

MENLO-ATHERTON HIGH SCHOOL



WASC MID-TERM REVIEW
2021-2022



MENLO-ATHERTON HIGH SCHOOL MID-CYCLE PROGRESS REPORT

555 Middlefield Road

Atherton, Ca 94027

Sequoia Union High School District

March 3, 2022

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

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I: Student/Community Profile Data

Menlo-Atherton High School Community

Menlo-Atherton High School is the largest and most socioeconomically and ethnically diverse school in the Sequoia Union High School District (SUHSD). Located in Silicon Valley, M-A serves students from the towns of Atherton, Menlo Park, East Palo Alto, Redwood City and Portola Valley. Its student population reflects the diversity of these areas and includes students and families from all socioeconomic and educational levels. Students bring an extremely wide range of backgrounds and educational needs with them. Menlo-Atherton tries to meet the challenges of students and the community through high expectations, quality teachers and staff, and an array of support programs and strives to make its motto, “Strength in Diversity” a lived experience for the community it serves. The financial contributions of parents organizations and local businesses illustrate the community’s dedicated support to public education and support of the success of all students.

M-A has long had a national reputation for academic excellence as well as service to a wide spectrum of students. A few examples of these include:

- **Administration:** In 2020, Menlo-Atherton garnered Principal of the Year from the Association of California School Administrators to our then principal, Simone Rick-Kennel.
- **Academics:** Menlo-Atherton High School offers a comprehensive college prep curriculum including a range of visual performing arts electives and career technical education pathways. Our elective programs and extracurricular activities win numerous recognitions and awards. For example, our digital filmmaking students have won Oculus 360 challenge awards and our online newspaper, MACHRONICLE.COM, and magazine, *The Mark*, have won Pacemaker awards. In addition, our debate team ranks in top spots nationally for parliamentary debate, and our award-winning orchestra program has recently been played in Carnegie Hall prior to the pandemic.
- **Athletics:** Similarly, our Athletic program which serves over 1,000 students is one of the best in the Bay Area, earning the Peninsula Athletic Leagues’ Commissioner’s Cup the last 12 out of 13 years. Several of our teams, including girls’ volleyball and girl’s wrestling, have made it to state championships with a girl’s wrestling state title in 2019. In 2017, our football team won the NorCal Championship and made it to the state championship, and in 2018 they won the Division IIIA State Championship title; a first in school history.
- **Parent Involvement:** Menlo-Atherton enjoys a high degree of parental and community support. We benefit from the contributions of an active PTA and athletic boosters organization. Our [Foundation for the Future](#) raises approximately \$2.3 million dollars each year to support reduced class sizes and essential academic, counseling and support programs.
- **Student Service & Leadership:** M-A benefits from an effective and expansive student leadership program which has been honored with the Second Harvest Food Bank Blue Diamond Award for our annual canned food drive. We have more than 80 student-created clubs, including service clubs, and connections to many community-based organizations. We are proud of our school climate in which we strive to create a sense of belonging for every student.

Menlo-Atherton High School Mission Statement

Our Mission, Vision, ESLRs, and core values guide our planning and instruction. Menlo-Atherton’s core values of PRIDE spawned from a staff initiative during a ninth grade Faculty Week collaboration. Since then, through posters, complimentary planners, webinars, staff meetings and

student assemblies, we have continued messaging about these core values. These values support our vision and help frame a learning environment that challenges students to become academically and technologically prepared, develop communication and critical thinking skills, and act as socially responsible individuals.

Mission Statement

Menlo-Atherton High School is committed to fostering academically prepared and socially responsible students.

Vision Statement

Our students will be academically prepared as effective communicators and critical thinkers. Our students will also be independent and socially responsible individuals.

Our staff will challenge students by setting high academic standards, helping all students meet those standards, creating equity for all to access the curriculum, and ensuring a safe and positive learning environment.

Our students' families will help create a community of support by being actively involved in students' progress and the M-A community.

Expected School-Wide Learning Results

Menlo-Atherton High School will prepare all students to be:

Academically prepared individuals who:

- Meet or exceed national, state, and district academic standards
- Succeed in their course work in order to graduate and achieve post-high school success
- Communicate ideas through written, oral, and artistic presentations
- Assess, analyze, synthesize, and evaluate ideas from a variety of sources
- Use technology to enhance learning and engagement

Independent and socially responsible individuals who:

Live with **PRIDE**

Our Core Values

Patience	Have patience facing the trials and errors along the way—yours and others'. It takes time to grow.
Respect	Show respect. It is a reflection of your strength and the way you feel about yourself.
Integrity	Do the right thing. Believe in what you say and do. Hold on to your standards
Determination	Meet your challenges head on. The responsibility for your success and failures lies within you.
Empathy	Look beyond your own reality and try to understand the way others see the world.

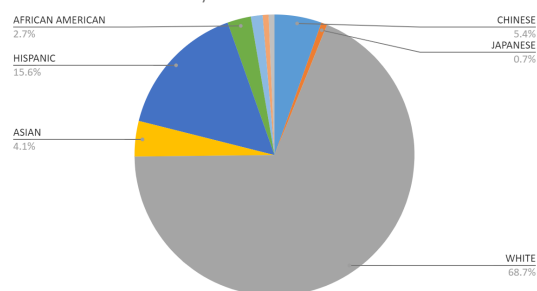
Menlo-Atherton's Staff Demographics

Data provided by SUHSD's HR Department

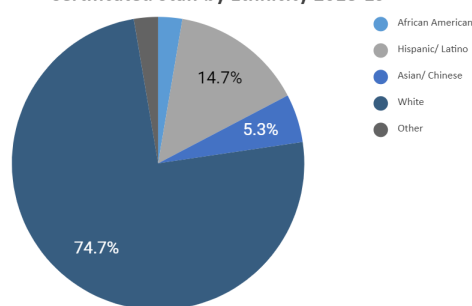
Of our certificated teaching staff of 147, 73% of teachers hold advanced degrees (100 with a Masters of Arts, 2 with Doctoral Degrees, and 5 who are Nationally Board Certified). Given the

diversity of our student body, we have tried to hire staff who reflect our student demographics. The following three graphs reflect the changes in our teaching staff's ethnicity from 2018-2019 to now as well as the breakdown of our excellent and very diverse classified staff. The district level "Developing Our Own" program has helped with a slight increase in ethnic diversity amongst our teaching staff by creating pathways for our classified staff to become certificated classroom teachers, and we will continue to advance this progress through hiring and recruiting practices.

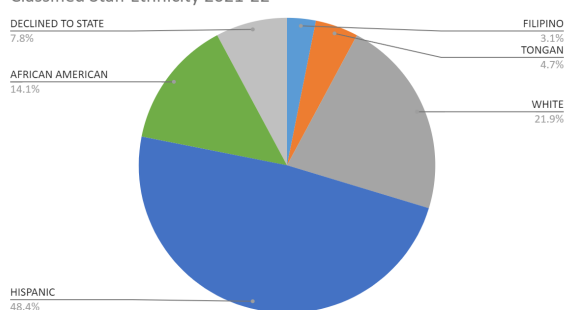
Certificated Staff Ethnicity 2021-22



Certificated Staff by Ethnicity 2018-19



Classified Staff Ethnicity 2021-22

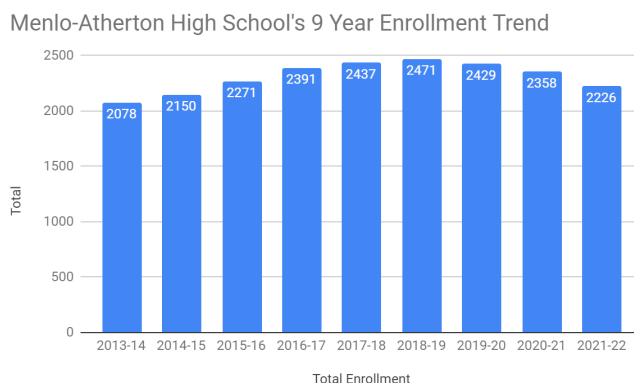


Menlo-Atherton's Student Demographics

Student Enrollment

Data is from the California & SUHSD Dashboards

Menlo-Atherton High School's enrollment has remained relatively steady since 2016-17 when the District Office adjusted the school boundaries; however recently we have seen a decrease in our enrollment from 2,429 students (pre-pandemic) to 2,226 students. Anecdotally, we have attributed this decline to the pandemic and fluctuation of families moving out of the Bay Area during distance learning. The following table tracks student enrollment over the last eight years.



M-A's student demographic distribution has remained relatively steady the past nine years. Our Hispanic and White students comprise our significant ethnic subgroups almost evenly (just under 40% each). The percentage of other ethnicities have also remained relatively consistent.

Enrollment by Ethnicity (%)	2013-1 4	2014-1 5	2015-1 6	2016-1 7	2017-1 8	2018-1 9	2019-2 0	2020-2 1	2021-2 2
Black or African American	3.00%	2.9%	4.0%	4.2%	4.0%	4.50%	4.90%	4.70%	4.70%
Asian	4.60%	5.3%	5.1%	6.1%	6.3%	6.30%	6.80%	7.40%	7.60%
Hispanic or Latino	42.80%	42.8%	42.6%	42.4%	42.7%	40.80 %	40.20 %	39.40%	38.80%
Pacific Islander	2.70%	2.9%	3.8%	4.3%	4.5%	4.50%	4.20%	4.50%	4.20%
Two or More Races	5.90%	5.0%	3.7%	3.6%	3.7%	0.00%	6.40%	5.60%	4.40%
White	40.90%	40.9%	40.3%	38.9%	38.3%	38.70 %	37.50 %	38.10%	39.80%

Since the last WASC visit, between 34% and 42% of students annually have been classified as socioeconomically disadvantaged. The largest portion of those students come from the Ravenswood School District in East Palo Alto. Approximately 14% of students are designated as students with disabilities and will receive special education services this academic school year, an increase of 4.6% since the last WASC visit. English Language Learners account for 18% of the school population which is similar to the last WASC visit. 12.7% of these students are considered Long-Term English Learners and the remaining are short-term English Learners. Please refer to the following chart that tracks trends in Student Enrollment of English Learners, Students with Disabilities, and those who are Socio Economically Disadvantaged.

Enrollment Other Significant Subgroups	2013-1 4	2014-1 5	2015-1 6	2016-1 7	2017-1 8	2018-1 9	2019-2 0	2020-2 1	2021-2 2
Socio Economically Disadvantaged	39.6%	40.7%	40.9%	41.1%	42.0%	42.30 %	37.90 %	34.30%	29.60% *

Students with Disabilities	12.4%	12.1%	12.9%	12.7%	13.3%	11%	10.20%	10.60%	14.60%
English Learners (Short Term and Long-Term)	12.0%	10.8%	11.5%	13.1%	15.9%	15.30%	17.50%	17%	17%

**Families had to self-report during Distance Learning. We anticipate our number to be much higher than 29.6%.*

While the majority of students enrolled are in mainstream courses offered to all throughout the school, M-A also provides the following programs in order to ensure we serve the varied needs of students:

- [Computer Academy](#): M-A's Computer Academy is the oldest academy in the State of California, established in 1981 and is unique to Menlo-Atherton High School. It serves approximately 150 students total in grades 10, 11, & 12. Students are cohorted in a small school within our larger school. The program gets additional funding to provide smaller class sizes and specialized courses like Biotechnology, Web Design & Development, and Multimedia.
- [Cañada Middle College Program](#): Middle College is a district-wide program which uses an application process to enroll 11th & 12th graders who will take their high school requirements with SUHSD teachers as well as college classes on our local community college's campus. 17 students are attending Middle College from M-A this year.
- [Independent Study \(ISP\)](#): Independent Study students meet with an independent study teacher for an hour each week and complete courses online. Students apply through the district and are referred to the program by our counselors. Currently, M-A has 14 students on independent study and an additional 8 students are waitlisted given its limited capacity.
- [AB 130 Independent Study \(ISP 130\)](#): ISP 130 was developed this year in response to the pandemic. The program provides students access to A-G credits if they are at-risk from attending classes in-person due to variable health conditions. Currently, 10 M-A students are in the program and 4 are waitlisted.
- [STARS](#): The STARS program is a therapeutic resource program for students with an IEP who need additional mental health service support. M-A is one of two SUHSD schools that has the STARS program and has two designated STARS classrooms that serve 9-12th graders in addition to five paraprofessionals, and 2 mental health counselors. There are currently 28 students in the STARS program, 14 per classroom.
- [ILS](#): The Independent Living Skills program is for our students who have moderate to severe learning disabilities and have an IEP. The program has two classrooms of 14 students each and several paraprofessionals, many who offer 1:1 support with students, in addition to Speech, Occupational, and Physical therapists who visit regularly with students amongst other service providers.

Parent Education Level

Data is from Infinite Campus

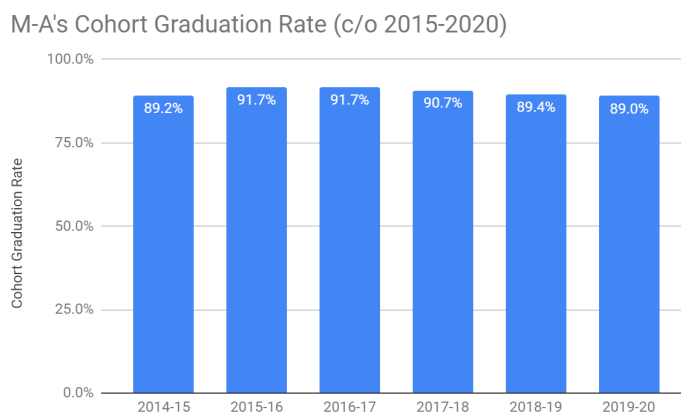
There is a broad disparity in parent education levels amongst the families at M-A. This year, 42.3% of parents who responded have a graduate degree or higher, while 17.3% of parents did not graduate from high school. This gap exists primarily along ethnic lines with white and Asian parents more likely to have a college degree and Hispanic/Latino parents more likely to be without a high school diploma.

Menlo-Atherton's Student Achievement

Graduation Rates

Data from California Dashboard and SUHSD Dashboard

Cohort Graduation rates, over the past six years have remained relatively stable around 90% as illustrated in the graph below. Cohort Graduation rates are calculated by the CDE and demonstrate the rate of graduation for students who have attended M-A for all four years. Though the rate is not yet available on the California Dashboard for the class of 2021, 525 students graduated, a similar number to the class of 2020, where 526 students graduated.



In 2019, our graduation rates for English Learners and Students with Disabilities were 70.7% and 74.1% respectively. These numbers show a slight increase since the previous WASC visit of 69% and 65.4%. While the numbers increased, we understand that the gap between these numbers and the overall graduation rate of the school is still an area of concern.

A-G Eligibility/Completion Rates

Data from the SUHSD Dashboard

Completion of the UC/CSU A-G class requirements is the highest it has been in the last five years at 67.4%. Since the previous WASC visit in 2019, we saw an increase of 4.4% in our A-G completion rate as illustrated in the graph below.

	2013: 442 Graduates	2014: 440 Graduates	2015: 438 Graduates	2016: 441 Graduates	2017: 507 Graduates	2018: 497 Graduates	2019: 548 Graduates	2020: 526 Graduates	2021: 525 Graduates
A through G Completion	60%	63.60%	63.90%	67.60%	66.90%	62.40%	63%	67.10%	67.40%

M-A has seen significant gains in all four major subgroups in our A-G completion data as well. As shown in the following table, we have seen an increase in A-G completion since 2019 (the year of the previous WASC visit, highlighted in yellow) compared to the class of 2021 (green):

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Special Education	17.4%	27.3%	23.8%	30.0%	22.7%	2.90%	15%	22.20%	23.10%
SocioEcon Disadvantaged	32.1%	32.4%	26.7%	32.4%	34.4%	26%	34.30%	41.20%	37.80%

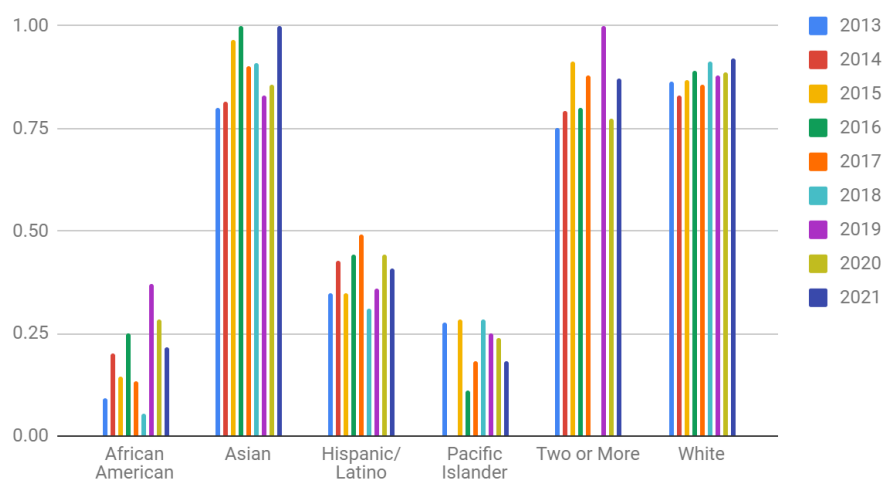
EL	7.4%	2.8%	2.9%	7.1%	19.4%	9.80%	8.20%	12.10%	14%
RFEP	54.3%	49.1%	42.1%	44.8%	48.2%	43.80%	45.80%	50.80%	49.20%

A-G completion of students with disabilities increased by 8% (from 15% to 23.10%), the highest our A-G completion rate has been for this group since 2014. English Learner A-G completion rates also increased last year by 6% (from 8.2% to 14%) since the last WASC. RFEP students also increased by 4% since the last WASC visit.

