The district has also hosted Fentanyl Awareness events on campus, and ELAC hosted a Dia de los Muertos celebration. Parent attendance at sports events has also increased within the last year due to increased promotion. The school promotes parental involvement with the district level DELAC and the AAPAC (African-American Parent Advisory Committee) forums. SART provides regular outreach to families regarding the importance of attendance.

## Communication from Administration to Teachers

**Growth Area: Staff has indicated there is a need for more clear/transparent communication.**

In January 2024, a survey was given to help identify whether communication between the administrators and the other staff had improved. There were a number of questions on the survey to help get an idea what the staff thought the state of the school was and if it was improving or not. The following table gives a list of the average scores for a number of questions. Half of the questions were checking for the rating, which was the state of the school at the current time, while the comparison was checking to see if the staff thought that there was an improvement since the previous WASC visit two years ago. Ideally, if there were improvements and the staff was happy with the state of the school and the direction that the school was moving towards the numbers would be closer to a 3.

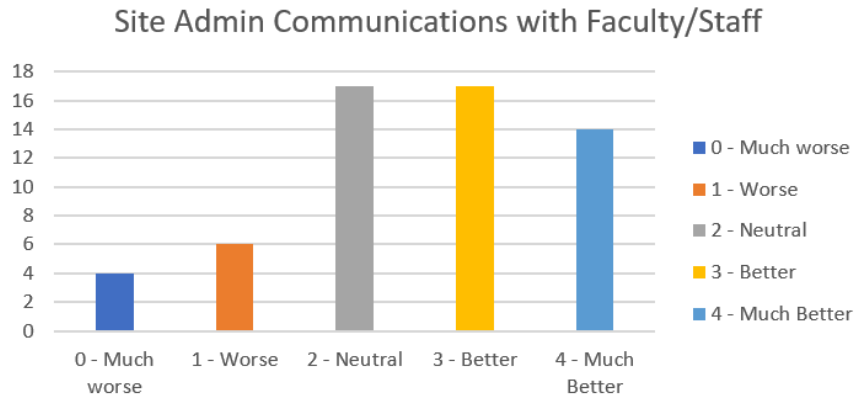


Figure 5: Comparison of how Administrators are Currently Communicating with the Staff

## Student-Family Involvement in Decision Making

**Growth Area: 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.**

### Site Council

MDHS School Site Council is overall more balanced in terms of community participation than it has in previous years. For the 2023-2024 year there are three parent representatives and three student body representatives on the team. During the 2022-2023 year there were a number of changes to get more community involvement on the Site Council, but they were not successful. The times were changed for meetings to be during the morning and there were meetings that were completely postponed at times because it was not possible to reach a quorum. Since leadership knew about these problems, there was a lot of communication at back to school night and over ParentSquare to recruit community members for Site Council at the very start of the school year. These changes seemed to help and there is now a much healthier balance of community involvement represented by Site Council. As of 2023-24 we have full stakeholder representation on the Site Council.

### Surveys and Qualitative Feedback from Stakeholders

The administration has increased efforts to involve students and families in site decision making through the use of electronic surveys and sit-down focus groups. Results from that feedback collection process are scattered through this report.

## Staff and Data

**Growth Area: Initiatives like SEL, PBIS, Peak Hour, Constructing Meaning and school events need to be evaluated with data.**

During this school year, the staff has looked at data in Illuminate in staff meetings and some of the departments have analyzed data in their PLCs. Based on the staff survey in January 2024, the staff is fairly split between the thought that there has been enough support and training in this area or that more

support and training would be required. Based on the survey, the staff seems to think that there has been an improvement in the support and instruction on data-driven instruction.

It is important to note that though the staff thinks that there has been an improvement in this area, that many staff members do not think that enough time is given for groups to analyze the data from their common assessments. The school administration is still in the process of trying to streamline this process and to find creative solutions to make sure that course-alike groups have more time to meet, analyze data, and reteach based on what the groups find. Our work with the Solution Tree consultancy is focused on improving these collaborative processes.

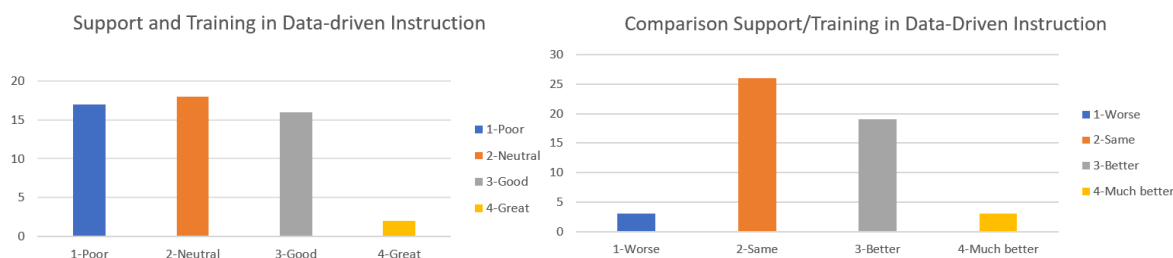
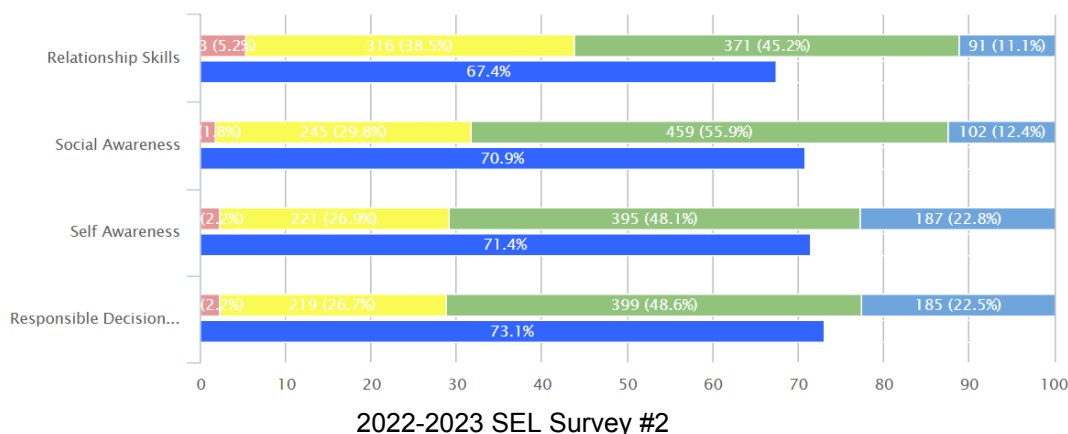


Figure 3: Staff Opinion of State of Data-Driven Instruction

## SEL Survey

The Social Emotional Learning Survey is a periodic district-created survey that is designed to address social emotional areas of development for self-awareness, self-management, social awareness, relationship skills, and decision-making. The survey is based on the CASEL framework and is constructed from adapted survey items from peer-reviewed social and emotional research studies. It is administered three times a year. It was first administered in the 2021-2022 school year. Therefore, when the last WASC full self study was done during that school year, the district SEL survey was just beginning to be used. Now that this is the third year that the district has used the survey, it is possible to compare the data as the school year has progressed and from year to year.

The SEL survey was typically given two to three times per school year. The exact questions and number of questions has been refined from year to year that the survey was given. However, it is possible to get a rough idea of how the overall study body responded to the survey based on their average score and the number of overall responses to the SEL survey. The overall results each time the survey is given are fairly consistent.



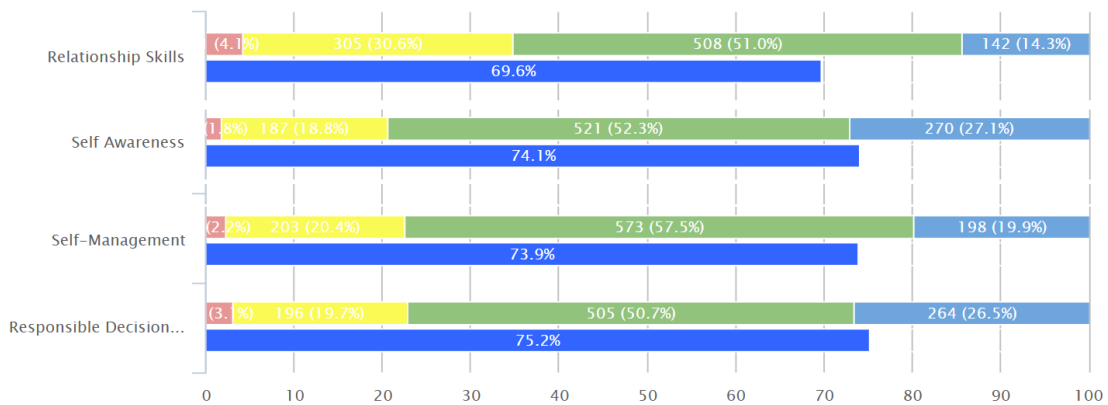
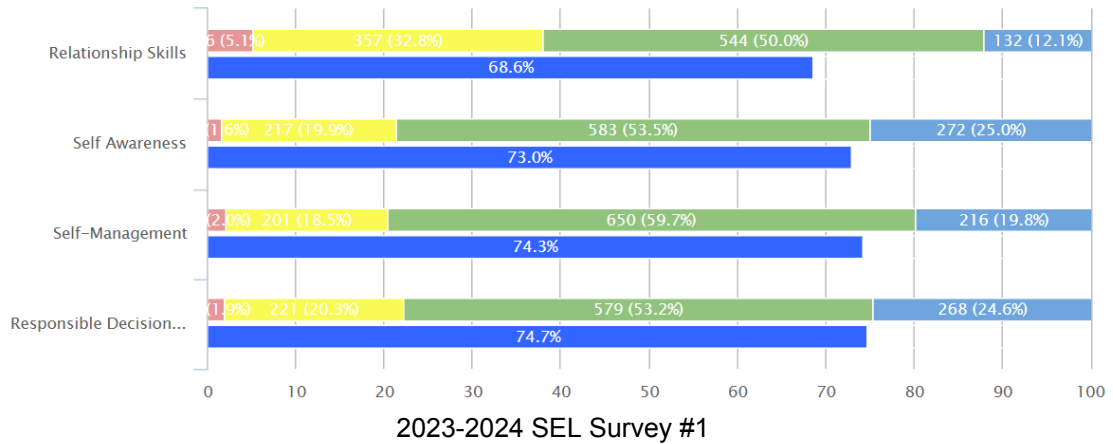


Figure 4: 2023-2024 SEL Survey #2

One intriguing note from this survey is that the students frequently respond negatively to the following question: “When I have a problem, there is an adult at school that I can trust and can go to.” This is a problem that needs to be unpacked by the staff and does not really fit into one of the currently identified growth areas.

## PBIS

PBIS has now been folded into MTSS: the program name of PBIS is no longer in use. However, that does not mean that the initiatives that have been previously described as PBIS are no longer operational at the school. There are a number of PBIS related initiatives that are happening at the school to try to increase the key data related to student learning and outcomes. The new principal has held a number of assemblies intended to communicate directly with all of the students about campus climate and behavioral supports, touching on topics ranging from campus cleanliness and “devious licks” to Honor Roll and a senior trip to Disneyland.

One initiative for the 2023-2024 school year is using PBIS to increase on-time attendance and reduce the number of students that are tardy for first period. The attendance data is being used to reward the class that has the best attendance.

There were a number of similar incentives for individual students beginning in the 2022-2023 school year for having high GPAs and being on the honor roll. These students were rewarded with extra incentives for working hard, being in class, and keeping their grades up. The school has not recognized an Honor Roll since prior to the COVID-19 pandemic, which caused it to be a matter of excitement for

many students: in addition to print certificates, students earning a place on the Principal's Honor Roll were treated to an early lunch with free tickets to a shaved ice truck in the quad, or a "Pizza with the Principal" event in a nearby park.

## Peak Hour

Peak hour intervention has now been removed due to how the staff voted on the bell schedule during the last school year. There is a lot of discussion within school leadership on how we can resurrect this for next year. There was no chance for campaigning before the vote last year due to how the school calendar worked out. This was a huge detriment to getting the 2/3rds supermajority required for the vote to pass to have an alternate bell schedule. Moving forward to administration and the design team are exploring possible in-day intervention options that are more flexible, targeted, and structured.

## Constructing Meaning

Constructing Meaning (CM) is still a district wide and school wide initiative. As mentioned in the [previous section](#), one of the significant changes regarding CM was the creation of a CM team. However, there are a number of other changes related to CM to make sure that it is a main point of focus in the classrooms on campus. The CM team and the instructional rounds are both heavily focused on increasing structured student talk in the classrooms. The administration has emphasized that this continues to be a high priority academic support.

## Administrator Walkthroughs

One area that has significantly increased CM participation by teachers is an increase in focused administrative walkthroughs. Staff have been notified that administrators are specifically looking for CM techniques and are collecting data on the techniques. Based on the data from these walkthroughs, there has been a significant increase in learning goals that focus on content, product, and language function, which is one of the key parts of a CM lesson. Administrators are also looking for evidence of structured student talk routines (SSTs, not to be confused with student success team meetings). Based on data collecting during the 1st semester of the 23-24 school year, 59% of the teachers were posting CM learning goals. The rate for SSTs being used was substantially lower at 16%. However, SSTs are not going to be observed in all classes every day since there are individual assessment days where students are not talking to each other. This data shows that moving forward there is a need for teachers to incorporate more SSTs into their instruction.

## Instructional Rounds

Currently, faculty instructional rounds are being used to collect data and improve CM adoption. Historically, instructional rounds at MDHS have gone through a number of changes throughout the last decade; however starting from the 2020-2021 school year there have been a number of improvements to the program to increase participation from the staff members. In the 2023-2024 school year there was a new change which was to hire roving substitute teachers for the instructional round data so that teachers could go to participate in instructional rounds without giving up their prep period: this removed a potential barrier to participation while also underlining the expectation that everyone would participate and demonstrating administrative commitment to the practice. [Cards](#) were pre-printed so that staff would know which rooms they could go observe in and there were spaces on the back to fill in information based on what they observed in the classroom. This change significantly increased the level of staff participation from the previous years.

On November 1st, 2023, 61 of 67 total teachers participated in Instructional Rounds. However four were absent, which left two teachers who were on campus but didn't participate. This is a remarkable improvement on the number of teachers that visited classrooms: 91% of the teachers visited other classrooms compared to an average of 34% of teachers that would visit other classrooms during previous years. There were a total of 122 classroom visits of 15 minutes each. This means that there were 30.5 hours total of Constructing Meaning in action, plus a debrief session after school during the faculty meeting. Thirteen teachers hosted rounds which is 20% of our teachers.

On January 24th, 2024. 100% of the teachers on campus participated in instructional rounds. There were three teachers that were absent that day that were not able to participate. There were sixteen teachers that hosted instructional rounds on that day. The instructional rounds were then debriefed during the community and culture meeting later that day. The visiting times were approximately the same as the last paragraph. The primary focus of the instructional rounds were to observe learning goals and structured student talk routines. During the next set of instructional rounds, a different set of teachers will be asked to host. This will ensure that by the end of the school year that each teacher on campus will have welcomed other teachers into their classroom for instructional rounds at least one time. We hope that this practice has led to increased accountability, transparency, the ability to share best practices, and an opportunity for the faculty to honor and recognize the good work that is happening in all classrooms across campus: we intend to administer final survey to teachers after the final session of the year to collect some summative feedback on their experiences from the process.

## District Benchmarks

This year marks a major shift in the benchmark assessment system that is being used by the schools in the MDUSD. In prior years, the English and math departments typically used the interim assessment blocks (IABs) and focused interim assessment blocks (FIABs) available from the CAASPP website for benchmark assessments. In the 2023-2024 school year, the assessment department gathered input from a number of concentrated focus groups from the different schools in the district to create their own benchmark assessments. These are given as both pre and post assessments.

