



MT. DIABLO HIGH SCHOOL WASC/CDE MID-CYCLE SCHOOL PROGRESS REPORT

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

Mt. Diablo Unified School District

February 24, 2025

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

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I: School Description

(1 page maximum)

- Provide a brief background of the school, a link to a list of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.
- From the analysis of updated relevant student achievement data, include an updated summary of student academic progress and social-emotional well-being with implications of the data and identified student learner needs.

Mt. Diablo High School (MDHS) is a Title 1 school located in Concord. Though the school is located in Concord, around 60% of the student population bus in from Bay Point, a neighboring small town. This makes it challenging for many students to stay for extracurricular activities and programs. Despite this, MDHS is proud to offer the following programs:

- [Athletics](#) - Baseball, Softball, Basketball, Cheer, Football, Flag Football, Golf, Soccer, Tennis, Volleyball, Wrestling, Track.
- [CTE](#) - Culinary Arts, Computer Science, Engineering, Multimedia, Patient Care and Emergency Medicine, Construction Arts, Biotechnology, JROTC, Sports Medicine, Transportation Technology (New for 2024-2025).
- [VAPA](#) - Art, Drama, Music Program - Including Band and Drumline (New for 2024-2025)
- AP Courses - Art, English Language and Literature, Government and Economics, Precalculus, Psychology, Spanish Language and Culture, World History, US History.
- [Special Education](#) - Resource and SDC programs including an Extensive Needs classroom, Strategic Autism program, and the BASES Socioemotional Collaborative program.
- [Clubs](#) - Filipino American Student Association (FASA), Latino Club, Health Occupations Students of America (HOSA), Chinese Cultural Club, Sports Medicine, Drama Club, Junior State of America (JSA), FRC Robotics Club, Ballet Folklorico, the Black Student Union (BSU), and the Pacific Islander Club.

Schoolwide programs through which we promote diversity, equity, and inclusion include the following: MTSS - Multi Tiered Support System; the Diablo Community Center (DCC); the College and Career Center; and [Family Purpose](#), an on-campus source for socioemotional support and education. A number of instructional initiatives are in place to support access to curriculum for ELL/LTEL students. MDHS receives CSI and Title I funding which is primarily used to fund services and programs supporting our focus students as described by [LCAP](#) and [SPSA](#) goal 4. The school also has a 36% English learner population as noted on the dashboard. Further analysis of the dashboard data for the 2023-2024 school year is provided in [Section IV](#).

Dashboard Category	Dashboard Overall Data	Dashboard Change
Suspension Rate	15.8% suspended at least one day	Increased 4.3%
English Learner Progress	35.2% making progress	Increased 6.6%
College/Career Readiness	Prepared 23.8%	Increased 4.6%
Graduation Rate	83.5% graduated	Increased 5.6%
English Language Arts	59.4 points below standard	Declined 4.1 Points
Mathematics	160.5 points below standard	Declined 4.4 Points

The CAASPP scores have dropped but are still higher than the [2022 data](#), especially in ELA.

II: Significant Changes and Developments

(1 page maximum)

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific program changes since the last self-study visit. (For example, we have a new classroom building for science that just opened, or we have a new district leadership with different district goals).
- Describe the impact these changes and/or developments have had on the students, school, and/or staff.

In the 2022-2023 school year there was a complete turnover of school administration. The school spent the first semester this year short one vice principal; a new vice principal was hired at the start of the second semester who previously worked with us as a special education program specialist and brings a wealth of experience working with the MDHS student population. Despite this turnover in administration, much of the climate and performance data at the school has been trending in a positive direction as illustrated in [Section IV](#). MDHS also started the 2024-2025 school year with a full teaching staff, having hired five new teachers in the Science department.

A significant program change at MDHS in the years since our prior self-study is that the wall-to-wall CPA Academy model has been terminated at the school. While there are still programs that retain a strong emphasis on Career Technology Education (CTE), this has also involved big shifts in the collaborative model for many teachers, and much of our recent PLC work is informed by this transition to a departmental model.