Students who are socioeconomically disadvantaged had the highest A-G completion rates we have seen in the last seven years with an average of a 10% increase since 2013 from 32.1% to 41.2% for the class of 2020. There was a small decrease in last year's numbers, down to 37.8% from the previous year of 41.2%; however this could have been attributed to the fact that families and students self-reported socioeconomic status during distance learning.

Other subgroups, such as African-American students and Hispanic/Latino students have A-G completion rates below their White and Asian peers and the school is planning to address the gap with its action plan. The school does have credit recovery options built into its master schedule, in the form of online classes through the Edgenuity platform.

A-G Completion by Ethnicity (% of Graduating Class)



The following table highlights areas of growth since the last WASC visit in 2019, we have seen A-G completion rates increase significantly for our Hispanic/Latino students by 5% (from 35% to 40%) in the last three years and hope to continue to see an increase.

	2013	2014	2015	2016	2017	2018	2019	2020	2021
African American	9.1%	20.0%	14.3%	25.0%	13.3%	5.30%	37%	28.60%	21.70%
Asian	80.0%	81.5%	96.7%	100.0%	90.3%	90.90%	82.90%	85.70%	100%
Hispanic/ Latino	34.8%	42.9%	34.8%	44.2%	49.2%	31.10%	35.80%	44.10%	40.80%

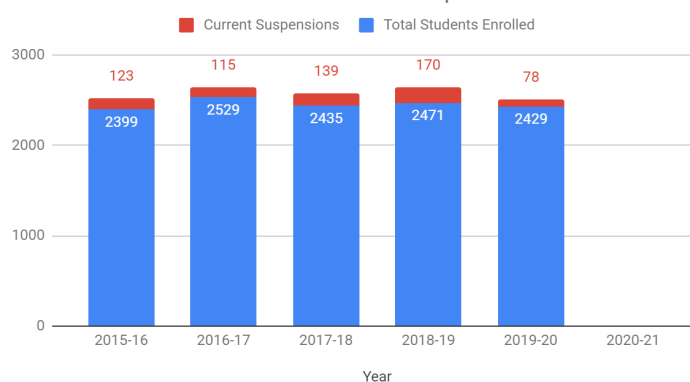
Pacific Islander	27.8%	0.0%	28.6%	11.1%	18.2%	28.60%	25.00%	23.80%	18.20%
Two or More	75.0%	79.2%	91.3%	80.0%	88.1%		100%	77.30%	87%
White	86.5%	82.9%	86.9%	88.9%	85.7%	91.30%	88%	88.50%	92.20%

Suspension Rates

Data from SUHSD Dashboard & Infinite Campus

In general, the number of suspensions at Menlo-Atherton has decreased over the years, even as the number of students attending M-A has increased. For 2020-21 data was not available due to the pandemic. After experiencing an increase in suspensions to 6.9% in 2018-19, M-A implemented multiple alternatives to suspension interventions (ATS) including counseling services for substance abuse and Saturday School to replace school days missed due to suspensions. Our suspension rates were cut in half (down to 3.2%) in just one year with implementation of these programs. This year, we are continuing with a restorative approach and ATS model. Additionally, as you will read in Section IV, staff have been participating in school-wide equity work and have begun to implement various restorative practices and interventions prior to referring a student outside of the classroom.

Total Students Enrolled and Current Suspensions



The table below represents suspension rates from 2015-16 to the year prior to distance learning. In the table below, the “total number of suspensions” is actually the total number of students who were suspended for the first time, to reflect the way the CDE calculates suspension rates. This year, for the fall semester, 71 students have been suspended at least once, which is slightly lower than the last full year of in-person instruction in 2018-19.

	Total Students Enrolled	Total #of Suspensions	% All Suspended	% Change
2015-16	2399	123	5.10%	
2016-17	2529	115	4.50%	0.60%
2017-18	2435	139	5.70%	-1.20%
2018-19	2471	170	6.90%	-1.20%
2019-20	2429	78	3.20%	3.70%
2020-21*				

**M-A was at Distance Learning almost the entire academic school year and experienced zero reported suspensions.*

Although overall suspension numbers are down, our significant subgroups are disproportionately represented. However, from the WASC visiting year in 2019 to the most recent year with data (2019-20), we saw a significant decrease in all subgroups when breaking down by ethnic group and by special population. Please refer to Goal 4, Action Item 25 for action items. This change is illustrated in the following two tables.

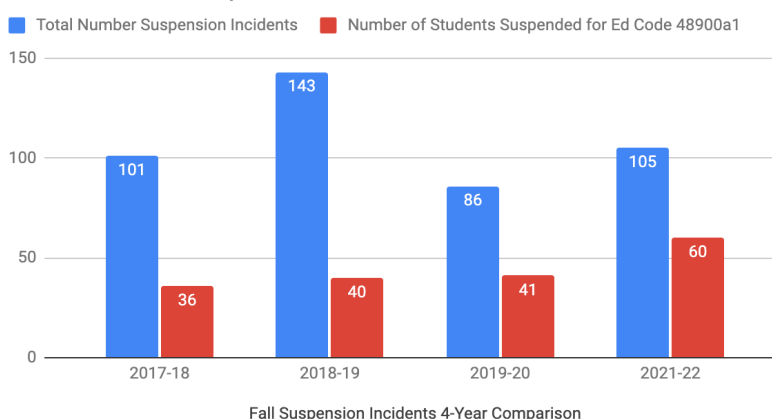
% of Suspensions by Ethnicity	2017-18	2018-19	2019-20	2020-21*
Black or African American	10.50%	22.40%	8.70%	
Asian	1.30%	2.50%	0.60%	
Hispanic or Latino	9.10%	10.30%	4.50%	
Pacific Islander	12.70%	13.70%	12.20%	
Two or More Races	3.20%	3.20%	1.20%	
White	1.30%	1.50%	0.70%	

**M-A was at Distance Learning almost the entire academic school year and experienced zero reported suspensions.*

% of Suspensions in Other Significant Subgroups	2017-18	2018-19	2019-20	2020-21
Socio Economic	10.90%	13.10%	5.60%	
Students with Disabilities	12.40%	15.10%	7.70%	
English Learners	11.00%	12.20%	5.70%	

We have unfortunately, like many other school communities, experienced an increase in physical altercations during the first semester. 60 of the 105 students (over half) suspended were due to a physical altercation or a verbal threat, primarily in the first three months of school as we returned from distance learning. Compared to the last three years, where suspension incidents were less than 50% due to physical altercations or verbal threats. Please refer to the graph below for yearly suspension comparisons.

Fall Semester Suspension Data 2017-2021



M-A is currently working to address the rate of suspensions and the amount of conflict on campus, working to create a stronger community for all students, strengthening our alternatives to suspension, as well as working to provide resources that help students adequately address and resolve conflict. So far, we have seen a significant decrease in the number of students suspended due to physical altercation/verbal threat. Since November 10th, only 8 students (13%) were suspended due to physical altercation/verbal threat the last 1.5 months of the 1st semester. More detail can be found in section IV.

Assessments

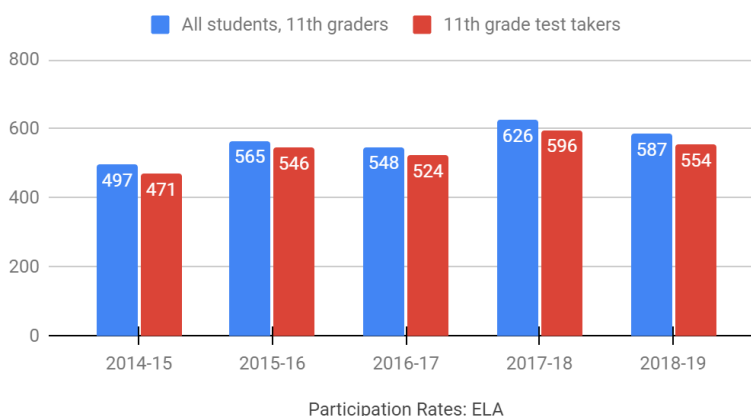
M-A looks to multiple assessments as a measure of how well we serve our students. Assessment data reviewed in this section include performance on the CAASPP, ICA, SAT, and the AP exams.

CAASPP - English Language Arts (ELA) Performance Data

Data from DataQuest & the California Dashboard

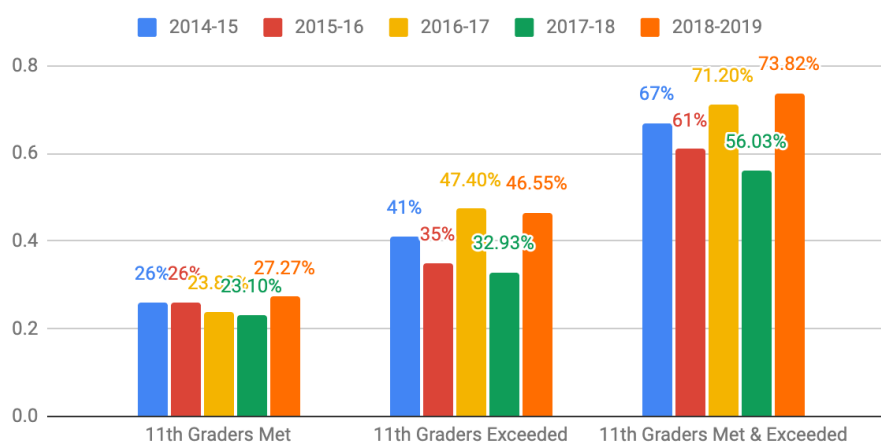
Due to the COVID pandemic, the CAASPP was not administered in the Spring of 2020 nor in 2021. For the last exam administration, 11th graders performed significantly better than the previous years with comparable participation rates of around 95% each year. We are very proud of our 2018-19 scores, especially in ELA! The graph below shows participation raw data since the Spring of 2015 testing Administration.

CAASPP ELA Participation



In the Spring of 2019, M-A's class of 2020 performed the highest of any class on the CAASPP ELA exam. 74% of students either Met or Exceeded the Standard on the ELA exam. This was an increase of 18% from the previous year when 56% of students Met or Exceeded the Standard. The graph below demonstrates student performance on the ELA exam since 2015.

M-A's CAASPP ELA Performance Results:

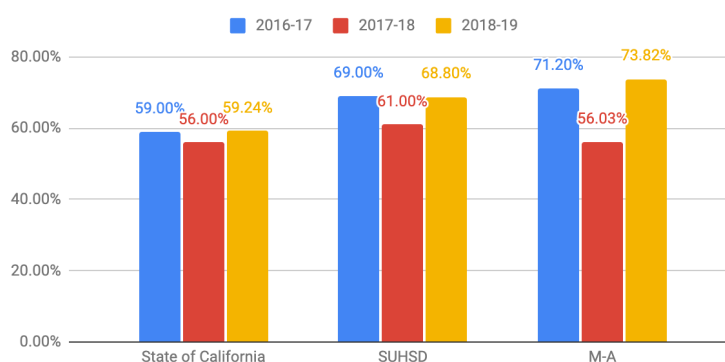


All School CAASPP ELA Data:

All School CAASPP ELA Data					
	2014-15	2015-16	2016-17	2017-18	2018-19
11th Graders Met	26%	26%	23.80%	23.10 %	27.27%
11th Graders Exceeded	41%	35%	47.40%	32.93 %	46.55%
11th Graders Met and Exceeded	67%	61%	71.20%	56.03%	73.82%

The next graph compares M-A's performance on the ELA CAASPP to the Sequoia Union High School District's and the entire State of California. It shows that M-A's students who either Met or Exceeded on the ELA exam outperformed district and state's overall scores and continue to show an upward trend since 2017.

ELA CAASPP Scores: % of Students who Met or Exceeded

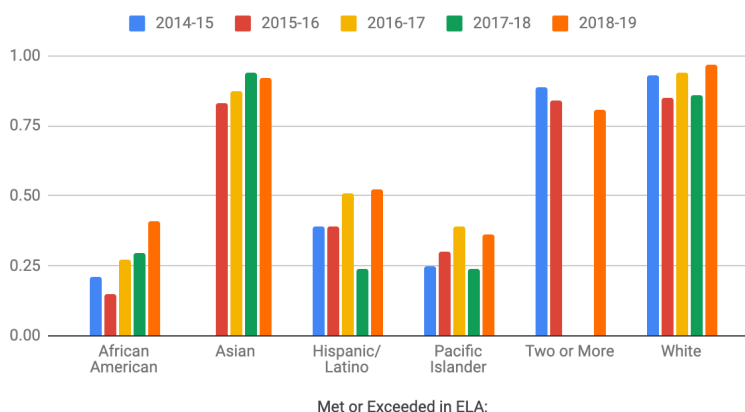


M-A CAASPP ELA Data Compared to the District & State

CAASPP ELA Performance Data by Ethnicity

In the Spring of 2019 CAASPP ELA administration, students in almost every demographic experienced a significant increase in performance. The largest gains were in Hispanic/Latino, Pacific Islander, and African American students; 30% more of Hispanic/Latino students either Met or Exceeded the standards, 12% more Pacific Islander and 11% more African American students either Met or Exceeded the Standard compared to the previous year. Additionally, white students also increased by 10%.

CAASPP ELA Performance Data by Ethnicity

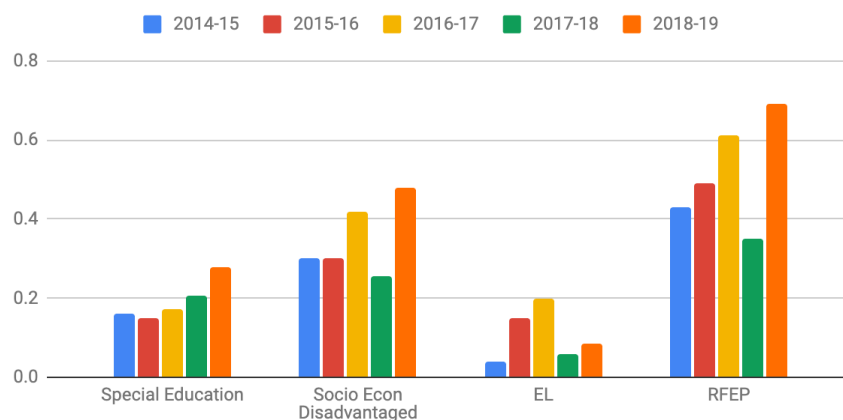


Met or Exceeded in ELA					
	2014-15	2015-16	2016-17	2017-18	2018-19
African American	21%	15%	27.30%	29.63%	40.91%
Asian	0%	83%	87.50%	93.76%	92.30%
Hispanic/ Latino	39%	39%	50.80%	23.73%	52.41%
Pacific Islander	25%	30%	39.10%	24%	36.36%
Two or More	89%	84%	0%	0%	80.95%
White	93%	85%	93.80%	86.01%	96.60%

CAASPP ELA Performance Data by Subgroups

Students with disabilities, students who are socioeconomically disadvantaged and our English Learners who have been reclassified (RFEP) all experienced significant performance increases on the most recent CAASPP results as well. In particular, 35% more of RFEP students either Met or Exceeded the standard, which aligns with one of our Action Items in Section IV. Additionally, 22% more of students who are socioeconomically disadvantaged either Met or Exceeded on the CAASPP as well. Please refer to the data chart and following table for CAASPP results by subgroup since 2015.

