

**SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**

Mt. Diablo High School

2450 Grant St., Concord, CA 94520

Mt. Diablo Unified School District

March 14-16, 2022

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Preface

The self-study focus groups were made up of representatives from all areas of the school, however there were no students, parents, or community members actually seated in the focus group meetings. Family and student engagement has been an ongoing growth need. Surveys and discussions at the SSCI and ELAC meetings provided input from families and students. The school found that the pandemic highlighted the need to use a system of two-way communication between the site and families. The school adopted a communication platform with translation services, "ParentSquare," which streamlined and fostered a culture of communication and inclusion. Although there is not consistent use of the service, the school has continued to use this method of communication. The school identified in the focus group meetings that there is a need to train school staff and parents in its use. They did find that the use of technology gives the school more direct input from the wider school community on the self-study, the community's immediate needs and priorities as they pertain to the actual operation of the school. The school is using a new intervention period as an opportunity to solicit more regular school-wide feedback from students. According to what the VC heard in the focus group meetings, the school found that the self-study process for the whole site to spend time reflecting on their guiding documents and standards, and focus on outcomes for students, especially where it concerned WASC's alignment with the Single Plan for Student Achievement and Local Control Accountability Plan. The process helped the school reevaluate what practices to implement now, what practices to reinforce or revitalize and helped them determine what priorities did not completely align with the changing needs of the student body. The school reevaluated their schoolwide learner outcomes articulated in the district-wide document - Graduate Profile. They were able to study how the district document applied to their student population with their diverse backgrounds, strengths, and student learning needs.

The school stated the suspension of the State Dashboard and College and Career Readiness indicators and the SBAC/CAASPP tests during the pandemic complicated their efforts to identify long-term trends in student achievement and are relying on local data. They are still studying the overall impact of the pandemic on student learning. The school is looking at different ways to evaluate student success and emerging challenges beyond just grades and test scores. Studying the freshman data (a WASC critical area for growth) and Long-term English Learners, as well as student performance on the various CCI sub-indicators from the state dashboard has been a focus in driving curriculum and intervention priorities. The school found that the school faculty and staff had very little awareness of the SPSA or the LCAP. Historically the school's WASC Action Plan and process was separate with sometimes divergent and mutable priorities and the SPSA was the domain of the site council and administration. The self study process brought into focus the need to align the SPSA, LCAP, and WASC Action Plan. They found that all of these documents needed to communicate the same goals. The school overhauled the Action Plan and the critical needs to be in a closer concordance with the existing SPSA. There is an ongoing effort to effectively merge the two documents into one coherent guiding document, informed by the district priorities of the LCAP. By doing so the school stated that they believe that this will increase their capacity to effectively implement and monitor the accomplishment of these schoolwide goals.

INVOLVEMENT

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: This is still a growth area for the school. Although the school does involve all school staff in the process, aside from parent and student survey information and input from the SSC, there is no or very little direct input from anyone besides the school personnel in the school improvement process.

Chapter 1: Progress Report

Significant Developments

Full inclusion of upperclassmen, ELL newcomers, and freshmen using the wall-to-wall academy model required additional teachers for the programs. Those who were not involved within academies in prior years were challenged with new peer accountability and collaborative work ethic, cross-curricular rigor, the need to provide intervention and support for more diverse student populations and the challenge of establishing a cohesive academy culture and identity for a larger Small Learning Community. Each of the four career tech CPA academies provides the option between two separate, but related, CTE verticals. 60% of students reported on a survey that the academies help them feel like members of the school community and 68% said that it helps them academically. Large-scale cross-curricular projects and internships with the business community were limited by the pandemic. The school still needs to evaluate the effectiveness of the wall to wall model, as the VC found that it limits access to certain school AP courses.

The biology course was replaced with The Living Earth following the NGSS standards for biology. The district is working on similar changes for Chemistry and other courses pending textbook adoptions.

The availability of teachers affected the World Language and AP offerings. This is problematic for students working to satisfy UC/CS admission requirements.

Earning high school and college credit with the local community college system has been expanded within the academies. In response to student survey data, additional open electives were added to the master schedule: Public Speaking, Ethnic Studies, and Kinesthetic Combat Conditioning, all of which were met with enthusiastic enrollment.

A modified block schedule on Thursdays and Fridays allowed the school to carve out an hour each day for students to participate in "Peak Hours," a supportive intervention period. Teachers are provided enrichment content including socio-emotional learning, PBIS challenges and events, school-wide presentations on topics such as graduation requirements and the structure of high school gradebooks, study skills, stress management skills, etc. Teachers work with students on targeted academic interventions, work on homework, class work, or make up assessments. Peak Hours allows the school to administer standardized testing and hold rallies and assemblies with less impact on direct instruction and seat time. Student and teacher response to Peak Hours has generally been very positive.

Starting in mid March of 2019, all learning and teaching occurred remotely. In spring of 2021, the distance learning model was modified to provide afternoon time for students to engage in either independent learning at home or in a direct support environment on campus. In March 2021, about a third of students and teachers opted to return to campus for 2-4 days per week for a couple of hours each afternoon to allow for in-person individualized learning support, with an emphasis on students with IEPs or 504 plans, English Language Learners, homeless and foster youth and other students determined to be in the most need of direct instructional support. The school and district have responded with many initiatives intended to mitigate the negative impacts on learning, including the rapid adoption of educational technologies and a quick pivot to distance and hybrid learning models, increased emphasis on providing academic language supports and math intervention, increased outreach to families in order to gauge and satisfy immediate needs regarding technology and access, exploration of equitable grading practices, increased opportunities for credit recovery and grade remediation, increased programming for socio-emotional learning, and an emphasis on compassion and flexibility.

Briefly describe the action plan/SPSA implementation and monitoring process

The Curriculum Instruction Leadership Consortium and other site leadership developed a school-wide action plan and worked on the Critical Areas of Need and prior MGTs associated with it. They identified the corresponding goals from the district's Graduate Profile, and proposed new Measurable Growth Targets (a WASC recommendation) that would more clearly indicate progress. Teachers were encouraged to join groups that they had some investment or association with in a monthly meeting devoted to working on the self study. Office staff and counselors were assigned to groups. Students and parents were surveyed. Each working group began by analyzing the growth targets from the previous year and from reviewing the data established new measurable growth targets. As a result of the process, the school ultimately determined that the format of the school action plan had become unwieldy and too much time was spent maintaining the action plan document rather than executing the goals and priorities identified within it. They found that the people responsible fell out of alignment with the needs and resources. A new format and workflow for the school action plan was developed. The "Critical Areas for Follow-up" identified by the visiting teams were compiled into four categories within the Action Plan, and the faculty and staff divided into task forces serving to advance the work within each of those categories. The work in these categories is ongoing.

School's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.

The school found that the school faculty and staff had very little awareness of the Single Plan for Student Achievement. Working through the last full visit and the other two visits in the self study process the school realized the need to align and communicate the same goals in the SPSA, LCAP, and WASC Action Plan. This led to revamping the WASC Action Plan development process and the identifications of the critical needs identified in that process. There is an ongoing effort to merge the documents into one coherent guiding document, informed by the district priorities of the LCAP. By doing so the school stated that they believe that this will increase their capacity to effectively implement and monitor the accomplishment of these schoolwide goals. There is a long list of growth areas from the last full self-study and the two intervening visits. Although there is much work to be done, the VC found that each of the growth areas are being addressed.

Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.

Three critical growth areas continue to be areas of further growth and are not included in the current schoolwide action plan, but the VC has identified them as further growth areas that need to be addressed. The VC found that there is inconsistency among teachers in implementation of the Common Core Standards, inconsistency in the implementation and inconsistency in the use of common assessments. There is an increase in the use of formative assessments. CTE courses have developed pathway mappings aligning their coursework to the content and anchor standards. NGSS is being adopted along district guidelines and timeframes. Academic departments have been working to develop vertical alignment. Where common assessments are administered, the use of the results to inform student learning and improve practices is less common.

Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

The major areas of growth from prior WASC accreditation findings are driving school improvement to better ensure high achievement for all students. The current action plan combines all the school plans

that address the need for consistency, accountability, and the use of assessments to determine the priority of student needs, are in one plan and that one plan has measurable growth targets.

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: The school has used prior accreditation findings as a part of their school plan to ensure high achievement of all students, however there are systematic barriers to this because of the wall to wall structure of the school program Access to high achievement.

Chapter 2: School and Student Profile and Supporting Data

Established in 1901, the school is one of five comprehensive high schools in the Mount Diablo Unified School District. 38% of students live in Concord, 62% of students reside in the Pittsburg/Bay Point area. The remaining students attend on transfers. Almost all of the students are enrolled in one of five academies. Four of these academies are career-themed California Partnership Academies. Students receive cross-curricular instruction to increase the relevance and depth of learning in traditional core academic subjects through connections to the business industry sectors of allied health and biotechnology, digital arts & media, construction & engineering, and hospitality. The fifth is World Academy, a district hub with a specialized program that focuses on accelerated English language acquisition for students who are newly arrived in the U.S. The school's "wall-to-wall" academy model has allowed for more enrollment in the academy programs, but limited the access to certain classes.. The school has programs for moderately and severely handicapped students, a strategic autism class, a benchmark autism class, and the Mount Diablo Mental Health Collaborative program. The school goal is for students to graduate on time with transferable career skills.

MDUSD LCAP Goals

- All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career.
- High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.
- Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

K-12 Mt. Diablo Unified School District Graduate Profile

The MDUSD Graduate is a(n):

- **Effective Communicator:** Is proficient in writing, speaking and listening adapted to audience, task, purpose and discipline.
- **Community Contributor:** Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve problems, and achieve shared goals.
- **Complex Thinker:** Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting and analyzing information in order to develop and implement creative solutions to complex problems.
- **Effective & Ethical User of Technology:** Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze and organize information, and create products and solutions.
- **Self-Directed Learner:** Independently seeks and uses resources including teachers, peers, print and digital references with perseverance and endurance to engage in new learning toward academic, professional and personal goals.
- **Global Citizen and Responsible Worker:** Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.
- **Health & Wellness Advocate:** Demonstrates a commitment to physical and mental well-being of self and others to make positive and healthy choices.

Mt. Diablo High School Single Plan for Student Achievement Goals

- All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepares them for college, career, and civic responsibility.
- All students, parents, guardians, and staff are engaged and feel valued and included in the MDHS community.
- The number of ninth grade students who have earned sixty credits at the end of their freshman year will increase. The number of ninth grade students who have perfect attendance will increase.

Mt. Diablo High School Vision Statement

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

Mt. Diablo High School Mission Statement

- We will raise all students' ability to read, write, and think critically through engaging, rigorous, standards-based instruction.
- We will improve all students' physical health, emotional well-being, and sense of responsibility to self and the community.
- We will instill determination in all students to persevere in reaching their goals

Dashboard Demographic and Performance Data

MDHS Student Enrollment Totals by Ethnicity

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

The biggest change is that the Hispanic/Latino population increases every year.

Student Enrollment by Sex

17-18		18-19		19-20		20-21		21-22	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
716	602	731	647	760	688	803	717	826	708

Student Enrollment by Grade Level

18-19				19-20				20-21				21-22			
9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th	9th	10th	11th	12th
431	395	318	234	406	415	331	295	476	410	344	289	380	446	392	316

There is attrition in the school population from grade to grade. Much of the drop-off occurs within the Long-term English Learner population. There is a need to take a look at student retention strategies and make additional efforts to to assess root causes and additional interventions. 5.1% students with disabilities Approached Standard. 3.4% Language Learners met or exceeded expectations in math and 1.22% met expectations in ELA. Black and African-American students fared more poorly than the mean. 82% of the students Exceeding Expectations in Math last year were all enrolled in the “Math Hours” weekly targeted intervention group.. A lack of consistent improvement in Math or ELA scores affirms the continued need to regularly evaluate the efficacy of interventions and classroom strategies, and underlines the imperative that to refine local and department-wide use of formative student assessments to identify student learning gaps and better inform student learning and reteaching moving forward.

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

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

How Students “Met Prepared” CCI 2020

Measure	All Students	African Am.	Asian	Filipino Hispanic	White	ELL	SED	Students w Disabilities	Homeless Students
CTE Pathway Completion	38.4%	66.7%	37.5%	27.5%	18.2%	11.8%	38.5%	14.3%	0.0%
Smarter Bal.Assessment	31.3%	33.3%	62.5%	15.9%	36.4%	5.9%	30.8%	0.0%	0.0%
College Credit	5.4%	0.0%	12.5%	2.9%	18.2	11.8%	4.4%	14.3%	0.0%
Advanced PI	9.8%	0.0%	25.0%	10.1%	0.0%	0.0%	9.9%	0.0%	0.0%
a-g Completion	78.6%	66.7%	87.5%	81.2%		54.5%	78.0%	42.9%	100.0%
State Seal of Biliteracy	24.1%	0.0%	0.0%	39.1%	0.0%	17.6	29.7%	0.0%	0.0%
Leadership/ Military Sci.	2.7%	0.0%	0.0%	1.4%	0.0%	0.0%	3.3%	0.0%	0.0%
Transition Classw & WBL	1.8	0.0%	0.0%	0.0%	18.2%	0.0%	1.1%	28.6%	0.0%

How Students “Approached Prepared” CCI 2020

Measure	All Students	African American	Asian	Filipino	Hispanic	White	ELL	SED	Students with Disabilities	Homeless Students
CTE Pathway Complet.	80.6%	60.0%	40.0%	71.4%	88.1%		81.8%	82.8%	75.0%	33.3%
Smarter Balanced Assess.	13.9%	0.0%	60.0%	14.3%	11.9%	9.1%	18.5%	15.5%	0.0%	33.3%
College Credit Course	1.4%	0.0%	0.0%	0.0%	2.4%	0.0%	3.7%	1.7%	0.0%	0.0%
a-g Compl..	6.9%	40.0%	0.0%	14.3%	4.8%	0.0%	3.7%	5.2%	12.5%	33.3%
Seal of Biliteracy	8.3%	0.0%	0.0%	14.3%	2.4%	36.4%	3.7%	6.9%	37.5%	0.0%

College and Career Indicators Analysis

Students graduating “College and Career Ready” as measured by the CCI indicators on the California School Dashboard show a subtle increase across all student demographic groups over the last three years, with notable dips in the Filipino and Homeless student populations, but modest gains in the African-American, English Learner, Hispanic, and Socioeconomically Disadvantaged student populations. The percentage of students satisfying UC/CSU admission requirements hovers around 30%, showing a small increase over recent years. While in some cases students miss completing these a-g requirements by failing to complete the requisite coursework, in many instances students simply miss the mark in earned letter grades, failing to achieve the necessary C or better in lower level courses such as English I or Algebra I. Students meeting “Prepared” largely did so across demographic categories by a-g completion, while Filipino and Asian students benefited from strong performance on the Smarter-Balanced Assessment. African American and Filipino students saw strong results from CTE pathway completion. While a-g readiness and SBAC scores were still the strongest indicators for CCI readiness many students from less traditionally successful demographic groups made advances and “Approached Prepared” or bridged the gap to fully “Prepared” through alternative indicators including CTE Pathway Completion, participation in the JROTC program, Articulated/Dual Enrollment programs, simultaneous enrollment at local community colleges, earning AP credit, a State Seal of Biliteracy or for students with disabilities, “Approached Prepared” through work-based learning opportunities and transitional coursework. The school found that these additional indicators were beneficial for English Language Learners and students with disabilities.