Additionally, in the SPSA for this year, in goal 3, strategy 1, there is \$25,000 for paid time for teachers marked for common assessments and data analysis. This is to help ensure that the departments continue implementation and monitoring of calendar for district-wide and department-wide common assessments for each department, grade level, and course-alike group.

## Grading Practices

During the 2022-2023 school year, there was a big push for the various departments to look at their grading practices and to standardize the way that grades were given within a subject. Most of the departments focused on weights for formative and summative assignments. The other criteria that most departments looked at was whether to use a grading floor and if so, what should the percentage attributed to that floor be. When analyzing the grading data during the 2023-2024 school year to see if it had made a difference, there was still a large number of teachers in the same course that had grades that were very different. This was very important for the school to look at as a whole since the removal of the academies should have made the student groups in various classes more homogeneous. [Link to a presentation with the data.](#)

## Departmental Data

After the first quarter of the 2023-2024 school year, we had teachers upload data for this WASC report. This data mainly consists of common assessment data that was submitted by various departments, as well as meeting minutes that show the analysis of the data and what it was used for.

### Science

The science department has seen a lot of turn-over in the last four years. There are currently three vacancies and there is only one chemistry teacher. Since there has only been one chemistry teacher for the last three academic years, there has not been a chemistry common assessment. There are two newer teachers for Living Earth, and the teacher who has been at the school the longest has been here for six years. The common assessment used for Living Earth has been used consistently for the past seven years. However, this year, the team revised the grading rubric for the assessment, and has a common assessment for each quarter. The department wants the school administration or district to find an assessment that is simpler to analyze and that does not rely heavily on one teacher to maintain moving forward. This is similar to what is done for the math and English departments. Common assessment data analysis, meeting minutes, and work samples available [here](#).

### English and Math Departments

The English and math departments have a very similar case in regards to district benchmarks and common assessments given in the previous years. See the two evidence folders for specifics on work and analysis that each department has given.

[English Department Folder](#)

[Math Department Folder](#)

The math department has done mini chapter assessments for the algebra 1 and geometry classes and reviewed the results at departmental meetings. These assessments typically only have four questions and are used to compare how well the students are learning core skills and what areas the teachers need to reteach to increase student performance on the skills from the chapter.

The English department likewise [has common assessments](#) for 9th and 10th graders that are given and reviewed in their department meetings. These are rubric based and given to the respective classes to compare data and instruction for the teachers.

### Counseling

There have been a number of new hires in the counseling department last year and the team has changed significantly since the previous full self study. The general feeling on campus is that the counseling staff is generally well liked by the student body and that the students are happy to have a supportive team of counselors available. One major change by the counseling department that was started in the last year was a regular newsletter that is sent out monthly. For more information on meeting minutes and how the counseling team uses data to inform their decisions, see this evidence [folder](#).

### CTE

The CTE department has gone through a lot of changes with the switch from wall-to-wall academies to only having CTE pathways. Previously, the majority of CTE collaboration was done within the Academy silos with the related academic teachers from various content areas, while now the CTE

teachers are switching to being more standalone pathways. With this shift also comes the goal to try to align the skills that the students are being expected to learn in a variety of CTE classes, even if the specific curriculum varies widely from subject to subject. See the evidence folder [here](#) for meeting minutes from the CTE department.

## World Languages

The World Languages department has historically given common assessments and analyzed the data from the common assessments. This has been a skill that the department has historically been strong in. See the evidence folder [here](#) for information from the most recent common assessments that the department has given for the Spanish classes.

## VAPA

The Visual and Performing Arts department has made a number of work samples accessible in the evidence folder located [here](#).

# Consistent and Persistent Training of Staff

## **Growth Area: Professional development needs to be more regular and focused.**

The majority of the PD happening on campus is for Constructing Meaning to support students in academic language development and usage. This is a five day course for all the new staff. Additional PD on CM happens during the staff meetings. CM is discussed at least once a month at the staff meeting. Typically this happens either with instructional round debriefs or with training on CM. This training happens often by introducing and modeling new structured student talk routines or by focusing on a particular area of CM that the staff needs help with, such as planning templates.

Currently along with SolutionTree, PLC groups are meeting in departmental groups. Only the school leadership has been working with Joe Ianora from Solution Tree and the materials from Solution tree. At the time of the WASC visit, the rest of the faculty are just beginning to work with the ideas presented by Solution Tree and are just beginning to collect and analyze data in the simplified method proposed by the consultants. These sessions are also related to the data analysis improvements that the school is working on. The primary reason and need for the training sessions regarding PLCs are focused on analyzing data and using that data to determine the next steps in increasing student outcomes.

The goal moving forward from this year is to focus the PLCs to meet in course-alike groups. As we move away from the wall-to-wall academy model, the transition leaves us with one meeting day per month which can be allocated to the process of building a culture of collaborative practices and allow us to drill deeper into department and course-alike work. The transition from academies also creates an opportunity to reduce the number of discrete courses that each teacher needs to prepare for on average, allowing more time to refine their practice and collaborate with a smaller number of teachers in course-alike groups. Effective Professional Development was recognized as a continued Area of Growth for us based on recent staff surveys, and Instructional leadership in development of functional PLCs will be an administrative priority as we move into the 2024-25 school year and forward.

# School Orderliness and Culture

## **Growth Area: Students need to get to and stay in class.**

### Tardy Sweeps

In the past, a number of systems were in place where the students would need to go to the quad to get a pass if they were going to be tardy to class. This pass would then let the administrators know who was frequently tardy to class and who they needed to increase the support structures for. These processes were ineffective for a variety of reasons including low accountability for students, and data on tardy rates was inconsistent and unreliable due to variations in role procedures across classrooms.

The new policy that started with the 2022-2023 school year is that students that were late to class are marked as tardy, but they do not need to get an additional pass unless they are more than 30 minutes late. The incentive to be in class is that randomly throughout the week, certain periods will have tardy sweeps. During a tardy sweep an announcement is made that all teachers should close and lock their doors: any students that are not in a class at that time are sent to a central location to get a special pass and have their data recorded in a dedicated spreadsheet. If students do not get a pass of the corresponding color for that period, they will not be allowed back in class at the end of the tardy sweep. When students are caught in multiple tardy sweeps over the course of a school quarter, there is a series of consequences that the students will progress through the more times that they are caught in a tardy sweep. Data showed that the sweeps were very effective at encouraging students to attend class on time: during the initial tardy sweep in fall of 2022, 96 students were caught up and recorded: these numbers dropped almost immediately. As of the 2023-24 school year the number is typically around ten students, spiking on some days or when sweeps have recently been less frequent. Freshmen are involved in tardy sweeps at more than double the rate of upperclassmen, demonstrating a gradual adoption of school expectations as they come in from middle school. The administration monitors trends over time, and adjusts sweep periods and frequency regularly in response to this data: consistency has been important to reinforce student expectations. Faculty have been indispensable and supportive in making this initiative successful.

During the fall of 2023, the school recognized that the number of students that were tardy was significantly higher to first period than that for the rest of the school day: there were typically more than two hundred students tardy to first period on a typical school day. Historically there has been a reluctance to address the issue of first period tardies in recognition of the challenges many families face; however, it had become clear that any sense of urgency to attend first period on time had been lost, and even students who arrived early by bus had started leaving campus to find snacks or coffee, only to return late as a matter of habit. The enormous number of habitual late-comers was negatively impacting learning during the first period of the day, and the administration and design team saw a need for corrective action to minimize unnecessary first period tardies and reset normal attendance expectations.

For that reason, during the beginning of the second semester for 2023-2024, the school started employing first period tardy sweeps. The following is data for the first week of the tardy sweeps:

Total Tardies <30:

Tue 1/16: 164  
Wed 1/17: 154  
Thu 1/18: 103  
Fri 1/19: 84

Students that were tardy multiple times during the first week of first period tardy sweeps:

- 1x: 192
- 2x: 95
- 3x: 29
- 4x: 9

During the first week of these sweeps, 325 individual students were assigned a tardy pass first period: which clearly got the word out. By Friday the daily rate of first period tardies had dropped 50%. This data shows that the number of students that were tardy during the first week was significantly less than it had been at the start of the week or during the last two school years. These smaller numbers let us process the kids into class faster as well: gate traffic was calmed and campus supervisors are now able to secure the campus perimeter earlier and more efficiently than before. An additional layer of response to this data the office contacted the families of students who were experiencing the most frequent rate of first period tardies to discuss root causes and remedies. Teacher response to the new tardy policies has been extremely positive as indicated by survey data and anecdotal reports. Detailed data on tardies is available upon request

## Support Calls

The number of support calls during the last two school years has significantly decreased since the beginning of the 2022-2023 school year. It is logical to assume that the spike at the beginning of the 2022-2023 school year can be attributed to the change in administration as students adjusted to new schoolwide standards of behavior. Teacher survey data indicates an increased general sense of orderliness and an increase in the sense that classroom management expectations are being supported by the administrative staff and campus supervisors.

### Total Support Calls by Month

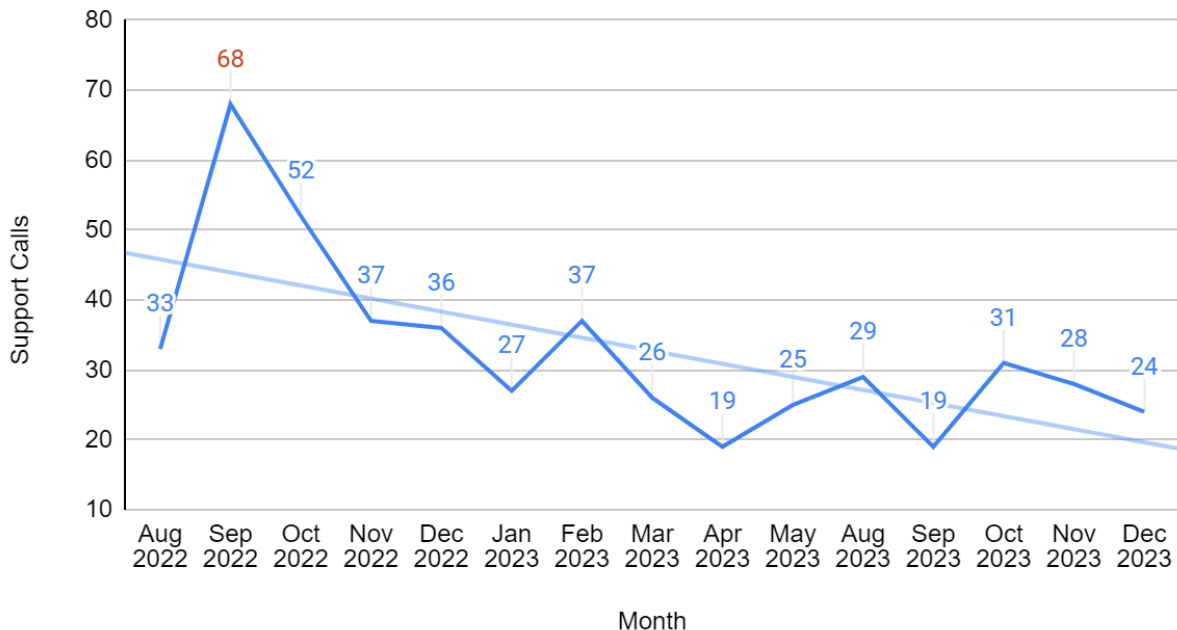


Figure 7: Support calls by Month from Aug 2022 to Dec 2023

## Progressive Assertive Discipline Policies

The school has been exploring additional changes to our assertive discipline policies during the 2022-2023 and 2023-2024 school year. One of those changes was the implementation of in-school suspension for many infractions for which students would previously have been subjected to an at-home suspension. This change was made in the interest of keeping students on campus and available for counseling, teacher consultation, meal service, and restorative practices such as conflict mediation and drug/tobacco counseling, while also providing oversight to assure they can stay current on assigned classwork.

Starting in fall of 2022 students could be assigned time after school for campus beautification as a consequence for various education code infractions. Teachers are not allowed to assign campus beautification without having their own set of escalating disciplinary structures. Campus beautification is primarily assigned by administrators and teachers for more severe education code problems. Teachers must first ensure that they have followed escalating steps of intervention before asking the administrators to assign campus beautification for the students.

The administration and clerical staff have been maintaining detailed logs of support calls, assertive discipline assignments, and follow-through in order to enable them in identifying trends in student behavior and the success of these various programs as a behavioral intervention. During the first semester of the 2023-2024 school year, the data suggested that in-school suspension and even campus beautification detail were too harsh of a penalty for some types of infractions for which students were being referred for. In response to this data the school has introduced an additional intermediary disciplinary alternative which is lunchtime detention. This option has generally been used for excessive tardies, cutting class, and other mild infractions.

## Yondr and Minga

Administration has identified that a large reason that students are out of class and using the restrooms is because the students arrange to meet their friends in the bathrooms. This is enabled by cell phone use, which also causes a number of different problems and inconsistencies across campus. In order to try to control this behavior, in October of 2023, the staff was asked about their opinions on Yondr pouches during a culture meeting. The teachers nearly unanimously indicated that they would be in support of using the pouches. Administration has then been working on messaging to transition to using the pouches following a summer school pilot program.

Olympic High School, the continuation school in the district that is closest geographically to MDHS does use Yondr pouches, and provided a detailed report on their experiences at the January MDUSD Board Meeting. As other schools in the district have taken note and expressed interest in Yondr as a possible tool in solving the cellphone problem, administration has visited a number of schools in other districts to evaluate their processes and gather information. There are many stakeholders at the school other than the students that think that having a policy such as this could be beneficial for the overall education of the students at the school. The school will continue to collect feedback and input from students and families over the course of spring 2024. The current plan is to pilot the Yondr pouches during summer school and then, based on how the pilot goes to roll out the program to the entire school. Already the school is trying to predict and foresee how this rollout will go. A number of administrators have visited other schools that are using the passes and observed the procedures that the school goes through to make the pouches work, as the practical details of a successful implementation vary greatly between schools.

In an effort to improve our ability to monitor students moving around campus during class, MDHS adopted the Minga hall Pass software in the middle of the 2022-23 school year. While the system has increased our ability to collect data and has minimized student tactics of stealing physical hall passes, it

has also introduced additional challenges related to visibility, transparency, and fidelity of use. The administration will evaluate whether to continue the programming the 2024-25 school year following the summer pilot of Yondr, which we predict may both complicate and mitigate the use of a digital hall pass solution.

## Tardy Data

Looking at the data between the 2021-2022, 2022-2023, and 2023-2024 school year shows a dramatic decrease in the number of period tardies that were recorded every day. During the 2021-2022 school year, the number of tardies fluctuated between 400 to 900 daily. During the 2022-2023 school year, the number of tardies at the beginning of the school year was around 450, but that then dropped to around 300. This has continued into the 2023-2024 school year. The main reason that this has likely happened is because of tardy sweeps; meanwhile teachers have been encouraged to strive toward higher data fidelity in reporting tardies and absences, which may also have resulted in some uncertainty in the data trends over time.

Another interesting observation from this data is that during the 2021-2022 school year, there was a large percentage of students who were absent immediately following winter break. This small spike occurred during the 2022-2023 school year, however it was for a much shorter period of time than it was during the 2021-2022 school year.