CAASPP ELA Performance Data by Subgroup



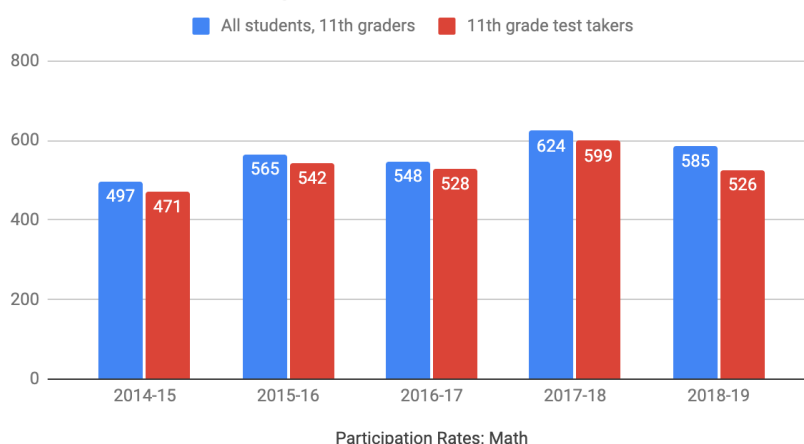
Met and Exceeded the Standard in ELA

Met and Exceeded the Standard in ELA					
	2014-15	2015-16	2016-17	2017-18	2018-19
Special Education	16%	15%	17.10%	20.64%	27.66%
Socio Econ Disadvantaged	30%	30%	41.70%	25.73%	47.88%
EL	4%	15%	20.00%	5.84%	8.57%
RFEP	43%	49%	61.10%	34.94%	69.05%

CAASPP - Math Performance Data*Data from DataQuest & the California Dashboard*

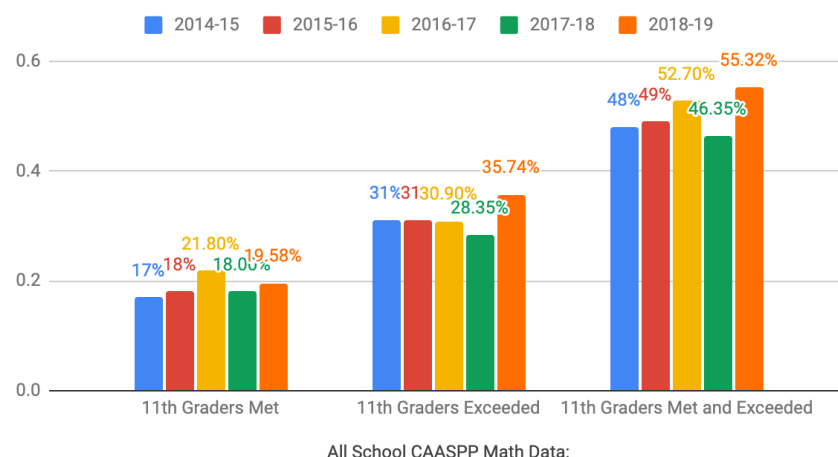
Similar to the ELA CAASPP, M-A's Math Participation rates throughout the last five years have hovered around 95%; however, the most recent year in the Spring of 2019 it decreased to a 90% participation rate instead. It is unclear why the participation was 5% lower in the Spring of 2019 than previous years.

CAASPP Math Participation



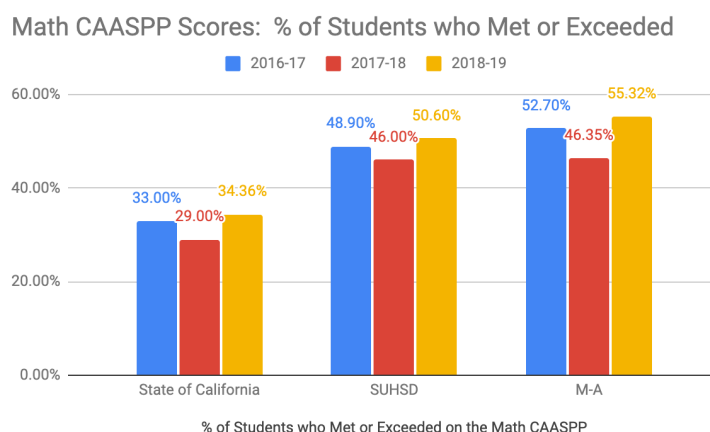
Although gains were not as large as in ELA, Math CAASPP scores were the highest that students achieved on the Math ELA since it was implemented in Spring, 2015. The most significant gain was students who Exceeded on the exam, which increased by 7% to the highest it has ever been at 35.73%. Overall, 55% of students either Met or Exceeded on the Math CAASPP, which is also the highest we have seen. The data below shows M-A's performance results since Spring, 2015.

M-A's CAASPP Math Performance Results:



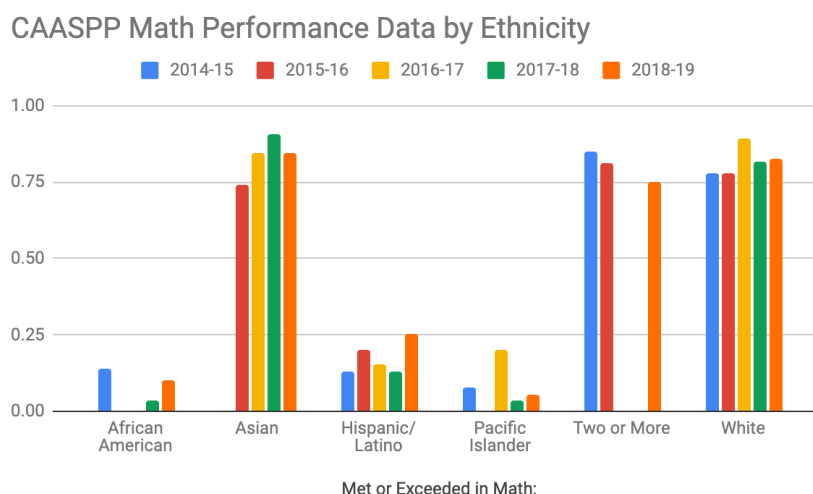
All School CAASPP Math Data					
	2014-15	2015-16	2016-17	2017-18	2018-19
11th Graders Met	17%	18%	21.80%	18.00%	19.58%
11th Graders Exceeded	31%	31%	30.90%	28.35%	35.74%
11th Graders Met and Exceeded	48%	49%	52.70%	46.35%	55.32%

M-A outperformed both the district and the State of California on the Math CAASPP for students who Met or Exceeded, and the data shows a continued upward trend since 2017.



CAASPP Math Performance Data by Ethnicity

In further examination of the CAASPP Math data by ethnic demographics, it is clear that there are disparities between ethnicities, specifically students of color in comparison to White and Asian students, as seen in the graph below. However, in the most recent CAASPP administration, Hispanic/Latino students performed higher than they have ever performed on the Math CAASPP, 25% of Hispanic/Latino students either Met or Exceeded on the exam (twice the percentage from the previous year's administration).



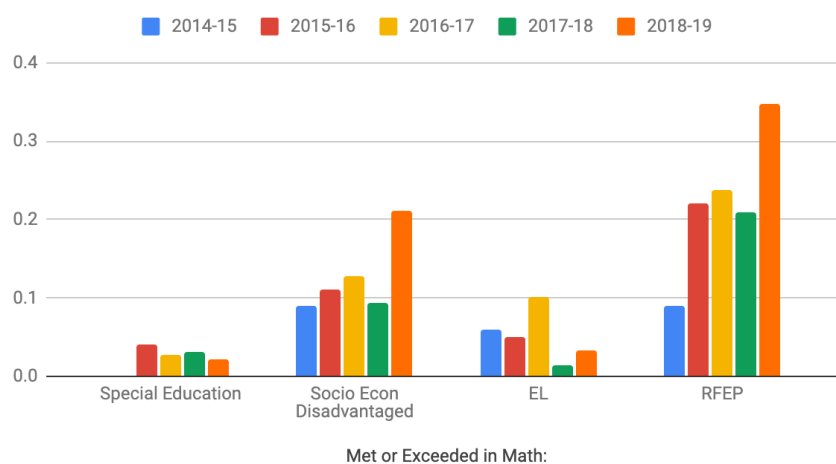
Met or Exceeded in Math					
	2014-15	2015-16	2016-17	2017-18	2018-19
African American	14%			3.57%	10%
Asian		74%	84.60%	90.63%	84.72%
Hispanic/ Latino	13%	20%	15.40%	12.97%	25.26%

Pacific Islander	8%	0%	20%	3.33%	5.26%
Two or More	85%	81%			75%
White	78%	78%	89.20%	81.56%	82.69%

CAASPP Math Performance Data by Subgroups

When examining Math CAASPP performance data by significant subgroups, we experienced significant gains in those students who either Met or Exceeded the standards in Math. 11% more of our socioeconomically disadvantaged students Met or Exceeded on the Math CAASPP in Spring, 2019. RFEP students showed the most significant improvement in Math; 14% more of students improved their scores to either Met or Exceeded.

CAASPP Math Performance Data by Subgroup



Met or Exceeded in Math					
	2014-15	2015-16	2016-17	2017-18	2018-19
Special Education	0%	4%	2.80%	3.17%	2.17%
Socio Econ Disadvantaged	9%	11%	12.70%	9.28%	21.03%
EL	6%	5%	10.10%	1.39%	3.28%
RFEP	9%	22%	23.80%	20.93%	34.71%

ICA Performance Data

One action that has continued to be implemented district-wide since the last WASC visit, is that all students in every grade were required to take a full practice SBAC-style exam online (ICA) through the School City program. Tests are given in Math and English classes during either two regular 50

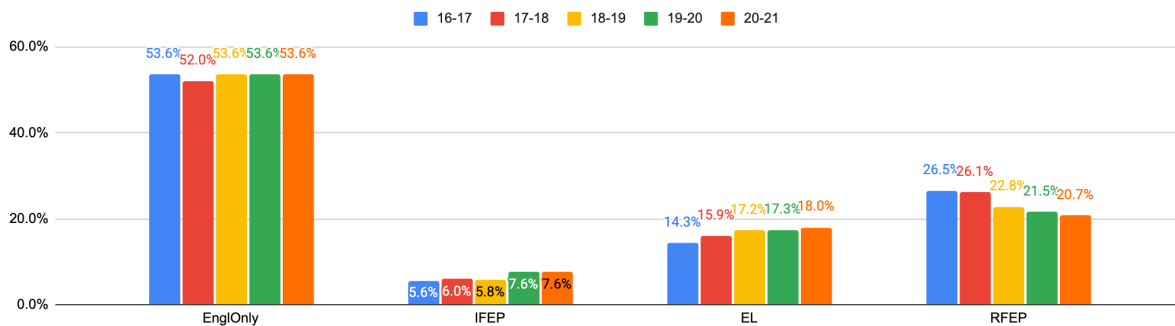
minute period classes or one block 85 minute period. Questions reflect the style of the actual SBAC. The ICA was implemented in the last two years as well, despite the pandemic. Much of the success of our CAASPP scores can be attributed to the review of ICA data through both Cycle of Inquiry groups, Departments, and now Collaboration Teams.

ELPAC

Data from DataQuest & the California Dashboard

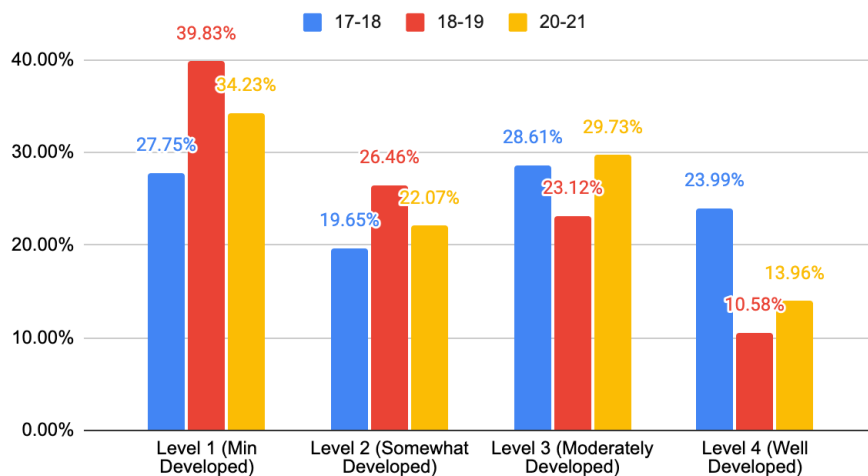
Approximately 18% of M-A's students are English Learners (ELs). The student population by English Proficiency has seen an overall increase in the last five years while those who speak English only remain fairly stable around 53%.

M-A's Student English Proficiency (2016-2021)



Of these students, their ELPAC proficiencies are:

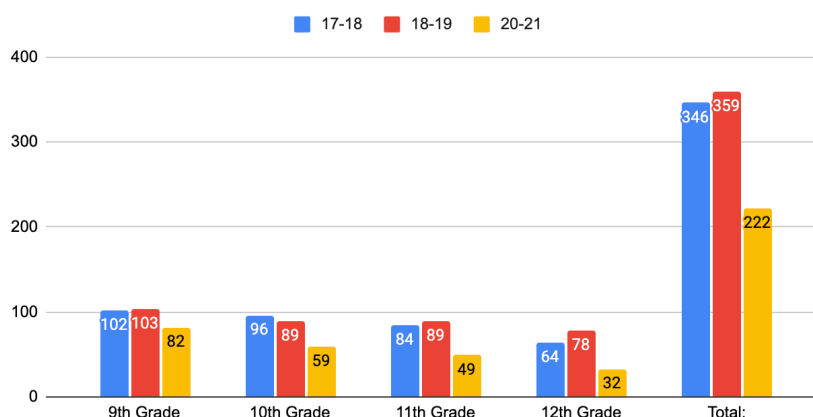
ELPAC Results: % of Students Scoring at Indicated Range



**The CDE did not report ELPAC scores in 2019-20 due to the onset of the COVID-19 Pandemic, as M-A moved to Distance Learning midway through ELPAC administration.*

Overall, proficiency rates decreased for the most recent ELPAC administration in 2020-21. We believe part of this to be because of the lower participation numbers overall during the pandemic in addition to anecdotal data that suggests students were not practicing English as consistently during distance learning. Participation numbers are as follows since 2017:

ELPAC Participation Numbers



**From the 2020-21 ELPAC administration, we experienced significantly lower participation rates on the ELPAC due to distance learning. Students had to make appointments to come on to campus one by one and it took much longer for proper in-person testing protocols to be put into place.*

Goal 2 in Section IV focuses primarily on our LTEL performance. One of the indicators we look to for how well we serve our LTEL students is our reclassification rates from year to year. We know this is a growth area for us, as seen in the data table below, last year 3.6% of students were reclassified, which is lower than the SUHSD's reclassification rate of 7.8%.

Student Redesignation Rates (RFEP Rates per year since 2017)

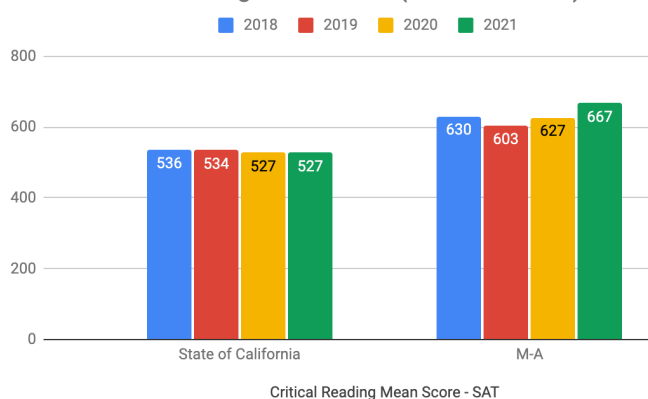
	2017-18	2018-19	2019-20	2020-21
Total Enrollment	2,450	2,498	2,433	2,368
English Learners	397 (16.2%)	431 (17.3%)	422 (17%)	426 (18%)
FEP (Fluent English Proficient)	767 (31.3%)	715 (28.6%)	706 (29%)	671 (28.3%)
Students who were redesignated FEP	33 (9.2%)	11 (2.8%)	19 (4.4%)	15 (3.6%)

SAT

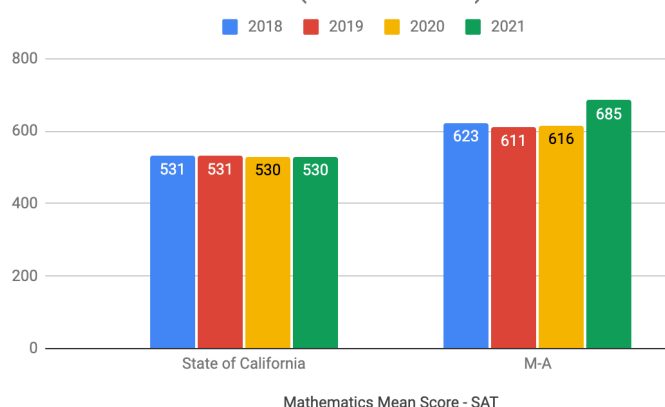
Data from College Board

Students at M-A continue to excel academically on the SAT, scoring significantly higher than state averages on all components. Please see below for the mean Critical Reading and Math scores for the last four years. Each year corresponds to the mean scores for the graduating class according to the College Board.

SAT: Critical Reading Mean Score (c/o 2018-2021)



SAT: Math Mean Scores (c/o 2018-2021)



In order to help all students access the SAT, Menlo-Atherton offered the SAT during the school day during the pandemic once in the Spring of 2020 and twice in the Spring of 2020. Additionally, M-A also offered the SAT this year to students in the Fall of 2021, ensuring students had access to the exams during the pandemic. M-A has increased offerings of the PSAT; since the last WASC visit, all sophomores and juniors take the PSAT during College and Career Day for free, so every student has at least two practice opportunities prior to taking the SAT as well as the opportunity to qualify for the National Merit Scholarship Program. Below is the number of National Merit Scholar Semifinalists and Commended Scholars for the October SAT administration for the last three years. In 2021, 17 M-A students scored in the top 1% on the SAT as semifinalists.