AP/Honors Students by Ethnicity

	2017-18		2018-19		2019-20		2020-21	
American Indian	1	1%	0	0%	0	0%	0	0%
Asian	14	7%	22	10%	23	13%	24	9%
Black/African-American	11	6%	12	6%	8	5%	10	4%

Filipino	18	9%	32	15%	30	17%	38	14%
Pacific Islander	4	2%	1	0%	1	1%	3	1%
Hispanic or Lano	135	70%	131	61%	100	57%	189	68%
White	8	4%	13	6%	10	6%	10	4%
Not reported	3	2%	5	2%	4	2%	2	1%
Total Students	194		216		176		276	

AP/Honors Students by Language Fluency

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

Advanced Placement Performance Analysis

The school increased student access and opportunity to enroll in AP courses. About 13% of the 2021 graduating class earned a 3 or better on at least one AP exam. Spanish Literature and Spanish Language continue to be institutional strengths. The new AP Computer Science program continues to grow as does the AP Art program. Efforts to grow a pre-honors program stalled with the advent of COVID-19 and loss of invested faculty. Enrollment by academy continues to be somewhat imbalanced and demands further efforts to promote opportunities campus-wide.

Much of the student attrition between 9th and 12th grade is within the LTEL population and has to do with language proficiency. The number of LTEL students with IEPs or 504 plans is increasing every year. The self study found that there is a need to prioritize additional support for students both in English language acquisition and in accessing curriculum across all content areas. Students with some kind of language issue make up 70% of the total student population. The school is continuing to provide consistent implementation of explicit and language-conscious support for English learners. The school identified a need to continue an emphasis on training faculty targeting methods such as Constructing Meaning, use of checks for understanding and formative assessments, and potentially exploring additional new strategies to ensure the opportunity for every student to succeed in every subject.

Ninth Grade Success Indicators

In the fall of 2020 fewer than half of freshmen passed all of their classes and an unprecedented number failed half or more of their classes. In 20-21, only 39% of 9th graders earned all their credits; about a quarter earned fewer than half of attempted credits. In Fall of 2021, 52% passed all of their classes, and students earning at least 20 credits increased by 10%. Increasing freshman academic success was identified by a former WASC team. In a recent student survey, one third indicated that passing all their

classes was the most difficult aspect of being a ninth grader. This is a continuing school priority. These same students, now sophomores, continue to struggle. With district support, there are increased credit recovery and grade remediation opportunities, enhanced summer school offerings, equitable grading practices, and modified graduation requirements.

Student and Parent Survey Analysis

There were only 21 respondents to the California Healthy Kids Survey in 2020. Only 50 parents responded to the survey in the 2018-19 school year. The school is aware that these response rates are indicative of a generally low engagement relationship with MDHS students and families. With an increased effort to get students and parents engaged this year, the Healthy Kids Survey went up to 50% of the 9th and 11th grade students and about 300 parents. The school is looking forward to getting the results so that they can include the feedback in their continuing self study school improvement process. In a survey given out at Back to School Night, about 15% of parents expressed concern about their students' health and safety surrounding the ongoing COVID-19 situation, 27% explicitly mentioned a concern about the general safety and security of the campus and anxiety about fights and other inappropriate student behavior. 8% of parents mentioned communication between the school and families as an issue, but the most notable concern from families, reported by an overwhelming 55% of parent respondents, was the desire for their students to receive more support in mathematics. A recent student survey showed that the students had similar concerns. 800 students spanning academies and grade levels were critical about the orderliness of the campus. An overwhelming number of respondents specifically complained about the state of student restrooms, which continue to be vandalized on a regular basis. Students were somewhat critical of the tardy pass policy. Their feedback and suggestions are being taken under advisement by the administration. Students were uninformed about the services available from the academic and socioemotional counseling staff, tools such as Naviance, and the Graduate Profile, demonstrating a need to increase communication and outreach about these resources moving forward. Students are positive about teacher concern for student wellness, and they are aware of the schoolwide expectations for students and overwhelmingly supportive of the academy model.

The school identified the following Major Student Learner Needs:

1. Additional supports to ensure freshman success
2. Promotion of a safe and supportive campus climate and stronger culture of academics
3. Increased efforts to engage students and families in decision-making processes

Chapter 3: Quality of the School's Program

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

A1. Vision and Purpose Criterion

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

The school site reported that the vision and mission statements are aligned with the all-academy model, the district's Graduate Profile and SPSA with a belief that all students are capable of achieving high academic standards and can be college and career ready. The site reported that measures taken in this area have been partially effective. The VC found that the vision and mission are not effectively communicated to staff or students. While teachers and staff were able to cite an emphasis on civic responsibility and preparing students for college, they were not able to clearly state the focus of the vision and mission and how it applied to the structure and organization of teaching and learning. The school site's lack of understanding of the vision and mission was echoed in their self reported statement that it needs to be consistently communicated to students. The school site reported that 77% of the student body did not recognize the graduate profile, a key concept of the vision and mission statement.

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

The school site reported that it incorporates many processes to ensure all stakeholders are involved in periodic review and refinement of the vision, mission and schoolwide learner outcomes. The school reported that the SSC reviews the vision and mission statement yearly and votes on its approval. Additionally, the school reported that the SSC, with input from the school's leadership council and department chairs. Another way the school reported that it communicates the vision and mission with stakeholders is through a monthly meeting with the principal open to all parents and interested stakeholders. The VC found that the monthly outreach meetings were also sparsely attended by parents and other stakeholders. The VC interviewed parents and stakeholders that reported communication of these meetings, and the date and time of meetings, were barriers to participation.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

The focus group reported that there is a need for faculty training on the use of targeted two-way communication to improve communication between teachers, students, and parents in an effort to further understand schoolwide initiatives, goals and classroom activities. The school reported that efforts in communicating the school's vision and mission statement and school-wide learning outcomes to stakeholders is an area of focus that has been partially effective depending on the academy of student attendance. The VC found that stakeholders were largely unaware of the vision and mission statement and school-wide learning outcomes. Focus group interviews with parents and stakeholders identified that communication from the school's administration was not effective in fostering participation from constituents in the discussion of vision, mission, or school-wide learning outcomes.

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: Teachers, staff, and stakeholders were not able to clearly state the school's vision, mission, or school-wide learning outcomes in focus group meetings.

A2. Governance Criterion

A2.1. Understanding the Role of the Governing Board and District Administration

Site administrators meet bimonthly with district administrators to review, discuss, and revise policies and procedures, as well as review student performance in relation to the school stated goals in the LCAP and SPSA. The school community understands that the Governing Board is ultimately responsible for larger LCAP initiatives, and that sometimes the school must operate within those parameters. There is a cultural divide to be addressed in which many parents are intimidated to get involved with school as they would not want to seem as if they do not trust the educators. While many parents are informed of how they can participate with school, they often cannot due to their economic situation. The school considers themselves as partially effective with a need to publicize more effectively and help people understand the governing authority's role, including how stakeholders can be involved.

The VC found that the school's faculty and staff were largely unaware of the governing Board's direction for the District, and for the school. The Superintendent's position on the management of the school was that he empowers the school's principal to lead the school, and to communicate the District's initiatives to the faculty and staff. Focus group meetings revealed that the information from the Board of Education was not clearly communicated to faculty and staff in ways that supported positive student outcomes.

A2.2. Relationship between Governing Board and School

The school's report indicated that, while parents and families recognize the process of participating in school board meetings and the board's influence as it pertains to decision-making, families do not understand the potential impact of input to the Board. Furthermore, parents do not participate in public comment in Board meetings, nor write to their Board members to express concern or praise. Because parent and family involvement is an ongoing area of improvement, the site has only been partially effective in highlighting the role and impact of the Board. The school reported that a lack of community stakeholder involvement implied a need for increased transparency in the process.

The VC found that communication between stakeholders and the school was insufficient to effectively communicate the initiatives of the Board. The VC found that parents and stakeholders are not informed about District initiatives or school-wide initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures:

The school focus groups reported that the District notifies students, employees, parents or guardians, district advisory committees, school advisory committees, and other constituents of the Uniform Complaints In addition. The VC found that the school's administration regularly reviews, assesses, and adjudicates Uniform Complaints received by the District to make corrective action. However, the VC found that this process is not transparent or clearly understood by the faculty or staff.

Governance that supports high achievement for all students.

Visiting Committee Rating : Ineffective

Narrative Rationale: The VC found that communication between parents and stakeholders was not effective in communicating school- or District-wide initiatives.

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

A3.1. Broad-Based and Collaborative:

The school reported that it uses many sources of data to monitor progress in meeting the district's LCAP goals using a broad based and collaborative approach. Monthly professional collaboration and learning communities coordinate data driven strategies and goals for students. Staff reviews, disaggregates and analyzes schoolwide academic and behavioral data at faculty meetings to identify trends in the data and suggest ways to address student needs. This process provides social and emotional interaction and support among teachers and staff.

The VC found that while staff meetings are effective in addressing student achievement towards schoolwide learner outcomes and academic standards, the size of the meetings, and often top down discussions, stymies an all inclusive approach to problem solving.

The school reported that the academy cohort model identifies students in need and allows the school to monitor overall performance of students at monthly academy meetings and establish their own consistent expectations, interventions, routines, and initiatives to help support student success. These academy meetings are the most effective meetings in determining student needs, implementing strategies and actions to assure all students achieving learner outcomes and monitoring the results and impact of actions on student success.

The VC found that the meeting structure did not yield discussion regarding student data and progress toward goals as outlined in the SPSA or LCAP. Faculty and staff reported that the meetings lack structure and focus. Additionally, the VC found that meetings are siloed into the disparate academies, and that there is little-to-no collaboration across the academies to discuss student progress and performance.

The school reported that each academy holds its own meetings to discuss student performance. These academy meetings are the most effective meetings in determining student needs and for implementing strategies to assure students are achieving the learner outcomes and monitoring the results and impact of interventions. Teachers in the academies reported that because of the structure of the cohort model, that they are able to focus on individual students in the cohort, but that these discussions are isolated in the academy.

The VC found that the structure of the academy meetings are partially effective in identifying students' needs, discussing intervention strategies, and monitoring students' progress toward goals, but that these discussion do not go further than the academy in which students are enrolled

A3.2. School Action Plan/SPSA Correlated to Student Learning

The school reported that administrators, staff, teachers, students, parents and guardians work together to assure the LCAP and SPSA goals are met, revised as necessary and implemented in Administration

Weekly Meetings, Staff Meetings, Departmental Meetings, Academy Meetings, CILC Meetings, Site Council Meetings, ELAC Meetings, CARES Team Meetings and Coffee with the Principal. The school reported that work in this area should be considered partially effective. Two major areas that need to be addressed for the school's work to be effective. Communication and transparency, The VC found that these plans need to be evaluated regularly. Once the SPSA and Action Plan are in full alignment, correlation and analysis of student achievement data and other data aligned with the district LCAP will be much more efficient, streamlined, and focused.

The VC found that data are shared with faculty and staff, but that these data are not used to align initiatives to SPSA goals or student learning outcomes. The plans outlined in the SPSA, LCAP, and WASC reports tend to be disparate. There is an opportunity to combine the goals of each report into single, but impactful, goals to make the goals achievable and realistic. The goals outlined in each report ought to be achievable as lived goals rather than goals outlined in a report that does not yield student achievement.

A3.3. Collective Accountability to Support Learning

The school's faculty and staff reported that they are involved in sharing decision-making responsibilities through school business and through departmental and academy meetings between teachers and administrators. The College and Career Center provides support for all students and has been effective in increasing the 4-year university acceptance rate and scholarship opportunities. However, most students do not understand or see the benefit of College and Career Center. It is not until the junior or senior year that most students begin frequenting the center. In a survey of students, 62% of students felt they knew their Academy counselor and 52% of students felt their counselors were effective. The school reported that the leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning. The VC did not find evidence to support the statement that there are shared decision-making practices in place at the school to determine the efficacy of the counseling programs.

Recent implementation of programs and services that support student learning are: Peak Hours, C.A.R.E.S, APEX Learning, Summer School, PBIS, and Parent Square. The programs have helped improve achievement and learner outcomes are: DCC, Mobile Health Clinic, Academy model, Academy specific counselors, Hope Services and Rainbow Community. While the school reported that it has many programs designed to support students, there is scant data to suggest that these programs are working.