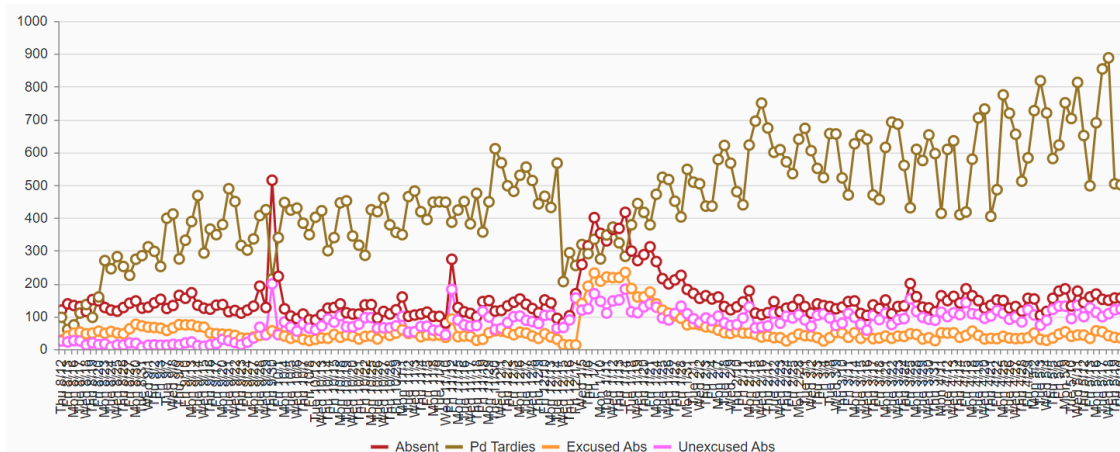


Figure 8: 2021-2022 Tardies and Absences

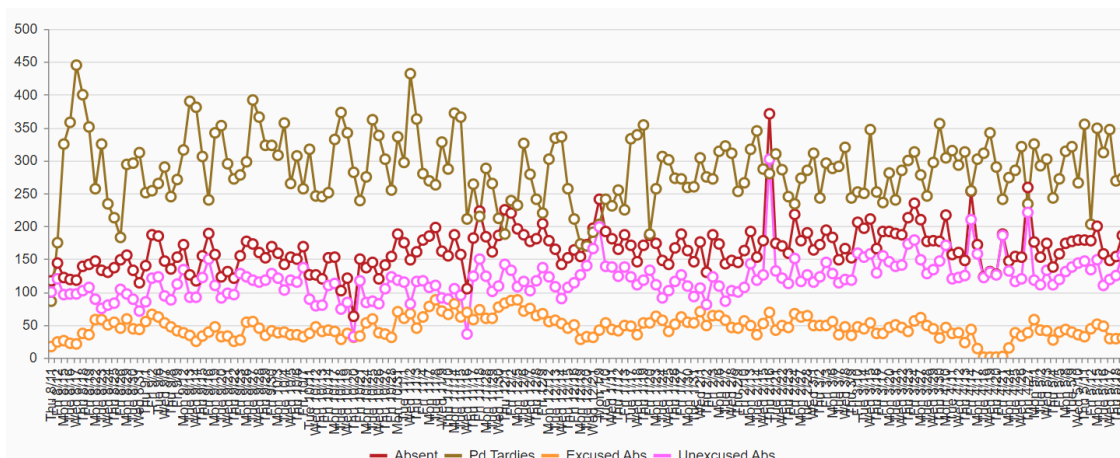


Figure 9: 2022-2023 Tardies and Absences

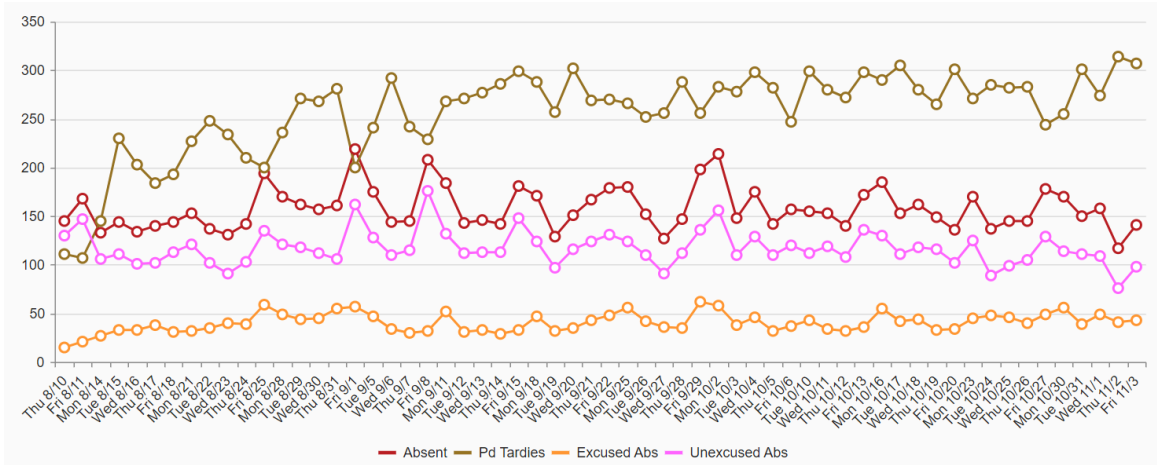


Figure 10: 2023-2024 September through October Absences and Tardies

# Relationship between Growth Areas and Action Plan Goals

The Growth Areas and Action Plan goals are tightly integrated with each other. At this point, the LCAP, SPSA, and Action Plan are strongly aligned. The Growth Areas are identified by the LCAP and are areas that the school is working towards improving.

Goal 1 - 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/or career.

- Supplementary instructional materials and academic support
- Support and resources for ELL students
- Freshman support and improved articulation with feeder middle schools
- MTSS staff support and resources
- Campus safety and security
- College and career readiness resources

Goal 2 - Parents, family, and community will be informed, engaged, and empowered as partners with MDHS to support student learning.

- Parent liaison
- On-campus events and workshops for parents
- Newsletters, resources, focus groups, and surveys for community involvements
- ELL specific resources for parents and families of ELL students

Goal 3 - High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

- Constructing Meaning training and resources
- Data analysis training and collaboration time
- Extra resources for intervention
- Support and resources for ELL students
- Leadership Legacy Consulting to increase cultural proficiency of the staff

Goal 4 - Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

- Feet First
- Family Purpose
- HBCU Fair and other college fairs
- Support for teachers working with focal scholars
- Resources and support for the College and Career center
- Resources and support for the Diablo Community Center

## Major Learner Needs

Our major learner needs are the following based on the data in [Appendix A](#):

- Freshmen Success- As noted by SPSA goal 1, there is still a large learning need remaining for the freshman class. The data regarding freshman performance is on a downtrend and does not appear to be getting better. The number of freshmen with three or more D or F grades is increasing and the number of freshmen that have no grades lower than a C is decreasing. This is a serious issue of concern for the campus.
- Mathematics - The percentage of students that have completed algebra 2 has increased in the last three years. Algebra 2 is practically required for 11th graders to perform well on the CAASPP. This means that one would expect the CAASPP scores to increase as well, however the movement in the CAASPP scores for mathematics has remained consistently low.
- A-G Completion: There has been a slight decrease in the number of students that have met the A-G requirements, dropping from 29% to 26%. The percentage of students that have passed AP courses has increased though from 39% to 48% of the graduating class. If the culture of the school is pushing towards getting students prepared for college, then we would hope that the A-G completion would increase as well.
- English Learners: There has been a slight increase in the number of English learners at the school over the last three years, increasing from 30% to 40% of the student population. The number of English learners that end up meeting the A-G requirements is typically low. This is one of the reasons that Constructing Meaning is a coordinated push at the school.

## Communication with Stakeholders

The main vehicle for communicating the Growth Areas and Action Plan are now the Mission and Vision statements. Both of these items tightly integrate the Growth Areas and Action Plan. A small number of focus groups have been held with student groups to solicit feedback on these as well as some other campus initiatives being developed.

The school is transparent with its site council procedures and agendas are properly posted. All site council meetings are shared via ParentSquare and anyone can join the meetings. However, the number of people that find this information out through site council is very small and mainly consists only of the acting site council members. Furthermore, based on a staff site survey that can be found in the Appendices [here](#), the staff still thinks that more can be done regarding communication in a number of ways, such as communicating to clarify what happens in site council with the rest of the staff.

## Summary of Findings

This section provides a summary of the growth areas and a conclusion on the progress of them.

| Growth Area                                   | Summary  | Conclusion  |
|---|--|---|
| Guiding Document Processes                    | The SPSA and WASC Action Plan have been merged and greatly revised: the school mission and vision statements are completing revisions, and we are moving toward an articulated set of values to better inform the goals of the SPSA.   | Some good progress: follow-through is key in making sure these docs are relevant and effective in guiding improvement   |
| 9th Grade Support Systems                     | There has been little done in this area and this still needs significant work moving forward. Training is scheduled for Link Crew for this summer.   | Needs major work  |
| School-Community Communication                | Using ParentSquare and other electronic communications is moving the school forward in this area. More can be done with in-person events.  | Improved, but still needs significant work  |
| Student-Family Involvement in Decision Making | The school site council has a more diverse set of community representation. More needs to be done in this area. This is related to communication and increasing communication in both directions to have families involved in making changes at the school.  | Improved, but still needs significant work  |
| Staff and Data                                | There have been a large number of changes regarding how data is being collected about staff and the students. This comes from sources such as admin walkthrough data as well as increased participation in instructional rounds. The next steps are streamlining how teachers use formative assessment data and how this changes instruction.  | Improved in a number of areas, but still a growth area with clear next steps for teachers   |
| Communication from Administration to Teachers | Much of the staff think that there are too many all staff meetings and that the time could be better spent. This leads well into the projected PLC goals that the school is working on.  | Slightly improved, but has come with inefficiencies that need to be streamlined   |
| Consistent and Persistent Training of Staff   | The training for the staff has not changed much in the last two years. There is still a major focus on CM, but the staff is struggling with analyzing data and finding time to do so. The work with Solution Tree is slow, but is still a step in the right direction to move the school forward in this area. Administration sees a need to increase focus on instructional leadership. | Slightly improved, with respect to the staff outlook on this, but there is a lot of growth required specifically in SEL and PLCs  |
| School Orderliness and Culture                | Campus supervisor staffing, tardy sweeps, and changes to the progressive assertive discipline model have allowed for significant improvement in these areas. Data shows that the students are in class on time much more than they were in the past.   | Greatly improved in these areas, however the school needs to increase adoption of MTSS as there is a lack of evidence that the current MTSS initiatives are making a difference |

# IV: Revised Schoolwide Action Plan

**Based on the findings of the current progress report, further revise the schoolwide action plan as needed and include a link to the school's most recent schoolwide action plan.**

## Goal 1

The main area that the school is working on from this section involves improving the outcomes for the 9th grade students, English learners, and students with IEPs. One of the additions to the SPSA for goal 1 for this year is an additional focus on MTSS since the MTSS implementation at the school has been shown to be lacking based on this report. The other major topic in goal 1 is on climate and campus safety. These have not been significantly changed based upon the report, but are still identified as important growth areas for the school. There still needs to be a significant level of support and resources put into adopting MTSS at the school.

## Goal 2

Despite the growth areas in getting more involvement from a broader section of community members, there is still a lot of growth needed in this area for the school and the community that it serves. Based on the report, it's important for the campus to still improve communication with the community and increase input from all stakeholders as identified by strategy 3 and 4.

## Goal 3

Based on the current report, we are still working on implementing CM at a higher level and making sure that teachers use common assessment data to inform instruction. The other changes in this section relate to making sure that there is a plan for increasing the effectiveness of PLCs at the school. Similar to goal 1, there is a large focus on improving outcomes for English language learners. This has been a growth area that the school needs to focus on.

One of the biggest areas that the school needs to address based on this report so far is the need to streamline how departments analyze data and have the members of the department make instructional decisions based on that data. In working with SolutionTree, the administration found that the process for doing this needs to be simplified and then carried out by each department. The suggested model would be to have each department start by identifying a high leverage skill, assessing that skill, analyzing the data, and then making decisions for intervention based upon that data. The school also needs to revisit an intervention strategy so that there is time for targeted interventions for the students.

The next step in this area as well, as mentioned in other areas of the report, is related to teacher training and what instruction in the classroom looks like. This can be seen in the large staff survey that teachers need more training and support, especially in SEL and PLCs.

## Goal 4

Based on this progress report and data, there is still a lot of growth needed in systems of support for the focal scholars at the school. This includes having additional services for focal scholars related to SEL and other required counseling services. There is additionally a focus on making sure that the students receive support for academic achievement. Finally, this also supports the work that the teachers involved in the Focal Scholar program have reported some frustration with the documentation overhead in processes developed by the district: we anticipate that this program will be fine-tuned as we progress into

a new school year. The DCC is doing additional work with the focal scholars on campus, and several outside agencies such as Feet First and Family Purpose have been contracted to support us in these efforts as well..

## SPSA - Revised Action Plan

As mentioned at the start of [Section III](#), the Action Plan moving forward from this point is the SPSA itself. This section detailed how this plan was created and the process that was used to integrate the growth areas for the school into the SPSA. MDHS plans to use what it learns from this WASC visit to further address needs when the SPSA is revised in the 2024-2025 school year, and use the goals and growth targets outlined in the SPSA to guide us along the continued process of school improvement.

[Link to the 2023-2024 School Plan for Student Achievement](#)

A summary of the goals from the SPSA can be found in [Appendix B](#).

# Appendices

## Appendix A - Data Collection Tool

| Student Groups   |                            | # Enrolled Yr 1<br>2020-2021 | # Enrolled Yr 2<br>2021-2022 | # Enrolled Yr 3<br>2022-2023 |
|--|----------------------------|------------------------------|------------------------------|------------------------------|
| Race/Ethnicity   | African American           | 117                          | 107                          | 118                          |
|  | American Indian            | 7                            | 4                            | 5                            |
|  | Asian                      | 91                           | 71                           | 87                           |
|  | Filipino                   | 112                          | 100                          | 70                           |
|  | Hispanic/Latinx            | 999                          | 1031                         | 1009                         |
|  | Pacific Islander           | 27                           | 19                           | 23                           |
|  | Two or More Races          | 64                           | 50                           | 65                           |
|  | White                      | 89                           | 64                           | 74                           |
| Language Fluency   | English Only               | 370                          | 327                          | 334                          |
|  | IFLP (Initially Fluent)    | 51                           | 46                           | 45                           |
|  | RFEP (Reclassified)        | 628                          | 605                          | 571                          |
|  | LEP (English Learners)     | 458                          | 467                          | 498                          |
|  | -LTEL                      | 273                          | 282                          | 279                          |
|  | -Newcomers                 | 185                          | 185                          | 370                          |
| Special Populations  | Foster Youth               | 6                            | 4                            | 22                           |
|  | Homeless                   | 70                           | 40                           | 53                           |
|  | SED                        |                              |                              |                              |
|  | Students with Disabilities | 246                          | 243                          | 238                          |
|  | -RS                        | 133                          | 136                          | 135                          |
|  | -SDC                       | 113                          | 107                          | 103                          |
| Additional Student Groups<br>(Reflecting the unique makeup of your local student body) | Latinx & English Learner   | 389                          | 407                          | 447                          |
|  | Latinx & Reclassified      | 536                          | 518                          | 497                          |
|  | Latinx & Initially Fluent  | 35                           | 30                           | 28                           |
|  | Latinx & LTEL              | 260                          | 277                          | 271                          |
|  | Latinx & SED               |                              |                              |                              |
|  | Latinx & SPED              | 207                          | 215                          | 195                          |
|  |                            |                              |                              |                              |
|  |                            |                              |                              |                              |