October SAT Exam Administration (2019-2021)			
National Merit Scholars			
Year	2019	2020	2021
Semifinalists (top 1%)	11	10	17
Commended Scholars (top 3-4%)	42	32	4

AP Program

Menlo-Atherton offers an extensive AP and Advanced Standing (AS) Program. We continue to move towards two major goals with both programs. The first is to increase student diversity in both programs through preparing all students with a rigorous experience and the second is to ensure students have choice when choosing between AP courses in order to ensure engagement. This year, we are offering more AP courses than we have ever had before. There are several new AP offerings this year, including AP 2-D Art & Design (photo), AP Ceramics, and AP Physics 1.

AS/AP Enrollment

Percent of Ethnicities enrolled in AP Classes						
	16-17	17-18	18-19	19-20	20-21	21-22
Hispanic/Latinx	18.7%	15.7%	17.1%	14.0%	14%	13%
Amer Indian or Alaskan	0.1%	0.3%	0.5%	0.0%	0%	0%
Asian	10.7%	12.3%	11.2%	13.0%	14%	13%
African Amer	0.3%	1.2%	1.6%	0.0%	1%	1%
Pacific Island	0.8%	0.8%	0.0%	0.0%	0%	1%
White	64.0%	66.8%	63.9%	62.0%	59%	61%
Two or More Races	5.2%	2.9%	5.6%	10.0%	12%	11%

Percent enrolled in AS Classes						
	16-17	17-18	18-19	19-20	20-21	21-22
Hispani/ Latinx	13.7%	14.8%	11.7%	13%	11.6%	12.1%
Amer Indian or Alaskan	0.5%	0.0%	0.1%	0.1%	0.5%	0.2%
Asian	11.2%	11.5%	11.0%	13.5%	15.1%	14.8%
African Amer	1.4%	1.2%	0.2%	0.7%	0.7%	1.7%
Pacific Isl	0.9%	0.1%	0.3%	0.8%	0.6%	0.5%
White	67.8%	65.6%	64.2%	61.3%	63.2%	60.7%
Two or More Races	4.6%	6.7%	12.5%	10.7%	8.3%	4.6%
Total Students				1360	1271	634

While enrollment in AS and AP classes remains high, there is continued disparity in the ethnicity of students. White students are far more likely to be enrolled in those classes than their peers in other ethnic groups. Recently, M-A has taken the step of detracking classes as is illustrated in Section IV.

AP Performance

Overall, 62.1% of 2021 graduating students enrolled in at least one AP class during their time at Menlo-Atherton, compared to 63.9% of the 2020 graduating class, and 58% of the 2019 graduating class. Below is a breakdown of the total number of students taking AP exams, the total numbers of exams administered, the percent each year that pass with a 3 or higher, and percent earning a score of 5. M-A students continue to demonstrate high achievement on AP exams.

School Summary of AP Exams taken:

	2017	2018	2019	2020	2021
Total AP Students	655	656	653	703	674
Number of Exams	1,368	1,349	1,360	1,481	1,394
AP Students with Scores 3+	567	575	592	630	549
% of Total AP Students with Scores 3+	86.56	87.65	90.66	89.62	81.45
% of Total AP Students with a Score of 5	35	33	35	29	24

II: Significant Changes and Developments

Significant Developments

Menlo-Atherton High School has undergone many significant developments since the last full WASC cycle in 2019.

COVID Pandemic & Distance Learning

Timeline March 2020 through June 2021

The most consequential development at M-A in the past three years is no doubt the impact of the COVID pandemic on our students, staff, and families. Starting in March of 2020 when M-A first moved to distance learning, the campus was closed to our community and both students and staff abruptly switched to distance learning. From March 16th to June of 2020, distance learning was largely asynchronous because a significant portion of our student body lacked reliable access to internet connectivity in their neighborhoods and staff did not have a viable structure in place to manage synchronous virtual learning. As a result, per district policy, all grades earned in the Spring semester of 2020 were awarded a Pass/No Pass mark, a policy that carried through the summer of 2020 which was also largely asynchronous.

Over the summer of 2020, district office staff, SDTA representatives, and site leadership all worked tirelessly to brainstorm ideas and develop plans to deliver instruction in the 2020-21 school year. Together, we developed [a new schedule](#) which would allow for synchronous learning in a virtual environment in addition to one asynchronous day a week. The district created a professional development plan which delayed the start of school for three days and instead provided a full week of [professional development](#) so that staff could acquire skills necessary to deliver more effective virtual instruction. Each day of the week focused on a central focus of quality instructions: organizing curriculum for access, engaging students in online instruction, creating authentic assessments, and addressing anti-racism and equity. In addition, district and site leadership gathered resources and developed plans to make sure each student had access to a Chromebook and a hot spot from which they could access the internet. Many staff made home visits to ensure students had resources like this, including VPA and CTE teachers who created to-go art kits which they dropped off, if necessary, to ensure equitable access for all. Principal Kennel and site administration also repeatedly communicated to students, staff and families about structures and resources through regular [webinars](#) with the community and multiple staff meetings. Finally, the AVP's created a [weekly communication](#) to ensure staff were connected to resources consistently when outreaching to students.

During the school year, Herculean efforts were made on the part of staff to reach out and connect with students who were not engaging or needed support. Our AVP team organized a process for support staff--paraprofessionals, [campus aids](#), community liaisons, SAAP Coordinator--to each contact a caseload of students. These staff members checked in with students and families to make sure they had the resources to connect to Zoom classes as well as walked students and families through how to use Canvas, how to access assignments, and how to turn in assignments. The following [Intervention Tracker](#) was used to organize these efforts.

Towards the end of the first semester, M-A started bringing [bubble cohorts](#) onto campus so that students could access the internet through the school system and have a place to work outside of the home. At one point M-A was offering five [different bubble cohorts](#) on campus and [eleven academic support cohorts after school](#) to our most at-risk students, the largest number in SUHSD, and we continued offering these cohorts until the school transitioned to a hybrid model of

instruction in March of 2021. In this model, families selected the option to have their students attend school for two days over the course of two weeks and then ultimately two days within one week. Roughly 50% of our student population opted to return to in-person instruction, and this group of students were divided up into A and B days, meaning that roughly 25% of our student population was on campus each day. Again, staff adjusted to now provide instruction to roughly 25% of their students in the classroom while Zooming with the remaining students at home. This model, which teachers reported as extremely challenging to manage, continued until the end of the semester.

M-A is still measuring the impact of Distance Learning on staff and students. Certainly both staff and students gained valuable skills in learning to navigate technology, in finding internal motivation, in becoming more independent learners, and in reassessing work/school-life balance. However, the roughly year-and-half of distance learning also left all of us isolated in our individual worlds. As M-A has returned to in-person learning this fall, M-A has seen the impact in the number of students needing to access mental health services, the number of students who are credit deficient, and the number of students who are struggling with managing conflict on campus.

The following chart provides a glimpse into the impact of distance learning with regards to the total number of credits earned at the end of the 9th, 10th, and 11th grade years. The impact was most clearly felt in the 9th and 10th grade years where the percentage of students earning the expected number of credits to be considered on track declined in the year of distance learning.

Percentage of students earning total credits to be considered on track:

	2017-18	2018-19	2019-20	2020-21
9th Grade: at 60 credits	81.80%	75%	78.60%	66.60%
10th Grade 120 Credits	76.60%	69.70%	73.20%	67.80%
11th Grade 170 Credits	78.80%	80%	79.20%	81.40%

Further looking at the percent of students earning enough credits to be considered on track also reveals the negative impact of distance learning disproportionately impacted students of color. The following chart compares the percent of students in 2019-20 to the percent of students in 2020-21 earning 60 credits in the 9th grade and 120 credits in the 10th grade by ethnicity.

Percent of students Earning Total Credits By Ethnicity (9th and 10th Grade):

	2019-20 (9th grade, 60 credits)	2020-21 9(th Grade, 60 credits)		2019-20 (10th Grade, 120 credits)	2020-21 (10th Grade, 120 credits)
African American	70%	42.30%	African American	57.60%	41%

Asian	95.60%	84.90%	Asian	90.20%	92.90%
Hispanic/ LatinX	61.30%	45.20%	Hispanic/ LatinX	53.10%	44.50%
Pacific Islander	36.40%	31.30%	Pacific Islander	46.40%	20.80%
White	96%	91.60%	White	92.20%	92.80%

In addition, the following grade comparison of Fall Semester grades for the past three years also reveals the impact of the pandemic on our students, as more F grades were assigned in the Fall of 2020-21, 12.5%, compared to the previous two Fall semesters.

Fall Semester Grade Breakdowns:

	A	B	C	D	F	Other	Grand Total
2020-21	43.7%	20.1%	13.2%	7.70%	12.5%	2.9%	13832
2019-20	43%	25%	15%	7%	7%	2%	14071
2018-19	42.7%	24.1%	14.8%	6.9%	8.6%	1.6%	14034

In efforts to manage these impacts, the State of California passed Senate Bill 167 which allows students to request any grade from 2020-21 be changed to a Pass/No Pass. The School District also passed Board Policy 0480 which allows for students to graduate high school with a [minimum of 130 credits](#) instead of the traditional 220. For the class of 2020, 45 students out of 525 graduates were able to utilize the 130 credit graduation option under this board policy (8.5%). This year, so far 8 students have signed Grad. 130 Contracts with 11 pending. Per state law, the district also offers Independent Study (ISP 130) to families who request it; in fact, the district hired an additional independent study teacher at the semester in order to increase capacity. Both the District and M-A increased the options for students to access tutoring with the offering of [Paper](#) as an online tutoring resource and at M-A we added [virtual peer-tutoring](#) to the other tutoring options we offered.

Staffing Changes

Overall, Menlo-Atherton High School and the Sequoia Union High School District have undergone significant leadership changes in the last three years at almost every level.

Administration

Menlo-Atherton has five administrators (one Principal, one Instructional Vice Principal (IVP), and three Administrative Vice Principals (AVP's). In 2019, two AVPs moved on to other positions outside of M-A and were replaced by Emily Rigotti and Nick Muys. Stephen Emmi, the third AVP, has continued to remain a stable force on the AVP Team since he was hired in the 2017-18 school year.

In July 2021, Principal Simone Kennel transitioned to a position at the district office. After an extensive interview process conducted by district and site staff in Spring 2021, Karl Losekoot, our former Instructional Vice Principal, was selected as Ms. Kennel's replacement and started in the Fall of 2021-22. As principal, Mr. Losekoot has been a consistent force in re-orienting students to in-

person learning after almost a 1.5 years of distance learning during the pandemic. Mr. Losekoot focuses on community building in the classroom and ensuring stability and continued rigor for students in our return to in-person learning. Furthermore, Mr. Losekoot has continued the focus on restorative justice and equity work that the school really re-focused on last year during the pandemic.

Further administrative changes happened as Mr. Losekoot transitioned to Principal. Mr. Losekoot's role as IVP was filled by AVP, Emily Rigotti. Tara Charles, former M-A teacher, returned from a position at the District Office and brought a wealth of knowledge about how to support students from various backgrounds and with various learning disabilities.

Though four of the five administrative team members have worked together for just three years, the pandemic allowed the current team to form an incredibly strong partnership as they navigated through the multitude of decisions and structure changes that required them to pivot regularly.

District Changes

Sequoia Union High School District endured much transition in leadership during the height of the pandemic. In October 2020, after serving as Superintendent since the 2017-18 school year, Dr. Mary Streshly resigned from her position as Superintendent. Crystal Leach, the current Associate Superintendent served as the Interim Superintendent for the remainder of the 2020-2021 school year, shepherding the district through the difficult experience of Distance Learning. The School Board then hired Dr. Darnise Williams as the Superintendent starting for the 2021-2022 school year. In addition, the district's Assistant Superintendent of Human Resources, Jacqueline McEvoy, resigned at the end of the 2020-21 school year after serving in this position for six years. The district has since hired both a new Assistant Superintendent of Human Resources, Mr. Todd Beal, as well as created a new position and hired a new Assistant Superintendent of Student Services, Dr. Elizabeth Chacon.

The district office has also seen changes in key support positions over the past three years. The positions of Director of Technology and Information Services, The Information Services Manager, and the Director of Program, Research and Evaluation have all undergone changes. Each of these positions were held by long-term district employees and while these positions as well as all cabinet positions have been filled with excellent people, the challenge is now for everyone to learn each other's communication style, to learn and re-define the ways in which our district operates, and to find new ways of supporting each other.

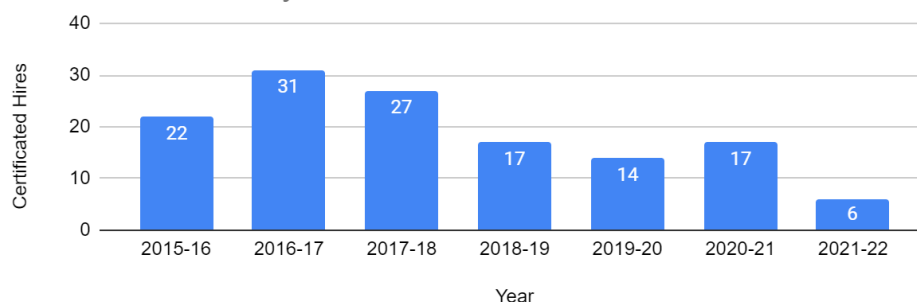
Equity Steering Committee

In 2022-21, M-A formed an Equity Steering Committee, composed of staff representatives from departments on campus including classified staff. Initially, in 2020-21, several staff members formed a group to talk about equity issues in the M-A community; this group became known as [EASE](#), Educators Advocating for Social Equity. This group met twice a month, formed sub committees around important topics such as teaching with and for educators, relationships and climate, policies behavior and discipline, and teaching with and for our students. As we started the 2021-22 school year and returned to our normal bell schedule, M-A wanted to formalize this group as a broader representative body and M-A also had to figure out how to structure time for this group to meet and work; hence, M-A formed the Equity Steering Committee, and this group as been working on inviting new members and identifying a focus area to work on this year.

Certificated Staff

In 2021-22, M-A hired just six new certificated staff members which represented a significant decline in the number of certificated staff M-A typically hires each year. M-A's peak student enrollment of 2,471 was in 2018-19 and for three years prior to 2018-19, M-A was hiring 20 or more certificated teachers each year. Returning from distance learning, M-A's student enrollment dropped to 2,226, explaining at least in part the drop in certificated hiring for the 2021-22 school year. .

Certificated Hires by Year



The start of this year has created the need and desire for staff and students to re-connect, a desire that is consistently interrupted by repeated Covid surges. M-A has tried to address this need by moving staff meetings from virtual, Zoom meetings at the start of the year to small group in-person meetings with a Zoom option for interested staff. These small group meetings, each led by one administrator, created an intimate setting to meet and talk with different staff members and have been a nice addition to our structure. In the second half of the first semester, the administration also started hosting department lunches, inviting departments to come have a non-work related lunch with each other. While the semester ended with not all departments being hosted, the intention is to pick up this practice in the second semester. M-A has also continued the practice of hosting new teacher luncheons once a month, and this year we made sure to invite teachers hired within the past two years.

Additional Site Changes

In addition to the administrative/leadership changes, M-A has seen changes to key support staff over the past three years. Three years ago we underwent a transition as our Intervention support and Mental Health Coordinator transitioned to another school in the district. This role was split into two roles, a separate Mental Health Coordinator and an additional Intervention Coordinator. Most recently we saw the complete turnover of staff related to parent outreach. Our Parent Coordinator for eleven years moved to a district position and our Community Liaison became a School Counselor. This meant bringing in new staff and giving them the time and structure necessary to connect with and build relationships with students and parents. We have also felt the impact when key individuals who held responsibility over specific tasks transitioned out of the school, staff who have been key organizers of events like College and Career Day or articulation with feeder schools.

New Courses

Core Content Course Offering Updates

M-A has made significant changes to core course offerings which have allowed greater access to A-G courses and streamlined course offerings so that there is less stratification within levels, especially in the freshmen year.

In 2019-2020, M-A stopped offering Advanced Integrated Science, a non A-G science course for students who were reading below grade level, and instead enrolled all freshmen students into Biology. This means that roughly 100 more students each year are gaining access to A-G content when they were not prior to 2019. This also means that more students are taking Chemistry to complete the high school graduation requirement rather than simply taking Advanced Integrated Science and Biology to meet the two year requirement. Grade data comparisons between the Fall of 2018 and 2019 revealed that the percentage of freshmen earning a C or higher in science was slightly higher in the Fall of 2019 (70% compared to 68%), and the percentage of students earning a D or below was the same each year, at 25%.

Also in 2019-20, M-A piloted an Algebra Initiative course where students who would have taken Algebra Readiness, a pre-Algebra course and not A-G, were instead placed in an Algebra class. In this pilot, roughly 40 students who would have taken the Algebra Readiness were instead placed directly into an Algebra, an A-G class, where teachers were supported with smaller class sizes and in-depth professional development regarding student centered instructional strategies. In 2020-21 all students slated for Algebra Readiness were instead placed Algebra, and Algebra classes were aligned to new “initiative” principles: focus on key concepts instead of broad coverage, presenting students with contextualized math problems, creating student centered classrooms, and balancing rigor between procedural math, application, and articulation of learning. Fall Grade data of 2020 reveals that of the 72 identified students that would have traditionally entered Algebra Readiness, 60% of these students passed Algebra with a D or higher and 24% passed with a C or higher. District-wide data regarding students that were part of the initial Algebra Initiative Cohort in the 2019-20 school year reveals that these students are scoring slightly higher on our district wide Interim Comprehensive Assessments (ICA's) in the three categories of procedures, application and problems solving, as well as articulation.