A Link Crew Freshman Transition Program this year was introduced with a goal of improving the freshmen community, measured by grades and attendance data. An experimental Algebra 2/Trig class was created in 23-24 and discontinued for 24-25 in an effort to reduce tracking and improve overall math CAASPP scores. A music program was relaunched with band, choir, and drumline in response to the district identifying a lack of VAPA at low SES schools in the district. This helps to address that and grow our students' interest in the arts. A Transportation Technology CTE pathway was created. The district and school are also investing abundant time and money into Math PLCs: three teachers are exclusively teaching Algebra I and two teachers are exclusively teaching Geometry, and the district has supported smaller class sizes to support our math work. This aligns with increasing PLC collaboration with the math teachers.

Another significant change has been the implementation of [Yondr Pouches](#) as a strategy to decrease cell phone distractions school-wide. This was originally piloted during summer school in 2023, and was fully implemented at the beginning of the 2024-2025 school year. This has been reviewed positively by the staff on campus as noted in [Section IV Goal 1](#).

A final significant change for the school is that MDHS is now receiving Comprehensive Support and Improvement (CSI) funds due to the decrease in CAASPP performance. The school has received \$224,175 from these funds to improve performance on the CAASPP in both English and Mathematics. The funds are primarily being used to work with Dr. Shelley Jones-Holt of Leadership Legacy Consulting. To support this department PLC work, the prior CILC team has grown to become the ILT starting in 24-25. This team now includes all department chairs as well as administrators and other key teacher leaders.

III: Engagement of Educational Partners in Continuous School Improvement

(2 paragraph maximum)

- Describe the process for developing, implementing, and monitoring the schoolwide action plan, such as the SPSA/LCAP for CA public schools, Action Plan/CIP/CAEP for adults or the school's authorized improvement plan, and preparing the progress report.

The SPSA is primarily overseen by the School Site Council (SSC). The SSC is composed of three teachers, three additional employees, three parents, and three students. For the 2024-2025 school year, there has been an addition of two new student members and one new parent. Additional attendees are frequently present to give input at the site council meetings, including athletics coaches and business partners as well as other community members. The English Language Advisory Committee (ELAC) is one of the primary means of getting community input for the SPSA. ELAC is led by Ms. Suleyma Moss, the EL Program Administrator for the site. ELAC meets monthly and lets the staff know what issues are important to the parent communities: turnout to ELAC meetings has been greatly increased over the last two years.

To put together the WASC report, the WASC coordinator and the administrators solicited input from various leads at the school. The administrative team performed a number of surveys of the staff and provided data analysis of student performance, discipline trends, and dashboard data. The ILT team has been instrumental in helping the staff identify and work towards the goals set forth in the SPSA.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

(4 page maximum)

The purpose of this section is to analyze progress on how the school has improved student success and well-being through the implementation of the schoolwide action plan since the last visit and to determine how those actions impact student learning and initiatives for continuous school improvement.

- Provide a summary of progress on school goals and growth areas for continuous improvement identified in the schoolwide action plan.
- Link and cite relevant supporting evidence and data and explain impact on student learning.

Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA/LCAP/CIP/CAEP, indicate why.

Since the last full self-study, MDHS has reorganized our WASC Action Plan to fold into the Site Plan for Student Achievement. Growth Areas are enumerated below by SPSA Goal.

SPSA Goal 1: Safety, Supplies, and Support for All Students

One standout growth target from the last WASC visit was that “administration, along with counseling, teachers, and students, need to create and implement a plan to build a culture of belonging and engagement within Mt. Diablo High School.”

School Orderliness and Culture

Tardy data from the first semester of the 24-25 school year indicates that there has been a 25% reduction in the number of tardies for all periods compared to the 2023-2024 school year. There has additionally been a 20% reduction in the number of students suspended when comparing first semester for the 23-24 and 24-25 school years. One of the most marked improvements regarding suspension data is that there have been significantly fewer suspensions for fights, though the number of suspensions for harassment and bullying has increased, suggesting that situations which could potentially lead to fights are being taken care of earlier. A modest improvement in overall attendance has also been observed this year, which may coincide with the decreased incidence of COVID-19, but may be helped by the overall improvements in campus climate.