The VC found that the data used to make decisions regarding programs, progress, and performance are not shared adequately with the faculty and staff. The school administers many student surveys, most of which are administered during Peak Hours, but the data are reviewed topically and not shared across the academies. The school would benefit from a structured model to review student data and share those data across the academies to inform teachers and staff of students' needs.

A3.4. Internal Communication and Planning

Communication and planning is achieved using multiple forms of existing structures for internal and external communication, planning and conflict resolution. These include school-wide information delivered via group emails, principal's Monday memo to faculty and staff, CILC minutes, all calls, PA announcements, individual person-to-person communication, departmental dissemination of information, teacher run Google Classrooms for dissemination of ideas, and grade level meetings.

CILC is a leadership body composed of department chairs, administrators, and academy leads to ensure that each group is represented in the decision-making process on campus. CILC meets monthly on the Tuesday before department meetings, and information from the CILC meeting is reported out at the monthly department meetings.

Parent Square, a new announcement board platform, has improved communication with parents and students. It is a one-stop shop for school happenings, improving communication, organization and engagement between home and the school community used to communicate school activities and events to parents. Because teachers are copied on school wide Parent Square announcements, it has effectively kept teachers better informed of campus activities and events. Parent Square could then be used to more easily communicate not only with students but also with their families about class related issues from assignments to events more easily than the cumbersome tools of the current data system, AERIES, allowing teachers to keep stakeholders apprised more regularly.

The VC found that few teachers are using Parent Square as a means to communicate classroom activities and events because they have not received professional development on how to use the system. As a result, most teachers are not using the system. Faculty and staff need to be trained on the use of Parent Square as a tool for student and parent notification of classroom activities, projects, deadlines and announcements.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

Visiting Committee Rating: Ineffective

Narrative Rationale: There are systems in place to make data-informed decisions. The administration gathers data, but does not communicate the information effectively to the faculty and staff to make well-informed decisions. Refinement of these systems, and professional development to interpret data and communicate across the systems, would create more effective data-informed decisions that are communicated effectively across the organization.

A4. Staff: Qualified and Professional Development Criterion

A4.1. Qualifications and Preparation of Staff

MDUSD provides background information on potential hires in order to ensure qualified candidates. Applicants interview both at the district and the school. At the site level, candidates are interviewed by an administrator and the department chair, when possible. In addition to the regularly scheduled professional development and a new teacher support group, the district provides two days of new teacher orientation before the start of the school year. There are monthly meetings to discuss classroom management, instructional strategies, and provide Constructing Meaning assistance.

Teachers are provided with a course preference form to indicate which classes teachers would like to teach is taken into consideration during the creation of the master schedule. The number of students who select the class on their course card determines whether the course will be offered the following year. Teachers are encouraged to advertise and recruit for AP and alternative classes. Academy teachers provide the administrators with a sequence of courses for each grade level in order to proceed through their Career and Technical Education pathways. They also provide an ideal schedule for their academy classes and staffing needs.

This leads to beginning the school year with open positions and substitutes, because of this process which is detrimental to students and the school's ability to provide a quality learning environment and meet schoolwide learner outcomes. MDEA Union rules and red tape complicate issues like hiring. The VC identified this as an area of need. With the schedule often still in flux late into the summer, some teachers face the challenge of not having their schedule confirmed until a few days before students arrive.

Because of the various ways in which staff feedback is solicited throughout the master scheduling process, staff feel their input and requests are heard and honored, when possible. An ongoing area of concern is the involuntary transfer process which is initiated by management to move a certificated teacher from one site to another using a seniority list. This process often results in new, quality teachers being bumped from MDHS. Because those teachers are highly competent, they find positions in other districts. Teachers who have been moved through the involuntary process can return to their original assignment up to one week before the start of school, which often results in late summer vacancies at MDHS. This process has resulted in high levels of turnover at MDHS and has significantly impacted the continuity of programs and PLCs. District representatives and the teacher's union have yet to negotiate an alternative process despite advocacy from the site representative and teachers as well as site administrators. This process has a recurring negative impact on the site. Thus, while site processes effectively deploy the expertise of staff members to maximize positive impact on quality student learning, efforts to retain qualified, prepared staff to assign in those roles is hindered.

The VC discussed the involuntary transfer with the Superintendent and Assistant Superintendent. Both expressed concern with the involuntary transfer process, and the Superintendent talked about negotiations with the Union to insulate the school from the involuntary transfer process. The VC found that the high turnover rate significantly impacts the morale of the faculty and staff, as well as students who make connections with teachers only to lose those teachers due to the involuntary transfer process.

The VC also found that the high rate of turnover adversely impacts the quality of education in the classrooms. The VC found that there are no District initiatives in place for instructional framework, and that there are inconsistent classroom practices in place, including a lack of instruction aligned to academic standards. The lack of common framework across the District results in teachers new to the school having to learn new systems when they come to the school. If they are placed at the school a few days prior to the start of instruction, their classes are not developed fully to receive students on day one.

A4.2. Professional Development and Learning

The school reported that it effectively supports teachers' professional development and learning with four days of professional development organized around departmental subjects or district wide initiatives and non-mandatory elective training opportunities throughout the school year. Teachers and students have access to online applications and materials that have been instrumental in assuring student engagement in efforts to achieve learner outcomes.

The largest schoolwide teaching initiative has been the induction and training by an on-site coach and two district coaches in the use of Constructing Meaning to improve student literacy. A two-year teacher induction and support program for all new teachers is required. There is an end of school year analysis of monthly department meetings including professional development related to instructional practices and curriculum. There have been discussions surrounding equitable grading practices.

The VC found that teachers are not trained in appropriately analyzing that data, except in the basics. The teaching staff needs more time allocated to collaborate at the department level to analyze the data from

common assessments in order to inform instruction. End-of-school-year analysis of grade data will allow teachers to reflect on the grading practices. Monthly department meetings should include professional development related to instructional practices and curriculum, for example, strategy or lesson plan demonstrations. The teaching staff is in desperate need of time to collaborate at the department level, most particularly, analyze the data from common assessments.

The school reported that it has an on-campus teacher-coach and two district coaches that work with all teachers during staff meetings, individual teachers, when requested, as well as small groups of teachers in understanding Constructing Meaning (CM). The school adopted the Constructing Meaning approach in response to an analysis of grades of English learners. Training is ongoing to help all teachers in using CM strategies to support academic literacy development. In addition, the principal's "Monday Memo" includes a Constructing Meaning strategy. The site reported that the CM initiative has been effective in allowing teachers to implement common practices, however, there needs to be continued data collection by site administration via walk-throughs to ensure that the strategies are being implemented site-wide. The VC found that teachers desire more feedback on teaching practice outside of the formal evaluation process from administration. The VC recommends that the administration develops a system of supervision and constructive feedback to strengthen and standardize CM strategies and instructional framework aligned to standards.

MDUSD provides a two-year Teacher Induction and Support Program. Through this program, all new teachers receive ongoing professional development and support for their first two years. MDUSD, and school site, support and encourage professional development in multiple subject areas through conferences, speakers, and collaboration with other faculty across the district. Monthly department meetings include site administration directed professional development related to instructional practices and curriculum, for example, lesson plan demonstrations. It is an opportunity to discuss common assessments and inform instruction based on reviewing data outcomes.

Because MDHS is a wall-to-wall academy school, academies meet monthly to collaborate. Administration and teachers are discussing equitable grading practices and many faculty members are exploring and implementing equitable grading practices. The site reported that teachers received professional development in Grading for Equity. The ninth grade English team is currently piloting a grade level curriculum and common grading rubric. While staff are provided an abundance of data and professional development, there is a need for more collaborative time across departments and grade levels.

The VC found that teachers have voiced the need for time to collaborate around analyzing data from common assessments, time to calibrate grading practices, and time to plan for instructional adjustments in response to the data and analysis, but these opportunities have not been developed to meet teachers' needs in supporting students. While the school has allocated funding for training, these opportunities are not required and are not part of the professional day.

A4.3. Measurable Effect of Professional Development on Student Learning

The site reported that current processes include weekly administrative walk-throughs to identify constructing meaning strategies being implemented inside various classrooms and the Monday Memo highlights the use of CM initiatives. Instructional rounds began again informally at the end of the first semester 2021-22 for aligning and improving teaching across the staff and as a means of supporting new teachers.

The VC identified a need for teachers to have measurable ways to assess the efficacy of CM. The VC also found much inconsistency in the utilization of professional development to support the development of sound teaching practices. The focus group was unable to address this area since the needs stated are that they need to address this area.

The site's self study found this area ineffective in solidifying a consistent and systematic process for analyzing the ways in which specific professional developments impact student outcomes. This is a symptom of the larger issue the site is acknowledging- an inability to confidently assert the impact and efficacy of certain programs and practices due to a lack of established and consistent data routines.

A4.4. Supervision and Evaluation

Teachers are evaluated based on the MDEA contract and evaluation timelines. Teachers meet with evaluating administrators prior to any evaluation and determine areas for evaluation together. The administrative team selects one standard for everyone and the teacher is able to choose the second standard. Teachers work with their evaluator at the initial conference to identify strengths and challenges and set growth goals for improvement. Over the course of the evaluation process there are multiple observations and follow-up meetings scheduled to discuss progress and provide feedback.

There are multiple opportunities for teachers to receive additional support if requested or if the evaluator feels it is warranted. Some of these supports include allowing time for teachers to observe other members of their department/academy, an administrator teaching a lesson to demonstrate strategies, and meetings with Constructing Meaning and New Teacher Academy coach, providing pull-out days for lesson planning, and then providing feedback on those plans. Teachers who receive a "needs improvement" by the end of the year are provided with an improvement plan. The plan provides a list of areas of improvement and supports that teachers can access to grow in these areas. While there are many effective supervision and evaluation procedures in place, one challenge for MDHS is the amount of time and focus dedicated to onboarding new teaching staff.

While there are many effective supervision and evaluation procedures in place, one challenge for MDHS is the amount of time and focus dedicated to onboarding new teaching staff. With an average of a quarter of staff being replaced each year, there is a constant influx of new teachers, many of whom are new to the profession. With each administrator assigned between ten and fifteen teachers to evaluate during the year, they are unable to dedicate significant time to more informal evaluation opportunities.

Administrator's time and resources are focused on the new teachers and those who are struggling. This means that teachers who are not on the evaluation cycle are provided less feedback through the walk-through process. Site administrators have formalized the walk-through form to identify the use of Constructing Meaning, which has been an improvement in the feedback process. The formal evaluation cycle is effective in allowing site administration to constructively provide feedback to teachers, Improvement Plan Form especially those who are of concern. It also provides a fair and consistent system to evaluate teachers and determine their efficacy. The informal walk-through evaluation process is becoming more effective with the development of the CM walk-through form, however, site administration needs to exert more energy into the quantity of walk-throughs they are completing and use that data to inform PD.

Teachers reported to the VC that evaluation and supervision are inconsistent. Administrators are limited in the number of formal evaluation observations and the formalized walk-through process to assess CM has

not been implemented with fidelity as reported by the focus group. Teachers have stated that they want more feedback from walk-through observations.

A4.5. Communication and Understanding of School Policies and Procedures

On the first day of school, staff are presented with a handbook and copies of relevant documents by the office staff and the office and administrative staff give a presentation about their responsibilities on campus. Staff are informed about the proper procedures for work orders, office supply orders, keys, technology issues, and other necessary operational practices. For new teachers, this information is reinforced during meetings of the New Teacher Academy. Staff email is the primary method for informing all staff of additions or changes to school-wide procedures. A weekly Principal's Message is distributed with updates from the office, the weekly calendar, and information from the district office. With the all-academy model, there is a clear hierarchy of organization in place that includes teachers, academy leads, counselors, and administrators. When an academy teacher has a student concern, they know to go to their academy counselor and/or administrator, depending on the issue. For supplies, materials, and academy-specific requests, the academy lead is the go-to person. The system through which site-wide and administrative information is disseminated has proven effective and inclusive, consistently gathering feedback from various stakeholder groups on campus.

The VC found that there is no systematic approach to onboarding new teachers outside of the "New Teacher Academy" that pairs veteran site teachers with new site teachers, which provides once-a-month meeting time for these teachers to meet. Otherwise, orientation is left to the individual academies, self-directed learning, or trial and error. As a result, new teachers are not able to develop a sense of belonging at the school, which impacts the climate and culture. Additionally, students reported that teachers often talk about these problems in class, and state that they are leaving the school because of the poor climate and culture. Systematic structure for welcoming new teachers to the school would create a sense of belonging and would work toward building a positive school climate and culture.

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: Teachers receive information from the school and from the academies, but the new teacher orientation is not fully implemented. The structure of the wall-to-wall academies limits the school's ability to design professional development aligned to all students' needs across the academies.

A5. Resources Criterion

A5.1. Resource Allocation Decisions

The Site Council reviews the Single Plan for Student Achievement, discusses and gives feedback to the school, and helps guide allocation of resources and guide spending. The principal makes a monthly report to the Site Council on budgetary issues, as well as site updates, recommendations for site improvement, upcoming events, and more. In the past several years, the school has allocated resources to several school-wide initiatives:

- Constructing Meaning Training and ongoing coaching to support the academic progress of English Learner majority
- Grading: Applying Equitable Practices
- Peak Hours: an intervention schedule with twice-weekly Peak Hours to support all students in achieving academic standards and MDHS schoolwide learner outcomes. A Peak Hours coach prepares weekly schoolwide lessons from celebrating diversity at MDHS to strategies for academic success for presentation to Peak Hour classes.

While teachers and other stakeholders are generally aware that Site Council meetings occur and that they are welcome to attend and provide input, teachers would greatly benefit from timely information on the outcome of budgetary decisions once recommendations have been provided by the council to the administrative team. This would allow more efficient response to supply and classroom needs. Department chairs struggle with transparency in budgetary decisions. For example, the District's Fiscal department's approval process takes time and specific allocations to work within are not always provided in a timely manner that creates a vacuum of spending.