In the 2021-22 school year, M-A replaced World Studies I with [Ethnic Studies](#) as the core freshmen level Social studies course. As part of this transition, students who were previously excluded from World Studies, ELD students and students in English Intervention classes, are now enrolled in Ethnic Studies with their peers. Also in the 2021-22 school year, M-A introduced the new [Multicultural Literature and Voice English I](#) course (MCLV), which replaces both the previous English I and AS English I courses. The new course was designed to provide both access to content as well as rigor for all students.

Together, with the Biology course, Ethnic Studies Course, Physical Education classes, and new English course, M-A has created a common 9th grade experience for all students. The experience of taking similar classes with students who come from a variety of feeder schools and communities creates opportunities for students to learn how to communicate with each other, both listening to voices that present different perspectives and also learning how to voice their own perspectives. The courses also provide the opportunity for all students to feel that they belong to the same community no matter the experiences they bring with them into M-A.

And finally, in the 2021-22 school year, M-A also enrolled all students in our new NGSS aligned sophomore Chemistry course as opposed to enrolling some students in AS Chemistry and others in Chemistry, yet another effort in ensuring more students have access to A-G content with less tracking for lowerclassmen.

Elective Course Offering Updates

In addition to the changes in our core courses above, M-A has made changes to elective offerings as well, with the goal of creating both more access to upper level courses for all students and also with the goal of creating more classrooms where students from different backgrounds are learning together.

In 2020-21, for example, M-A started a new AP Psychology course. In 2020-21 we offered one section of this course and in 2021-22 we now offered two. With a push to encourage AVID students to take this course along with other students who may not take traditional AP courses at the school, the course's demographic makeup of 28.5% LatinX students who take this course compared to average of 14% in all AP courses, is starting to better reflect the demographics of the wide student body. Also in 2021-22, the science department revised its Physics pathway, replacing AS Physics with AP Physics 1. The new AP Physics 1 course has a lower math prerequisite, making it more accessible to students, and the course also allows for students to take AP Physics 1 after taking Physics, following a [Physics Pathway](#) that did not exist before as the previous AS Physics class was considered an honors version of Physics. M-A has also brought back AP Spanish Literature which brings together a population of Native Speaker students who have moved through our Spanish Program with students who have been in Spanish immersion programs through their middle schools.

Two other AP courses that began being offered are AP 2-D Art & Design (Photography) and AP 3-D Art & Design (Ceramics), making these art courses become 3 to 4 year options for students to grow in one specific art. Students who choose to continue on these paths, often retain the same teacher during those years, creating a safe space and bond as the students grow.

One of the most exciting courses we began offering in 2019-20 was Latin American Studies, which brings together students who have either completed Spanish III or are currently enrolled in our ELD program for newcomer students. The class is taught in both English and Spanish and provides a unique opportunity for students who come from different backgrounds to learn together. This year, in 2021-22, we are also offering a new elective, Foundations of Social Justice, as a course which again attracts students from a variety of backgrounds and provides relevant and engaging curriculum and instruction.

And finally, in 2020-21, M-A increased the capacity for students to complete a CTE pathway in Arts, Media, and Entertainment by opening additional sections of CTE advanced Filmmaking and CTE advanced 3D and Digital Design. Opening additional sections has created the capacity for students to take both an introductory level course along with a capstone course later in their high school career. Each of these new elective courses, along with many of the changes to our core 9th grade courses, helps to address the WASC visiting committee's concern that, "Teachers, administrators, and counselors need to devise ways to increase access to higher level classes for traditionally underserved and underrepresented students in a more equitable manner to ensure that all students have access to the entire program of available classes."

Complete list of new courses and course expansions since our last WASC visit in 2018-19:

- Collapsed Advance Integrated Science and moved all students into Biology (2019-20)
- Algebra Initiative Pilot (2019-20)
- New AP Photo course (2019-20)
- New Latin American Studies Course (2019-20)
- Collapsed all Algebra Readiness and students enrolled in Algebra (2020-21)
- New AP Psychology course (2020-21)
- Expanded CTE sections for Advanced Filmakign and Adv. 3D and Digital Design Courses (2020-21)
- New Multicultural Literature and Voice Course replacing English I and AS English I (2021-22)
- New Ethnic Studies Course for 9th graders, replacing Modern European History (2021-22)
- New NGSS aligned Chemistry course (replacing Chemistry and AS Chemistry (2021-22)
- New AP Physics I course replacing AS Physics (2021-22)
- Brought back AP Spanish Literature (2021-22)
- New Foundations of Social Justice Course (2021-22)

Technology One-to-One

M-A, as have all schools in the Sequoia Union High School District, moved to a one-to-one device policy starting this year in 2021-22. This move made sense coming after a year of distance learning where staff and students learned and became more comfortable using a variety of education platforms, such as Canvas, Google Applications, Pear Deck, Padlet, and Jamboard.

The transition to a one-to-one device policy was aided by the fact that many returning students already had a school device which was checked out to them during Distance Learning. The District Office then purchased enough Chromebooks for the freshman class and created a [One-to-One/Bring Your Own Device policy](#). Students could bring their own device or check one out from the school. The transition has gone well, with some hiccups around students coming to school without their Chromebook and the school needing to create a system where students can borrow a Chromebook for the day. We started the year by having several locations where students could check out a Chromebook for the day, but we are transitioning to placing a few Chromebooks in every classroom for staff to loan out for that period.

The transition to one-to-one also meant that there was less of a challenge for staff in securing devices for a class period. Now teachers and students can count on Chromebooks being available for every lesson, and students have more equal access to technology outside of the classroom. The transition also means that staff are relying on and are teaching students the digital skills necessary for the 21st century, as shown in this [before](#) and [after](#) example from an English Teacher.

Updated Student Support Services

The structure and capacity of support services has also undergone major transition in the past three years. Starting in 2019-2020, for example, the district split the Student Support and Mental Health Services Coordinator into two distinct positions and created a Mental Health Coordinator position as well as an Intervention Coordinator position. This important split meant that we could expand and streamline the mental health services on campus as well as use the Intervention Coordinator to focus on supporting students who are struggling academically. Because of the high demand for 504 plans at M-A, the Intervention Support Coordinator focuses much of her attention in this area as she manages all of the requests for 504 plans as well as helps to support students who need a high

level of support through their 504.

Both the Mental Health Coordinator and the Intervention Coordinator work closely together to provide a variety of services for students, such as zero period and after school support groups for students who need to develop their executive functioning skills, mindfulness workshops and managing stress workshops. The two coordinators requested a larger space for the 2021-22 school year and had the vision to create a place for students to come and de-stress if needed as we return to in-person learning. They were granted a large classroom in the front of the school which quickly became the “Zen Den,” a place to hold student groups, a safe and quiet space to calm down or manage anxiety, and a place to check in and request to talk to someone. So far in the first semester of 2021-22, the Zen Den has been visited over 1900 times by roughly 450 individual students. The Zen Den is also occasionally used as our Small Setting Testing Center, where students who need extra time or need to test in a small setting can come and take their quiz or test. This, too, has become an invaluable resource, one we have provided since 2017.

As mentioned earlier, M-A has significant transition within our parent support staff. During this transitional period, M-A has also worked to expand these services. Starting this year, M-A hired one Community Liaison and offered benefits in conjunction with the position as one way of slowing down the constant turnover we have experienced in this role. M-A has also expanded this role by hiring an additional Community Liaison to work with our Pacific Islander Community and is paying a Paraprofessional some additional hours to work with our African American Community. The Community Liaisons have focused on building relationships with families and students on campus, working with student caseloads in the case of the two full time community liaisons, and working to invite families to focus group meetings.

M-A also continues to offer a robust after school homework, writing, and tutoring center. These centers are staffed with M-A teachers and paraprofessionals who provide access to tutoring for all students in each specific subject. So far this year, these centers have had over 1600 visits. In addition, this year M-A's librarian has expanded the tutoring program by creating a peer tutoring option for students, which is offered during Flex. Of the 22 volunteer students, several of them opt to stay after school as a support to their fellow students. M-A along with the district as whole, is now also offering online tutoring in all subjects through [Paper](#), a tutoring application that provides real time tutoring in all subjects and in multiple languages. Students can access Paper at any time and from the comfort of their own home.

In addition, M-A continues to work with a series of community based partners in service of our students. The 49ers Academy has added a case manager and hence has increased their capacity to work with additional students, providing case management support, after school tutoring and activities, and supporting communication between the school and families. The Boys and Girls Club also continues to work with the M-A community, providing staff members to organize intramural soccer at lunch time, case management for students who attend their clubhouse, as well as hold after school activities. The Boys and Girls Club in East Palo Alto has also agreed to be a place where students can go when on suspension, a place where students can access tutoring, counseling, and restorative services and we are developing a referral process. This semester, we are beginning a working relationship with Peninsula Conflict Resolution Center, PCRC, to provide a part time staff member who can offer restorative justice services to students and staff on campus. PCRC will help us evaluate our current discipline practices with an eye towards where we can be more restorative, in addition to providing support for restorative conversations between students, students and staff, and families. We look forward to starting this relationship in the spring of 2022.

III: Engagement of Stakeholders in Ongoing School Improvement

Menlo-Atherton is committed to engaging all stakeholders in the WASC process and to reflect on school progress. These stakeholders include certificated and classified staff, parents, and students.

For this midterm report, stakeholders began reflecting in Spring of 2021 after a tumultuous transition to distance learning. The initial reflection and review of the plan was online through Zoom and involved some newer staff who had never been physically on campus. The process began in May of 2021 with an all-staff Zoom during which breakout rooms were used to review the WASC reporting committee's recommendations for Menlo-Atherton's strengths and critical areas of follow-up. The Fall of 2021 saw a return to in-person work and the midterm progress work was completed with the input of all staff members – certificated, classified, and administration- over the course of several meetings including [two minimum day afternoons](#).

For the 2021-2022 school year, work time was arranged for several minimum days already on the calendar in order to find a balance between staff just transitioning back to in-person and ensuring a comprehensive and accurate report.. The first discussion was in department meetings. The second meeting was in self-selected heterogeneous collaboration groups formed in the fall of 2021 but expanded to include classified and support staff. To ensure the input of all stakeholders, paraprofessionals were included in groups with the teachers they support. The student support service group included Vice Principal secretaries, and the campus climate collaboration group included campus aides and Vice Principals. In addition, one meeting specific to paraprofessionals was held to ensure their voices were equitably represented.

During these meetings, staff were offered the opportunity to review all action items and give input with requested responses to targeted questions based on their role at the school as outlined below:

Which questions do I prioritize given my role?

All teachers: 1, 3, 4, 7, 8, 9, 13, 14, 21, 22, 23

(Additional questions for specialized roles are below)

- **CTE department:** 2
- **Department Chairs:** 4, 5, 14, 18, 21
- **BRT/ELD Teachers:** 5, 10, 12, 13
- **Shadowing Coordinator:** 6
- **Freshman Transition Coordinator:** 6
- **Academic Resource Teachers:** 5, 15, 16, 17, 18, 19, 20, 21
- **Homework Center Coordinators:** 12
- **Paraprofessionals:** 16, 17, 21, 23, 26 & Goal 3 Feedback (at the end of the Goal)
- **Classified staff (GIS, Secretaries, Campus Aides, B20 staff):** Feedback at the end of each Goal
- **Bilingual IA's & BRT:** Primarily Goal 2 and #'s 5, 10, 12, 13
- **MTSS Team:**
- **Admin:** 2, 3, 5, 6, 11, 12, 13, 14, 20, 21, 22, 23, 24, 25, 26, 27, 28
- **School Counselor:** 2, 5, 12, 19, 20
- **SAAP Coordinator:** 6, 12
- **504 Coordinator:** 5
- **College & Career Coordinator:** 16, 19,

COVID and our move to distance learning has made obtaining data through traditional means such

as the CAASPP exam challenging, and the experience of distance learning has also made comparing data such as GPA, credits earned, as well as graduation data from year to year less helpful in recognizing long-term trends. Given these challenges, staff were asked to focus on our progress in meeting action items associated with each of our four school goals as opposed to broader data trends over time.

To ensure parent and student voice in the process, our Shared Decision Making Site Council (SDMSC) had 4 meetings to discuss each of our WASC goals, our progress on action items under each goal, as well as brainstorm additional ideas for positively impacting each goal. Additionally, Principal Losekoot met with parents of our significant subgroups, holding small group meetings with African American families as well as joining our ELAC meetings in order to solicit information as to how M-A can better serve their families. Principal Losekoot also held regular lunch time meetings with different groups of Long-Term English Learners, again asking questions about their experience as students at M-A and ways we can improve upon that experience. M-A has also been working with a parent group, Families at the Table, to brainstorm ways of reaching out to and engaging more families to be an active part of the M-A community. Lastly, at the district hosted [Community Engagement Night on January 5](#), a wide range of community stakeholders provided [input](#) as to the ways we can improve related to our critical learning needs.

Once responses from all groups had been collected, the WASC team, made up of the IVP, Principal and WASC coordinator, compiled the report, with the support of a variety of staff members who added comments and clarifications. Staff were asked to document progress on each action item as well as needs for next steps. In a [follow up meeting](#), collaboration groups met and reviewed the compilation of responses being drafted for Section IV and filled out a [Google form](#), giving responses, feedback and corrections. As the report was being developed, key staff members were assigned items which needed clarification or development. Department Chairs also reviewed for accuracy, adding comments and feedback which were integrated and addressed before the report was submitted on January 20th, 2022.

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

Action Plan #1

A-G Eligibility and College and Career Readiness

Critical Student Learning Need 1	<i>Increase the number of students college and career ready and A-G eligible with a focus on our subgroups of African-American students, Pacific Islander students, Hispanic/Latino students, students with special needs, and EL/RFEP students.</i>
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M-A continues to make progress with regards to increasing the number of students who are A-G eligible, with A-G eligibility rates increasing each of the past four years from 62.4% in 2018 to 67.4% of the graduating class of 2021. M-A has increased access to A-G courses and provided staff professional development in order to support instruction that is accessible yet rigorous for all students. M-A still has work to do when it comes to promoting career pathways and increasing the A-G eligibility of our significant subgroups.

Action Item 1: Teachers will complete district Constructing Meaning training through EL Achieve

Since the Constructing Meaning program training was implemented in 2017, [72% of Menlo-Atherton's certificated teaching staff](#) completed the Constructing Meaning, a 3-day training through EL Achieve. Each year since 2017, on average 15 more teachers (mostly new staff to M-A) completed Constructing Meaning, though, this academic year, there have been few opportunities for staff to complete the training. Using Constructing Meaning strategies results in all students having a common foundation for participating in class. In classrooms using CM strategies, teachers report seeing more equal representation in student success and participation as compared to previous years. Next steps will be to continue training staff and to support best practices for staff who have been trained.

Action Item 2: Promote CTE pathway with a focus on concentrator and capstone courses and create tracker to measure CTE pathway completion

This action item includes the Visiting Committee's recommendations that "the school should continue to promote the CTE pathways and consider options for increasing enrollment in CTE concentrator and capstone courses, in order to engage students and increase indicators of college and career readiness." In order to promote the pathways, the CTE department is collaborating to create a closer partnership with the counseling office. This partnership has resulted in an increase in student awareness of multiple post secondary options as well as improved CTE Pathway completion rates and increased enrollment across CTE classes.

Counselors have provided sophomores with the SUHSD College and Career Planning Guide. With this guide, students and counselors review A-G, CTE pathways, and career assessments so that students discover interests found through CTE pathways. Counselors have also enhanced their

[class presentations](#) to include multiple postsecondary options. Additionally, College Advisors added a visit to all US History classes, including US History LEP for fall and spring visits. These presentations ensure that all students have exposure to post secondary options. These changes have expanded student understanding of postsecondary options, and addressed the Visiting Committee's recommendation that the school "promote CTE pathways".

The district has designated 3 levels, Introductory, Concentrator, and Capstone in the CTE pathway sequence; however, in actuality, most students only have time to complete two courses during high school. Lotteries have been conducted in years when there is high demand for CTE classes to limit the number of students. This issue makes it difficult to identify which students could have completed the pathway if they were allowed to take the class when initially requested. In response, the CTE department has increased capacity for students in digital media arts by opening up an additional section for advanced students. The CTE Department also arranged for Woodshop I & II and Architectural Design I & II to count as a complete pathway so that all CTE programs currently meet the minimum 2 year Concentrator/Capstone Pathway. This allows students to complete a pathway within the constraints of their schedule and gives more students access industry-leading career opportunities.