As mentioned in [Section II](#), the introduction of Yondr Pouches has had a substantial impact on school orderliness and culture. A staff survey administered during the fall semester indicates that 75% of staff agree that “Yondr pouches have greatly improved my classroom environment,” with another 14.6% agreeing to slight improvement; the remaining ~10% reported no improvement or that they were new to the school this year. 63.4% of teachers agreed that the Yondr pouches have greatly improved the environment on the campus at large, with an additional 24.4% of teachers agreeing to slight improvement. Notably, no staff claimed a worsening of teaching or climate conditions due to the pouches. Family and student surveys will be conducted in the spring.

This year Dr. Pintado, the patient care CTE pathway coordinator, and Vice Principal Mangelsdorf have worked to overhaul the School Safety Plan, restructured the workflow for safety drills, and are procuring safety backpacks aka “bug-out bags” to be provided in all classrooms.

9th-grade Support Systems and Intervention Strategies

2024-2025 is the first year that the Link Crew program is up and running. There has been a significant increase in the first semester grades for 9th graders. This is the only grade level that demonstrates this change. It is difficult to identify what caused this, as the change might also be related to the feeder schools. See [Appendix B](#) for the grade data.

Positive Behavior Rewards

The positive behavior rewards have increased in the last couple of years, with more plans to increase them further and to create rewards for incremental improvement. The ASB Leadership program has scaled up in the last couple of years with new staff. There are more staff and student campus events and attendance from both faculty and students has been steadily increasing.

SPSA Goal 2: Family Engagement and Communication

School-Community Communication & Family Involvement in Decision Making

Historically at MDHS, one of the challenges at the school is getting a large number of families to show up to after school events. However, the attendance of such events can be used as evidence in whether the school is making progress in the area of school-community communication. One such event during the recent school year was the first school band concert that was held in the evening on December 12th. There were 150 chairs set up for the event and there was an overflow of family members that were standing for the performances. The fact that these community members all knew about the event demonstrates an increase in the level of communication.

The majority of the updates for involving families in decision making has come from the continued use of ParentSquare and a variety of events that have been held on campus. The school does realize that more needs to be done in this area though, and the next steps regarding school-community communication is that the school is aggressively trying to open up new channels of communication to reach more parent groups. One direction that is being pursued in the school for this year is the creation of an African-American Parent Advisory Committee (AAPAC). ELAC is also striving for additional participation under Ms. Moss's new leadership. Teachers, students, and counselors are also planning to hold an Immigration Resources Fair this spring in response to a perceived need for increased information and engagement within that parent community. This will be important for addressing both SPSA goals #2 and #4. Goal #2 of the SPSA specifically focuses on increasing communication and the performance of the students that are English language learners while goal #4 hones in on the focus scholar populations.

A major next step that has been identified in increasing family engagement and communication at the school is to push the staff towards creating more grass roots committees that are dedicated towards getting the families more involved with the school. In the past, there were committees for a Bay Point BBQ as well as academy night. These types of events were a big positive point for the school and would help move the school forward in reaching out to the broader community. This year the school plans to bring back the Bay Point Barbecue and again scale up the open house event into a festival that showcases student performances and work.

SPSA Goal 3: High Quality and Responsive Instruction

Communication from Administration to Teachers

In a [staff survey](#) done in November of 2024, the staff rated the “Clerical/Office communications with faculty/staff” with the highest score after faculty safety and student safety. This demonstrates a marked improvement in this area.

On the other hand, the major growth area to be identified from this actually points back to the school-community communication growth area. This is an area in which the staff themselves still recognizes that more can and should be done and some efforts are addressed in Goals #1 and #2.