The school reports that the CILC and Site Council seem to be advisory boards with little impact on decision making. The school administration makes the final decision and funding decisions. Similar to the budgetary decisions discussed above, information and clarity of information is important from a teacher's perspective in their efforts to align curriculum to the SPSA goals.

Through these mechanisms at the site, academy, and classroom level, school leadership and staff are directly involved in resource allocation decisions, and a strong, effective relationship is maintained between the resource allocation decision-making process and the district LCAP, the SPSA, the Graduate Profile, the school's vision and mission statements, academic standards, and college and career readiness standards.

The VC found that there is more than adequate funding to support initiatives championed by the faculty and staff. A review of the school's SPSA found the total amount of funds available from Federal, State, and Local funds in excess of \$900,000. The SPSA outlines initiatives to reduce class size in mathematics and academic language development in excess of \$100,000 each, as well as ample funding for the DCC, in excess of \$50,000. However, many of the budget items are smaller allocations for materials, personnel, and school-based initiatives such as CM is allocated at \$8,000 for CM release time and \$10,000 for instructional materials. There appears to be an imbalance in the funding of initiatives that impact all students.

A5.2. There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

MDUSD's department of Budget and Fiscal Services conducts annual audits, updates the Board of Directors, and assures maintenance of quality business and accounting practices. Site-specific budgetary allotments are specified in the Single Plan for Student Achievement. While the district clearly has effective and well-articulated processes and practices in place for developing and auditing the annual budget, there is some notable reservation in staff confidence regarding the effectiveness of the district's quality business and accounting practices as the processes relate to campus and classroom life.

The VC found a lack of support from the District in developing school budgets. With such a large budget, there needs to be adequate support for the administration in developing effective programs to support

student learning. The use of Title One funds should be used to support student-facing initiatives and teacher-supported programs to support those initiatives.

A5.3. Facilities Conducive to Learning

Buildings range from five to ninety years old with most in need of some updating and renovations. Most classrooms are in need of updating and general upkeep maintenance. With input from teachers and staff, one existing building was renovated and a new science building was built. Both facilities greatly improved the science classroom for students. Serendipity, the onsite restaurant in the International Hospitality & Tourism Academy, was renovated and has improved the lunchtime experience for restaurant patrons of the culinary CTE program. The interior of the school library was renovated and provides increased access to technology. The front office was cosmetically renovated to streamline the flow of traffic and to better appeal to students, stakeholders and staff. The English building has also recently seen upgrades: the interior and exterior were repainted, flooring was updated, and all classroom furniture was replaced. Large screen televisions were installed as built-in technology resources. Additionally, new furniture and student tables and chairs were installed into all classrooms.

A positive outcome of online learning during the pandemic lockdown was the adoption of a number of applications and technology to support learning. Many of these resources are still available to teachers, students and parents in the classroom setting. The VC observed inconsistencies in effective technology equipment in classrooms to support learning is evident. Many of these following areas of concern are described in an effort to assure MDHS is adhering to the principles of the Williams Act, which states, by law, that all students have equal access to a safe and decent school facility.

There is a lack of functional and thorough security camera coverage on campus for monitoring of security issues during and outside of school hours. Cameras are underutilized and are frequently offline. Student awareness of the existence of the cameras and effective monitoring of footage and consequences based on information gained by the cameras could be a deterrent to campus issues (e.g. restroom vandalism).

The physical classroom size versus student count is often untenable in many of the older classrooms that have not been renovated. This can interfere with teaching, classroom management, accommodating IEPs, and the general health and well-being of students. Restrooms are regularly closed due to security issues and vandalism. Students are often in search of an open restroom contributing to tardy issues and long absences from class. In response to student and faculty concerns, the office is publishing a daily list of open restrooms which has greatly improved the situation. Clearly, identifying the few students that are making things miserable for the majority is of utmost importance.

Inattention to landscaping maintenance has created hazards such as open dirt and gravel piles in and around building openings and flooding on rainy days. A few landscaping projects were accomplished during the pandemic lockdown but these improvements were limited to the front of the campus, but not other areas used by students. Pride in the campus is very important for the morale of students and staff.

Custodial services are not under the direct supervision of the Site Administration and are inadequate for the size of the campus. Basic cleaning needs such as sweeping of floors, emptying trash and cleaning desks (especially during the pandemic) are not met and restrooms are often undersupplied. COVID-19 protocols improved some of these practices, but now that the lockdown has ended inadequate custodial services are again reported by staff. Additional staffing at these positions may contribute to the issue. In a recent student and staff survey, 46.7% of students rated campus cleanliness as not clean. Thirteen

percent of staff rated the campus as clean. An overwhelming 84% felt there was a lack of restroom cleanliness. All these needs contribute to a sense of insecurity, lack of safety and campus pride for all.

While improvements continue to be made, the persistence of issues concerning cleanliness, student vandalism and littering, and the need for additional renovations and updates to the interiors of academic buildings compromise the school's overall sense of safety, functionality, and maintenance, as reflected in staff, student, and family surveys. MDHS facilities are adequate to effectively meet student learning needs and support the educational program, and there are a variety of facilities designed to help students achieve college and career readiness. Maintenance and safety/security are only partially effective and that continued improvements would positively impact accomplishment of the school's schoolwide learner outcomes involving citizenship, responsible behavior, and health and wellness advocacy.

The VC observed that the school's garden, used to grow vegetables for the school's culinary programs, was overgrown with grass and weeds. This facility should be well-maintained and supported by the culinary programs, which are strong programs at the school.

The VC is concerned about the safety and functionality of the school's physical plant. The school's buildings, in many cases, are aging and in disrepair. Several buildings have walls of lockers that have locker doors forced open and bent, and others that have been permanently sealed by sheet metal. Additionally, the Art Building has sealed off the second floor by placing plywood barricades across the staircase to prevent students from accessing the second floor. However, the school's administration stated that students are able to access the second floor.

The VC also is concerned about the vandalism problem at the school. Many academic buildings are rife with graffiti in the staircases and on the walls. There seemed to be little urgency to have the graffiti cleaned promptly, and there was also concern about the interactions between the custodial staff and the administration, which has been adversarial. As a result, the custodial staff does not respond timely to administration when issues of graffiti or vandalism surface.

The VC is also extremely concerned with the student restroom issues on campus. Access to student restrooms is limited due to vandalism. This has created a situation in which students have to walk across campus to find an open restroom, which results in the loss of instructional time. Students reported to the VC in focus groups that it is uncomfortable to have to walk across campus to find a restroom only to find it locked. Students also reported that they are often confronted by the campus supervisors about being out of class even though they have a pass issued by the teacher to be out of class. This confrontation results in extended loss of instructional time. Students reported that they feel singled out by administration and security for being out of class during instructional time when they are trying to follow the rules.

The administration work with a representative group of school stakeholders to form a School Safety Committee for the purpose of determining the most effective way of monitoring and dealing with school security issues, the cleanliness of the campus and disciplinary issues related to tardiness and the availability of restrooms.

A5.4. Instructional Materials and Equipment

The school hosts a Williams Act visit every fall which helps guarantee that all students have timely access to the resources they deserve under the law. While instructional technology is generously available at MDHS, maintenance and support of these resources is somewhat impacted by district downsizing of the Technology and Information Services support staff: meanwhile, with the district moving to a 1:1 student

Chromebook model, the demand for tech support and repair is higher than ever, and teacher interviews indicate that timeliness, communication, and followthrough on support tickets is opaque and communications could be improved.

The Science, VAPA, and CTE departments indicate that order fulfillment for specialized consumable materials can have a long and frequently unpredictable lead time. Ultimately, while in practice there are components of the workflow that are negatively impacted by a lack of adequate staffing resources at the district, the policies and procedures for acquiring and maintaining adequate instructional materials are effective.

The VC found that instructional materials are either out-of-date or not aligned to content standards in all areas. While Mathematics has District-approved curriculum aligned to Common Core State Standards, other academic areas, such as Science, Social Studies, and English lack District-approved curricula. However, the school and the District reported that Science is in the process of adopting Next-Generation Science Standards, and the District has provided power standards and curriculum to support Social Studies programs. One area in desperate need of attention is English. The VC found that the school does not have a District-approved curriculum aligned to Common-Core State Standard, and that the textbooks used in classrooms are over twenty years old.

A5.5. Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

MDUSD's website has a hiring page for paraprofessionals, certified and classified employees. Benefits are openly posted on the website. Typically, administrators include department chairs or staff in the interview process. Professional development was discussed in A4. There is a high turnover rate of teachers which creates a constant need for school practices training and increased Professional Development. Qualified teachers must not only demonstrate academic or scholastic capabilities, but the qualified candidates must exhibit desire, knowledge, patience, empathy and care needed to educate all students, those with learning disabilities, language acquisition needs, economic issues not to mention issues that arise from a majority of the students are bused from outside the neighborhood. There are many support systems in place to support new teachers in an effort to retain the school's teacher base. MDHS seeks to hire based on qualifications and willingness to educate using the school's SPSA guidelines. While resources are available and used to enable the hiring, nurturing, and on-going professional development of personnel, the resources committed to on-going professional development by necessity emphasize the needs of the new teacher, and frequent turnover compromises effectiveness in this indicator.

Resources that support high achievement for all students.

Visiting Committee Rating: Ineffective

Narrative Rationale: The school's facilities are in need of repair. Curricula needs to be adopted and aligned to standards. Common instructional framework needs to be ubiquitous in classrooms.

Supporting Evidence: MDHS Vision & Mission Statement, MDUSD Graduate Profile MDHS Student Handbook, Staff Handbook, Peak Hours Presentation, Student Survey, Classroom Posters, PBIS Presentation, MDHS Website, Academy Internship & Community Partnerships, Parent Square Usage Data, Community Business Partnerships, MD Business-Education Alliance, SSC, ELAC Mtgs, Sports Boosters, Uniform Complaint Procedure, Continuing ed. on Teacher inservice days, District LCAP, SPSA,

Data Walk, CAASPP Resources, MDHS SSC, Admin.mtg, Staff mtg notes, Depart.mtg, CILC mtg, CARES Mtg, Coffee w/ Prin., College & Career Ctr, Acad.Counselors, Staff Mtg Agendas, Prof. Development, SEL Handbook, budgets for departments and programs, Clever Living Earth Curriculum Development & Support, MDEA Contract, Department agendas & common assessment results, # of Ds and Fs, Constructing Meaning Training, TISP, New Teacher Academy Slides, Daily Announcements, ParentSquare Emails, Weekly, Classroom College counselors, MDHS Twitter, Diablo Counseling Center, Student Survey, DCC, Mobile Health Clinic, MDUSD Business Services Website, Budget and Financial,

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

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

1. SPSA goals reflect and are aligned with LCAP and reflect MDHS learner needs.
2. Implementation of Constructing Meaning strategies to improve student literacy for all learners.
3. Funding for student-centered learning, technology, and college and career readiness opportunities is ample.
4. District and school processes and procedures for appropriate allocation of funds needed to achieve SPSA and LCAP goals are robust.

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

1. Faculty, staff, and administration need to develop successful and engaging ways to inform students and families about the Graduate Profile and school Vision and Mission Statements.
2. Faculty and administration need to find additional opportunities for collaborative work with data to inform student learning.
3. Administration needs to increase consistency in transparency and communication with staff and families regarding district-led initiatives.
4. Administration and staff should continue work to improve campus security, safety, and access to clean, safe facilities, in order to provide a more focused learning environment.
5. Administration should provide annual training to faculty and families in the use of Parent Square to increase two-way communication.
6. Goals outlined in the SPSA should be communicated to staff, students, and parents by the school's administration at the beginning of the school year, and revisited to improve efforts to improve student outcomes periodically through the school year.
7. Administration should continue to prioritize and fund training for all teachers in Constructing Meaning strategies to improve student achievement.
8. All stakeholders need to continue advocacy with the unions, governing board, and district to promote change to personnel management policies and contract language in order to improve retention of highly qualified teachers at MDHS.

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

Comments from the focus group to the VC included: consistent strategies in place to teach students about Graduate Profile, Vision and Mission statements, The school needs to place emphasis on ensuring families understand the SPSA and how the Graduate Profile, Vision and Mission statements aligns with

the goals outlined in these documents, freshman orientation, consistent delivery of Peak Hour curriculum, More Stakeholders engagement, The SSC will bring the WASC goals into alignment with the SPSA goals, Uniform Complaint Process - no clear response on the process, There is a disconnect with the freshmen, create more outreach to freshmen, professional development needs, The District provides Constructing Meaning training for new teachers, The school has the best new-teacher training in the District, This is not an easy school to teach at, Involuntary transfer process, is the biggest struggle, Contraction at other sites causes new-service teachers at this site to lose their jobs, Many new teachers to the site, and many Prob 1 and Prob 2 teachers, Burdon on the admin team to complete these evaluation, Need to be "authentic" evaluations, Older teachers are moved to the back burner in favor of new-service teachers,

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

B1.1. Current Educational Research and Thinking

The MDHS self study states that through staff meetings and professional development, MDHS provides many examples of effective, rigorous, relevant and coherent curriculum. The WASC VC observed some excellent examples of rigor but found this to be inconsistent across all subject areas and especially within the same core subject classes. The VC observed high student engagement in a few classes, the VC also observed in many classes students far removed from the lessons including students on their cellphones, hanging outside of classrooms, and in a few cases sleeping. Also, during the Curriculum Focus Group the VC heard that the English, History, and Science (piloting NGSS curriculum) departments are using District approved curriculum that is not aligned with Common Core Standards. This was confirmed by district administration during the District Representatives meeting.

The school has been a Constructing Meaning (a research-based and coherent set of teaching strategies to teach literacy) since the 2015-2016 and new teachers are required to attend Constructing Meaning training days. Staff meetings usually include between 20-40 minutes of Constructing Meaning strategies. The VC through classroom observations and focus group discussion found this to be true, however, the VC found its use to be inconsistent within the classrooms.