# Enrollment

| School Year                  |                            | 2020-2021           |     |     |     |         |            | 2021-2022           |     |     |     |         |            | 2022-2023           |     |     |     |         |            |
|------------------------------|----------------------------|---------------------|-----|-----|-----|---------|------------|---------------------|-----|-----|-----|---------|------------|---------------------|-----|-----|-----|---------|------------|
| Student Group                |                            | Enrollment by Grade |     |     |     |         |            | Enrollment by Grade |     |     |     |         |            | Enrollment by Grade |     |     |     |         |            |
|                              |                            | 9                   | 10  | 11  | 12  | Total # | % of Total | 9                   | 10  | 11  | 12  | Total # | % of Total | 9                   | 10  | 11  | 12  | Total # | % of Total |
| All                          | All Students               | 480                 | 397 | 342 | 288 | 1507    | 100%       | 356                 | 439 | 352 | 299 | 1446    | 100%       | 337                 | 369 | 425 | 320 | 1451    | 100%       |
| Race/<br>Ethnicity           | African American           | 39                  | 33  | 25  | 20  | 117     | 8%         | 26                  | 35  | 26  | 20  | 107     | 7%         | 30                  | 30  | 39  | 19  | 118     | 8%         |
|                              | American Indian            | 2                   | 3   | 0   | 2   | 7       | 0%         | 1                   | 2   | 1   | 0   | 4       | 0%         | 1                   | 0   | 3   | 1   | 5       | 0%         |
|                              | Asian                      | 20                  | 18  | 27  | 26  | 91      | 6%         | 16                  | 21  | 15  | 19  | 71      | 5%         | 20                  | 24  | 26  | 17  | 87      | 6%         |
|                              | Filipino                   | 32                  | 26  | 31  | 23  | 112     | 7%         | 16                  | 26  | 31  | 27  | 100     | 7%         | 10                  | 11  | 23  | 26  | 70      | 5%         |
|                              | Hispanic/Latinx            | 326                 | 269 | 227 | 177 | 999     | 66%        | 267                 | 303 | 247 | 214 | 1031    | 71%        | 242                 | 264 | 283 | 220 | 1009    | 70%        |
|                              | Pacific Islander           | 9                   | 7   | 6   | 5   | 27      | 2%         | 2                   | 9   | 4   | 4   | 19      | 1%         | 4                   | 3   | 10  | 6   | 23      | 2%         |
|                              | Two or More Races          | 19                  | 14  | 18  | 13  | 64      | 4%         | 15                  | 18  | 8   | 9   | 50      | 3%         | 13                  | 22  | 16  | 14  | 65      | 4%         |
|                              | White                      | 32                  | 27  | 8   | 22  | 89      | 6%         | 13                  | 25  | 20  | 6   | 64      | 4%         | 17                  | 15  | 25  | 17  | 74      | 5%         |
| Language<br>Fluency          | English Only               | 121                 | 90  | 82  | 77  | 370     | 25%        | 91                  | 103 | 69  | 64  | 327     | 23%        | 97                  | 87  | 95  | 55  | 334     | 23%        |
|                              | IFLP (Initially Fluent)    | 12                  | 12  | 13  | 14  | 51      | 3%         | 9                   | 14  | 11  | 12  | 46      | 3%         | 6                   | 11  | 15  | 13  | 45      | 3%         |
|                              | RFEP (Reclassified)        | 181                 | 163 | 160 | 124 | 628     | 42%        | 120                 | 172 | 160 | 153 | 605     | 42%        | 127                 | 122 | 174 | 148 | 571     | 39%        |
|                              | LEP (English Learners)     | 166                 | 132 | 87  | 73  | 458     | 30%        | 135                 | 150 | 112 | 70  | 467     | 32%        | 106                 | 148 | 140 | 104 | 498     | 34%        |
|                              | -LTEL                      | 116                 | 78  | 42  | 37  | 273     | 18%        | 90                  | 104 | 54  | 34  | 282     | 20%        | 66                  | 90  | 73  | 50  | 279     | 19%        |
|                              | -Newcomers                 | 50                  | 54  | 45  | 36  | 185     | 12%        | 45                  | 46  | 58  | 36  | 185     | 13%        | 104                 | 145 | 67  | 54  | 370     | 26%        |
| Special Populations          | Foster Youth               | 1                   | 1   | 1   | 3   | 6       | 0%         | 3                   | 0   | 1   | 0   | 4       | 0%         | 2                   | 3   | 3   | 0   | 22      | 1%         |
|                              | Homeless                   | 9                   | 26  | 17  | 18  | 70      | 5%         | 10                  | 9   | 11  | 10  | 40      | 2%         | 8                   | 15  | 14  | 16  | 53      | 2%         |
|                              | SED                        |                     |     |     |     |         |            |                     |     |     |     |         |            |                     |     |     |     |         |            |
|                              | Students with Disabilities | 73                  | 72  | 59  | 42  | 246     | 16%        | 67                  | 71  | 57  | 48  | 243     | 11%        | 55                  | 69  | 64  | 50  | 238     | 11%        |
|                              | -RS                        | 38                  | 41  | 33  | 21  | 133     | 9%         | 38                  | 43  | 30  | 25  | 136     | 6%         | 32                  | 42  | 36  | 25  | 135     | 6%         |
| -SDC                         | 35                         | 31                  | 26  | 21  | 113 | 7%      | 29         | 28                  | 27  | 23  | 107 | 5%      | 23         | 27                  | 28  | 25  | 103 | 5%      |            |
| Additional<br>Student Groups | Latinx EL                  | 153                 | 106 | 73  | 57  | 389     | 26%        | 122                 | 139 | 87  | 59  | 407     | 18%        | 98                  | 137 | 127 | 85  | 447     | 21%        |
|                              | Latinx RFP                 | 154                 | 143 | 135 | 104 | 536     | 36%        | 104                 | 145 | 139 | 130 | 518     | 22%        | 115                 | 108 | 147 | 127 | 497     | 23%        |
|                              | Latinx IFP                 | 10                  | 8   | 7   | 10  | 35      | 2%         | 7                   | 10  | 6   | 7   | 30      | 1%         | 4                   | 6   | 11  | 7   | 28      | 1%         |
|                              | Latinx LTEL                | 114                 | 73  | 41  | 32  | 260     | 17%        | 90                  | 102 | 51  | 34  | 277     | 12%        | 64                  | 90  | 72  | 45  | 271     | 13%        |
|                              | Latinx SED                 |                     |     |     |     |         |            |                     |     |     |     |         |            |                     |     |     |     |         |            |
|                              | Latinx SPED                | 68                  | 65  | 53  | 21  | 207     | 14%        | 61                  | 62  | 52  | 40  | 215     | 9%         | 46                  | 61  | 55  | 33  | 195     | 9%         |

# Algebra 2 Completion

| School Year                    |                            | 2020-2021 |                 |                       |                 | 2021-2022 |                 |                       |                 | 2022-2023 |                 |                       |                 |
|--------------------------------|----------------------------|-----------|-----------------|-----------------------|-----------------|-----------|-----------------|-----------------------|-----------------|-----------|-----------------|-----------------------|-----------------|
| Student Group                  |                            | Graduates |                 | Algebra II Completion |                 | Graduates |                 | Algebra II Completion |                 | Graduates |                 | Algebra II Completion |                 |
|                                |                            | #         | % of Population | #                     | % of Completers | #         | % of Population | #                     | % of Completers | #         | % of Population | #                     | % of Completers |
| All                            | All Students               | 260       | -               | 100                   | 38%             | 274       | -               | 140                   | 51%             | 273       | -               | 168                   | 62%             |
|                                | Race/<br>Ethnicity         |           |                 |                       |                 |           |                 |                       |                 |           |                 |                       |                 |
|                                | African American           | 19        | 7%              | 7                     | 37%             | 19        | 7%              | 8                     | 42%             | 17        | 6%              | 9                     | 53%             |
|                                | American Indian            | 1         | 0%              | 0                     | 0%              | 0         | #N/A            | 0                     | -               | 1         | 0%              | 1                     | 100%            |
|                                | Asian                      | 19        | 7%              | 10                    | 53%             | 18        | 7%              | 10                    | 56%             | 14        | 5%              | 8                     | 57%             |
|                                | Filipino                   | 21        | 8%              | 12                    | 57%             | 26        | 9%              | 16                    | 62%             | 25        | 9%              | 20                    | 80%             |
|                                | Hispanic/Latinx            | 178       | 68%             | 62                    | 35%             | 200       | 73%             | 101                   | 51%             | 197       | 72%             | 117                   | 59%             |
|                                | Pacific Islander           | 4         | 2%              | 2                     | 50%             | 4         | 1%              | 4                     | 100%            | 4         | 1%              | 4                     | 100%            |
|                                | Two or More Races          | 2         | 1%              | 1                     | 50%             | 1         | 0%              | 1                     | 100%            | 1         | 0%              | 0                     | 0%              |
|                                | White                      | 16        | 6%              | 5                     | 31%             | 6         | 2%              | 0                     | 0%              | 14        | 5%              | 9                     | 64%             |
| Language<br>Fluency            | English Only               | 68        | 26%             | 29                    | 43%             | 60        | 22%             | 24                    | 40%             | 49        | 18%             | 34                    | 69%             |
|                                | IFLP (Initially Fluent)    | 14        | 5%              | 5                     | 36%             | 11        | 4%              | 8                     | 73%             | 13        | 5%              | 9                     | 69%             |
|                                | RFEP (Reclassified)        | 122       | 47%             | 48                    | 39%             | 152       | 55%             | 93                    | 61%             | 143       | 52%             | 100                   | 70%             |
|                                | LEP (English Learners)     | 56        | 22%             | 16                    | 29%             | 51        | 19%             | 14                    | 27%             | 68        | 25%             | 25                    | 37%             |
|                                | -LTEL                      | 35        | 13%             | 11                    | 31%             | 28        | 10%             | 6                     | 21%             | 43        | 16%             | 13                    | 30%             |
|                                | -Newcomers                 | 21        | 8%              | 5                     | 24%             | 23        | 8%              | 8                     | 35%             | 25        | 9%              | 12                    | 48%             |
| Special   Populations          | Foster Youth               | 5         | 2%              | 1                     | 20%             | 0         | #N/A            | 0                     | -               | 0         | #N/A            | 0                     | -               |
|                                | Homeless                   | 9         | 3%              | 1                     | 11%             | 4         | 1%              | 1                     | 25%             | 3         | 1%              | 1                     | 33%             |
|                                | SED                        |           | -               |                       | -               |           | -               |                       | -               |           | -               |                       | -               |
|                                | Students with Disabilities | 41        | 16%             | 12                    | 29%             | 49        | 18%             | 7                     | 14%             | 46        | 17%             | 16                    | 35%             |
|                                | -RS                        | 26        | 10%             | 12                    | 46%             | 31        | 11%             | 7                     | 23%             | 30        | 11%             | 14                    | 47%             |
|                                | -SDC                       | 15        | 6%              | 1                     | 7%              | 18        | 7%              | 0                     | 0%              | 16        | 6%              | 2                     | 13%             |
| Additional  <br>Student Groups | Latinx EL                  | 45        | 17%             | 21                    | 47%             | 43        | 16%             | 10                    | 23%             | 51        | 19%             | 17                    | 33%             |
|                                | Latinx RFP                 | 102       | 39%             | 39                    | 38%             | 129       | 47%             | 79                    | 61%             | 123       | 45%             | 85                    | 69%             |
|                                | Latinx IFP                 | 10        | 4%              | 4                     | 40%             | 6         | 2%              | 3                     | 50%             | 7         | 3%              | 4                     | 57%             |
|                                | Latinx LTEL                | 30        | 12%             | 8                     | 27%             | 28        | 10%             | 8                     | 29%             | 39        | 14%             | 17                    | 44%             |
|                                | Latinx SED                 |           | -               |                       | -               |           | -               |                       | -               |           | -               |                       | -               |
|                                | Latinx SPED                | 23        | 9%              | 8                     | 35%             | 36        | 13%             | 6                     | 17%             | 32        | 12%             | 10                    | 31%             |
|                                |                            |           | -               |                       | -               |           | -               |                       | -               |           | -               |                       | -               |
|                                |                            |           | -               |                       | -               |           | -               |                       | -               |           | -               |                       | -               |

### A-G Completion

| School Year                  |                            | 2020-2021         |                 |                |                 | 2021-2022 |                 |                |                 | 2022-2023 |                 |                |                 |     |
|------------------------------|----------------------------|-------------------|-----------------|----------------|-----------------|-----------|-----------------|----------------|-----------------|-----------|-----------------|----------------|-----------------|-----|
| Student Group                |                            | Graduates         |                 | a-g Completion |                 | Graduates |                 | a-g Completion |                 | Graduates |                 | a-g Completion |                 |     |
|                              |                            | #                 | % of Population | #              | % of Completers | #         | % of Population | #              | % of Completers | #         | % of Population | #              | % of Completers |     |
| All                          | All Students               | 260               | -               | 76             | 29%             | 274       | -               | 87             | 32%             | 273       | -               | 72             | 26%             |     |
|                              | Race/<br>Ethnicity         | African American  | 19              | 7%             | 4               | 21%       | 19              | 7%             | 5               | 26%       | 17              | 6%             | 6               | 35% |
|                              |                            | American Indian   | 1               | 0%             | 0               | 0%        | #N/A            | #N/A           | 0               | #N/A      | 1               | 0%             | 0               | 0%  |
|                              |                            | Asian             | 19              | 7%             | 8               | 42%       | 18              | 7%             | 8               | 44%       | 14              | 5%             | 5               | 36% |
|                              |                            | Filipino          | 21              | 8%             | 12              | 57%       | 26              | 9%             | 16              | 62%       | 25              | 9%             | 11              | 44% |
|                              |                            | Hispanic/Latinx   | 178             | 68%            | 47              | 26%       | 200             | 73%            | 54              | 27%       | 197             | 72%            | 46              | 23% |
|                              |                            | Pacific Islander  | 4               | 2%             | 1               | 25%       | 4               | 1%             | 3               | 75%       | 4               | 1%             | 2               | 50% |
|                              |                            | Two or More Races | 2               | 1%             | 0               | 0%        | 1               | 0%             | 0               | 0%        | 1               | 0%             | 0               | 0%  |
| White                        | 16                         | 6%                | 4               | 25%            | 6               | 2%        | 1               | 17%            | 14              | 5%        | 2               | 14%            |                 |     |
| Language<br>Fluency          | English Only               | 68                | 26%             | 19             | 28%             | 60        | 22%             | 19             | 32%             | 49        | 18%             | 14             | 29%             |     |
|                              | IFLP (Initially Fluent)    | 14                | 5%              | 6              | 43%             | 11        | 4%              | 7              | 64%             | 13        | 5%              | 5              | 38%             |     |
|                              | RFEP (Reclassified)        | 122               | 47%             | 48             | 39%             | 152       | 55%             | 57             | 38%             | 143       | 52%             | 47             | 33%             |     |
|                              | LEP (English Learners)     | 56                | 22%             | 3              | 5%              | 51        | 19%             | 4              | 8%              | 68        | 25%             | 6              | 9%              |     |
|                              | -LTEL                      | 35                | 13%             | 1              | 3%              | 28        | 10%             | 2              | 7%              | 43        | 16%             | 3              | 7%              |     |
|                              | -Newcomers                 | 21                | 8%              | 2              | 10%             | 23        | 8%              | 2              | 9%              | 25        | 9%              | 3              | 12%             |     |
| Special Populations          | Foster Youth               | 5                 | 2%              | 0              | 0%              | #N/A      | #N/A            | 0              | #N/A            | #N/A      | #N/A            | 0              | #N/A            |     |
|                              | Homeless                   | 9                 | 3%              | 0              | 0%              | 4         | 1%              | 0              | 0%              | 3         | 1%              | 0              | 0%              |     |
|                              | SED                        |                   | -               |                | -               |           | -               |                | -               |           | -               |                | -               |     |
|                              | Students with Disabilities | 41                | 16%             | 2              | 5%              | 49        | 18%             | 1              | 2%              | 46        | 17%             | 0              | 0%              |     |
|                              | -RS                        | 26                | 10%             | 2              | 8%              | 31        | 11%             | 1              | 3%              | 30        | 11%             | 0              | 0%              |     |
| -SDC                         | 15                         | 6%                | 0               | 0%             | 18              | 7%        | 0               | 0%             | 16              | 6%        | 0               | 0%             |                 |     |
| Additional<br>Student Groups | Latinx EL                  | 45                | 17%             | 1              | 2%              | 43        | 16%             | 3              | 7%              | 51        | 19%             | 4              | 8%              |     |
|                              | Latinx RFP                 | 102               | 39%             | 35             | 34%             | 129       | 47%             | 42             | 33%             | 123       | 45%             | 36             | 29%             |     |
|                              | Latinx IFP                 | 10                | 4%              | 4              | 40%             | 6         | 2%              | 5              | 83%             | 7         | 3%              | 1              | 14%             |     |
|                              | Latinx LTEL                | 30                | 12%             | 0              | 0%              | 28        | 10%             | 2              | 7%              | 39        | 14%             | 4              | 10%             |     |
|                              | Latinx SED                 |                   | -               |                | -               |           | -               |                | -               |           | -               |                | -               |     |
|                              | Latinx SPED                | 23                | 9%              | 1              | 4%              | 36        | 13%             | 1              | 3%              | 32        | 12%             | 0              | 0%              |     |
|                              |                            |                   | -               |                | -               |           | -               |                | -               |           | -               |                | -               |     |