Staff and Data

The ILT team meets twice a month. One of the meetings is with only the internal members, while the second meeting is led by our consultant. During this meeting, the ILT team has heavily focused on increasing the use of data across PLCs. There have been three primary data collection initiatives that have taken place within the PLC groups:

1. Creating administration and analysis of course-alike common assessments
2. Increasing the Depth of Knowledge (DOK) levels that are taught and assessed
3. Facilitating departmental review of common assessment results and data

Another growth area that the previous visiting committee asked the school to focus on was to “continue to strengthen consistency between classes through the PLC process.” As mentioned in [Section II](#), the math teachers have reduced the number of preps they are teaching and the district has brought down class sizes for Algebra 1 and Geometry in particular. This has made it easier for the teachers of these subjects to collaborate and align their practices. The district has implemented the STAR screener for ELA and math to help align and calibrate performance.

Instructional Rigor

There has been a continual increase in the percentage of graduating seniors that have taken and passed at least one AP course at the school. This number has increased from 39% to 57% over the last three years. During last school year, there was an increase of 9% from the previous year. This can partially be attributed to the removal of wall-to-wall academies and the introduction of the AP Precalculus course. Additionally, the number of students with special needs that have completed an AP course by graduation has increased during the same period. In response to demand for additional opportunities for advanced coursework, the school is implementing AP Physics, and AP Spanish Language and Composition for next year. More physics sections are also being scheduled.

There has been a steady increase in the number of students that are college and career ready on the school dashboard, as indicated by the 4.7% increase over the past year, recovering from a major hit to this indicator as MDHS shifted away from wall-to-wall CPA academies in the 2023-2024 school year. This decreased the number of students that had attained pathway completion, and thereby considered college and career ready. One additional way the school has addressed this is by encouraging students to earn the State Seal of Biliteracy. In 2024 the numbers of students earning the Seal of Biliteracy increased from 19 to 52 students. Services for English Learners are improving at MDHS: the increase of 6.6% for the school’s English learner progress on the dashboard is significant. It is important to note that this is a rare trait in high schools and is a difficult metric to attain progress in. In response to the growing population of students and families from Farsi/Dari-speaking households, the school is exploring the addition of a heritage Farsi language program to complement our heritage Spanish language programs.

Goal 4 Subject: Success for Focus Scholars

Consistent and Persistent Training of Staff

The ILT and PLCs that are led by the members of the ILT have become one of the main methods of training the staff when it comes to refinement of teaching and sharing best practices.

Additionally, there have been a lot of district wide training initiatives this year, such as the Teaching New Teachers Project that the math department has been going through, as well as additional training for Guided Language Acquisition Design (GLAD) as an additional support for the school's Constructing Meaning program for English Language Learners.

Constructing Meaning (CM) and Instructional Rounds

For the last decade, Constructing Meaning (CM) has been a continued focus and program of support for the schools English Language Learner population as well as the reclassified students that make up 73% of the school population in total. The CM team, composed of members from each department has met quarterly during the last two years to promote CM at the school.

The other focus of the CM team is organizing instructional rounds. Instructional rounds have been consistently happening school wide the last two school years. There is nearly 100% teacher and counselor participation in both visiting and hosting instructional rounds. This is made possible because everyone is expected to do both. Substitute teachers are made available to cover for a period during the instructional round day to facilitate this. Instructional Rounds are held on one of the first Wednesdays of every month so that the staff can debrief the experience during the all-staff meeting that same day.

Data regarding attendance and Ds and Fs.

While the dashboard data for the previous school year looks bleak, there was a marked improvement in suspension data at the start of the 2024 school year. First semester suspensions dropped from 75 suspensions to 29 suspensions between 2023-24 and 2024-25. The school expects to see a continued improvement in the suspension data for the current year.

One large complication for data analysis for the 24-25 school year was that the school's attendance secretary was out on medical leave for a significant portion of the first semester. This caused a lot of attendance errors to be missed. Therefore, there were a lot of non-attenders that were included in the data for the school that had actually been out of school for more than 45 school days, even if it did not appear so in the records. During analysis of first semester grade data, it became evident that there was a strong correlation between individual attendance and pass rates: 30% of the total Ds and Fs earned during the first semester were attributable to 85 total students, of which 75% were identifiable non-attenders. This illuminates a need to tighten up the process of monitoring, outreach, and follow-up through the SART/SARB process.