The self study states that 70% of teachers report modifying their gradebook structure in the interest of equitable practices (standards based grading, weighting summative work heavier, a grade floor between 30-50% and reduced penalties for late work). The VC heard during the Curriculum Focus Group that most teachers are still using a more traditional grading system and that only a small number of teachers (mostly from the Science Department) are piloting a more standards based mastery system of grading.

The self study states that the English Department created a framework for vertically aligning Writing Standards from 9th to 12th grade. However, the Curriculum Focus Group stated to the VC that their top priority was still to create a horizontal and vertical alignment by department and content areas as well as common writing rubrics first for the English department by the second semester of next year with plans to roll it out to all other departments by the 2023/2024 school year.

The self study states that all students are learning to cite evidence, either in MLA or APA format and that students study the modes of writing (narrative, argumentative, expository) prescribed by the CCSS. Through classroom observations the VC found evidence to support this assertion.

The self study states that the ninth grade English teachers co-plan standards-based, mastery-based curriculum. In the fall of 2021 all teachers started their curriculum with social emotional learning in mind, and then they transitioned to teaching practices inspired by the Modern Classrooms Project. The VC heard confirmation of this during the Leadership group meeting as well as in the Curriculum Focus Group. This is a pilot program of sorts and as yet is not representative of other departments or grade levels.

B1.2. Academic and College- and Career-Readiness Standards

The self study states some of the academies offer articulation: courses that when completed could lead to college credit. Most of the courses satisfy the UC a-g requirements. Each Academy offers at least three years of a Career Technology Education Pathway that is in each year coupled with two academic courses. If students complete their Academy requirements they are more likely to exceed graduation requirements. The VC found completing UC a-g requirements to be a challenge since the district adopted curriculum for several core subjects is not common core aligned. The VC confirmed with district

administration that district curriculum specialists have provided power standards for core subject teachers to use while the process for common core aligned curriculum moves forward.

The self study states that counselors are an effective means of tracking A-G status and encouraging students to pursue A-G requirements. In a student survey over 800 students, approximately 70% of students indicated that they did not know what Naviance was. The VC heard from the student focus group confirmation that most students are either unaware of Naviance or are unfamiliar with what it does. The VC heard that the counselors have just begun introducing Naviance to the Freshman class this year and plan to continue its use within the other grade levels.

B1.3. Congruence with Student Learner Outcomes and Standards

The self study states that in the past two years some professional development has been done around aligning curriculum around specific standards based equitable grading systems. 70% of teachers report modifying their gradebook structure in the interest of equitable grading practices this year. As stated earlier, the VC heard during the Curriculum Focus Group that most teachers are still using a more traditional grading system and that only a small number of teachers (mostly from the Science Department) are piloting a more standard mastery system of grading.

The self study states that departments like the English and Math departments complete common assessments. During the Curriculum Focus Group, the VC heard that the 9th grade English teachers and some Science and Math teachers do use common assessments, however, not all departments or grade levels currently make use of common assessments.

The self study states that in a survey of over 800 students, approximately 77% of students indicated that they had never seen or heard of the Graduate Profile. The VC confirmed during the student focus group that this seems to be the case. The VC has found that the Graduate Profile is not evident within the classrooms.

B1.4. Integration Among Disciplines

The self study states that the four career academies use cross-curricular projects to align career technical disciplines with academic standards. Teachers with a Career Technical Education credential complete annual work based learning Cross Curricular Project Database plans and course alignment documents that ensure that students will receive a standards-based education rooted in experiences like mentorships, internships, field trips, job shadowing, and guest speakers. The VC has confirmed that due to district restrictions related to Covid that many of these experiences have been placed on hold. As district restrictions lift, MDHS will begin rebuilding their mentorships, internships, field trips, job shadowing and guest speakers.

B1.5. Community Resources and Articulation and Follow-up Studies

The self study states academic counselors and students from each of the CPA academy CTE programs visit feeder schools in the spring. This is followed by an on-site visit, during which the students tour each of the CTE classrooms and are given presentations by CTE teachers and an opportunity to explore the resources, spaces, and technologies. This is timed to overlap with the school's "Academy Night" Open house event. Students then have the opportunity to fill out course cards indicating their preferences of academy electives. The VC has confirmed that due to district Covid restrictions due, that these events have been put on hold. MDHS will begin to implement these strategies once again as the district restrictions are lifted.

The self study states academy courses regularly host guest speakers from community partners, technical schools and colleges. All academies take field trips to various colleges. CTE teachers regularly meet with DVC and LMC to discuss and agree on articulation agreements to assure that the CTE curriculum is up to date and relevant to upper level studies, and provide students the opportunity of being enrolled and earn credits in community college. Students experience virtual and in-person internships, job shadowing, and

volunteer opportunities at local partners such as John Muir Hospital and East Bay CPR. Students are given hands-on experience in a yearly career fair where they visit the booths of trained professionals such as: Universal Technical Institute, Firefighters, Fashion Institute of Design and Merchandising, Technical Dental Hygiene, Urban Barber College, among many others. The Mt. Diablo Business Education Alliance, whose mission is to strengthen workforce development and provide a space for partnership of business and education, works with the school so that teachers can meet with industry partners to update curriculum to match latest trends, discuss project ideas, and make connections for guest-speaking and mentorships for students. The VC has confirmed that many of these strategies have been placed on hold due to district restrictions related to Covid. MDHS will begin to rebuild these relationships and strategies as the district restrictions are lifted.

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: The VC observed some excellent examples of rigor but found this to be inconsistent across all subject areas and especially within the same core subject classes. The VC observed high student engagement in a few classes. The VC observed in many classes students far removed from the lessons including students on their cellphones, hanging outside of classrooms, and in a few cases sleeping.

B2. Equity and Access to Curriculum Criterion

B2.1. Academic and College- and Career-Readiness Standards:

The self study states that each counselor is assigned to an academy to increase consistency and familiarity. The student survey results indicate that the current set of counselors and new academy-specific approach are working well and that they are an effective means of helping students make appropriate choices in their future. The VC found that the counselors are tied to the district rather than to the school, so at the end of each year the counselors can choose to be reassigned within the district. This practice can undermine the goal of increased consistency and familiarity created through the relationships built between the counselors and students.

The self study states that MDHS uses the Naviance software platform to support students in planning their future. 78% of students said they were unfamiliar or had no opinion on Naviance. This same survey indicates that Naviance is mostly used by a small portion of seniors. The College and Career Center is another effective means the school uses to help students make appropriate choices and pursue a full range of realistic college and career and/or other educational options. 55.8% of students indicated that they had never used the CCC. The VC has confirmed that both the Naviance software platform and the Career Counseling Center are being underutilized, however, counselors have begun to use the Naviance software platform with the Freshman class and plan to expand its use throughout all grade levels.

The self-study states that the Academies provide experiences that include mentoring, internships, field trips and work-based learning to prepare students to pursue a career. Other programs that expose students to a variety of job and career opportunities include: College Now, Educational Talent Search, Upward Bound and the Workability program, which provides workplace and career exploration and preparedness, College Now, ETS, Upward Bound and Workability. The VC found that many of these experiences have been placed on hold due to district restrictions related to Covid. MDHS will once again provide these experiences to its students once the district restrictions are lifted.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences

The self study states that the student enrollment in AP courses has increased with an increased number of AP courses available to students. Enrollment in AP classes is skewed towards students in the MBTA academy. Currently all students are able to enroll for a variety of AP courses regardless of academy. The VC found that due to the wall-to-wall academy format and resulting master schedule that not all students have access to AP classes.

The self-study states that through the CTE courses, students have access to a rigorous, relevant, and coherent curriculum that includes real world applications. Students are given the opportunity to engage in CTE courses with real world community partners. CTE courses are almost all embedded within the CPA academies. Each academy incorporates integrated academic and career technical education, business partnerships, mentoring, and internships. The VC observed that high levels of rigor and relevance does exist within the program, but it was found to be inconsistent from teacher to teacher and from subject to subject.

The self study states that student choice is the number one driving factor in their scheduling, but seniors and juniors are discouraged from switching, as changing mid-pathway does negatively impact a students' ability to complete a single pathway as measured in the College and Career Readiness indicators from the state Dashboard; but those changes are still allowed as long as the scheduling allows for it and parental approvals are in place. The VC found that students believe that they can only switch academies up to their sophomore year and are unaware that exceptions can be made. The VC also found that due to the limitations of the wall-to-wall academy format and discouragement of switching programs as a junior or senior, most students do not have access to all subjects that they may have an interest in.

B2.3. Student-Parent-Staff Collaboration

The self study states that the decision to assign counselors to specific academies was made so that students could retain and build a relationship with their counselors. The school has determined that the counselors to student relationship is very effective. Once again the VC found that the counselors are tied to the district rather than to the school, so at the end of each year the counselors can choose to be reassigned within the district. This practice can undermine the goal of increased consistency and familiarity created through the relationships built between the counselors and students.

The self study states that the school's use of Naviance, Counselors, IEPs and Academy-specific learning goals are some examples of staff working with students to help plan student learning plans and goals. However, it is obvious that the school does not elicit enough feedback from parents on student learning goals. The VC found that Naviance is currently being underutilized and confirmed that more effective communication with parents is needed.

B2.4. Post High School Transitions

The self study states that the College and Career Center reported that the percentage of four-year university applicants has doubled over the last several years, increasing from 13% in 2017 to 26% in 2021. However, in a student survey, over 56% of students answered that they have never used the CCC or have no opinion. The VC confirmed that the College and Career Center is being underutilized.

The self study states that the academies and CTE Department CTE and Academy courses provide introductions to careers with curriculum requirements that are unique to a particular career pathway. Academies keep track of their internships, mentorships, and community partners for their grant reports. Each academy is required to connect every student with an internship opportunity. The VC found that these experiences have been put on hold due to district restrictions related to Covid. MDHS will rebuild the relationships necessary to implement these experiences once the district lifts its restrictions.

The self study states that three of the four career academies teach classes that are articulated with a local community college course. Much of the intention behind the articulation agreements is that if students graduate with college credit they are more likely to continue with college and have college credits to start

college. Approximately twelve dual enrollment students per year earned college credit through DVC, and approximately 120-130 students with articulated credit through Diablo Valley College and /or Los Medanos College. Some earn nine credits in high school. The VC confirmed that MDHS does offer some articulated classes.

B2 Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: The VC found that due to the wall-to-wall academy format and resulting master schedule that not all students have access to AP classes. The VC also found that due to the limitations of the wall-to-wall academy format and discouragement of switching programs as a junior or senior, most students do not have access to all subjects that they may have an interest in.

Areas of Strength for Curriculum:

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

Growth Areas for Continuous Improvement for Curriculum:

1. In moving forward, the leadership team would like agenda items for administrative meetings to be tied to the school action plan.
2. The curriculum should be driven by current research as monitored and discussed by department and academy teachers.
3. All staff, department teachers, academy teachers and CILC leadership need to align curriculum to the graduate profile, college career readiness indicators, and standards.
4. Department and academy teachers need to respond to data collected in common assessments.
5. Department chairs need to work on horizontal and vertical alignment by department and by content areas.
6. School-wide common core aligned writing rubrics need to be created by the English teachers and then implemented and used throughout all departments to help support consistent student learning.
7. Academy teachers need planning/collaboration time to rebuild or plan cross-curricular projects.
8. Academy teachers need to rebuild and reestablish the experiences provided by their community partnerships that were negatively impacted due to Covid.
9. Counselors need to include parents and students more effectively in monitoring learning plans.

Important evidence:

VC Focus Group interviews, classroom observations, information from teachers about procedures, training and assessments; intervention; and alignment of courses within departments and Academics., VC student interviews: Information about teacher/class guidelines and grading policies, student support services (Career Center), and counselors, Anecdotal evidence from Visiting Committee parent group interviews regarding student performance and communication regarding student performance, Data in the self-study document.

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

C1.1. Results of Student Observations and Examining Work

Most electives are UC-approved a-g courses in order to engage more students in elective coursework that will provide them with college-prep experiences. Additionally, students prepare for career readiness by earning certifications and or college credit and some departments. Students are demonstrating proficiency in both English and an additional World Language. These career- and language-focused classes provide students with real hands-on experience that will help them apply the skills beyond the classroom. Some multilingual students are meeting the requirements necessary to obtain the seal of bi-literacy upon graduation. Teachers have tried to make learning as hands-on as possible. Students in each academy use specific career-technical 21st century skills in classes that are highlighted in the cross curricular standards and project based coursework for each subject with project-based learning. Students use critical thinking, creativity, digital tools to research, design, and problem solve. An example is using what they learned in English, History, and CTE to create a business model for a food truck that includes marketing, a menu, and a business platform. These projects are not only applicable to post-high school, they are also empowering and highly motivating. Sixty-eight percent of students surveyed agreed with the statement: "Being in my academy helps me learn and succeed." Academies provide students with the opportunity to participate in internships in professional environments. The IHTA academy operates a student-run restaurant on campus that is open to the public for part of the week. Once a year students present their Academy Projects at "Academy Night."

C1.2. Student Understanding of Learning Expectations

The school uses the Constructing Meaning structure that includes content/skill, language and product, which makes clear 1) what students will learn, 2) the language students must use during the lesson and in their demonstration of learning, and 3) what students will produce to demonstrate proficiency in the learning objective. The VC has observed inconsistencies in the execution of Constructing Meaning. Most teachers use a method of Constructing Meaning in the classroom, but few teachers are aligned to the same structures and language for student continuity. The VC has observed Teacher work on aligning grading practices is not consistent with creating a common understanding of what composes a final grade. Several academies feature capstone projects. The Innovation Fair, in conjunction with the Concord Chamber of Commerce, is a semester-long research and ideation design process with mentors from the business community where students develop product specifications, perform market research, develop five year investor's spreadsheet and business plan, and create marketing assets and even product mock-ups to market their product ideas to hypothetical investors.