## AP Course Completion

| School Year   |                              | 2020-2021 |                 |                      |                 | 2021-2022 |                 |                      |                 | 2022-2023 |                 |                      |                 |
|---------------|------------------------------|-----------|-----------------|----------------------|-----------------|-----------|-----------------|----------------------|-----------------|-----------|-----------------|----------------------|-----------------|
| Student Group |                              | Graduates |                 | AP Course Completion |                 | Graduates |                 | AP Course Completion |                 | Graduates |                 | AP Course Completion |                 |
|               |                              | #         | % of Population | #                    | % of Completers | #         | % of Population | #                    | % of Completers | #         | % of Population | #                    | % of Completers |
| All           | All Students                 | 260       | -               | 102                  | 39%             | 274       | -               | 123                  | 45%             | 273       | -               | 131                  | 48%             |
|               | Race/<br>Ethnicity           |           |                 |                      |                 |           |                 |                      |                 |           |                 |                      |                 |
|               | African American             | 19        | 7%              | 4                    | 21%             | 19        | 7%              | 6                    | 32%             | 17        | 6%              | 8                    | 47%             |
|               | American Indian              | 1         | 0%              | 1                    | 100%            | #N/A      | #N/A            | 0                    | #N/A            | 1         | 0%              | 0                    | 0%              |
|               | Asian                        | 19        | 7%              | 8                    | 42%             | 18        | 7%              | 14                   | 78%             | 14        | 5%              | 6                    | 43%             |
|               | Filipino                     | 21        | 8%              | 11                   | 52%             | 26        | 9%              | 14                   | 54%             | 25        | 9%              | 14                   | 56%             |
|               | Hispanic/Latinx              | 178       | 68%             | 71                   | 40%             | 200       | 73%             | 85                   | 43%             | 197       | 72%             | 97                   | 49%             |
|               | Pacific Islander             | 4         | 2%              | 1                    | 25%             | 4         | 1%              | 3                    | 75%             | 4         | 1%              | 2                    | 50%             |
|               | Two or More Races            | 2         | 1%              | 0                    | 0%              | 1         | 0%              | 0                    | 0%              | 1         | 0%              | 1                    | 100%            |
|               | White                        | 16        | 6%              | 6                    | 38%             | 6         | 2%              | 1                    | 17%             | 14        | 5%              | 3                    | 21%             |
|               | Language<br>Fluency          |           |                 |                      |                 |           |                 |                      |                 |           |                 |                      |                 |
|               | English Only                 | 68        | 26%             | 25                   | 37%             | 60        | 22%             | 19                   | 32%             | 49        | 18%             | 21                   | 43%             |
|               | IFLP (Initially Fluent)      | 14        | 5%              | 5                    | 36%             | 11        | 4%              | 8                    | 73%             | 13        | 5%              | 8                    | 62%             |
|               | RFEP (Reclassified)          | 122       | 47%             | 60                   | 49%             | 152       | 55%             | 85                   | 56%             | 143       | 52%             | 88                   | 62%             |
|               | LEP (English Learners)       | 56        | 22%             | 11                   | 20%             | 51        | 19%             | 11                   | 22%             | 68        | 25%             | 14                   | 21%             |
|               | -LTEL                        | 35        | 13%             | 7                    | 20%             | 28        | 10%             | 3                    | 11%             | 43        | 16%             | 8                    | 19%             |
|               | -Newcomers                   | 21        | 8%              | 4                    | 19%             | 23        | 8%              | 8                    | 35%             | 25        | 9%              | 6                    | 24%             |
|               | Special Populations          |           |                 |                      |                 |           |                 |                      |                 |           |                 |                      |                 |
|               | Foster Youth                 | 5         | 2%              | 0                    | 0%              | #N/A      | #N/A            | 0                    | #N/A            | #N/A      | #N/A            | 0                    | #N/A            |
|               | Homeless                     | 9         | 3%              | 0                    | 0%              | 4         | 1%              | 0                    | 0%              | 3         | 1%              | 0                    | 0%              |
|               | SED                          | -         | -               | -                    | -               | -         | -               | -                    | -               | -         | -               | -                    | -               |
|               | Students with Disabilities   | 41        | 16%             | 1                    | 2%              | 49        | 18%             | 2                    | 4%              | 46        | 17%             | 2                    | 4%              |
|               | -RS                          | 26        | 10%             | 1                    | 4%              | 31        | 11%             | 2                    | 6%              | 30        | 11%             | 2                    | 7%              |
|               | -SDC                         | 15        | 6%              | 0                    | 0%              | 18        | 7%              | 0                    | 0%              | 16        | 6%              | 0                    | 0%              |
|               | Additional<br>Student Groups |           |                 |                      |                 |           |                 |                      |                 |           |                 |                      |                 |
|               | Latinx EL                    | 45        | 17%             | 9                    | 20%             | 43        | 16%             | 8                    | 19%             | 51        | 19%             | 12                   | 24%             |
|               | Latinx RFP                   | 102       | 39%             | 46                   | 45%             | 129       | 47%             | 70                   | 54%             | 123       | 45%             | 75                   | 61%             |
|               | Latinx IFP                   | 10        | 4%              | 4                    | 40%             | 6         | 2%              | 5                    | 83%             | 7         | 3%              | 3                    | 43%             |
|               | Latinx LTEL                  | 30        | 12%             | 6                    | 20%             | 28        | 10%             | 3                    | 11%             | 39        | 14%             | 8                    | 21%             |
|               | Latinx SED                   | -         | -               | -                    | -               | -         | -               | -                    | -               | -         | -               | -                    | -               |
|               | Latinx SPED                  | 23        | 9%              | 1                    | 4%              | 36        | 13%             | 2                    | 6%              | 32        | 12%             | 1                    | 3%              |
|               |                              | -         | -               | -                    | -               | -         | -               | -                    | -               | -         | -               | -                    | -               |
|               |                              | -         | -               | -                    | -               | -         | -               | -                    | -               | -         | -               | -                    | -               |
|               |                              | -         | -               | -                    | -               | -         | -               | -                    | -               | -         | -               | -                    | -               |

Freshman Below 2.0 GPA

| School Year                  |                            | 2020-2021 |               |                   |      | 2021-2022 |               |                   |      | 2022-2023 |               |                   |     |
|------------------------------|----------------------------|-----------|---------------|-------------------|------|-----------|---------------|-------------------|------|-----------|---------------|-------------------|-----|
| Student Group                |                            | Freshmen  |               | GPA 1.99 or Below |      | Freshmen  |               | GPA 1.99 or Below |      | Freshmen  |               | GPA 1.99 or Below |     |
|                              |                            | #         | % of Freshmen | #                 | %    | #         | % of Freshmen | #                 | %    | #         | % of Freshmen | #                 | %   |
| All                          | All Students               | 480       | -             | 231               | 48%  | 356       | -             | 152               | 43%  | 337       | -             | 143               | 42% |
| Race/<br>Ethnicity           | African American           | 39        | 8%            | 23                | 59%  | 26        | 7%            | 13                | 50%  | 30        | 9%            | 11                | 37% |
|                              | American Indian            | 2         | 0%            | 2                 | 100% | 1         | 0%            | 1                 | 100% | 1         | 0%            | 0                 | 0%  |
|                              | Asian                      | 20        | 4%            | 4                 | 20%  | 16        | 4%            | 1                 | 6%   | 20        | 6%            | 3                 | 15% |
|                              | Filipino                   | 32        | 7%            | 6                 | 19%  | 16        | 4%            | 0                 | 0%   | 10        | 3%            | 0                 | 0%  |
|                              | Hispanic/Latinx            | 326       | 68%           | 163               | 50%  | 267       | 75%           | 125               | 47%  | 242       | 72%           | 120               | 50% |
|                              | Pacific Islander           | 9         | 2%            | 4                 | 44%  | 2         | 1%            | 1                 | 50%  | 4         | 1%            | 1                 | 25% |
|                              | Two or More Races          | 19        | 4%            | 11                | 58%  | 15        | 4%            | 5                 | 33%  | 13        | 4%            | 3                 | 23% |
| White                        | 32                         | 7%        | 18            | 56%               | 13   | 4%        | 6             | 46%               | 17   | 5%        | 5             | 29%               |     |
| Language<br>Fluency          | English Only               | 121       | 25%           | 59                | 49%  | 91        | 26%           | 42                | 46%  | 97        | 29%           | 37                | 38% |
|                              | IFLP (Initially Fluent)    | 12        | 3%            | 4                 | 33%  | 9         | 3%            | 0                 | 0%   | 6         | 2%            | 1                 | 17% |
|                              | RFEP (Reclassified)        | 181       | 38%           | 60                | 33%  | 120       | 34%           | 23                | 19%  | 127       | 38%           | 43                | 34% |
|                              | LEP (English Learners)     | 166       | 35%           | 108               | 65%  | 135       | 38%           | 86                | 64%  | 106       | 31%           | 61                | 58% |
|                              | -LTEL                      | 116       | 24%           | 82                | 71%  | 90        | 25%           | 66                | 73%  | 66        | 20%           | 40                | 61% |
|                              | -Newcomers                 | 50        | 10%           | 26                | 52%  | 45        | 13%           | 20                | 44%  | 104       | 31%           | 21                | 20% |
| Special Populations          | Foster Youth               | 1         | 0%            | 1                 | 100% | 3         | 1%            | 0                 | 0%   | 2         | 1%            | 0                 | 0%  |
|                              | Homeless                   | 9         | 2%            | 4                 | 44%  | 10        | 3%            | 1                 | 10%  | 8         | 2%            | 3                 | 38% |
|                              | SED                        |           | -             |                   | -    |           | -             |                   | -    |           | -             |                   | -   |
|                              | Students with Disabilities | 73        | 15%           | 47                | 64%  | 67        | 19%           | 34                | 51%  | 55        | 16%           | 20                | 36% |
|                              | -RS                        | 38        | 8%            | 19                | 50%  | 38        | 11%           | 20                | 53%  | 32        | 9%            | 17                | 53% |
|                              | -SDC                       | 35        | 7%            | 28                | 80%  | 29        | 8%            | 14                | 48%  | 23        | 7%            | 3                 | 13% |
| Additional<br>Student Groups | Latinx EL                  | 153       | 32%           | 104               | 68%  | 122       | 34%           | 84                | 69%  | 98        | 29%           | 59                | 60% |
|                              | Latinx RFP                 | 154       | 32%           | 51                | 33%  | 104       | 29%           | 23                | 22%  | 115       | 34%           | 43                | 37% |
|                              | Latinx IFP                 | 10        | 2%            | 4                 | 40%  | 7         | 2%            | 0                 | 0%   | 4         | 1%            | 1                 | 25% |
|                              | Latinx LTEL                | 114       | 24%           | 81                | 71%  | 90        | 25%           | 66                | 73%  | 64        | 19%           | 39                | 61% |
|                              | Latinx SED                 |           | -             |                   | -    |           | -             |                   | -    |           | -             |                   | -   |
|                              | Latinx SPED                | 68        | 14%           | 28                | 41%  | 61        | 17%           | 26                | 43%  | 46        | 14%           | 16                | 35% |
|                              |                            |           | -             |                   | -    |           | -             |                   | -    |           | -             |                   | -   |
|                              |                            |           | -             |                   | -    |           | -             |                   | -    |           | -             |                   | -   |

Freshman With no D or F Grades

| School Year                    |                            | 2020-2021         |                          |             |      | 2021-2022 |                          |             |     | 2022-2023 |                          |             |     |     |
|--------------------------------|----------------------------|-------------------|--------------------------|-------------|------|-----------|--------------------------|-------------|-----|-----------|--------------------------|-------------|-----|-----|
| Student Group                  |                            | Freshmen          |                          | No Ds or Fs |      | Freshmen  |                          | No Ds or Fs |     | Freshmen  |                          | No Ds or Fs |     |     |
|                                |                            | #                 | % of Freshmen Population | #           | %    | #         | % of Freshmen Population | #           | %   | #         | % of Freshmen Population | #           | %   |     |
| All                            | All Students               | 480               | -                        | 137         | 29%  | 356       | -                        | 103         | 29% | 337       | -                        | 73          | 22% |     |
|                                | Race/<br>Ethnicity         | African American  | 39                       | 8%          | 8    | 21%       | 26                       | 7%          | 6   | 23%       | 30                       | 9%          | 6   | 20% |
|                                |                            | American Indian   | 2                        | 0%          | 0    | 0%        | 1                        | 0%          | 0   | 0%        | 1                        | 0%          | 0   | 0%  |
|                                |                            | Asian             | 20                       | 4%          | 14   | 70%       | 16                       | 4%          | 9   | 56%       | 20                       | 6%          | 5   | 25% |
|                                |                            | Filipino          | 32                       | 7%          | 22   | 69%       | 16                       | 4%          | 11  | 69%       | 10                       | 3%          | 3   | 30% |
|                                |                            | Hispanic/Latinx   | 326                      | 68%         | 73   | 22%       | 267                      | 75%         | 69  | 26%       | 242                      | 72%         | 50  | 21% |
|                                |                            | Pacific Islander  | 9                        | 2%          | 4    | 44%       | 2                        | 1%          | 0   | 0%        | 4                        | 1%          | 2   | 50% |
|                                |                            | Two or More Races | 19                       | 4%          | 6    | 32%       | 15                       | 4%          | 5   | 33%       | 13                       | 4%          | 3   | 23% |
| White                          | 32                         | 7%                | 10                       | 31%         | 13   | 4%        | 3                        | 23%         | 17  | 5%        | 4                        | 24%         |     |     |
| Language<br>Fluency            | English Only               | 121               | 25%                      | 42          | 35%  | 91        | 26%                      | 24          | 26% | 97        | 29%                      | 23          | 24% |     |
|                                | IFLP (Initially Fluent)    | 12                | 3%                       | 6           | 50%  | 9         | 3%                       | 5           | 56% | 6         | 2%                       | 2           | 33% |     |
|                                | RFEP (Reclassified)        | 181               | 38%                      | 70          | 39%  | 120       | 34%                      | 56          | 47% | 127       | 38%                      | 37          | 29% |     |
|                                | LEP (English Learners)     | 166               | 35%                      | 26          | 16%  | 135       | 38%                      | 18          | 13% | 106       | 31%                      | 11          | 10% |     |
|                                | -LTEL                      | 116               | 24%                      | 14          | 12%  | 90        | 25%                      | 8           | 9%  | 66        | 20%                      | 3           | 5%  |     |
|                                | -Newcomers                 | 50                | 10%                      | 12          | 24%  | 45        | 13%                      | 6           | 13% | 104       | 31%                      | 8           | 8%  |     |
| Special   Populations          | Foster Youth               | 1                 | 0%                       | 3           | 300% | 3         | 1%                       | 0           | 0%  | 2         | 1%                       | 0           | 0%  |     |
|                                | Homeless                   | 9                 | 2%                       | 2           | 22%  | 10        | 3%                       | 1           | 10% | 8         | 2%                       | 0           | 0%  |     |
|                                | SED                        | -                 | -                        | -           | -    | -         | -                        | -           | -   | -         | -                        | -           | -   |     |
|                                | Students with Disabilities | 73                | 15%                      | 12          | 16%  | 67        | 19%                      | 9           | 13% | 55        | 16%                      | 10          | 18% |     |
|                                | -RS                        | 38                | 8%                       | 3           | 8%   | 38        | 11%                      | 5           | 13% | 32        | 9%                       | 4           | 13% |     |
|                                | -SDC                       | 35                | 7%                       | 9           | 26%  | 29        | 8%                       | 4           | 14% | 23        | 7%                       | 6           | 26% |     |
| Additional  <br>Student Groups | Latinx EL                  | 153               | 32%                      | 18          | 12%  | 122       | 34%                      | 11          | 9%  | 98        | 29%                      | 10          | 10% |     |
|                                | Latinx RFP                 | 154               | 32%                      | 56          | 36%  | 104       | 29%                      | 45          | 43% | 115       | 34%                      | 32          | 28% |     |
|                                | Latinx IFP                 | 10                | 2%                       | 4           | 40%  | 7         | 2%                       | 4           | 57% | 4         | 1%                       | 2           | 50% |     |
|                                | Latinx LTEL                | 114               | 24%                      | 13          | 11%  | 90        | 25%                      | 8           | 9%  | 64        | 19%                      | 3           | 5%  |     |
|                                | Latinx SED                 | -                 | -                        | -           | -    | -         | -                        | -           | -   | -         | -                        | -           | -   |     |
|                                | Latinx SPED                | 68                | 14%                      | 7           | 10%  | 61        | 17%                      | 7           | 11% | 46        | 14%                      | 4           | 9%  |     |
|                                |                            | -                 | -                        | -           | -    | -         | -                        | -           | -   | -         | -                        | -           | -   |     |