Special Education

The improvement of the school's special education programs is a continued area of attention and support for the school. There are now more SDC Science classes offered, and work has been done to optimize the master schedule to assure that all resource students have an Academic Success support class with their case manager every day. Dedicated field trips for Special Education students to visit the local community colleges and receive information about support resources on those campuses have been increased.

V: Revised Schoolwide Action Plan/SPSA

(½ page maximum)

- Based on the findings of the current mid-cycle report, further revise the schoolwide action plan/SPSA/LCAP/CIP/CAEP as needed and include a link to the school's revised schoolwide action plan/SPSA/LCAP/CIP/CAEP.
- Include a brief paragraph of why changes were made.

[The school SPSA](#) was revised and approved simultaneously to the period in which the data was analyzed and this report was drafted, including changes in the following areas:

Interventions

There is a large segment of the student population, especially the students that are English language learners, who are disproportionately struggling to meet standards in their classes. Specifically for mathematics, the administrators and mathematics department are developing a concrete and comprehensive plan for support at the school in order to significantly increase the number of students that are demonstrating proficiency on assessments.

Discipline

Over the last two years the emphasis has been on improvements to safety and climate, and we are refining these through the introduction of restorative practices including an alternative classroom setting for in-school discipline, as well as a Tobacco Use Prevention Education (TUPE) program.

PLCs

Over the current school year, work with our consultant helped the PLCs gain a better idea of how they can work more effectively in the areas of building universally agreed upon norms, creating commons assessments with a higher DOK, aligning the grading of those assessments, analyzing the data from the assessments, and reteaching based on the assessment data. Additional resources have been allocated to the ILT, department chairs, and Professional Development and collaborative time in PLCs to deepen this work.

Appendix A - Internet Links

[MDHS Website](#)

[California School Dashboard for MDHS for 2024](#)

[MDHS Course Catalog 2025-2026](#)

[MDHS Master Schedule 2024-2025](#)

[MDHS School Plan for Student Achievement and Safety Plan](#)

[MDUSD LCAP](#)

[MDUSD Secondary Assessment Calendar](#)

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

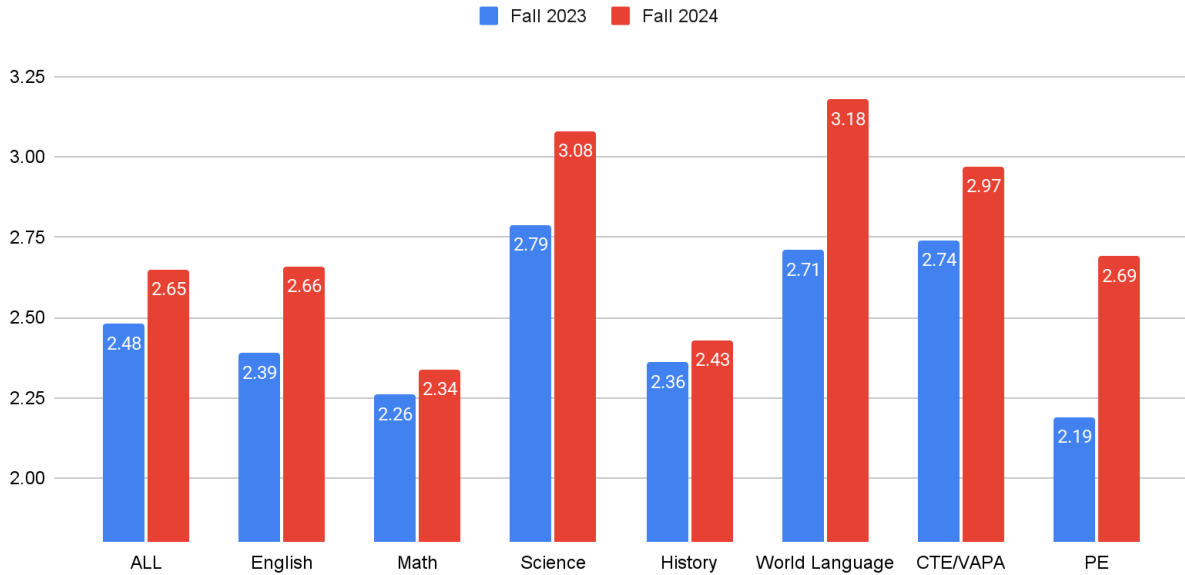
[MTSS Handbook](#)