Through teacher interviews the VC has concluded that some teachers within some departments use common rubrics to ensure communication to students about assignments. The implementation of rubrics has not been used consistently by entire departments or academies. Many teachers provide rubrics, syllabi, instructions, assessments, and daily objectives in student-friendly language to reinforce metacognition, and allow students to monitor their own academic progress, but this is not a consistent practice. The use of Pear Deck, advanced placement courses and the special education workability program are other good examples.

EVIDENCE: Seal of Biliteracy, Student Survey, Academy Night, Serendipity, Garden, Innovation Event, Medical Academy, Robotics, Engineering Displays, Cultural Awareness calendar

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: Academy Projects are engaging and effective in creating real world learning opportunities for students. In the daily practice of teaching and learning there are inconsistencies in the practices of daily instruction and use of strategies such as Constructing Meaning and Rubrics.

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

C2.1. Teachers as Facilitators of Learning:

Students are supplied with district devices so that all students have access to a personal device with a protective cover. Families without wifi were given hotspots. In order to facilitate effective remote learning, the school formed an ad-hoc Technology Integration committee to evaluate, recommend, and train and support staff with new distance learning technologies and tools. The school surveyed students, families, and staff to identify challenges in accessing and evaluating the success of distance learning. All classes continue to have corresponding Google Classrooms. Teachers have implemented and been trained in research-based technology and differentiation strategies and programs to support students with IEPs, various levels of language fluency, and other differences in background knowledge, motivation, and aptitude. The VC has observed that Teachers have inconsistent use of technology that is essential to teach in a digital classroom. The VC has observed that not all classrooms are equipped with the necessary technology tools for an effective digital classroom. An intervention period (Peak Hour) during the day for students to retake tests, make up missed work, and get tutoring who were unable to stay after school for help. The time can also be used for: study hall, SEL lessons, explain graduation requirements and school culture, teach metacognitive organizational skills, build community, and provide academic support. Through interviews with all stakeholders the VC has learned that there are inconsistencies in the effective use of Peak Hour. Attendance is also an area of inconsistency during Peak Hour. All teachers spent five days learning the Constructing Meaning program of lesson design, reading, writing and speaking strategies for English Learners. There is ongoing support for this program.

C2.2. Creative and Critical Thinking

Teachers within the four California Partnership Academies work together to plan cross-curricular projects that align learning goals and standards depending on the career pathway of that academy, where students use critical thinking, research, and creativity to tackle real world problems. The projects and grading rubrics show both teacher-student communication and expectations for student success. Outside the use of rubrics in Academy Projects, there is limited use within the daily instruction in Departments or like subjects. There is widespread use of personal devices in a variety of extended digital learning tools to integrate and engage students. Many teachers reported that they are using a second device or extended monitor. Teachers plan for student learning that requires group work both in person and in the digital space through the use of Google Classroom. Science lab experiments are designed so that students can complete both in person and in the digital space through the use of Google Suite and Desmos. Language teachers design activities that focus on literacy development through Constructing Meaning activities that allow students to practice academic language structures. Teachers received training on the use of

structured talk routines and have tried to implement them regularly in the classroom. While many teachers use them consistently, a number of teachers agree that they need more time to plan with their teams to create effective lessons that implement student talk strategies.

C2.3. Application of Learning

There are several courses working together with Diablo Valley College and Los Medanos College. Students participating in CTE courses develop project-based learning activities aligned with college level curriculum. Students build industry-based technical skills, work with career professionals, participate in work-based learning training, build portfolios of work and present their work to those in the industry and to the public. The Digital Safari Academy at MDHS has collaborated with DVC to offer a dual enrollment course, Introduction to Graphic Design. Students learn about project ideation in the context of graphic design. A student, honored by the College Board as an accomplished AP Designer, was one of 51 students selected from 60,000 portfolios to show his artwork on the AP Digital Exhibition. Three students were awarded Presidential Scholarship awards for their portfolio work completed in AP 2D The Medical and Biotech Academy offers students a range of internships related to the health field. Construction classes are project-based learning classes. Design A Floor Plan Of Your House/Apartment To Scale” is one such project. In a unit on Construction Math, including Contractor Estimate assignments, students learn to use and apply formulas in various construction trades. All of the special education students are involved in the Workability program, which teaches students about career opportunities, including evaluating interest and conducting mock interviews. In addition to the many opportunities for Work-based learning and career preparedness provided through the CTE academy model, students can acquire information regarding post-secondary education and options at the College and Career Center. This year the CCC includes an additional CTE counselor to specifically assist students interested in post-high school employment and educational opportunities.

The clubs and student professional organizations are run entirely by students and are some nationally-recognized clubs. Members of the Key Club International learn how to volunteer and provide services to their schools and communities, resulting in the acquisition of strong leadership skills.

C2. Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating: Effective

Narrative Rationale: All students are supplied devices for digital access. Many teachers make use of effective digital learning tools to enhance learning. Some classrooms are not efficiently supplied with the necessary tools for digital classrooms in the 21st Century. Students involvement in Academy projects use problem solving skills and real world application of learning.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

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

5. New Teacher PLC provides an opportunity of resources and support for new teachers.

Growth Areas for Continuous Improvement for Learning and Teaching:

Areas of Growth

1. Administration or Appointed Teacher Leader continue staff development to improve consistent use of CM implementation school-wide.
2. Administration, Teachers and Counselors continue to build and strengthen community partnerships (business and schools) to provide internship opportunities and after HS pathways for students.
3. Administration and Counselors increase opportunities for students to take college-credit courses and AP courses and increase opportunities for teachers to collaborate.
4. Administration and teachers increase accountability for Peak Hour attendance and perceived value to students.
5. Admin, Teachers and Counselors continue to improve Bilingual Language Proficiency to increase the number of students graduating with a Seal of Biliteracy.
6. Department Chairs and Teachers continue to create and implement common assessments and rubrics as well as data analysis to drive instruction.
7. Administration and Teachers will explore the need to provide improved technology for teacher instruction in all classrooms.
8. The administration and Department heads work to align their instruction with the graduate profile making sure there is congruence and consistent CM implementation school-wide of the actual material taught with State Standards and college and career readiness.

Evidence: Observations, Interviews, School WASC Report, Informal Surveys and Focus Group discussion concluded that MDHS has many instructional and teaching practices in place: Constructing Meaning, Rubrics, Equitable Grading Practices, Peak Hour, Seal of Biliteracy and Common Assessments. However, these practices are not school wide and are inconsistent in daily practice.

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

D1.1. Professionally Acceptable Assessment Process

The school uses the standard means of assessing students' progress towards meeting academic standards and their readiness for college or career: common assessments, projects, and performances. the CAASPP for ELA and Mathematics, the CAST for Science, AP Exams, the PSAT, SAT and ACT. Teachers in various departments are using standards-based common assessments. Students and parents receive progress reports and report cards. 8th grade data is used by the administrative team to decide freshman placement and appropriate support. The VC heard from the focus group that there needs to be a better-defined data analysis process and timeline that includes a regular, in-depth review of different types of disaggregated schoolwide student achievement data, The VC heard from faculty focus groups that the departments are in differing phases of using assessment data to implement a results-driven continuous process of curriculum development to reflex the data.

D1.2. Basis for Determination of Performance Levels

The school reported that most departments and academies have or are continually working on common assessments. The VC found that there is still work to be done in the area of grading, specifically with the D and F grades. The VC identified through focus group meetings that there are steps to bring departments together and to try to look at the grading methods, such as categories for grades, late work policies, exam retake policies and standards based grading. The VC heard from the focus groups that there is still a lot of room for improvement in this area.

D1.3. Monitoring of Student Growth

Assessment Blocks and Focused Interim Assessment Blocks in Math and English classes are used to get more data about student progress between the 8th grade and 11th grade Smarter Balanced assessments. At least once per semester teachers monitor student growth using department summative common assessments. The annual California Partnership Academy reports are aligned with the district graduate profile. CAASPP data for the math and English departments show no noteworthy increase or decrease during the past few years. The common assessments, CTE pathway completion data, CAASPP scores, and grade data are the ways in which the faculty typically monitor schoolwide learner outcomes/graduate profile, academic progress. The VC identified through focus group meetings that a more effective system is needed to determine and monitor all students' growth and progress toward meeting the academic standards. The VC focus group meetings reported that the school counseling team meets students to discuss their academic progress and course selection for the following year. The school has credit recovery classes for students built into the daily schedule.

D1.4. Assessment of Program Areas

Departments evaluate common policies around grading and homework during monthly department meetings. There have been discussions during all-staff meetings, department meetings, and academy meetings of the school's equitable grading practices. Syllabi are often shared at the beginning of the year between departments to align policies. When the school compared the data from 2022 to 2021, the overall GPA for the school stayed relatively consistent. While discussing this at the staff meeting, many teachers attributed this to the fact that there are a lot of teachers trying more equitable grading practices.

Overall, this data shows that the faculty have been assessing programs and expectations. Focus group meetings shared that this is not consistent. The VC identified through focus groups that there is a need for administrators to assess the school's policies and programs to see if they are meeting the needs of students and students are receiving a high quality education. In addition to meeting as an administrative team, VC identified through focus groups that the administrative team engages all stakeholders to obtain feedback verbally that can be effectively used to inform necessary change.

D1.5. The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

The district cut available PD days the 2019-2020 school year and the teachers weren't able to grade and calibrate the common assessments effectively. The VC identified through focus groups that the PD day was effective in learning how to assess the data to inform curriculum decisions. The school is working on how to use the common assessment data to drive instruction. The VC identified through focus group meetings that the school needed to work on using assessment results to make changes in school program, professional development activities, and resource allocations. Due to teacher turnover and COVID-19, departments need to revisit their common assessments and review the protocol for administering them and using the data to drive instruction.

Peak Hours was implemented to assist students with additional support, weekly lessons specific to academic skills, study skills and technology skills in response to a student need for more interventions. With the increase in the number of students planning on attending 4-year colleges or universities, the career center has offered more college information sessions on campus, and virtually during distance learning. Teachers have given mini-lessons on how to use the Naviance resource for college and career preparedness during Peak Hours. The school site has conducted action research on developing the best practices used by this site for ELD students to equitably access the curriculum. A team of three teachers, an academic counselor and the ELD coordinator created a list of best practices and then turned this data into PD workshops given to CILC and the English department. Other school-wide initiatives that have resulted from assessment data include: working towards more equitable grading policies, professional development on equity during all staff meetings, and professional development with different technology strategies and on socio-emotional learning, The English and Math departments have utilized Illuminate for the common assessments. The teachers have become more reflective, creative, accommodating, and flexible in delivering their instruction and learning new teaching strategies and technologies. The Focus group reported that the 9th grade English team has created common assessments. The 9th grade English team then analyzes the results and determines what changes need to be made. The 9th grade team has created a grading for equity rubric that is being piloted in the 9th grade English classrooms.

The VC identified through classroom observations common practices (eg. beginning routine for classroom instruction) within the Physical Education department.

D1. Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: A few content teams that use data to help support and drive instruction. There is a need to implement more school-wide data analysis to improve instructional practices and curriculum.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

D2.1. Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

As a wall-to-wall academy school, there are cross-curricular projects in all five academies. These projects use both formative and summative methods to give students feedback and grading. There are rubrics for student feedback that are tied to content-specific standards. Some of the grading and feedback for the senior projects are also done by a third party, including members of the larger business community, providing additional relevance through having student work assessed by a more authentic, real-world audience. The mid-term WASC recommendations of all departments regularly administering and analyzing common assessments varies by department, but there has been a push to administer common assessments again this year. This year the common assessment is a district-wide IAB/FIAB system through the Illuminate software. Data from these assessments is used by the district ELA committee to identify priority standards for the upcoming year. Priority standards are then vertically aligned to the district's scope and sequence for ELA. The VC identified through focus group meetings that the Illuminate software provides only a limited ability to aggregate results for site specific data which somewhat frustrates our efforts to evaluate and analyze our internal data. However, individual teachers are able to access results of students on their rosters to use for planning reteaching and targeted interventions for areas of weakness. The VC identified through focus group meetings that professional development is necessary for understanding of data and its impact on the development of curriculum.

Common assessments are frequently used in the different science classes. Math data is used by teachers to analyze across grade levels and performance bands to identify gaps, develop reteaching lessons and guide instruction for the year. The History department offers several common assessments across each of their course offerings. The department then meets and discusses the findings and uses this information to steer reteaching and instruction for the year, based on student performance on the assessments. The World Language department has given common assessments twice per year for Spanish I-II and III courses for the last three school years, and for French two out of the last three school years. They communicate the results in Aeries Gradebook for being accessible to the students and to the parents. The teachers used the outcomes to create an action plan like re-teaching or intervention to improve student learning. The CTE department does not have a common assessment, but they have given a career-skills assessment in years past to help students self-assess their preparations both as a metacognitive activity and to provide additional insight for the CTE teachers in where their students perceive their strengths and weaknesses lie. The VC identified through focus groups that there has been inconsistency in this department due to turn-over and having a large variety of courses taught in this department.

All staff were trained in Constructing Meaning in response to a mid cycle recommendation, the results of state assessments, common assessments, and the decline in enrollment by the senior year in order to make grading more equitable. The school has implemented it site-wide. There is a CM coordinator who supports new teachers with implementing CM. The VC identified through focus groups that while the majority of teachers have access to and use CM techniques to support English learners, it is unclear how consistently it is implemented given the difficulties in administering walk-throughs.

The VC identified through focus group meetings that teachers need to engage in ongoing discussions with training specialists and administrators that pertain to assessment purposes. Recent conversations have focused specifically on intentionality behind assessments used so that they can reflect the goals of the class, program, and school and yield information that can be applied to improve student outcomes.

The VC identified through focus group meetings that the school reports assessment data to stakeholders. Teachers use both formative and summative assessments to determine students' mastery of the concepts learned. Special education teachers use assessment data to monitor and adjust IEP goals. Counselors use summative assessment and grade information to appropriately guide students.