Students from All Grades with a 3.0 GPA or Better

| Student Group                |                            | All Grade Levels |          | GPA 3.0 or Better |     | All Grade Levels |          | GPA 3.0 or Better |     | All Grade Levels |          | GPA 3.0 or Better |     |
|------------------------------|----------------------------|------------------|----------|-------------------|-----|------------------|----------|-------------------|-----|------------------|----------|-------------------|-----|
|                              |                            | #                | % of All | #                 | %   | #                | % of All | #                 | %   | #                | % of All | #                 | %   |
| All                          | All Students               | 1507             | -        | 538               | 36% | 1446             | -        | 509               | 35% | 1451             | -        | 520               | 36% |
| Race/<br>Ethnicity           | African American           | 117              | 8%       | 30                | 26% | 107              | 7%       | 32                | 30% | 118              | 8%       | 36                | 31% |
|                              | American Indian            | 7                | 0%       | 2                 | 29% | 4                | 0%       | 1                 | 25% | 5                | 0%       | 3                 | 60% |
|                              | Asian                      | 91               | 6%       | 54                | 59% | 71               | 5%       | 41                | 58% | 87               | 6%       | 37                | 43% |
|                              | Filipino                   | 112              | 7%       | 77                | 69% | 100              | 7%       | 71                | 71% | 70               | 5%       | 55                | 79% |
|                              | Hispanic/Latinx            | 999              | 66%      | 310               | 31% | 1031             | 71%      | 322               | 31% | 1009             | 70%      | 334               | 33% |
|                              | Pacific Islander           | 27               | 2%       | 8                 | 30% | 19               | 1%       | 4                 | 21% | 23               | 2%       | 7                 | 30% |
|                              | Two or More Races          | 64               | 4%       | 27                | 42% | 50               | 3%       | 19                | 38% | 65               | 4%       | 22                | 34% |
|                              | White                      | 89               | 6%       | 30                | 34% | 64               | 4%       | 19                | 30% | 74               | 5%       | 26                | 35% |
| Language<br>Fluency          | English Only               | 370              | 25%      | 124               | 34% | 327              | 23%      | 102               | 31% | 334              | 23%      | 118               | 35% |
|                              | IFLP (Initially Fluent)    | 51               | 3%       | 31                | 61% | 46               | 3%       | 31                | 67% | 45               | 3%       | 28                | 62% |
|                              | RFEP (Reclassified)        | 628              | 42%      | 288               | 46% | 605              | 42%      | 280               | 46% | 571              | 39%      | 268               | 47% |
|                              | LEP (English Learners)     | 458              | 30%      | 95                | 21% | 467              | 32%      | 96                | 21% | 498              | 34%      | 106               | 21% |
|                              | -LTEL                      | 273              | 18%      | 40                | 15% | 282              | 20%      | 34                | 12% | 279              | 19%      | 39                | 14% |
|                              | -Newcomers                 | 185              | 12%      | 55                | 30% | 185              | 13%      | 62                | 34% | 370              | 25%      | 67                | 18% |
| Special Populations          | Foster Youth               | 6                | 0%       | 0                 | 0%  | 4                | 0%       | 1                 | 25% | 22               | 2%       | 0                 | 0%  |
|                              | Homeless                   | 70               | 5%       | 15                | 21% | 40               | 3%       | 11                | 28% | 53               | 4%       | 15                | 28% |
|                              | SED                        | -                | -        | -                 | -   | -                | -        | -                 | -   | -                | -        | -                 | -   |
|                              | Students with Disabilities | 246              | 16%      | 42                | 17% | 243              | 17%      | 49                | 20% | 238              | 16%      | 47                | 20% |
|                              | -RS                        | 133              | 9%       | 16                | 12% | 136              | 9%       | 18                | 13% | 135              | 9%       | 15                | 11% |
|                              | -SDC                       | 113              | 7%       | 26                | 23% | 107              | 7%       | 31                | 29% | 103              | 7%       | 32                | 31% |
| Additional<br>Student Groups | Latinx EL                  | 389              | 26%      | 63                | 16% | 407              | 28%      | 68                | 17% | 447              | 31%      | 85                | 19% |
|                              | Latinx RFP                 | 536              | 36%      | 229               | 43% | 518              | 36%      | 224               | 43% | 497              | 34%      | 223               | 45% |
|                              | Latinx IFP                 | 35               | 2%       | 16                | 46% | 30               | 2%       | 16                | 53% | 28               | 2%       | 14                | 50% |
|                              | Latinx LTEL                | 260              | 17%      | 35                | 13% | 277              | 19%      | 32                | 12% | 271              | 19%      | 37                | 14% |
|                              | Latinx SED                 | -                | -        | -                 | -   | -                | -        | -                 | -   | -                | -        | -                 | -   |
|                              | Latinx SPED                | 207              | 14%      | 24                | 12% | 215              | 15%      | 33                | 15% | 195              | 13%      | 41                | 21% |
|                              |                            | -                | -        | -                 | -   | -                | -        | -                 | -   | -                | -        | -                 | -   |

SBAC - ELA - Met or Exceeded Standard

| School Year                    |                            | 2020-2021  |          |              |      | 2021-2022  |          |              |     | 2022-2023  |          |              |     |
|--------------------------------|----------------------------|------------|----------|--------------|------|------------|----------|--------------|-----|------------|----------|--------------|-----|
| Student Group                  |                            | 11th Grade |          | Met/Exceeded |      | 11th Grade |          | Met/Exceeded |     | 11th Grade |          | Met/Exceeded |     |
|                                |                            | #          | % of All | #            | %    | #          | % of All | #            | %   | #          | % of All | #            | %   |
| All                            | All Students               | 342        | -        | 68           | 20%  | 352        | -        | 78           | 22% | 425        | -        | 135          | 32% |
|                                | Race/<br>Ethnicity         |            |          |              |      |            |          |              |     |            |          |              |     |
|                                | African American           | 25         | 7%       | 4            | 16%  | 26         | 7%       | 4            | 15% | 39         | 9%       | 7            | 18% |
|                                | American Indian            | #N/A       | #N/A     | 0            | #N/A | 1          | 0%       | 0            | 0%  | 3          | 1%       | 1            | 33% |
|                                | Asian                      | 27         | 8%       | 9            | 33%  | 15         | 4%       | 4            | 27% | 26         | 6%       | 10           | 38% |
|                                | Filipino                   | 31         | 9%       | 15           | 48%  | 31         | 9%       | 11           | 35% | 23         | 5%       | 13           | 57% |
|                                | Hispanic/Latinx            | 227        | 66%      | 31           | 14%  | 247        | 70%      | 46           | 19% | 283        | 67%      | 92           | 33% |
|                                | Pacific Islander           | 6          | 2%       | 2            | 33%  | 4          | 1%       | 2            | 50% | 10         | 2%       | 1            | 10% |
|                                | Two or More Races          | 18         | 5%       | 5            | 28%  | 8          | 2%       | 5            | 63% | 16         | 4%       | 5            | 31% |
|                                | White                      | 8          | 2%       | 2            | 25%  | 20         | 6%       | 6            | 30% | 25         | 6%       | 6            | 24% |
| Language<br>Fluency            | English Only               | 82         | 24%      | 20           | 24%  | 69         | 20%      | 17           | 25% | 95         | 22%      | 30           | 32% |
|                                | IFLP (Initially Fluent)    | 13         | 4%       | 7            | 54%  | 11         | 3%       | 6            | 55% | 15         | 4%       | 8            | 53% |
|                                | RFEP (Reclassified)        | 160        | 47%      | 40           | 25%  | 160        | 45%      | 53           | 33% | 174        | 41%      | 90           | 52% |
|                                | LEP (English Learners)     | 87         | 25%      | 1            | 1%   | 112        | 32%      | 2            | 2%  | 140        | 33%      | 7            | 5%  |
|                                | -LTEL                      | 42         | 12%      | 0            | 0%   | 54         | 15%      | 1            | 2%  | 73         | 17%      | 6            | 8%  |
|                                | -Newcomers                 | 45         | 13%      | 1            | 2%   | 58         | 16%      | 1            | 2%  | 67         | 16%      | 1            | 1%  |
| Special   Populations          | Foster Youth               | 1          | 0%       | 0            | 0%   | 1          | 0%       | 0            | 0%  | 3          | 1%       | 0            | 0%  |
|                                | Homeless                   | 17         | 5%       | 1            | 6%   | 11         | 3%       | 0            | 0%  | 14         | 3%       | 2            | 14% |
|                                | SED                        | -          | -        | -            | -    | -          | -        | -            | -   | -          | -        | -            | -   |
|                                | Students with Disabilities | 59         | 17%      | 0            | 0%   | 57         | 16%      | 1            | 2%  | 64         | 15%      | 6            | 9%  |
|                                | -RS                        | 33         | 10%      | 0            | 0%   | 30         | 9%       | 1            | 3%  | 36         | 8%       | 6            | 17% |
|                                | -SDC                       | 26         | 8%       | 0            | 0%   | 27         | 8%       | 0            | 0%  | 28         | 7%       | 0            | 0%  |
| Additional  <br>Student Groups | Latinx EL                  | 73         | 21%      | 0            | 0%   | 87         | 25%      | 1            | 1%  | 127        | 30%      | 6            | 5%  |
|                                | Latinx RFP                 | 135        | 39%      | 29           | 21%  | 139        | 39%      | 44           | 32% | 147        | 35%      | 76           | 52% |
|                                | Latinx IFP                 | 7          | 2%       | 2            | 29%  | 6          | 2%       | 3            | 50% | 11         | 3%       | 5            | 45% |
|                                | Latinx LTEL                | 41         | 12%      | 0            | 0%   | 51         | 14%      | 1            | 2%  | 72         | 17%      | 6            | 8%  |
|                                | Latinx SED                 | -          | -        | -            | -    | -          | -        | -            | -   | -          | -        | -            | -   |
|                                | Latinx SPED                | 53         | 15%      | 0            | 0%   | 52         | 15%      | 0            | 0%  | 55         | 13%      | 4            | 7%  |
|                                |                            | -          | -        | -            | -    | -          | -        | -            | -   | -          | -        | -            | -   |
|                                | -                          | -          | -        | -            | -    | -          | -        | -            | -   | -          | -        | -            |     |

SBAC - Math - Met or Exceeded Standard

| School Year                  |                            | 2020-2021  |          |              |      | 2021-2022  |          |              |     | 2022-2023  |          |              |     |
|------------------------------|----------------------------|------------|----------|--------------|------|------------|----------|--------------|-----|------------|----------|--------------|-----|
| Student Group                |                            | 11th Grade |          | Met/Exceeded |      | 11th Grade |          | Met/Exceeded |     | 11th Grade |          | Met/Exceeded |     |
|                              |                            | #          | % of All | #            | %    | #          | % of All | #            | %   | #          | % of All | #            | %   |
| Race/<br>Ethnicity           | All Students               | 342        | -        | 33           | 10%  | 352        | -        | 28           | 8%  | 425        | -        | 48           | 11% |
|                              | African American           | 25         | 7%       | 0            | 0%   | 26         | 7%       | 1            | 4%  | 39         | 9%       | 1            | 3%  |
|                              | American Indian            | #N/A       | #N/A     | 0            | #N/A | 1          | 0%       | 0            | 0%  | 3          | 1%       | 0            | 0%  |
|                              | Asian                      | 27         | 8%       | 7            | 26%  | 15         | 4%       | 3            | 20% | 26         | 6%       | 5            | 19% |
|                              | Filipino                   | 31         | 9%       | 10           | 32%  | 31         | 9%       | 3            | 10% | 23         | 5%       | 4            | 17% |
|                              | Hispanic/Latinx            | 227        | 66%      | 11           | 5%   | 247        | 70%      | 18           | 7%  | 283        | 67%      | 33           | 12% |
|                              | Pacific Islander           | 6          | 2%       | 1            | 17%  | 4          | 1%       | 1            | 25% | 10         | 2%       | 1            | 10% |
|                              | Two or More Races          | 18         | 5%       | 4            | 22%  | 8          | 2%       | 1            | 13% | 16         | 4%       | 1            | 6%  |
| Language<br>Fluency          | White                      | 8          | 2%       | 0            | 0%   | 20         | 6%       | 1            | 5%  | 25         | 6%       | 3            | 12% |
|                              | English Only               | 82         | 24%      | 8            | 10%  | 69         | 20%      | 5            | 7%  | 95         | 22%      | 8            | 8%  |
|                              | IFLP (Initially Fluent)    | 13         | 4%       | 4            | 31%  | 11         | 3%       | 1            | 9%  | 15         | 4%       | 7            | 47% |
|                              | RFP (Reclassified)         | 160        | 47%      | 21           | 13%  | 160        | 45%      | 22           | 14% | 174        | 41%      | 32           | 18% |
|                              | LEP (English Learners)     | 87         | 25%      | 0            | 0%   | 112        | 32%      | 0            | 0%  | 140        | 33%      | 1            | 1%  |
|                              | -LTEL                      | 42         | 12%      | 0            | 0%   | 54         | 15%      | 0            | 0%  | 73         | 17%      | 1            | 1%  |
| Special Populations          | -Newcomers                 | 45         | 13%      | 0            | 0%   | 58         | 16%      | 0            | 0%  | 67         | 16%      | 0            | 0%  |
|                              | Foster Youth               | 1          | 0%       | 0            | 0%   | 1          | 0%       | 0            | 0%  | 3          | 1%       | 0            | 0%  |
|                              | Homeless                   | 17         | 5%       | 0            | 0%   | 11         | 3%       | 0            | 0%  | 14         | 3%       | 0            | 0%  |
|                              | SED                        | -          | -        | -            | -    | -          | -        | -            | -   | -          | -        | -            | -   |
|                              | Students with Disabilities | 59         | 17%      | 0            | 0%   | 57         | 16%      | 0            | 0%  | 64         | 15%      | 0            | 0%  |
|                              | -RS                        | 33         | 10%      | 0            | 0%   | 30         | 9%       | 0            | 0%  | 36         | 8%       | 0            | 0%  |
|                              | -SDC                       | 26         | 8%       | 0            | 0%   | 27         | 8%       | 0            | 0%  | 28         | 7%       | 0            | 0%  |
| Additional<br>Student Groups | Latinx EL                  | 73         | 21%      | 0            | 0%   | 87         | 25%      | 0            | 0%  | 127        | 30%      | 1            | 1%  |
|                              | Latinx RFP                 | 135        | 39%      | 13           | 10%  | 139        | 39%      | 16           | 12% | 147        | 35%      | 32           | 22% |
|                              | Latinx IFP                 | 7          | 2%       | 0            | 0%   | 6          | 2%       | 1            | 17% | 11         | 3%       | 7            | 64% |
|                              | Latinx LTEL                | 41         | 12%      | 0            | 0%   | 51         | 14%      | 0            | 0%  | 72         | 17%      | 1            | 1%  |
|                              | Latinx SED                 | -          | -        | -            | -    | -          | -        | -            | -   | -          | -        | -            | -   |
|                              | Latinx SPED                | 53         | 15%      | 0            | 0%   | 52         | 15%      | 0            | 0%  | 55         | 13%      | 0            | 0%  |
|                              |                            | -          | -        | -            | -    | -          | -        | -            | -   | -          | -        | -            | -   |
|                              | -                          | -          | -        | -            | -    | -          | -        | -            | -   | -          | -        | -            |     |