Additionally, the CTE department tracks the level of completion of students within the department in order to analyze the level of success and the need for recruitment and school support. Multiple instructors in this department are in the process of partnering with local community colleges and developing additional dual enrollment classes. This will leverage student course completion to count not just for high school but for college as well, increasing the A-G eligibility of students.

Action Item 3:

Continue schoolwide training on targeted instructional strategies and supporting students of all levels. Continue data-driven discussions about the impact of multiple levels of classes at the same grade level.

Continue schoolwide training on targeted instructional strategies and supporting students of all levels.

In 2018-2019, all staff participated in [PD training](#) on [9/6/18](#) and [10/14/18](#) which included how to teach [focused notes](#) and how to develop open-ended rigorous prompts. In 2020-2021, all teachers were [offered PD](#) which helped prepare them to deliver an accessible and rigorous curriculum virtually, with each topic pertinent to differentiating instruction and serving LTEL students. In the spring of [2021-22](#), [options included](#) providing teachers the skills necessary to differentiate instruction. Instructional strategy PD has increased consistency between classes and departments, ways to show understanding, and technologies which have made accessing content more equitable for students.

In addition, Biology, Chemistry, and Physics teachers have all participated in NGSS training meant to make science content more inquiry based. Teachers from multiple departments have participated in Standards Based Grading (SBG) Training offered by the site. Algebra and Geometry teachers have participated in district Math Initiative training, meant to guide teachers in making math content accessible and rigorous for all students, in addition to continued release days for planning and alignment purposes. Ethnic Studies teachers are participating in release days and PD in order to develop content which reflects our demographics. Overall, our PD both at the site and district

level is differentiated to meet the varied needs of teachers as well as developing content accessible and rigorous for all students. Targeted instructional strategy training has impacted student achievement as evidenced by the integration of these strategies by multiple departments. The following highlights the work of our departments.

Math

The math department has been actively integrating instructional strategies. For example, in 2018, the math department formally developed the vertical alignment plan which maps key standards through our course pathways. This work has been especially beneficial as the new curriculum of the math initiative and analysis concepts in Algebra I and Algebra II is implemented. Algebra and Geometry teachers have actively participated in district initiative training, learning more about strategies such as math talks and language routines. Collaboration between these teams has allowed the development of vertical instructional strategies to increase student preparedness for content taught at each level. In addition, math Constructing Meaning cohorts have assisted with language support in math classes.

Science

Professional Development trainings have provided many members of the Science team with tools to design lessons that are NGSS-aligned, standards-based and both challenging and accessible to heterogeneous classes. Teams in the Science Department are having deep discussions about assessment data. These have resulted in, for example, the Chemistry team finding that the implementation of standards based assessments resulted in fewer students failing them, and students almost always improving their performance when they could reassess. As a result of implementing standards-based grading, teachers report an increase in the number of students who meet and exceed the standards and grades have improved in almost all classes.

English

The biggest change in the English department has been at the 9th grade level. As a result of data driven discussions (Action Item #3), we have detracked 9th grade English, and have implemented one class for all 9th grade students in Multicultural Voice and Literature (MCLV), except for students in Intervention. The impact on students is increased diversity and access to high level, differentiated, and rigorous curriculum, with universal supports. With a more heterogeneous and diverse class environment, students are exposed to a variety of perspectives, which has increased the rigor of the course content. Having this equal access allows students to make more informed choices about selecting College Prep, Advanced Standing, or Advanced Placement English classes in the future.

The MCLV team has created common rubrics and calibrated grading styles, using a form of SBG. The team also uses common assessments and implements the same final assessment for each unit, which measures a specific set of skills designated by the Common Core State Standards. Reviewing similar assignments and quizzes from previous years shows that scores from AS classes are comparable to the scores of our detracked classes this year. Vertical alignment allows for the sharing of information with the 10th grade teachers. Teachers in all levels of English have implemented instructional strategies which have improved support for all students.

Turnover in the ELD program has allowed the new ELD team to restructure and calibrate through the instructional strategy trainings, strengthening the consistency of best practices. ELA has focused on [more collaboration in ELA I](#) so that student experience is more united and cohesive because of their collaboration.

Social Studies/History

The Social Studies/History Department continues to work towards its goal of getting all teachers trained in Constructing Meaning in order to support all students, with a focus on English Learners and students with IEPs. 13 out of 17 teachers have been trained with an additional 2 teachers pending completion who will receive training during the spring semester so that lessons develop students' reading, writing, and critical analysis skills.

As of August of 2021, the History department has instituted a new course, Ethnic Studies, a required course for graduation for all 9th grade students starting with the class of 2025. In previous years, some students were excused from taking a 9th grade history class as their schedules were full due to intervention and support classes. This meant certain demographics were excluded from the 9th grade curriculum and entered the 10th grade lacking historical analysis and critical thinking skills. Ethnic Studies was designed to teach all 9th grade students the skills to critically examine local, national, and global histories through the lens of race, gender, and class. The curriculum focuses on intersectionality of identities and diverse narratives to be inclusive of all student experiences. Research has shown that Ethnic Studies courses can boost students' academic performance and attendance, increase their overall engagement in school, improve graduation rates and increase the likelihood of students enrolling in college.

Interdepartmental/Elective

In AVID, equitable grading modifications, which the whole AVID team reviews quarterly, are based on self collected data regarding specific students, their academic and social/emotional strengths and weaknesses which allows for personalized support of students enrolled in the program.

Paraprofessionals

Paraprofessionals report attending a wide range of trainings which include deescalating conflict, ways to address SEL, behavior management, ways to communicate with students and map their graduation path, as well as trainings on M-A's methods of instruction such as the computer based English Intervention program and Canvas.

Continue data-driven discussions about the impact of multiple levels of classes at the same grade level.

M-A has already implemented significant actions as a result of discussions since the visiting team was here last. One of the most powerful changes came from addressing Critical Learning Need #1 and the Visiting Committee's recommendation that the school devise ways for students to access higher level classes. Since the last WASC visit, all 9th grade students have heterogeneous core classes. Freshmen are enrolled in Ethnic Studies, Biology, Algebra and Multicultural Voice and Literature with the intention of setting a foundation of equity as students enter M-A's community. This has resulted in classes that are overall more diverse academically and culturally.

While past practice has been that students were tracked by skill level, this new approach, combined with standards based grading in some classes, allows "access to higher level classes for traditionally underserved and underrepresented students in a more equitable manner to ensure that all students have access to the entire program of available classes". This new approach is expected to impact following years as students build community in their 9th grade classes, increasing the comfort with the curricular challenges and their peers, both of which have been reported by underrepresented students in the past as deterrents to enrolling in advanced classes. 9th grade English teachers have observed that students from all backgrounds across classes seem to be more engaged with each

other.

In math, more students are enrolled in Algebra I (which is A-G) instead of the now eliminated Algebra Readiness (which was not). This means that more students are now enrolled in Geometry as sophomores and Algebra II as Juniors, improved from when students in Algebra Readiness took two years to complete Algebra I. Cross-curricular support has been added with a dedicated math literacy teacher who pushes into Intervention English classes. Action has also been taken in other grade levels; the Algebra II team has compiled and is implementing performance tasks (similar to SBAC task) which provide students appropriate access to rigorous problems and develop their ability to communicate their mathematical thinking. Additionally, this year the students in the Finite Math course are qualified to take AP Physics as they are presented with the necessary trigonometry to help them succeed in their Physics course.

In another change, the math content in AP Physics 1 has been adjusted compared to the previous AS Physics course to allow a wider range of students to access the course. Previously students were required to be concurrently enrolled in Pre-Calculus, whereas now students only need to have completed Algebra II and be concurrently enrolled in Finite math. The majority of students in Finite Math have been successful in AP Physics 1 as reflected in 1st semester grades. The result has been an increased enrollment of traditionally underrepresented students. These students, along with others who would never have taken an advanced science course, are performing on par with the course expectations as evidenced by student assessment data on tests, lab reports and overall course grades. Student demographics of the course are improved, however we will continue our efforts with the intention that it will match the demographic distribution of school.

Action Item 4:

Establish target goals by department that address alignment to Common Core State Standards/NGSS in each subject/course with the appropriate rigor. Once goals are established, increase vertical alignment of these goals between courses.

Math

The math department has created a vertical alignment chart which it has been using for approximately three years. This chart was highly useful during distance learning and was regularly modified to reflect content and curricular adjustments. The department has compiled and is implementing performance tasks at all levels of Algebra II which include real-life contexts of the problems, and prepares them for the SBAC performance task. Combining these assessments with the School City question bank ensures assessment questions are aligned to the standards and different levels of Depth of Knowledge. Aligning with Common Core standards and vertically aligning with other sections of math has refined the content of Finite math to reflect what they have already learned and what they need to be able to do. Students were more successful on the Semester 1 final than at any point in the past, evidence the [content aligns](#) with what they learned in Algebra II.

Science

The science collaboration teams have developed standards based curriculum and assessments aligned to the Next Generation Science Standards as well as provided rubrics for each standard. Assessments focus directly on content presented in class through hands-on activities, collaborative work, and labs. These assessments provide guidelines while remaining open-ended enough that

students have multiple ways to illustrate level of proficiency. In previous years, vertical alignment was the focus of several department meetings. This included discussions about which Science and Engineering Practices were most critical for students over different years through different science classes as well as best practices for how to best teach the cross-cutting concepts (NGSS). Teachers explicitly communicate what the cross-cutting concepts and science and engineering practices are and how to use them by planning lessons around these concepts and practices. Cross-cutting concept cards are now available for students to use in specific lessons to help guide discussions.

English

English collaboration teams have been working to create common assessments and rubrics that can be used across levels. Additionally, collaboration teams in the department are aligning standards across grade levels, with the goal of increasing targeted instruction on specific skills, particularly in regards to writing. For example, all levels of English III are using data from their rubrics to inform support for students and to ensure the standards focus on appropriate rigor. Students can then show their mastery through multiple formats. The AS English II team has developed multiple essay assignments based on diverse texts which vertically align with skills taught in Multicultural Literature and Voice and help create a smooth transition for students moving into AS English II. The department has discussed using common language to describe writing skills for more consistency.

Social Studies/History

The Social Studies department has administered a writing assessment which is focused on grade level CCSS for writing. This collaboration group reviewed the results of high, middle, and low scores, and discussed common strengths and weaknesses. Vertical alignment work will focus on the goal of creating a set of grade-level expectations for writing skills. The 9th grade Ethnic Studies team has created common assessments using the same CCSS standards to assess. They have already completed one assessment and have discussed what went well and what could be changed to meet the needs of our diverse learners. The MEH team is developing curriculum that is engaging for the new 10th grade course that will be taught next year, based on the discussion with 9th grade teachers.

World Language

The World Language department is slowly integrating some SBG practices in anticipation of receiving formal training. They have added a reassessment form for lower level classes which provides both rigor and support for students in their mastery of the discipline. Team members work together to develop strategies and documents to support the levels of language before and after their own courses.

Action Item 5:

Establish a working group to track progress of and support specific subgroups in the areas of: Grades/GPA Credits CTE Pathways completion, Graduation rate, A-G

This action item is a work in progress. Currently School Counselors review data and identify students who would benefit from intervention; in meetings with students they are referred to appropriate resources such as our homework and tutoring centers. This data is also reviewed each year by our Shared Decision Making Site Council as they review the [School Plan for Student Achievement](#), but this group provides more schoolwide feedback as opposed to using such data to provide targeted support for students..

The IVP, Department Chairs, and teachers also review grade data yearly and attempt to identify department trends and also to review grading practices and policies in classes and departments. Departments are asked to use the [Guided Review of Grade Data](#) to have conversations about grade data. Next steps will be to form a broader task force which can review data from different perspectives and make school wide recommendations regarding course pathways, identify areas for needed student support, and encourage reflection around classroom best practices.

The AVID program serves many of our subgroups and has both an M-A program specific group and a site team. The AVID core team meets once every three weeks to discuss program initiatives, troubleshoot, plan, and calibrate to ensure students remain A-G eligible. Academic contracts and a probation system for example, are used to intervene when a student is struggling to help them improve. Additionally, the AVID Site Team meets quarterly to review program-wide grade data, analyze overall trends, and discuss opportunities for students and staff to close the opportunity gaps experienced by our students. The AVID Site Team is composed of AVID teachers, core subject teachers, staff, counselors, administrators, and occasionally parents and students.

Action Item 6:

Continue articulation efforts with middle schools with a focus on: - Content skills necessary for high school

Articulation efforts with middle schools have been significantly impacted by changes in leadership on campus and at the district office. The district's Data Coordinator, who organized articulation between M-A and Ravenswood, retired. Additionally, one of the guidance advisors who helped facilitate articulation transitioned to another school. Thus, the articulation effort is being restarted.

An articulation committee created in 2020-2021 saw the SAAP coordinator, Intervention Coordinator, Parent Coordinator, BRT, and a school counselor [having regular communication](#) with Ravenswood Middle School. These meetings focused on the immediate and important need of communicating around summer transition programs, registration processes, and course selection. One result from these meetings was the organization and publication of "drive through" address verification and summer Compass registration in the spring of 2020.

In addition, the Academic Resource department continues transition meetings during which students are offered the Compass summer program, our primary transition program for incoming 9th graders. There are also departmental times of articulation, such as Algebra teachers meeting with math teachers from Hillview, or English teachers from M-A collaborating with English teachers from feeder schools around the course outline and expectations of our new Multicultural Lit and Voice course. Now that schools have returned to in-person learning, re-engaging in articulation around content skills and developing on-going systems for such articulation to occur are important next steps. The impact of this articulation is expected to create support for students as they transition from middle school to a comprehensive and unfamiliar high school.

Action Item 7:**Continue implementing Instructional Rounds to observe best practices and depth of knowledge and student engagement.**

Distance learning reduced instructional rounds significantly; however, when they were occurring, they benefited students by increasing teachers' toolkits of instructional strategies and content. Prior to the pandemic, M-A had completed introductory instructional rounds in World Language, Math, English, and History, introducing the concept to teachers and using the practice to generate reflection and discussion around potential areas for focus and improvement in each department. M-A also organized [instructional rounds with department chairs](#) to look at instruction across subjects.

The Science Department was able to have a cycle of instructional rounds. Participating Biology teachers agreed to focus on building quality student-to-student interactions through warm up activities, observed these interactions through a 3 cycle [instructional round process](#), debriefed what they saw, refined practice, and participated in additional instructional round observations. These teachers remain focused on structured student talk and meet as a team regularly to norm grading practices and maintain equity. This process proved to be a substantive professional development opportunity for staff. Pre-pandemic, Algebra teachers were scheduled to go through this process, so the goal is to return to this practice as the return to school stabilizes.

Action Item 8:**Develop homework best practices by department**

All departments have had multiple discussions regarding best practices around homework, through the lens of equity. Most departments have implemented some strategies based on the review of rigor mentioned in Action Item #4. The resulting impact has been that homework given to students is more likely to be intentional and strategic than "busy work" which results in less stress on students who struggle to do homework and less stress on teachers for grading homework. The MCLV team, for example, decided to limit homework mostly to required reading. Other departmental examples are following:

Some Math teachers have implemented homework policies such as the opportunity to turn in late work, and reward students for effort on homework but do not penalize them for not completing it. In addition to these approaches, some teachers offer multiple opportunities to show mastery of standards, supporting students who tend to struggle.

Some Science courses provide reassessment opportunities which allow for deeper understanding and more equitable grading practices for all students, including students who are underrepresented, students with IEPs, and EL students. For example, Biology teachers have been making accommodations to ensure equity by giving decreased amounts of homework, allowing late work in addition to offering student voice and choice in completing assignments, focusing grades/evaluation more on summative assessments, and providing online make-up activities for absent students as well as alternative assignments.

The Social Studies department participates in the school-wide process of reviewing the distribution of grades within the department. The Social Studies team collected a survey on homework to assess student mental health and the best practices within the department. All of the data analysis focused on the balance of course work and mental health and the department intends to look further into

implications.

Many of the teachers in the World Language Department, in response to a training on “the power of zero”, introduced a no zero policy for homework completion to support students. Spanish for Heritage Speakers teachers are consistently evaluating the effectiveness of homework assignments and modifying them accordingly. Everything is posted in Canvas in advance, so students have the ability to manage their own time. They accept late work with no penalty, only grading for demonstration of knowledge. As compared to last year's grades, this year's grades show marked improvement. They are confident students' grades give a better assessment of student knowledge/ability. Next steps are to examine the retake policy in collaboration with students', teachers' and case managers' feedback as well as review of the standard based grading policy with the entire World Language department.

Action Plan #2

Increase Performance of Long-Term English Learners, with a Focus on Our Hispanic Subgroup

Critical Student Learning Need 2	<i>Increase the performance of Long-Term English learner (LTEL) students with a focus on our Hispanic subgroup. Our main targets will be in GPA, credits earned, A-G completion, graduation rate, CAASPP.</i>
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For Learning Need 2, the SPSA includes 8 action items. Progress, evidence, impact and next steps are documented below, including references to the VC recommendation that “teachers, administrators, and counselors need to devise ways to increase access to higher level classes for traditionally underserved and underrepresented students in a more equitable manner to ensure that all students have access to the entire program of available classes”.