Appendix B - 1st Semester Data for 2024-2025

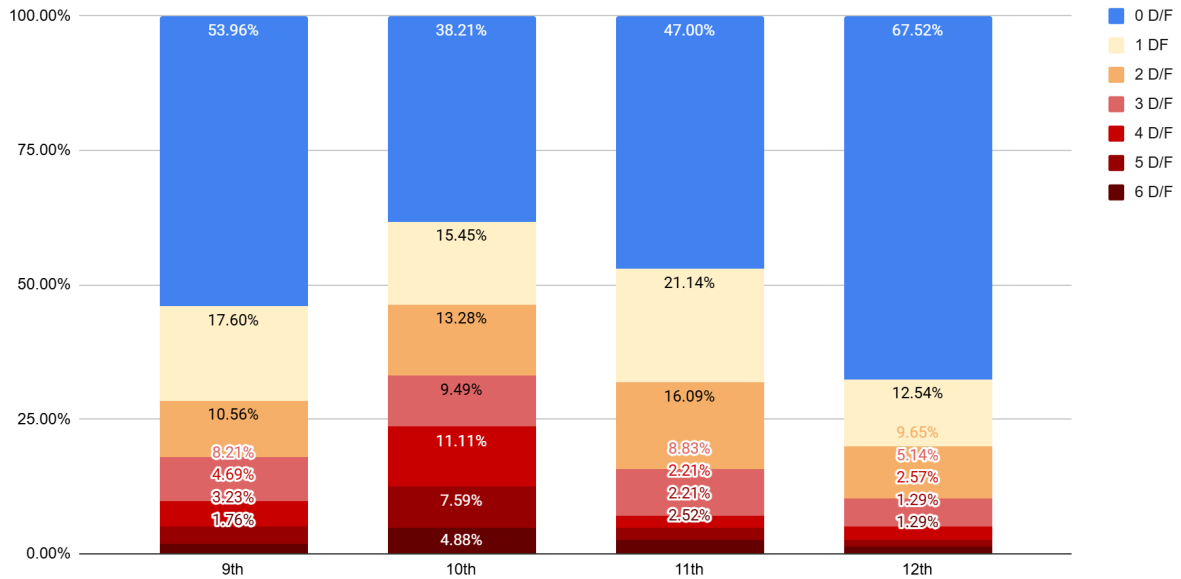
		23-24		24-25	
9th Grade	A	561	27.22%	732	36.40%
	B	451	21.88%	534	26.55%
	C	396	19.21%	374	18.60%
	D	365	17.71%	226	11.24%
	F	288	13.97%	145	7.21%
	Total		2061		2011
10th Grade		23-24		24-25	
	A	491	27.04%	507	23.35%
	B	418	23.02%	547	25.20%
	C	393	21.64%	457	21.05%
	D	269	14.81%	354	16.31%
	F	245	13.49%	306	14.09%
Total		1816		2171	
11th Grade		23-24		24-25	
	A	607	35.75%	677	38.18%
	B	407	23.97%	456	25.72%
	C	333	19.61%	284	16.02%
	D	188	11.07%	156	8.80%
	F	163	9.60%	200	11.28%
Total		1698		1773	
12th Grade		23-24		24-25	
	A	914	40.50%	721	42.36%
	B	583	25.83%	465	27.32%
	C	477	21.13%	301	17.69%
	D	203	8.99%	141	8.28%
	F	80	3.54%	74	4.35%
		2257		1702	

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Average Grade Earned by Content Area



Students with D/Fs by Grade Level



Appendix C - General Staff Survey Results

The following table shows the staff data from a staff survey from the 2023-2024 school year and the 2024-2025 school year. A positive value for the comparison column indicates that the staff thinks that there is a general improvement in the area that was questioned. The data here is on a scale of 0 being the lowest and 4 being the highest.