## Chronic Absenteeism

| School Year                  |                            | 2020-2021        |          |                    |     | 2021-2022        |          |                    |     | 2022-2023        |          |                    |     |
|------------------------------|----------------------------|------------------|----------|--------------------|-----|------------------|----------|--------------------|-----|------------------|----------|--------------------|-----|
| Student Group                |                            | All Grade Levels |          | Chronically Absent |     | All Grade Levels |          | Chronically Absent |     | All Grade Levels |          | Chronically Absent |     |
|                              |                            | #                | % of All | #                  | %   | #                | % of All | #                  | %   | #                | % of All | #                  | %   |
| All                          | All Students               | 1507             | -        | 392                | 26% | 1446             | -        | 477                | 33% | 1451             | -        | 478                | 33% |
| Race/<br>Ethnicity           | African American           | 117              | 8%       | 46                 | 39% | 107              | 7%       | 45                 | 42% | 118              | 8%       | 43                 | 36% |
|                              | American Indian            | 7                | 0%       | 3                  | 43% | 4                | 0%       | 2                  | 50% | 5                | 0%       | 2                  | 40% |
|                              | Asian                      | 91               | 6%       | 14                 | 15% | 71               | 5%       | 9                  | 13% | 87               | 6%       | 17                 | 20% |
|                              | Filipino                   | 112              | 7%       | 14                 | 13% | 100              | 7%       | 28                 | 28% | 70               | 5%       | 16                 | 23% |
|                              | Hispanic/Latinx            | 999              | 66%      | 263                | 26% | 1031             | 71%      | 336                | 33% | 1009             | 70%      | 330                | 33% |
|                              | Pacific Islander           | 27               | 2%       | 10                 | 37% | 19               | 1%       | 8                  | 42% | 23               | 2%       | 7                  | 30% |
|                              | Two or More Races          | 64               | 4%       | 18                 | 28% | 50               | 3%       | 23                 | 46% | 65               | 4%       | 26                 | 40% |
|                              | White                      | 89               | 6%       | 24                 | 27% | 64               | 4%       | 26                 | 41% | 74               | 5%       | 37                 | 50% |
| Language<br>Fluency          | English Only               | 370              | 25%      | 18                 | 5%  | 327              | 23%      | 142                | 43% | 334              | 23%      | 132                | 40% |
|                              | IFLP (Initially Fluent)    | 51               | 3%       | 7                  | 14% | 46               | 3%       | 10                 | 22% | 45               | 3%       | 11                 | 24% |
|                              | RFEP (Reclassified)        | 628              | 42%      | 112                | 18% | 605              | 42%      | 145                | 24% | 571              | 39%      | 156                | 27% |
|                              | LEP (English Learners)     | 458              | 30%      | 158                | 34% | 467              | 32%      | 179                | 38% | 498              | 34%      | 176                | 35% |
|                              | -LTEL                      | 273              | 18%      | 84                 | 31% | 282              | 20%      | 120                | 43% | 279              | 19%      | 114                | 41% |
|                              | -Newcomers                 | 185              | 12%      | 74                 | 40% | 185              | 13%      | 59                 | 32% | 370              | 25%      | 62                 | 17% |
| Special Populations          | Foster Youth               | 6                | 0%       | 5                  | 83% | 4                | 0%       | 1                  | 25% | 22               | 2%       | 5                  | 23% |
|                              | Homeless                   | 70               | 5%       | 35                 | 50% | 40               | 3%       | 19                 | 48% | 53               | 4%       | 29                 | 55% |
|                              | SED                        |                  | -        |                    | -   |                  | -        |                    | -   |                  | -        |                    | -   |
|                              | Students with Disabilities | 246              | 16%      | 81                 | 33% | 243              | 17%      | 117                | 48% | 238              | 16%      | 43                 | 18% |
|                              | -RS                        | 133              | 9%       | 37                 | 28% | 136              | 9%       | 70                 | 51% | 135              | 9%       | 31                 | 23% |
|                              | -SDC                       | 113              | 7%       | 44                 | 39% | 107              | 7%       | 47                 | 44% | 103              | 7%       | 12                 | 12% |
| Additional<br>Student Groups | Latinx EL                  | 389              | 26%      | 137                | 35% | 407              | 28%      | 162                | 40% | 447              | 31%      | 161                | 36% |
|                              | Latinx RFP                 | 536              | 36%      | 105                | 20% | 518              | 36%      | 125                | 24% | 497              | 34%      | 138                | 28% |
|                              | Latinx IFP                 | 35               | 2%       | 7                  | 20% | 30               | 2%       | 6                  | 20% | 28               | 2%       | 8                  | 29% |
|                              | Latinx LTEL                | 260              | 17%      | 79                 | 30% | 277              | 19%      | 119                | 43% | 271              | 19%      | 111                | 41% |
|                              | Latinx SED                 |                  | -        |                    | -   |                  | -        |                    | -   |                  | -        |                    | -   |
|                              | Latinx SPED                | 207              | 14%      | 56                 | 27% | 215              | 15%      | 82                 | 38% | 195              | 13%      | 42                 | 22% |
|                              |                            |                  | -        |                    | -   |                  | -        |                    | -   |                  | -        |                    | -   |

## Appendix B - SPSA Goals and Strategies

The full text of the 2023-2024 SPSA can be located at [2023-2024 SPSA](#): the following is included as an overview of the Goals and Strategies contained therein.

### **Goal 1 Subject: Safety, Supplies, and Support for All Students**

**LEA/LCAP Goal:** 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/or career.

**Goal 1:** 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/or career.

**Identified Need:** Students at MDHS will receive high quality instruction using standards-based curriculum with an emphasis on increased performance in math, literacy, and sciences across all student populations.

Academic counselors, administration, and teaching staff need to 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).

| # | Student Groups                                    | Strategy  |
|---|---|---|
| 1 | English Learners<br>Special Education<br>Students | Educational Technology and Supplementary Curriculum Resources: maintain computer resources, software licensing, life skills learning spaces, and auxiliary materials.                           |
| 2 | English Learners                                  | ELL Counseling Services & Socioemotional Supports   |
| 3 | All Students                                      | Freshman Supports and Improved Articulation with Feeder Middle School   |
| 4 | All Students                                      | Schoolwide Multi-Tiered System of Supports (MTSS) to Support Student Success  |
| 5 | All Students                                      | Increase campus safety, security, and promote orderly conduct and positive climate.   |
| 6 | All Students                                      | College and Career Readiness Resources and Activities   |
| 7 | All Students                                      | Additional Specialized Staffing to Support Academic Programs and Campus Climate Initiatives   |
| 8 | English Learners<br>All Students                  | Provide auxiliary funding for materials, supplies, activities, and equipment to support CTE pathways and other programs Supporting College and Career Readiness as measured via CCI Indicators. |

## Goal 2 Subject: Family Engagement and Communication

**LEA/LCAP Goal:** Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

**Goal 2:** Parents, family, and community will be informed, engaged, and empowered as partners with MDHS to support student learning.

**Identified Need:** The administration, teaching staff, student leadership, and parent groups need to 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.

| # | Student Groups  | Strategy   |
|---|---|--|
| 1 | English Learners<br>Low income students<br>Foster youth | Continued funding of a parent liaison (Community School Coordinator)           |
| 2 | All Students  | Promote Family Engagement in School Events and Involvement on Campus           |
| 3 | All Students  | Improve Communications with Community and Increase Input from All Stakeholders |
| 4 | English Learners  | Increase Outreach to Families of English Language Learners                     |

## **Goal 3 Subject: High Quality and Responsive Instruction**

**LEA/LCAP Goal:** High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

**Goal 3:** High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

**Identified Need:** At MDHS we need to increase the number of students graduating who are deemed college and career ready.

The administration and teaching staff need to 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.

The administration, counselors, and the ELAC committee need to refine methods to evaluate the efficacy of interventions, classroom strategies, and department-wide use of formative student assessments to identify student learning gaps and prioritize additional support for students in order to increase the opportunity for every student to succeed in every subject.

The principal and the teaching staff need to collaborate on the alignment of curriculum with state standards and implement school wide consistency in the implementation and use of common assessments that assure the students have access to the district adopted curriculum.

The administration and the Curriculum and Instruction Leadership Consortium need to explore the creation of a School Data Team that will train PLCs and individual teachers on how to analyze data from common assessments in order to calibrate grading practices, assure curriculum is aligned with standards, plan for instructional adjustments in response to the data and analysis, determine measurable ways to assess the effectiveness and implementation of Constructing Meaning training on student performance, and facilitate a more consistent and meaningful response to data and better inform the ongoing process of improving student learning.

| # | Student Groups                                       | Strategy  |
|---|--|---|
| 1 | All Students   | Staff Professional Development, Assessment Data Analysis, Trainings, and Collaboration                  |
| 2 | All Students   | Extended Learning Supports and Interventions  |
| 3 | English Learners                                     | ELL Academic Supports and Related Professional Development  |
| 4 | English Learners<br>Redesignated ELs<br>All Students | Support Equity Work and Cross-Curricular Academic Language Development through Professional Development |

**Goal 4 Subject: Success for Focus Scholars**

**LEA/LCAP Goal Focus:** scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

**Goal 4:** Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

**Identified Need:** Students in Focal Scholar populations and their families need culturally responsive instruction and practices, interventions, recruitment, opportunities, and supports.

The site and district administration, teaching staff, student leadership, and parent groups need to collaborate on identification and support of at-risk students, and increase socio-emotional supports and academic learning outcomes for focal scholar populations as measured by grades, credits earned, and attendance metrics.

| # | Student Groups                 | Strategy   |
|---|--------------------------------|--|
| 1 | All Students<br>Focal Scholars | Support Focal Scholars with Additional Socioemotional Health and Counseling Services |
| 2 | All Students<br>Focal Scholars | Support Focal Scholars in Academic Achievement                                       |
| 3 | All Students                   | Support Diablo Community Center (DCC) in providing counseling services to students   |



Appendix C - Bell Schedule

## **Mt. Diablo Bell Schedule**

|                       | <b>MON &amp; TUE</b> | <b>WED</b>         | <b>THU &amp; FRI</b> |
|-----------------------|----------------------|--------------------|----------------------|
| <b>1<sup>st</sup></b> | <b>8:30-9:29</b>     | <b>8:30-9:20</b>   | <b>8:30-9:29</b>     |
| <b>2<sup>nd</sup></b> | <b>9:34-10:32</b>    | <b>9:25-10:15</b>  | <b>9:34-10:32</b>    |
| <b>Brunch</b>         | <b>10:32-10:42</b>   | <b>10:15-10:25</b> | <b>10:32-10:42</b>   |
| <b>3<sup>rd</sup></b> | <b>10:47-11:46</b>   | <b>10:30-11:20</b> | <b>10:47-11:46</b>   |
| <b>4<sup>th</sup></b> | <b>11:51-12:49</b>   | <b>11:25-12:15</b> | <b>11:51-12:49</b>   |
| <b>Lunch</b>          | <b>12:49-1:24</b>    | <b>12:15-12:50</b> | <b>12:49-1:24</b>    |
| <b>5<sup>th</sup></b> | <b>1:29-2:28</b>     | <b>12:55-1:45</b>  | <b>1:29-2:28</b>     |
| <b>6<sup>th</sup></b> | <b>2:33-3:32</b>     | <b>1:50-2:40</b>   | <b>2:33-3:32</b>     |