D2.2. Teacher and Student Feedback

With the return to in person learning, the use of Google Classroom has decreased as well as other educational technologies for immediate student feedback. There has been an increase in giving student surveys as a means to gather student feedback. A majority of students reported that their academy teaches them skills they will use in the future at 77%. A majority of students did not know what Naviance was and had not used it for future planning. In response, a Peak Hour lesson was given on what Naviance is and how to use it for career planning. This demonstrates how the staff is trying as a team to be more responsive to student feedback and needs. Students had the opportunity to give suggestions on how to make Peak Hours better for them, which were taken into consideration at subsequent staff meetings. This data is not consolidated in one location and it is difficult for us as a school site to determine how successful the school site has been in tracking students' plans post graduation.

The VC identified through focus group meetings that the school reports assessment data to stakeholders. Teachers use both formative and summative assessments to determine students' mastery of the concepts learned. Teachers in the various Academics across content areas and grade levels use results from classroom assessments to reteach areas of curriculum where students struggle; through focus group conversations with students, they reported this was an area of concern around its implementation.

The VC identified through student focus group meetings that the majority of their teachers do provide specific descriptive feedback in order to support students in achieving learning goals, academic standards, college-and career readiness standards, and schoolwide learner outcomes. The VC observed through classroom observations that teachers engage with students in meaningful conversations regarding student feedback to support student learning. The VC identified through student focus groups that timely feedback is needed to support learner outcomes.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: Within academies teachers are able to communicate and assess students' individual needs. Use of Assessments in Special Education classes is used to monitor and Modify learning. However, many teachers have identified a need for Professional Development to disseminate data collected to help support daily instruction.

ACS WASC Category D. Assessment and Accountability:

Areas of Strength

1. The school participates in administering summative common assessments to assess student achievement (eg. Social Science, Science and Math)
2. The school has begun schoolwide work and Professional Development on equitable grading practices.
3. The school has begun to implement a process and procedure in place for Common Assessments.
4. The school has supported teachers' collaboration around instruction to improve student achievement.

5. The school has an increase in students meeting A-G requirements.
6. The school has built in Peak Hours as an intervention period to improve student performance in Common Core.
7. The 9th grade English teachers are creating and implementing assessments, rubrics and updated equitable grading policies.
8. EL Review Team meets four times a year to review data, adjust curriculum and make recommendations.

Areas of Growth

1. The school needs a better-defined data analysis process and timeline that includes a regular, in-depth review of different types of disaggregated schoolwide student achievement data.
2. Teachers, Administration and Parents need to emphasize the importance of taking the CAASPP seriously within the school.
3. The teachers need more time and resources to collaborate and analyze common assessments within departments. The administrative team will work together and allocate more time for teacher collaboration.
4. The English department will create school-wide common rubric based assessments within the department and then train other departments in their use in order to create common assessments that provide consistency in grading student work.
5. Department PLCs for Math and English departments as well as the chairs in conjunction with the district need to increase the amount of FIABs given throughout the school year to identify narrow threads of standards proficiency and rapidly deploy intervention for targeted groups of students not meeting standards.
6. Administrators, teachers, and counselors should look to improve their analysis of student assessments to drive improvement in educational practices. We need to facilitate more PDs on how to look at data, how to determine what data is important to look at, and what to do with the data once we have it in order to inform instruction.
7. CTE teachers need to focus on setting up mentoring and collaboration based relationships with community partners.
8. The administration assemble a representative group of stakeholders to align schoolwide grading methods, such as categories for grades, late work policies, and exam retake policies. There are also more discussions to be had regarding standards based grading.
9. The school needs a “student friendly/parent friendly” method for communication regarding school wide assessments.
10. The VC identified through focus groups that the school administrators assess the school’s policies and programs to see if they are meeting the needs of students and students are receiving a high quality education. In addition to meeting as an administrative team, VC identified through focus groups that the administrative team should engage stakeholders including parents, site staff, and students to obtain feedback verbally that can be used to inform necessary change.

Evidence: VC Focus Group Interviews: Information from teachers about the history of the school, procedures, training and assessments; intervention; and alignment of courses within departments and Academics., VC student interviews: Information about teacher/class guidelines and grading policies, student support services (Career Center), and counselors, Anecdotal evidence from Visiting Committee parent group interviews regarding student performance and communication regarding student performance, Data in the self-study document

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

E1. Parent and Community Engagement Criterion

E1.1. Parent Engagement

The school acknowledges that the involvement of parent groups has not been effectively implemented. There is no current strategy for greater engagement of parents in the learning and teaching process. The school reported an inconsistent and difficult past in maintaining effective parent groups. As a result, parent involvement in decision making regarding learning and teaching has a lot of room for growth.

MDHS's only currently operating parent group is their ELAC, which aims to meet monthly to connect with non-English speaking parents and families. However, in the first meetings of the 2021-22 school year staff reported that these meetings were only lightly attended. MDHS's ELAC meetings are led by a program specialist, an assistant principal, and a teacher who provide the group with information on school programs, attendance, graduation, and post secondary opportunities. The MDHS ELAC also holds an award ceremony for Reclassified English Proficient Students and a special graduation ceremony for newcomer graduates. In addition, there is an alumni group that helps raise money through a golf tournament to help finance athletic programs and provides scholarships for athletes and donates to various events like the Academy Night and Title 1 Night.

MDHS provides a variety of events intended to engage parents and community, however, since returning from the COVID pandemic, attendance at these events has been low. Even before the pandemic, the report states that parent attendance at Back to School Night and Title I Night was light. On the other hand, the Spring Open House, rebranded as Academy Night, was seeing a dramatic increase in attendance, teacher participation, and community involvement before the pandemic. The in-person version of Academy Night will resume later in Spring 2022 and there is considerable excitement among staff and students about the opportunity to share their projects at the event. The MDHS Leadership Team reported to the VC the school's intent to renew its partnership with Ambrose Rec Center and schedule the Bay Point Barbecue which includes student performances and other student-centered presentations. Past attendance at this event has been high. The Leadership Team also expressed that they are seeking ways to emulate the successes of Academy Night and the Bay Point BBQ in other school / community events.

The school employs a bilingual site liaison who assists parents with translation services, helps with registration, attendance, and serves serving as interpreter in meetings about attendance, counseling, and medical concerns, provides bilingual translation for automated phone calls to the family community, and translates bulletins, newsletters, permission slips, and other family communications. The transition to the use of ParentSquare as a communication tool aims to help increase family and student engagement and involvement in school activities and other information. Teachers and staff have not been fully trained in how to utilize ParentSquare or its capabilities and that the scope of its implementation has been overstated. Parents and families reported their knowledge and use of ParentSquare is limited due to a lack of understanding and training regarding its use and is a barrier to its implementation. The Leadership Team reported to the VC that there will be a district staff development day dedicated to training 90% of staff in the use of ParentSquare in Fall 2022 and that the site administration and office staff will develop a parent training session as well. Focus Group E suggested to the VC that there should also be a site level team of staff and an administrator dedicated to the implementation of ParentSquare as well as the ongoing support of staff in its use.

E1. Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating: Ineffective

Narrative Rationale: While there are several examples of successful parent and community engagement, there is a need to establish or reestablish clear communication and predictable school-based practices to fully engage all stakeholders.

E2. School Culture and Environment Criterion

E2.1. Safe, Clean, and Orderly Environment

Since returning to in-person instruction, MDHS has experienced a high level of vandalism across campus. This includes graffiti at various places around campus and restroom vandalism that is so extreme that administration only keeps one set of restrooms open at a time. Site administration has attempted to address these issues over the course of the year, however the measures used have been ineffective. Students, staff, and parents all identified school cleanliness as an area of growth and that there is a need to address the cleanliness of the campus.

The Administration and teaching staff are struggling with getting students to class and keeping them there. Students, parents, and staff all stated that the tardy policy is ineffective and that it needs to be revamped. Focus Group E added that negative reinforcement does not seem to be an effective method in addressing student tardiness.

Students also reported that there is more focus on the students engaged in negative behavior (vandalizing the restrooms) and not enough on supporting the majority of students who need usable restroom facilities and who are attending class appropriately. Focus Group E suggested that the PBIS team could be helpful in these areas. PBIS team and Focus Group E do agree that the tardy policy should be revamped and should include student voice but are not sure what the specific solution is. and the addition of more garbage cans including recycling and composting cans to address campus cleanliness.

In addressing the cleanliness of the campus, vandalism, and the tardy policy, students, staff, and parents also stated a need for clearly communicated and consistently implemented policies in addressing these issues. In addition, these policies should be reviewed with staff at the beginning of each school year and should be evaluated throughout the year by administration, the PBIS team, and student representatives.

E2.1. Internet Usage

MDHS effectively provides and maintains safe and smart internet usage amongst students. Individual teachers ensure students understand technology and how to use the internet both effectively and safely.

A Peak Hour lesson was included to remind students of the need to keep their internet usage safe, appropriate and focused on school. Peak Hours is an effective means of providing consistent and safe technology and internet usage lessons.

E2.2. High Expectations/Concern for Students

Students and parents both shared that MDHS's teachers and staff provided them with positive connections to school and that they felt cared for while on the campus. On the other hand, both groups

shared concerns about consistent high expectations for all students particularly in the area of rigor in some courses.

Students and staff shared that the implementation of the 3 Rs has been inconsistent in recent years and could be revised. Focus Group E shared with the VC that while there is familiarity with the 3 R's, they reflect a district-wide initiative that goes back to elementary school. They suggested that it might be time for a set of new school-wide expectations that is more connected to MDHS.

E2.2 SEL Push from District

While MDUSD has provided sites with district-wide social emotional learning activities, students and staff reported that these lessons are not being consistently shared in every classroom. There appears to be more buy-in as to how these lessons are developed and how / when they are implemented.

E2.2 AP and Honors Classes

AP and Honors classes offer academic opportunities and additional rigor. However, students and staff both stated that the rigidity of the academy model creates barriers to all students having access to AP and Honors courses.

E2.2 High Expectations and Concern for Students

The MDHS staff works hard to foster high expectations and concern for students through professional development in equity, equitable grading practices, literacy, and constructing meaning.

The Diablo Community Center provides specialized emotional and psychological support for all students and the College and Career Center supports student progress in their future endeavors. Staff and students shared that the DCC and the CCC provided important and effective support for students' social, emotional and academic progress.

The PBIS team is re-forming in order to support teachers in addressing student social and emotional needs as well as working with site administration in addressing campus-wide issues and providing positive changes in campus culture. The PBIS team needs on-going time to plan site-wide initiatives and engage staff on how to implement those initiatives across the site.

The Collaborative for Academics, Recreation & Enrichment for Students (CARES) program provides academic, recreational and enrichment activities and opportunities for students and their families after traditional school hours. Students gave positive feedback regarding the CARES program and felt the club activities that are offered were meaningful and engaging to them.

At least once a year the Principal meets with 15-30 students from all grade levels to discuss their concerns. In the past, feedback from the student groups has led to an agenda item at CILC. While this is a great example of listening to students, there needs to be more opportunities for student voice and shared decision making in fostering a more meaningful and engaging community and culture at MDHS.

Focus Group E discussed with the VC ways to celebrate the diversity and complexity of the student body and mentioned the Spring Multicultural Rally as one way of encouraging more participation in identity-based clubs and activities. The group also discussed how staff can get more input and feedback from students regarding classroom practices and syllabi. In addition, the group felt that students needed a more direct and consistent line to administration to express ideas or concerns.

There are two student representatives serving on the site council. There is a district-wide student group that informs a student board rep about student concerns. The VC identified a need that students know how they can contact and give feedback to their site council representatives.

Staff and students shared that Peak Hours have been an effective way to support student academic progress and show care for students. The primary focus has been on math and a staff member has provided colleagues with a variety of lessons to present to classes. However, both groups added that there are staff members who do not cover the SEL or academic concepts provided for Peak Hours. The Focus group shared that it began as an intervention period during remote learning and was extended into in-person learning this school year. The group added that there needs to be clearer expectations of what Peak Hours aims to accomplish, how it connects to MTSS, and how it supports students through Tier I and Tier II instruction / intervention. The group added that there needs to be more of an effort to engage students with enrichment opportunities during Peak Hours instead of it solely being an intervention period.

E2.3. Atmosphere of Trust, Respect, and Professionalism

While the schedule of school meetings is consistent, reliable, orderly and in that respect effective, teachers indicated in survey results that they question the use and effectiveness of staff meeting time. Some staff perceive that staff meetings are made up of a lot of “busy work” and that the meetings lack a clear purpose or objective. In discussion with the VC, Focus Group E added that there needs to be a deeper focus on MTSS and how it will be rolled out at MDHS. There is a feeling that there are great examples of Tier I and Tier II instruction already happening in classrooms; however, the systemic elements of MTSS are not clear.

Staff expressed that while there is a trust, respect, and professionalism shared among colleagues, there exists a lack of trust and connectedness between staff and administration. The primary concern is a lack of clear and transparent communication which translates into a perceived weakness in the school's administration. This is an area of focus that the site administration should address. The staff values time to spend together as a team. Staff shared that they enjoy First Fridays as a way to build rapport; however, there does not appear to not be any on-site team building activities for staff to connect.

The staff has attended a variety of mandated district and site-level professional development which cover topics like SEL, literacy and equity. The school has utilized Constructing Meaning professional development since the 2015-2016 school year in an effort to support the EL population and the staff indicates that the strategies shared in this PD are useful. Staff meetings usually include additional PD in CM. Focus Group E indicated to the VC that there needs to be more emphasis placed on the implementation of MTSS in future professional development.

E2. School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating: Somewhat Effective

Narrative Rationale Students trust their teachers and openly share that teachers are the reason they come to school. Campus cleanliness, safety, and orderliness are ongoing concerns for all stakeholders. There are structures in place that might help address these issues, but many elements of this work are still in a re-forming mode or need to be completely reassessed. This includes MTSS, Peak Hours, and PBIS. There needs to be a greater focus on student voice and school connectedness.