The rate at which Long Term English Learners are meeting A-G eligibility has remained steady for the past two years, at roughly 20%, which is a growth from the 12% of the graduating classes of 2018 and 2019. Still, it is clear that Long Term English Learners were negatively impacted by the experience of Distance Learning, especially freshmen LTEL students where only 29% earned 60 credits in the 2020-21 school year versus 47.9% of the freshmen class in 2019-20. M-A's efforts to directly address LTEL students were also impacted by the pandemic and our need for staff to transition to teaching virtually. For the start of 2021-22, M-A has had to review what defines an LTEL student and what their needs are, as well as making LTEL student success and engagement a top priority.

Action Item 9:
Teachers will complete Constructing Meaning training at the district

See Goal 1, Action 1

Action Item 10:**Implement pilot of ELD co-taught bio and ELD co-taught history for students in ELD 3**

In conjunction with the district and Stanford, M-A implemented this action item for two years, both in Biology and US History classes. Two teachers worked together to teach one section of Biology and another two teachers taught one section of US History as seen in the [Master Schedule 2018-19](#) and the [2019-20 Master Schedule](#). Students from ELD III who were slated to take these courses then were randomly selected to participate in these classes; the students who were not selected took the traditional LEP version of these classes. Two years of data revealed that students were not as successful in the co-taught classes versus the LEP courses and the program was discontinued.

Action Item 11:**Increase on-campus schoolwide teacher training on differentiating instruction and components of rigor**

In 2018-2019, all staff participated in [training](#) during [staff meeting](#) time which addressed topics such as how to teach students to take [Focused Notes](#) and how to develop open-ended, rigorous prompts for students. For further training, in 2020-2021, all teachers in the district participated in [professional development](#) to prepare teachers to deliver curriculum virtually with each topic pertinent to differentiating instruction so that it would be both accessible and rigorous for all students and specifically LTEL students. In the spring of 2021-22, teachers also participated and chose from [professional development options](#) geared towards providing teachers the skills necessary to differentiate instruction. Results of this training can be found in many departments:

Equitable engagement has been a focus for all professional development, such as the new Ethnic Studies course which reflects our student demographics and has teachers participating in release days organized by the district office. Additionally, teachers of Biology, Chemistry, and Physics have participated in NGSS training with the intent to make science content more inquiry based so that students can engage despite their language proficiency. Our Science teachers have even become leaders in the district in the implementation of NGSS, [here](#) is an example of our Science Department Chair sharing best practices that promote rigor and access with Carlmont High School's Science teachers. Students in core science courses are also grouped heterogeneously and are switched often so they have many opportunities to work with a variety of peers. All students have shown improvement in reaching the standards, regardless of their background and ability. This is reflected in the quality of student work and assessments.

To raise engagement in math, Algebra and Geometry teachers have participated in the district Math Initiative, making math content accessible and rigorous. Math Talks and Problems Of the Month are intended to meet students at their current level of math proficiency. These classes also incorporate math language routines, which are intended to support students at all levels in discussing math. In the English department, Multicultural Literature and Voice teachers, when designing the new class, infused differentiation by maintaining the rigor of the advanced class while layering in more scaffolding such as those learned in Constructing Meaning: sentence frames, graphic organizers, summary templates, and structured student talk routines. During collaboration time, PE teachers use a roster which includes which students are LTELs and extend extra support such as: reviewing their grades, following up with their other support staff connected with them, intentionally speaking to students about the importance of the class for graduation, and contacting families when needed. Social Studies teachers are working to increase the bank of language

supports and Constructing Meaning templates to disperse across department. In addition, several of them attended Dr. Pedro Noguera's Educating Equitably. Lastly, teachers from multiple departments have participated in [Standards Grading Training offered by the site](#). PD both at the site and district level is differentiated to meet the needs of all teachers as well as assisting them in learning how to improve differentiation for students.

Action Item 12:

Establish a working group to track progress of specific subgroups in the areas of: Grades/GPA Credits CTE Pathways completion Graduation rate Year on year progress

Then, increase access to higher level classes for underserved and underrepresented students and provide active support to these students through targeted support resources such as participation and attendance in homework centers, after school programs, literacy support classes, etc.

M-A is making progress on this action item. Menlo-Atherton is known for the outstanding academic achievement of its students. Our performance in the Advanced Placement program, the SATs, and college admissions is at the highest levels. In 2020, we saw gains in the number of students who were college eligible, including some LTEL students. To make sure all students have access to academic rigor with the support needed to get there, we provide academic tutoring, a writing center, social and emotional counseling, and mentoring opportunities accessible to all students. Currently School Counselors review data and identify students who would benefit from intervention in the form of student and/or parent meetings. In these meetings, students are referred to appropriate resources such as our homework and tutoring centers. This data is also reviewed each year by our Shared Decision Making Site Council as they review the [School Plan for Student Achievement](#), but this group provides more schoolwide feedback as opposed to using such data to provide targeted support for students. The IVP, Department Chairs, and teachers also review grade data yearly in attempts to review department trends and also to review grading practices and policies in classes and departments. We would still like to form a broader task force which can review data from different perspectives and make schoolwide recommendations regarding course pathways, identify areas for needed student support, and encourage reflection around classroom best practices. As a first step, our Bilingual Resource Teacher is organizing a small data task force to look at LTEL data each quarter moving forward.

Menlo-Atherton has been closely monitoring the progress of students for many years, specifically our subgroups, to ensure it is advancing equity. Counselors and teachers review placement of LTEL and RFEP students at the beginning of the school year for appropriate placement in English classes. Students in Intensive Intervention and English Intervention are able to reassess multiple times a year and level up as they progress instead of waiting until the semester or the end of the year. AP Psychology is one course in which a significant proportion of Latinx students are enrolled. Teachers regularly review the progress of all students to ensure that underserved and underrepresented students are advancing. The EL collaboration group reviews students tracked together to monitor progress and to identify students of concern.

LTEL students who have been identified as being in need of support, either by their middle school or their performance at M-A are connected with one of the myriad of resources provided by the school. In order to ensure access to higher levels of classes for students, this network of support is

routinely implemented and outlined in SRAT meetings which include teachers, school counselors and support staff. School counselors provide Tier 2 and Tier 3 interventions through parent meetings, SSTs, SRAT referrals, and outside referrals. This includes Tier 2 for all students in class of 2024 who earned D/F in the Spring of 2021. Counselors have been reviewing D/F lists of freshmen and seniors for many years now and continue differentiating interventions.

Athletic directors and their support staff carefully track grades for athletes, working to maintain eligibility with a 2.0 GPA by providing a homework center specifically for the football team as well as developing strong work ethics as athletes and as students. The demographics of this group includes some of our LTEL students.

Menlo-Atherton has added an official homework center coordinator who oversees both of the after school programs. The homework center in the library has a certificated and classified staff member and the tutoring center in the F-Wing has certificated teachers for core subject areas, as well as World Language. The coordinator reviews attendance and ensures the stability of the supports available. LTEL students who are referred here can get assistance from M-A teachers who often have been trained in CM strategies.

Distance Learning saw the addition of Peer Tutoring over Zoom which grew to 20 upperclassmen Peer Tutors who now regularly staff the program in the library during Flex two days a week. Peer Tutors also are available after school. Students utilizing this service can refer themselves or be recommended or assigned by a staff member who has identified the need. The program has not only created academic support but increased connections amongst students. The district added Paper Tutoring as an online 24/7 resource for students needing it. Both of these services include staff who speak a second language.

Action Item 13:

Modify current data analysis practices and implement additional schoolwide data analysis to include specific discussion of LTELs and next-steps to inform their classroom practices and increase student achievement

Progress is being made on specific discussions of LTELs and the identification of next steps to support their achievement. This year, as part of the teacher evaluation process, administrators have selected California Teaching Standard three, *Understanding and Organizing Subject matter for Student Learning*, sub standard 3.6, *addressing the needs of English Learners* to focus on addressing the needs of EL students in the classroom.

To deepen these discussions, a series of lunchtime conversations with the principal have been held with LTEL students of all grade levels to ensure diversity of experience. During these meetings, students were invited to share information regarding ideas for how M-A can improve their experience. The next step is to identify a group of LTEL students who can participate in a student panel for teachers. To meet this action item, our Bilingual Resource teacher is currently organizing an LTEL data task force to meet once a quarter in order to review data and progress of our LTEL students.

In August and September of 2021, the Bilingual Resource teacher [emailed](#) individual teachers a list of which students enrolled in their classes were identified as LTEL students in an effort to bring awareness to teachers of which students may need additional support. One example of the work being done to use data to support LTELs is Eng III teachers who created an assessment that is

accessible for all students, regardless of background or skill level. The data derived from this common assessment will help identify areas in which LTEL students succeed by examining how the language of the prompt and specific scaffolding strategies impact student understanding and outcomes.

Action Item 14:**Structure Cycle of Inquiry to include targeted support of significant subgroups.**

While the initial goal of [Cycle of Inquiry time during 2019-2020](#) was to have groups focus solely on LTEL students, the needs of our school during Distance Learning required a shift in focus to learning new instructional technology and transferring/modifying curriculum to fit virtual delivery. The needs of staff and students returning from the pandemic required more flexibility in the use of meeting time, as a result, the Cycle of Inquiry was revamped to focus on collaboration in alignment with specific goals. Once staff and students returned to in-person learning, in 2021-2022, administration created a menu of options for collaborative work, including a focus on LTEL students. Staff was asked to choose a goal from [a menu of options](#) provided by administration.

Multiple teams of teachers are regularly collaborating as is documented in a variety of places in this report. examples of the result of increased collaboration are following; Multicultural Literature and Voice is achieving action items #12 and #14 by retaining the rigor of an AS English class while adding in more scaffolding and support, and creating unification across classes in terms of standards and assessments. In this way, all students, including LTELs are working towards the same standard for each unit and using similar materials and assignments.

The AVID collaboration has resulted in a standards based system of grading capable of employing better supports for subgroups which often struggle in a traditional grading system. Standards based grading can better accommodate the needs of students who cannot always complete all assignments, stay after school for tutoring, or regularly attend classes. A more flexible way to evaluate their skills and abilities allows them to obtain the benefits of AVID, regardless of the challenges they face outside of our school day.

Action Plan #3

Increase Performance of Students with Special Needs, with a Focus on Diploma Track Students

Critical Student Learning Need 3	<i>Increase the performance of SPED students with a focus on those students in mainstreamed, co-taught classes. Our main targets for increase are in general-education content classes, credits earned, A-G completion, and graduation rate.</i>
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M-A has taken a lot of steps towards greater inclusion for all students, providing professional development on differentiation for staff, and creating a wealth of academic supports that are available to all students. M-A believes such changes will benefit students with IEPs as well as their mainstream counterparts.

Similar to our LTEL students, the experience of distance learning impacted freshmen students with IEPs more than any other group, with 48.7% of freshmen students earning 60 credits in the 2020-21 school year versus 68.3% of freshmen students with IEPs in 2019-20. Credits and GPA for sophomore and junior students with IEPs remained relatively stable, due, certainly in part, to M-A's Academic Resource department which has done an excellent job creating a common study skills curriculum for case managers, connecting students to resources such as Transition Specialists, and a valiant job case managing students during the pandemic. Moving forward, M-A will work on supporting the staff in the Academic Resource Department as well as students with IEPs by supporting all staff PD around differentiation in addition to how and when to offer modified grades.

Action Item 15: Increase number of 11th and 12th grade students who meet with Transition Specialist and Department of Rehab
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Case managers in the Academic Resource Department are connecting students with a Transition Specialist and the Department of Rehab to plan for after high school. The number of students receiving transition services grew to 183 in 2020-21 from 153 students in 2019-2020.

Action Item 16: Implementation of a comprehensive 9-12 college-career preparation program, such as: 9th: Before/after activities for College and Career Day 11th-12th: meetings with College/Career Specialist

Menlo-Atherton's [College and Career Day](#) is an annual event which celebrates the variety of educational and professional paths that lay ahead for our students. Each year, professionals from various fields speak to our student body about their educational background, path to their current career, and daily life in their field. M-A aims to reflect the diversity of the student body with the professions and backgrounds represented on our panels. [Panelists](#) answer a set of pre-planned questions as well as any questions that arise from students. After attending this event, students understand the variety of options possible after graduation as well as have exposure to realistic and relevant information from professionals in their fields.

College and Career Day activities were organized by a variety of staff members and included activities such as creating a vision board for what students want to achieve at Menlo-Atherton and beyond, drafting a 4-year plan so that students can begin looking beyond their freshman year, and attending presentations from a wide variety of speakers who took different paths to their careers.

Freshman also meet with the counselors during classes to reinforce A-G and high school graduation requirements as well as work through college and career readiness lesson plans in Life Skills. Students with IEPs have been mainstreamed and are included in this work. In addition, all students with IEPs also now have access to Virtual Job Shadow - a career personalization and planning platform in addition to specialized lessons taught in their Study Skills classes.

Action Item 17:**Creation of common Study Skills curriculum addressing student behaviors and academic skills necessary for success, such as: Note-making Effective study strategies Literacy skills**

Grouping caseloads grades 9/10 and 11/12 happened during distance learning. This has allowed for collaboration to be more effective as it is between a smaller set of teachers who get to know the strengths and challenges of their students in a more personal way. Academic Resource teachers [share curriculum](#) which also allows teachers as well as students to collaborate more efficiently on shared assignments with their case manager and the classroom paraprofessionals. Case managers assist students holistically and work with them on social-emotional awareness, coping strategies, and executive functioning, such as, organization, planning, time management, prioritizing, and modifying work to help meet student needs in earning credits/passing classes graduating and meeting post secondary goals. Case managers also connect their students with additional support such as the tutoring center and flex time appointments. This, in part, addresses the Visiting Committee's recommendation that "teachers, administrators, and counselors need to devise ways to increase access to higher level classes for traditionally underserved and underrepresented students in a more equitable manner to ensure that all students have access to the entire program of available classes".

Action Item 18:**Increase number of case managers who attend Constructing Meaning**

At this time, four teachers in the Academic Resource Dept have completed training. Now that we have returned in person, M-A will continue progress on getting all teachers CM trained.

Action Item 19:**Increase the number of students who are college-career ready per a tracker to be created indicating skills necessary to meet this goal**

In order to support students with IEPs in their skill development and to prepare them to be college and career ready, counselors are attending more IEP meetings and are being consulted more on A-G requirements, credits, and course selection. Teachers, and specifically case managers, focus on students' individual strengths and interests and create curriculum/content that will keep them

engaged while meeting academic requirements in their Study Skills classes. Progress is noted in IEP documentation. M-A's attempts to include students in as many mainstream classes as possible includes electives which are often the only outer-department course Independent Living Skills (ILS) students take, making it a uniquely wonderful opportunity for teachers to build a diverse classroom community. Elective teachers are sometimes the only "gen ed" teachers on a students' schedule and CTE classes expose students to career skills while Fine Arts meet A-G requirements.

Action Item 20:

Identify measures of success that supplement A-G such as:

- **Systematically tracking graduation rates over time, tracking grades on co-taught courses and GPA community college enrollment after high school tracking as well as college-career readiness**

This action item is in line with the work in progress around creating a data group. Tracking enrollment in the community college is difficult; at this point the only data collected is from students who request that a transcript be sent in June after graduation.

Action Item 21:

Identify ways to support 11th and 12th grade students who need more direct academic instruction

The co-teaching model was devised so that all students have the opportunity to access A-G curriculum and grade-level standards. In some cases, students need more direct instruction, so the Co-Teaching Advisory Committee has been discussing how to develop a more successful co-teaching model including reexamining the need for specialized academic core content classes. Attending co-teaching release days and trainings has been helpful as staff explore ways to increase student success and has resulted in the identification of three successful strategies: identifying co-teaching relationships which are working and ensuring they continue; working with counselors on constructing co-taught classes which have a balance of students with IEPs, 504s and EL students; and using a modified grading structure where teachers are modifying what students need to do to show mastery. Next steps are increasing the number of teachers who are trained in implementing modified grades.

In classrooms, teachers are able to repeat instructions to individuals or small groups who need reteaching with the support of paraprofessionals who are working in many A-G required math classes (Algebra I, Geometry and Algebra II) as well as English classes to help support students with IEPs and increase the number who are A-G eligible.

Action Plan #4

Increase Student Engagement and Well-Being in School

Critical Student Learning Need 4

Increase overall student engagement, well-being, and engagement in school as measured by annual student and parent surveys on school climate, school engagement, and school belonging.

M-A has worked hard to create an environment where all students belong and feel connected to the M-A community, both in and outside of the classroom. In previous years, connection students who arrive from approximately multiple different feeder schools is consistently challenging. Programs such as Leadership and Freshman Transition provide connections for students. During distance learning, making connections was a Sisyphean task and M-A staff made tremendous efforts to connect and support students. Also during this time, M-A staff dove into professional development around trauma informed instruction, understanding bias, and learning more about restorative practices--all with the intent of creating a safer and more welcoming learning environment for all students.