## Appendix D - Master Schedule

| Teacher            | Room | 0 Period | 1st Period      | 2nd Period     | 3rd Period                 | 4th Period            | 5th Period                | 6th Period         |
|--------------------|------|----------|-----------------|----------------|----------------------------|-----------------------|---------------------------|--------------------|
| Abdullah, B        | P6   |          | USGov/Econ      | Envrnmnt Sci   | US History                 | Prep                  | IntroFilmStdy<br>Acad Suc | Online CreditRec   |
| Alegre, A          | P4   |          | Prep            | ELAcadLangDevA | ELAcadLangDev<br>A         | ELAcadLangDev<br>A    | AP English                | Journalism         |
| Bennett, W         | E9   |          | Algebra I       | Geometry       | Algebra I                  | Geometry              | Prep                      | Algebra I          |
| Berevoescu, G      | AC64 |          | Statistics      | Financial Alg  | Prep                       | Financial Alg         | Statistics                | Financial Alg      |
| Bernardo, M        | C5   |          | Prep            | Algebra I      | Algebra I                  | Algebra I             | Geometry                  | Geometry           |
| Bilbo, A           | A3   |          | P3              | S3             | Prep                       | E4                    | Acad Success              | Acad Success       |
| Braun, R           | S8   |          | US History      | US History     | Prep                       | US History            | US History                | US History         |
| Cardenas, C        | E8   |          | Algebra I       | Algebra I      | Prep                       | Algebra I             | Geometry                  | Geometry           |
| Chehrehsa, P       | A1   |          | Prep            | Art I          | Art I                      | Art I                 | Art I                     | Art I              |
| Clark-Laettner, JE | E7   |          | English II      | English II     | English II                 | English II            | Prep                      | English II         |
| Contreras, D       | SH5  |          | US Gov/Econ     | AP US History  | US Gov/Econ                | Prep                  | US Gov/Econ               | US Gov/Econ        |
| Cross, J           | HE4  |          | US History      | World History  | US Gov/Econ                | US History            | Prep                      | Prep               |
| Davis, H           | SL1  |          | OnlineCreditRec | Biotechnology  | Living Earth               | Living Earth          | Physics                   | Prep               |
| Davis, M LtC       | SH98 |          | JROTC           | JROTC          | JROTC                      | Prep                  | JROTC                     | AD                 |
| Dela Cruz, B       | P5   |          | Financial Alg   | Living Earth   | Algebra I<br>Financial Alg | Art I<br>Acad Success | Prep                      | Financial Alg/Geom |
| Dika, B            | HE3  |          | LS-Transition   | LS-Transition  | LS-Transition              | LS-Transition         | Prep                      | LS-Transition      |
| Econome, A         | E4   |          | English I       | TIL            | Prep                       | English I             | English I                 | English I          |
| Edmondson, K       | C2   |          | Prep            | AP World His   | World History              | World History         | World History             | World History      |
| Emechete, S        | C1   |          | Acad Success    | Acad Success   | S1                         | AC61                  | SH5                       | Prep               |

|              |             |            |                 |                   |                        |                 |                |                  |
|--------------|-------------|------------|-----------------|-------------------|------------------------|-----------------|----------------|------------------|
| Ennis, E     | AC53        |            | Econ/US Gov     | Econ/US Gov       | US Gov/Econ            | Prep            | US Gov/Econ    | Online CreditRec |
| Filipas, R   | Gym         |            | PE 9            | Persnl Fit LI     | Weight Train LI        | Weight Train LI | Prep           | Persnl Fit LII   |
| Fuller, K    | Seren       |            | Culinary Arts   | Culinary Arts     | Culinary Arts          | Culinary Arts   | Culinary Arts  | Prep             |
| Gallo, K     | AC51        |            | Multimedia I    | Multimedia III    | Multimedia III         | Multimedia I    | Multimedia II  | Multimedia I     |
| Gray, C      | AC55        |            | Prep            | English III       | English III            | English III     | English III    | English III      |
| Hamami, Y    | C10         |            | English III     | English I         | English III            | English I       | English III    | Prep             |
| Hamra, J     | AC61        |            | ELD 4           | ELD4              | Prep                   | English I       | English I      | English I        |
| Harrison, S  | C3          |            | Geometry        | Geometry          | Geometry               | Algebra I       | Algebra I      | Prep             |
| Headley, C   | Gym         |            | PE 9            | PE 9              | Persnl Fit LI          | Prep            | Persnl Fit LI  | Persnl Fit LI    |
| Ibabao, C    | E5          |            | ELD I -Newcom   | ELD I-English     | ELD I                  | ELD I-Newcom    | ELD I-English  | ELD I            |
| Jackson, T   | C7          |            | Prep            | English IV        | English III            | English II      | English I      | Prep             |
| Jameyson, J  | AC62        |            | Prep            | English IV        | AP English Lit         | AP English Lit  | ELD 3          | ELD 3            |
| Johnson, L   | C4          |            |                 | Sheltered English | US Gov/Econ            |                 |                |                  |
| Jurica, S    | Eng Off/HE1 |            | S3              | AC54              | Acad Success           | Acad Success    | AC55           | Prep             |
| King E       | Gym         |            | Prep            | Weight Train LI   | Dance I/KinCombativePE | Persnl Fit LI   | Yoga           | Persnl Fit LI    |
| Kondo, A     | C12         |            | Financial Alg   | Geometry          | Geometry               | Algebra I       | Prep           | Prep             |
| Kondo, K     | P1/SH2      |            | Eng Ess         | Eng Ess           | Algebra II/Trig        | Algebra II/Trig | WASC           | Prep             |
| Kratter, M   | C9          |            | English II      | English IV        | English II             | English IV      | English IV     | Prep             |
| Leverenz, K  | P7          |            | English I/II    | English IV        | World History          | Persnl Fit LI   | English III    | Prep             |
| Mandel, A    | C8/M2       | Leadership | Prep            | Econ/US Gov       | MngmHospTours m        | Yearbook        | ASB Leadership |                  |
| McClain, Y   | Gym         |            | Weight Training | Prep              | PE 9                   | PE 9            | PE 9           | PE 9             |
| McGee, R Sgt | SH98        |            | JROTC           | JROTC             | JROTC                  | Prep            | JROTC          | AD               |
| Miner, I     | Eng Off/HE1 |            | SH5             | AC55              | AC55                   | Prep            | Acad Success   | Acad Success     |

|                  |       |  |                 |                 |                          |                 |                 |                 |
|------------------|-------|--|-----------------|-----------------|--------------------------|-----------------|-----------------|-----------------|
| Monroy, C        | E2    |  | Prep            | Spanish I       | SpanishSp I              | SpanishSp II    | SpanishSp II    | Spanish I       |
| Morton, A        | SL2   |  | Chem of Earth   | Chem of Earth   | Chem of Earth            | Chem of Earth   | Prep            | Chem of Earth   |
| Moseley, J       | A2    |  | Art I           | Art I           | Prep                     | Art II          | Art II/AP Art   | Art I           |
| Murray, A        | AC63  |  | Geometry        | Algebra II      | Geometry                 | Prep            | Geometry        | Algebra II      |
| Nguyen, T        | SL3   |  | Living Earth    | Living Earth    | Prep                     | Physiology      | Living Earth    | Living Earth    |
| Osborn, E        | AC56  |  | Algebra I       | Prep            | Online CreditRec         | Algebra I       | Algebra I       | Algebra I       |
| Phelps, J        | A4    |  | Prep            | Photo Arts I    | Photo Arts I             | Photo Arts I    | Photo Arts I    | Photo Arts I/II |
| Pintado, D       | S4/S6 |  | Hlth Sci Emr Me | Hlth Sci Emr Me | Med Sci & Term           | Med Sci & Term  | Sports Med I    | Sports Med I    |
| Predovic, M      | C6    |  | AP PreCalculus  | Prep            | Algebra II               | AP PreCalculus  | Algebra II      | Algebra II      |
| Pyke, T          | AC60  |  | Intro Film Stdy | Prep            | English IV               | Intro Film Stdy | English IV      | English IV      |
| Quinones, R      | E6    |  | ELD 2           | ELD 2-English   | ELD 2                    | ELD 2-English   | Prep            | CM Coach        |
| Raaberg, L       | S3    |  | Living Earth    | Living Earth    | Living Earth             | Prep            | Living Earth    | AP Biology      |
| Ramos Ramirez, S | E3    |  | Spanish II      | Prep            | Spanish I                | Spanish II      | Spanish II      | Spanish I       |
| Raynor, M        | SH8   |  | LS-Transition   | LS-Transition   | Prep                     | LS-Transition   | LS-Transition   | LS-Transition   |
| Roberts, A       | C14   |  | AC63            | C5              | Acad Success             | Acad Success    | Prep            | SH4             |
| Rutsch, J        | P3    |  | English I       | English I       | English I                | OnlineCreditRec | Prep            | English I       |
| Saverio, A       | AC54  |  | English II      | English IV      | English IV               | English II      | English II      | English IV      |
| Seaman, S        | SH96  |  |                 | Construction I  | Construction I           | Construction I  |                 |                 |
| Smith, S         | SH4   |  | US History      | US History      | AP GovPolUS/APMarco Econ | Econ/Gov        | Prep            | US History      |
| Spaulding, S     | E1    |  | US History      | Public Speak I  | Public Speak I           | Prep            | World History   | US History      |
| Taylor, S        | HE2   |  | Acad Success    | Acad Success    | Prep                     | Envrnmnt Sci    | Envrnmnt Sci    | Prep            |
| Tessandori, I    | S9    |  | AP Spanish Lang | Prep            | Spanish III              | Spanish III     | AP Spanish Lang | Spanish III     |
| Thompson, T      | Gym   |  | Persnl Fit LI   | Prep            | PE 9                     | Persnl Fit LI   | PE 9            | PE 9            |
| Vac Bio(Downs)   | S5    |  | Envrnmnt Sci    | Envrnmnt Sci    | Living Earth             | Prep            | Envrnmnt Sci    | Living Earth    |

|                  |      |  |                |                |               |               |                |               |               |
|------------------|------|--|----------------|----------------|---------------|---------------|----------------|---------------|---------------|
| Vac Chem(Dunn)   | S7   |  | Chem of Earth  | Chem of Earth  | Chem of Earth | Chem of Earth | Chem of Earth  | Chem of Earth | Prep          |
| Vac Chem(Mecham) | S2   |  | Chem of Earth  | Chem of Earth  | Prep          | Chem of Earth | Chem of Earth  | Chem of Earth | Chem of Earth |
| Valdez, L        | SH3  |  | Ethnic Studies | Ethnic Studies | AP Psychology | AP Psychology | Ethnic Studies | AP Psychology | AP Psychology |
| Verharen, S      | AC59 |  | Coding&Gaming  | Dig Innovation | Prep          | AP Comp Sci A | Coding&Gaming  | Coding&Gaming | Coding&Gaming |
| Williams, H      | S10  |  | Word History   | World History  | Prep          | World History | World History  | World History | World History |
| Williams, M      | S1   |  | Prep           | Living Earth   | Living Earth  | Living Earth  | Living Earth   | Living Earth  | Living Earth  |

## Appendix E - Internet Links

[California School Dashboard for MDHS](#)

[MDHS Course Catalog 2024-2025](#)

[MDHS School Safety Plan 2023-2024](#)

[MDHS SPSA 2023-2024](#)

[MDHS Website](#)

[MDUSD CCEIS Plan](#) - Focal Scholar Document

[MDUSD LCAP](#)

[MDUSD Secondary Assessment Calendar](#)

[MDUSD VAPA Strategic Plan 2023-2028](#)

[MTSS Framework](#)

[MTSS Handbook](#)

## Appendix F - Staff Survey - January 2024

A staff survey was given at the beginning of the 2024 calendar year. This survey was given to see how the staff thought that the school was currently doing and to compare to how the staff thought that the school was doing a couple of years ago. The following table lists the topics rated as well as an average score for all the responses. There was an option for survey respondents to opt out of any question. When this was done, that answer was not taken into account in the final score.

This data shows that there is a significant amount of work that needs to be in the areas of drug and alcohol related issues and 9th grade onboarding. For many of the other areas of concern, the staff feels like there has been improvement in the state of the school since the major changes over the last couple of years. When it comes to the results of the survey for the final section regarding communication, a fair number of the staff think that communication between administration and the rest of the staff has improved.

| <b>Column 1: Snapshot Ratings</b> |   | <b>Column 2: Comparison Ratings</b> |   |
|-----------------------------------|---|-------------------------------------|---|
| Very Bad                          | 0 | Much Worse                          | 0 |
| Bad                               | 1 | Worse                               | 1 |
| Neutral                           | 2 | About the Same                      | 2 |
| Good                              | 3 | Better                              | 3 |
| Great                             | 4 | Much Better                         | 4 |

| <b>Section I: Campus Climate, Safety, and Supervision</b> |      |  |      |
|---|------|--|------|
| Teacher Safety  | 3.23 | Teacher Safety                         | 2.88 |
| Student Safety  | 2.65 | Student Safety                         | 2.92 |
| Physical Security of the Campus                           | 2.77 | Physical Security of the Campus        | 3.08 |
| Cleanliness/Tidiness of Campus                            | 2.08 | Cleanliness/Tidiness of Campus         | 2.88 |
| Student Attendance  | 2.31 | Student Attendance                     | 2.92 |
| Student Promptness  | 2.04 | Student Promptness                     | 2.96 |
| Support of Electronics Policies                           | 2.43 | Support of Electronics Policies        | 2.77 |
| Support of Other Classroom Policies                       | 2.50 | Support of Other Classroom Policies    | 2.70 |
| Campus Supervision Effectiveness                          | 2.96 | Campus Supervision Effectiveness       | 3.16 |
| Equity/Fairness in Discipline                             | 2.54 | Equity/Fairness in Discipline          | 2.78 |
| Gang-related Issues                                       | 2.35 | Gang-related Issues                    | 2.73 |
| Drug/Alcohol-related Issues                               | 1.91 | Drug/Alcohol-related Issues            | 2.42 |
| Graffiti and Vandalism Issues                             | 2.20 | Graffiti and Vandalism Issues          | 2.88 |
| Adequacy of Classroom Facilities                          | 2.21 | Adequacy of Classroom Facilities       | 2.61 |
| Adequacy of Sports/Activity facilities                    | 2.43 | Adequacy of Sports/Activity facilities | 2.67 |
| Adequacy of Library/Lab resources                         | 2.57 | Adequacy of Library/Lab resources      | 2.55 |
| General Campus Management and workflow                    | 2.64 | General Campus Management and workflow | 2.96 |

## Section II: Instructional Supports and Professional Development

|   |      |   |      |
|---|------|---|------|
| Support/training in Ed. Technology              | 2.39 | Support/training in Ed. Technology              | 2.59 |
| Support/training in Data-driven instruction     | 2.20 | Support/training in Data-driven instruction     | 2.50 |
| Support/Training in SEL strategies              | 2.00 | Support/Training in SEL strategies              | 2.35 |
| Support/training in CM/ELL supports             | 2.68 | Support/training in CM/ELL supports             | 2.65 |
| Support/Training for collaboration. groups/PLCs | 2.06 | Support/Training for collab. groups/PLCs        | 2.40 |
| Teacher Evaluation Processes                    | 2.29 | Teacher Evaluation Processes                    | 2.68 |
| Classroom Observation/Walkthrough Practices     | 2.44 | Classroom Observation/Walkthrough Practices     | 2.95 |
| Efficiency/efficacy of scheduled meetings       | 2.85 | Efficiency/efficacy of scheduled meetings       | 2.89 |
| Efficiency/efficacy of District PDs             | 2.06 | Efficiency/efficacy of District PDs             | 2.28 |
| Efficiency/efficacy of Site PD Days             | 2.12 | Efficiency/efficacy of Site PD Days             | 2.56 |
| Academic Supports for ELL/LTEL students         | 2.50 | Academic supports for ELL/LTEL students         | 2.39 |
| Academic Supports for Sp. Ed. Students          | 2.48 | Academic Supports for Sp. Ed Students           | 2.48 |
| Supports for 9th Graders                        | 2.00 | Supports for 9th Graders                        | 2.33 |
| Supports for Focal scholars                     | 2.33 | Support for Focal Scholars                      | 2.63 |
| Academic Intervention Opportunities             | 2.25 | Academic Intervention Opportunities             | 2.37 |
| After School Programs                           | 2.77 | After School Programs                           | 2.68 |
| Tutoring, extracurricular student opportunities | 2.61 | Tutoring, extracurricular student opportunities | 2.57 |

## Section III: Communications and Stakeholder Involvement

|   |      |   |      |
|---|------|---|------|
| Site Admin Communications with Faculty/Staff      | 2.58 | Site Admin Communications with Faculty/Staff      | 2.80 |
| Site Admin Communications with Families           | 2.80 | Site Admin Communications with Families           | 2.91 |
| Site Admin Communications with Students           | 2.81 | Site Admin Communications with Students           | 2.91 |
| Teacher Communications with Families              | 2.50 | Teacher Communications with Families              | 2.68 |
| District Communications with Faculty/Staff        | 2.08 | District Communications with Faculty/Staff        | 2.30 |
| District Communications with Families             | 2.30 | District Communications with Families             | 2.42 |
| District Communications with Students             | 2.16 | District Communications with Students             | 2.22 |
| Website and Electronic Communications             | 2.73 | Website and Electronic Communications             | 2.59 |
| Clerical/Office communications with faculty/staff | 2.64 | Clerical/Office communications with faculty/staff | 2.39 |
| Student Leadership Communications                 | 2.76 | Student Leadership Communications                 | 2.83 |
| SPSA/Site Council Communications                  | 2.25 | SPSA/Site Council Communications                  | 2.25 |
| SPSA/Site Council Process Transparency            | 2.45 | SPSA/Site Council Process Transparency            | 2.25 |
| Engagement of staff in site decision making       | 2.32 | Engagement of staff in site decision making       | 2.41 |
| WASC Process communications, transparency         | 2.91 | WASC Process communications, transparency         | 2.82 |