E3.1- Support for Long Term English Learners

The staff has shared that the use of Constructing Meaning is an appropriate and effective teaching strategy for the school's large English Learner population. These strategies have helped EL students make a successful transition into MDHS. MDHS is clearly invested in this approach and has additional support through classroom visits and meetings to support CM strategies.

E3.1 - Supports for Newcomers

When a new family indicates that their home language is other than English, the District Assessment Center reaches out to the family to set up an appointment to assess students' proficiency in the English language, their home language and mathematics. Students are then placed in either the World Academy or in one of the CTE Academies. Students, in need of support, receive services based on their language level, number of years in US schools, and educational background.

The Newcomer Program - World Academy serves Long Term English Learners by working on their English language skills and simultaneously working on their graduation requirements. There are Sheltered Classes in Math, Science, English and Social Studies for newcomer students. The World Academy has a designated Academic Counselor, a Program Specialist, and an EL Support Teacher who work together to ensure that students have equitable counseling opportunities and are making academic progress. When appropriate, students are enrolled in general education classes in CTE Academies with ELD or Academic Language Development classes for support. EL students who are struggling academically are referred to their academy administrator.

E3.1 - 9th Grade Supports

While there is currently no equivalent Freshman support, the VC heard from many teachers that the link crew program needs to be reinstated. There was a 9th Grade Success Team in the 20-21 school year, but the team has not met in the 21-22 school year. Teachers were surveyed and reported that the 9th grade systems of support should be among the top priorities of the group. The student survey of 9th graders indicates that while there are some things the school is doing that works for freshmen, it is obvious there is room for improvement. The school could do more to orient students to campus and support the academic transition to high school. MDHS does not currently measure the effectiveness of their 9th grade systems of support. Though there is an obvious need for a consistent and strong 9th grade intervention strategy, there currently is not one.

Students with IEPs and 504s receive individualized support based on their IEPs and 504s and Sp. Ed. teachers offer support to those students in their core academic classes. Each student receives accommodations to be able to access the general education curriculum. During Peak Hours these students are all rostered with their caseload manager. If a teacher is concerned about a student or suspects that they may need services, they may make a referral to the Coordinated Care Team of counselors, psychologists and admin. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions.

E3.2. Multi-Tiered Support Strategies for Students

Peak Hour is a study hall for students to focus on academic responsibilities with weekly advisory lessons provided for each teacher to present to their students. SPED, newcomer English language learners, and 9th/10th graders are all placed in smaller classes. 9th and 10th grade sections are intentionally kept small to allow teachers an increased opportunity to develop personal relationships with their students and provide more individualized support. Curriculum for Peak Hour includes lessons on social emotional

needs, graduation requirements, and organizational skills. It is also a time to disseminate school information and PBIS activities. These lessons provide a much needed consistency that help create consistent school wide expectations, a culture of academic success, and social/emotional learning opportunities. Overall on a student and teacher survey, the school feels that Peak Hours is an effective strategy to support student achievement. There does not seem to be consistency in the use of the lessons.

School-wide Positive Behavior Intervention and Support focuses on the development and implementation of pro-active procedures and practices to ensure a positive school climate. The current PBIS team is focused on analyzing data to create successful school-wide interventions, editing the PBIS handbook, and surveying all stakeholders about school climate. One of the targets is aimed at improving tardiness attendance and interacting positively with students.

The purpose of the Gender Support Plan is to create shared understandings about the ways in which the student's authentic gender will be accounted for and supported at school. School staff, caregivers and the student should work together to complete this document. Ideally, each will spend time completing the various sections to the best of their ability and then come together to review sections and confirm shared agreements about using the plan.

The school is working on Grading for Equity. Most of the teachers have switched over to a standards based-grading system and modified their gradebook structure in the interest of equitable grading practices. The teaching staff has requested for more consistency. Some teachers have voiced a concern about lack of uniformity in grading amongst staff. These teachers have requested that admin and CILC make decisions to implement a uniform grading policy.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Beings

The implementation of Peak Hours targeted intervention in response to data regarding low student scores and how it has worked to improve students' academic performance is a good example of the effectiveness of this support system. As a result of looking at this data, the Math department overhauled the Peak Hour rostering in the Spring Semester to offer targeted support in the hopes of replicating the results. Constructing Meaning is another intervention strategy that was implemented in response to the need to provide teaching practices that are appropriate to the student population. PBIS team has urged teachers to offer intervention strategies like getting-to-class on time competition, Student-Staff basketball game and other monthly challenges. They are still working on how to assess the impact of their initiatives on student achievement and success. The Coordinated Care team has regular meetings to discuss students' needs. IEP and 504 students have regularly scheduled meetings with their support team. The school wellness center, Diablo Community Center, helps students with guidance with personal issues. Most services require a Care Team teacher referral. A student survey result indicated that the DCC is an effective tier of intervention and support for students.

E3.4. Co-Curricular Activities

Workability provides students services like: career guidance and awareness activities, access to guest speakers, volunteer projects, job coaching, and one-year follow-along services. Academy/CTE Academies partner with business and community partners to offer a variety of co-curricular activities like mentorships, internships, field trips, access to career fairs, work based learning, Career Technical Student Organization Leadership Groups. Many community connections and access to work-based learning academies are effective at providing access to co-curricular activities that link to schoolwide learner

outcomes, academic standards, and college- and career-readiness standards. Each academy does need to do the work to make sure their community connections are still in place after the pandemic. Students, in a student survey, reported that academies helped build a sense of community, learn life and job skills and teaches them skills they see themselves using in the future. The Career Center offers college planning, financial literacy, summer programs, essay workshops and guidance filling out the FAFSA. It is an effective campus resource, but over half the students have never used it. Students who had used it rated it as very effective.

Two thirds of students are both low-income and first generation. Educational Talent Search office is located at Diablo Valley College and they offer services like college field trips, in-school workshops, academic tutoring, summer enrichment programs, assistance in completing college and financial aid applications, fee waivers for college entrance exams, admissions, and financial aid application fees. ETS is used by 250 students. Similar programs include Upward Bound (75 students) and DCAC (150 students). All twelve student clubs are student-led, but require a teacher/advisor. Students are allowed to create clubs. These clubs include the BSU, Latino Club and Key Club. The Associated Student Body officers are voted in by their peers. The Mt. Diablo Collaborative for Academics, Recreation & Enrichment for Students after school program provides academic, recreational and enrichment activities for about 150 students and their families after traditional school hours each week..

E3. Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: There is considerable support for EL students and their success at MDHS. There is a need for a practice that engages, connects, and supports incoming freshmen in addition to further focus on MTSS, PBIS, and Peak Hours in an effort to support all students.

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

Areas of Strength

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

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

1. All stakeholders shared major concerns about campus cleanliness, safety, and orderliness. There needs to be a major push to ensure accessibility to clean, functional restrooms and facilities, to get students into class on time, and to make a concerted effort to build a safe, connected, and positive school culture.
2. 9th Grade support systems and intervention strategies need to be revived and enhanced with an emphasis on connecting 9th grade students to their school. Site administration and CILC should work with counseling, a 9th grade core team, and the Link Crew team to develop, sustain, and evaluate this work.
3. Administration will work with teacher leaders to ensure all staff are trained in the use of ParentSquare. A team of teachers and an administrator will work with office staff to form a team to train parents in how to use ParentSquare.
4. Students, parents, and families need to be more involved in site-level decision making. Site administration, CILC, and teacher teams need to develop practices to engage the school community in developing and fostering a positive and connected school culture.
5. MTSS, PBIS, SEL, Peak Hours, and other site / District-led initiatives need to be fully implemented and put into practice.
6. Communication from administration to teachers needs to be improved. Administration and staff need to develop agreements and norms about what effective communication looks like and how to hold each other accountable for clear, transparent communication.
7. There is a need for more consistent and focused professional development. Administration and CILC need to annually prioritize and schedule this work, communicate this information to staff, and evaluate its effectiveness as it is implemented.

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

Schoolwide Strengths

The administration and teaching staff for showing positive concern for student wellness, their expectations for students and for being overwhelmingly supportive of the academy model as reported by the students.

The school and district for expanding the students' ability to earn high school and college credit with the local community college system within the academies which exposes the students to college level course work and directs them toward attending college after they graduate.

The administration and teaching staff for the creation and utilization of "Peak Hours," a supportive intervention period that provides students with the necessary help to succeed academically and informs the students about programs and events on campus.

The administration and teaching staff for combining all the school plans that address the need for consistency, accountability, and the use of assessments in order to determine the priority of student needs into one plan with measurable growth targets.

The academy teachers for incorporating cross-curricular projects allowing students to work collaboratively across the paths within the academies.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan.

SCHOOL IDENTIFIED AREAS FOR GROWTH

- The principal will take the lead getting members of the school the administration, the teaching staff, members of the student leadership, and parent groups together to work on and implement a plan that includes constructing more regular opportunities for authentic and meaningful input and feedback for increased Student Parent and Staff engagement in the process of school improvement.
- The administration and teaching staff will continue building campus-wide academic language and numeracy supports and interventions targeted toward increasing access to curriculum for long-term English Language Learners and increasing the academic performance of all students as measured through grades, departmental common assessments, and standardized test scores. MDHS will need to continue to gather this type of input from parents and students to gain qualitative data as outreach to families has not been consistent across the years.
- The administration, teaching staff, student leadership, and parent groups will work on a plan for improving the consistent onboarding and support of ninth graders, including the transition process from feeder schools, identification and support of at-risk students, and increase socio-emotional supports, metacognitive development, and academic learning outcomes for all ninth graders as measured by grades, credits earned, and attendance metrics.
- A need for administration and the Curriculum and Instruction Leadership Consortium (CILC) to create a data coaching team tasked to provide and present regular analysis and presentation of student performance data, propose regular calendaring of additional data work to be done within department and academy PLCs, and provide training, processes, and instruments to assist PLCs

in their efforts to leverage data to facilitate a more consistent and meaningful response to data and better inform the ongoing process of school-wide improvement.

Major Growth Areas from the report identified by the VC

The principal will collaborate with the teaching staff 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 same district adopted curriculum.

The administration, counselors and the ELAC committee 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.

Working with the Assistant Superintendent of Secondary Programs, principal and other representatives from all stakeholder groups explore and assess the effectiveness of the wall to wall academy model in providing all students with access to a rigorous standard based curriculum designed to meet the school's SPSA goals.

The administration and the Curriculum and Instruction Leadership Consortium work 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 aligning curriculum with actual material taught 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 that will facilitate a more consistent and meaningful response to data and better inform the ongoing process of improving student learning.

The administration and SSC work together to assure that initiatives are well planned, carried out with consistency, are communicated to faculty, staff, and parents, and are measured for their impact towards student achievement to assure consistency in the implementation of the agreed upon programs designed to reach SPSA goals.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**

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

The administration, teaching staff, student leadership, and parent groups will work on a plan for increased engagement with students and families through improved two-way communication, extending our invitations to meetings and assistance to parents, and constructing more regular opportunities for authentic and meaningful input and feedback so that the process of school improvement is more inclusive. Aligned with the LCAP Goal: Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning. Aligned SPSA Goal: All students, parents, guardians, and staff are engaged and feel valued and included in the MDHS community.

Goal #2: Enhance Academic Interventions and Supports Major Student Learning

The administration and teaching staff will continue building campus-wide academic language and numeracy supports and interventions targeted toward increasing access to curriculum for long-term English Language Learners and increasing the academic performance of all students as measured through grades, departmental common assessments, and standardized test scores. Aligned with LCAP Goals: All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career. High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready. Aligned with SPSA Goal: All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepares them for college, career, and civic responsibility.

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

Academic counselors, administration, and teaching staff will increase promotion of our diverse opportunities for academic excellence and college and career readiness for all students as measured by students meeting the College and Career Readiness Indicators. Aligned with LCAP Goals: • All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career. • High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready. Aligned with SPSA Goal: All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and Common Core State Standards that prepares them for college, career, and civic responsibility.

Goal #4: Increase Support and Success of Ninth Graders Major Student Learning Need:

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

receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and career. High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and career ready. Aligned with SPSA Goal: Increase the number of ninth grade students who have earned 60 credits at the end of their freshman year, especially those in applicable pupil subgroups Increase the number of ninth grade students who have perfect attendance.

- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs.**

The action plan addresses the major growth areas that the VC identified.

- **The level of commitment to accomplish the action plan, schoolwide and systemwide**
From the responses of the focus groups and meeting with the district administration, the VC saw a high level of commitment for change schoolwide and systemwide.

- **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**

As stated in the summary above, there is alignment of the action plan with the SPA and LCAP. The school has made a focused effort to align these two plans into one workable and measurable plan.

- **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

There is commitment from the district administration and the school leadership group to follow-up and monitor the implementation of the action plan. The only concern is that there are so many issues that the school needs to work on.

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: The school is making progress addressing learner outcomes and their target student needs and there is commitment from the district administration to work with the school on the governing authorities' expectations.

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

Visiting Committee Rating : Effective

Narrative Rationale: The school has targeted the areas of greatest need and the VC saw those same issues.

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

Visiting Committee Rating: Somewhat Effective

Narrative Rationale: Although the commitment is there to monitor and implement, some of the issues have existed for several years without resolution.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.			X	
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.			X	
Vision and Purpose (A1)			X	
Governance (A2)				X
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)				X
Staff: Qualified and Professional Development (A4)			X	
Resources (A5)				X
Rigorous and Relevant Standards-Based Curriculum (B1)			X	
Equity and Access to the Curriculum (B2)			X	
Student Engagement in Challenging and Relevant Learning Experiences (C1)			X	
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)			X	

Use of Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			X	
Parent and Community Engagement (E1)				X
School Culture and Environment (E2)			X	
Personal, Social-Emotional, and Academic Student Support (E3)			X	
Acceptable Progress by All Students			X	
Alignment of a schoolwide action plan/SPSA to school's areas of greatest need		X		
The capacity to implement and monitor the schoolwide action plan/SPSA			X	