	Fall 23	Fall 24	23-24 and 24-25 Comparison
Teacher Safety	3.23	3.08	-0.15
Student Safety	2.65	3.04	0.39
Physical Security of the Campus	2.77	2.60	-0.17
Cleanliness/Tidiness of Campus	2.08	2.00	-0.08
Student Attendance	2.31	2.00	-0.31
Student Promptness	2.04	2.44	0.40
Support of Electronics Policies	2.43	3.25	0.82
Support of Other Classroom Policies	2.50	2.88	0.38
Campus Supervision Effectiveness	2.96	2.76	-0.20
Equity/Fairness in Discipline	2.54	2.64	0.10
Gang-related Issues	2.35	2.37	0.02
Drug/Alcohol-related Issues	1.91	2.14	0.22
Graffiti and Vandalism Issues	2.20	2.65	0.45
Adequacy of Classroom Facilities	2.21	2.36	0.15
Adequacy of Sports/Activity facilities	2.43	2.45	0.02
Adequacy of Library/Lab resources	2.57	2.83	0.26
General Campus Management and Workflow	2.64	2.96	0.32
Support/training in Ed. Technology	2.39	2.48	0.08
Support/training in Data-driven instruction	2.20	2.42	0.22
Support/Training in SEL strategies	2.00	2.43	0.43
Support/training in CM/ELL supports	2.68	2.84	0.16
Support/Training for collaboration groups/PLCs	2.06	2.68	0.63
Teacher Evaluation Processes	2.29	2.75	0.46
Classroom Observation/Walkthrough Practices	2.44	2.65	0.21
Efficiency/efficacy of scheduled meetings	2.85	2.52	-0.33
Efficiency/efficacy of District PDs	2.06	1.92	-0.14
Efficiency/efficacy of Site PD Days	2.12	2.18	0.06
Academic Supports for ELL/LTEL students	2.50	2.23	-0.27
Academic Supports for Special Education Students	2.48	2.26	-0.22

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Supports for Focus scholars	2.33	2.21	-0.12
Supports for 9th Graders	2.00	2.33	0.33
Academic Intervention Opportunities	2.25	2.08	-0.17
After School Programs	2.77	2.57	-0.21
Tutoring and extracurricular student opportunities	2.61	2.52	-0.09
Site Admin Communications with Faculty/Staff	2.58	2.71	0.13
Site Admin Communications with Families	2.80	2.95	0.15
Site Admin Communications with Students	2.81	2.57	-0.24
Teacher Communications with Families	2.50	2.48	-0.02
District Communications with Faculty/Staff	2.08	2.33	0.25
District Communications with Families	2.30	2.81	0.51
District Communications with Students	2.16	2.53	0.37
Website and Electronic Communications	2.73	2.63	-0.10
Clerical/Office communications with faculty/staff	2.64	3.00	0.36
Student Leadership Communications	2.76	2.48	-0.28
SPSA/Site Council Communications	2.25	2.38	0.13
SPSA/Site Council Process Transparency	2.45	2.31	-0.14
Engagement of faculty/staff in site decision making processes	2.32	2.50	0.18
WASC Process communications and transparency	2.91	2.68	-0.22

Appendix D - 2020-2024 - Data Collection Tool

This is a [link](#) to a spreadsheet with the following data:

- Demographic Data
- Alg II Completion
- A-G Completion
- 1+ AP Course Completion
- Freshmen GPA Below 2.0
- Freshmen with No Ds or Fs
- All Grades GPA 3.0+
- SBAC ELA - Met-Exceeded
- SBAC Math - Met-Exceeded
- Chronic Absenteeism