Though M-A recognized there would be a need to support students in healing the trauma experienced during the pandemic; this trauma surfaced in the form of instances of conflict on campus and an increase in demand for social-emotional services. Moving forward, M-A will continue to increase opportunities for social emotional learning as well as work to engage more students in sharing their experiences and voices with the greater M-A community.

**Action Item 22:
Implement 9th Grade Common Discussions**

Initially this action item involved general discussion amongst English Teachers who served 9th grade students. With the implementation of collaboration groups and the introduction of heterogeneous core classes for 9th graders, this task has been revised to promote common discussions within the new courses and has resulted in a new [Ethnic studies Course Outline](#), [Ethnic Studies Reader](#) and the [Framework for Multi Lit and Voice](#) as well as common texts, discussion topics, and assessments for the MCLV course and the Ethnic Studies course. In Algebra, in depth common discussions have been around how campus culture, and student culture affect student performance in the classroom.

**Action Item 23:
Continue schoolwide restorative justice training for teachers.**

Menlo-Atherton has provided restorative justice training over several years to teachers, which has resulted in some staff leading community circles in order to build class community and improve student well-being. Overall, we have trained around 80 staff members, though not all are still at M-A.

Additional staff members requested the training in 2020-21 during our distance learning. As a result the consultant worked through two training cycles and held a number of practice community circles, both in person and over Zoom. The trainings have held an important role in steering the school's general discussion about discipline away from punishment and towards restoration. M-A continues to take steps to build in a systematic restorative approach to extend the inclusion of community circles in the classroom.

Recently, a district liaison came and held community circles for all ELD classes. Community circles are also currently being run in some of our English Intervention classes as a means of building in more student voice and experience, and some Geometry classes have had community circles, including one introducing Restorative Justice as a concept. During discussions, students have evaluated how classes are functioning, and identified issues that need to be resolved such as improving the learning community and how to address academic integrity violations. Students report enjoying participating and being eager to engage in deeper conversations in future community circles. In Ethnic Studies community circles, the history of circles is presented and students have focused questions to address during this communal time. Additionally, circles are used to introduce curriculum topics, discuss identity and trauma, as well as to repair harm that has been caused in the classroom.

Like many schools across the country returning from distance learning, M-A has witnessed an increase in behaviors which have disrupted the school community. A return to in person learning has provided an opportunity to address next steps, such as looking at data specific to academic and behavioral outcomes and developing more systems which support restorative justice practices. Administration has regularly reviewed data about behavioral procedures, allowing for reflection and the drafting of intentional processes as well. The administrative team has also initiated conversations around restorative justice circles and assisted in setting up conflict mediation meetings. Campus aides are also involved in de-escalating incidents. Results of these discussions for second semester of 2021-22 include the return of a certificated, part time Conflict Mediator and the initiation of a working relationship with Peninsula Conflict Resolution Center (PCRC) to provide a part time staff member trained in Restorative Justice to provide support for students and staff.

Action Item 24:

Provide more direct lessons for student well-being with support from the district Health and Wellness coordinator. Implement assemblies and lessons addressing student behaviors, academic well-being, social well-being, and schoolwide initiatives such as PRIDE.

The return to in person from COVID, saw a dramatic increase in the need for addressing SEL issues. Though M-A has not yet had the opportunity to meaningfully work with the district Health and Wellness Coordinator, schoolwide initiatives around SEL were provided during closed Flex time and included students watching Wellness Wednesdays webinars hosted by the mental health and 504 coordinators.

The creation of the “Zen Den” has been crucial in supporting the mental health of students. This service is hosted by the 504 coordinator and provides a space where students when they need emotional support. The team there tracks the reason for students’ visits and provides a network for referrals which includes connections to mental health counseling. During the first in-person semester after Distance Learning, students visited the Zen Den 1,906 times. with 450 unique students checking in. The following is a break-down of reasons articulated by students for visiting the Zen Den. Clearly, there was and continues to be a huge need for the Zen Den on campus.

Reason for Visit	Total Check Ins	Unique Student Check Ins	Check Ins Per Student
Calm Down & Relax	685	307	2.23
Teaching Assistant	397	33	12.03
Quiet Room for Work	328	161	2.04
Appointment	253	121	2.09
Crisis	92	57	1.61
Talk to Someone	115	85	1.32
Extreme Crisis	10	8	1.25
Other	26	21	1.24

Many teachers have also embedded socioemotional learning into the curriculum. Curriculum ranges from surveys about student well-being in classes such as MCLV and Chemistry to units built around social-emotional learning, such as the narrative unit in MCLV, common discussions in Ethnic Studies, and community building across all classes. In Biology, teachers have included lessons on community, team building, and collaboration. Student [surveys](#) on how groups are functioning and embodying norms developed by the class show that students feel supported by group members, despite not being close friends.

Furthermore, ELD students meet with the district Newcomer Liaison to host community circle lessons, and students are encouraged to participate in Intercambio, a group that brings Native Spanish speakers together with students learning Spanish in a social context during lunch. Coordination with the District Newcomer Family Liaison has been to develop sessions with the District and other schools which are designed to address issues of immigration, cultural shifts in students' lives and respectful peer interaction.

Lessons addressing academic initiatives included presentations by the SAAP Coordinator to all freshmen in P.E. classes which focused on understanding transcripts, grades, and the impact of finals week. Several departments are recognizing students of the month based on criteria from the PRIDE initiative such as determination and respect as well as recognizing academic progress. [Admin visits to Ethnic studies classes](#) reviewing the PRIDE values have laid a common foundation of expectations for all freshmen.

The sudden transition to learning from home left many students with both more time and more need for support. Students began asking M-A staff, including their school counselors how they could help during this difficult time. When virtual learning began, after a semester of asynchronous lessons, students volunteered in Zoom Peer Tutoring sessions run by the librarian. Communication regarding sessions was sent out regularly to students through Canvas and to teachers through email. Tutors each had their own breakout room and specialties and students with questions would come in the afternoon to work with fellow students. For some academic help was all that was needed but for

others, the ability to connect with another person while isolated away from the school community was needed. One parent stated that their students' participation in the Peer Tutoring Program was the only thing she looked forward to at all. When school returned in person, tutors who had participated advocated to continue supporting their fellow students and keep the program. After student input, the program was branded as Bear 2 Bear Peer Tutoring and was integrated into the library and now has [24 student tutors](#) who are able to provide support in a wide range of subjects. Connecting students in need to tutors happens through teacher, self or support staff referrals and has been gradual as awareness of the program spreads and systems of referrals become streamlined.

Student well-being is also addressed outside of core content classes. The Athletic Directors have run workshops with the Positive Coaching Alliance on racism, sportsmanship, and managing social media.

Action Item 25:

Create all-staff data analysis practices looking at numbers and types of referrals with the intent of identifying trends in student behaviors and addressing the sources of these behaviors

Each year, the admin team looks at discipline data and analyzes trends and patterns. Previous years have shown an imbalance of students of color represented in behavior referrals. To build a foundation of understanding for staff, M-A contracted with [Tovi Hussein- Scruggs](#) to provide professional development related to practicing Trauma Informed Practices, Understanding Bias, Creating an Environment of Trust, and Culturally Relevant Instruction. Between 2020-2022 Ms. Hussein Scruggs provided coaching to administration, to our equity committee, EASE, as well as to affinity groups on campus. She also led the following PD sessions: November 18th [Understanding Bias](#), December 2nd: Braving Trust, January 13th, 27th, and February 10th: [We Bring Belonging, A Trauma Informed Response to Healing Centered Schools](#), Understanding White Fragility," September 9th, 2021, and "Moving from Discourse I to Discourse II," September 30th, 2021.

This training has provided staff at M-A with guidance and structure necessary to think about relating to and connecting with students from all backgrounds and applying what we have learned to school policies to increase trust amongst staff and students. Staff has become even more receptive to the needs of students who have experienced trauma and have had experiences different from their own. The M-A administration is also meeting with its Equity Steering Committee once a month, to provide a place for ongoing discussions about equitable practices on campus. M-A staff are also working on the creation of several affinity groups to have safe discussion spaces for all staff, and M-A administration is working to include more community voices through parent meetings and student focus groups.

The Assistant Vice Principal team reviewed suspension data for the Fall of 2021 both at the quarter mark and again at the end of semester 1. At the quarter, the admin team identified that while the rates of suspensions were relatively similar between 2018-19 and 2019-20 and, the number of suspensions for physical incidents was higher than in past years. The [overview of this data](#) was presented at a staff meeting and as a result administration hired an extra campus aid to provide additional supervision on campus, restored Saturday School and After School Detention, incorporated parent meetings for all students who were being suspended, and re-instituted hall sweeps to address roaming students. As a result, the rate of suspensions and the number of physical incidents dramatically decreased after November 10th, when such measures were put into

place (94 suspensions prior to 11/10/21 and 11 suspensions between 11/10 and 12/17/21). Support for students has been individualized, including strategies such as implementing behavior contracts, holding Student Study Team Meetings, referrals to the Student Risk Assessment team, offering conflict mediation, counseling support, and case management through the Aspirations Advocate Program. In some cases, families have been referred to alternative-to-suspension counseling, parent counseling, behavior intervention services, and the Parent Project, a 12 week course supported by the district and county offices and facilitated by site parent liaisons.

Additionally, in an attempt to address and resolve conflicts before they turn into physical incidents, M-A is bringing back the part-time, certificated Conflict Mediator position and developing a relationship with a community based organization, Peninsula Conflict Resolution Center or PCRC. PCRC will provide M-A with a part time staff member trained in Restorative Practices with the intention of building such practices throughout the school as a means of addressing conflict.

Action Item 26:**Create and implement PRIDE initiatives to increase student engagement and well-being**

The core values of PRIDE have been advanced through [school webinars and closed Flex lessons](#). Staff leaders and AVP's have also created [this](#) document on how to "set the tone & start strong", which aligns to PRIDE and has been referenced at the beginning of the school year for the last three years.

Some examples of the long standing tradition of recognizing students here at M-A include, but are not limited to: PRIDE bucks, Student of the Month awards by subject area, Maroon & Gold Awards, SAAP luncheons, and student based incentives. In addition, the Art Department has promoted school engagement, ownership, and community by displaying art in multiple venues, allowing students to share their achievements with their community and inspire others. In addition, electives provide an opportunity for all students to interact who may otherwise not cross paths in the same courses.

The pandemic brought to the forefront the importance of student engagement. Changes in the library have included a rebranding to "community and connection", a mission focused on connecting students to things that support both academic and emotional wellness. In 2019, the library analyzed behavior and engagement during Flex Time and noted there were unmet needs which were causing challenging behaviors. Students in the library were not utilizing the time to advance their academic or SEL needs and students in the computer lab were regularly disruptive. In order to address this, library staff implemented the Project Lab Program for students who did not need to address academic work or who needed downtime to manage their mental health. The makerspace manager was recruited as staff during Flex Time and has been able to connect with students around their learning. This program is offered during Flex Time and provides a menu of projects which students can choose to do in one visit or over the course of several. The result has been a diverse group of students engaged in self-directed activities, creating a unique environment where students can connect through project based learning with students they already know or collaborate with students they have never met before. Next steps will be to find additional time for this as an option for students. As students have become familiar with the program, all spaces have been filled. In addition to this programmatic change, the main reading room has been revamped for Flex so that students who use the space are able to focus in a calm environment while having access to both adult support staff and the Bear 2 Bear Peer Tutoring Program in order to advance their

learning.

An additional event hosted by the library unfolded after an ELD teacher went on medical leave. ELD students historically have not been able to access much of mainstream M-A because of the language barrier. Due to the sub shortage, this class often spent their time in the library. The librarian partnered with the AP Spanish teacher to host several “Intercambio” lessons during which ELD students and students learning Spanish were able to have informal conversations and get to know each other. One student reported “I want more stuff like that. I would have never met those students otherwise”.

M-A is a school that recognizes the importance of our students beyond their academics. Since the last WASC visit, we have measured engagement through the [Panorama Survey](#), which is administered at least twice a year - once to measure engagement and another to measure mental health needs (new since the return from Distance Learning).

The social-emotional needs of students were significantly disrupted during remote learning. The school Leadership class, one branch of the Student Activities program, stepped into this void and sponsored as many activities for engagement as they could. Their creativity and passion allowed 9th graders who had not yet been on campus to come for Leadership sponsored scavenger hunts and other team-building activities called [9th Grade Meet-Ups](#). Leadership pivoted their traditional Trick-or-Treat Street to a drive-thru where community members were able to drive their children through campus in cars in order to pick up candy and prizes to celebrate Halloween. Leadership students also conducted school tours and brought students of various middle school districts together to play field games such as Noodle Tag. In community outreach, the Student Activities program ran a Fire Relief Drive which raised monetary and clothing donations to deliver to the CZU victims. Focusing on our own “Bears”, students conducted a Staff Appreciation Drive where staff received notes from students at home. In addition to our Staff Appreciation Drive, students led a Custodial and Campus Aide Appreciation Luncheon for the front line workers of our custodial staff who were charged with keeping the campus sanitized. The Leadership program exemplified our school-wide initiative, **PRIDE**, by making our events inclusive to the student body, while being **Patient** through virtual activities, **Respecting** our community needs, having **Integrity** for traditional events such as the Canned Food Drive, being **Determined** to keep school spirit alive, all while being **Empathetic**. Lastly, all of our events allowed avenues for any student to get involved during Distance Learning, putting smiles on ASB faces. Several parents shared that they believe that their students’ participation in Leadership during distance learning, saved their students’ mental health.

In the Fall of 2019, the long running Freshman Transition Program had just begun to examine ways it could build more community amongst students. At the time, 9th grade classes had not been de-tracked and many students migrated to remain friends with people they knew from their middle school. To address this, Freshman Transition began to hold lessons in the library where students were randomly assigned to groups to foster more opportunities for students to meet. During 2020-2021, when students spent the year in distance learning, the program recognized the need for students to connect and though traditionally only a semester long, extended lessons to the Spring. These [Zoom lessons](#) addressed a wide range of topics and integrated videos from Video Production as a virtual introduction to the school. Students were able to meet each other in breakout rooms with upper grade facilitators. Like all things virtual, engagement was dependent on the students involved, but attendance improved as students recognized the opportunity to connect with classmates. As a result of that, the Freshman Transition coordinator has chosen to extend the in person lessons this year to both semesters again.

The pride and well-being of students is furthered by M-A's Service Learning Center. The mission of the Service Learning Center is to provide equally accessible service opportunities, empowering students of all backgrounds to find purpose by serving our community. The students have a space on campus where they are able to receive guidance on how to create and maintain service initiatives. The students have created thriving Service Clubs to support each other on campus. A Language Exchange for Spanish and English learners is one example of a club meant to merge groups on campus who would not normally interact. The SLC also hosts many "service days" which include local environmental projects as well as beach and bay clean-ups. The SLC hosts a Service Day field trip to introduce new students to the benefits of Service Learning. The group is supported by the PTA and has partnered with the Haas Center of Public Service at Stanford to host these service initiatives using their research on the Principles of Ethical Service, the mission of which is mirrored in M-A's Pride Values. The number of students participating in the student created Service Learning initiatives has been logged at 600 students per year.

Partnerships advancing school engagement also came from the World Language and ELD departments. AVID then partnered with the World Language department and Latin American Studies class on two occasions to help organize Latinx heritage events and celebrate the Latinx culture. Both events were widely attended, and celebrated the diversity on our campus. The World Language hosts monthly Latino Heritage celebrations that showcase and celebrate Latin American culture outside of the classroom, often during lunch to build community and foster a sense of belonging.

Action Item 27:

Continue staffing attendance Community Liaison to identify students struggling to attend school and follow up

In 2021-2022, M-A continued staffing a community liaison position while adding a community liaison to specifically support our Pacific Islander community and a paraprofessional to conduct outreach for our [African American families](#). As a result, we have invited more parents to community meetings in the fall of 2021. We also held additional [A - G information meetings](#) for freshmen families and are planning a meeting in January to focus on students who need support based on their first semester grades. This semester, the community liaisons have been focused on looking at trends and collaborating with School Counselors to learn what additional supports students may need. The liaisons have been developing relationships with families as transition into the community and their new role. In the spring semester, they will turn more attention toward attendance.

M-A responded to COVID and Distance Learning by assigning campus aides and paraprofessionals to work as case managers for students, and asked that they regularly call students who were chronically absent or whom teachers or grades indicated may need more engagement. Between March 2020 and the end of that semester, and the entirety of the following school year, students identified as being in need of particular outreach during distance learning were provided targeted support. Students in our SAAP program received case-management from our campus aides, who reached out weekly to students under the guidance of our AVPs and SAAP Coordinator. Outreach took the form of technical assistance, tutoring, attendance troubleshooting, and connecting students to counseling services.

Students in our ELD programs received similar care from the team of four Bilingual Instructional

Associates, working under the supervision of our Bilingual Resource Teacher. Our AVP team coordinated with two of our community based partner programs, the 49ers Academy and the Boys and Girls Club, to provide case management for students enrolled in their programs. Programs such as AVID, the Computer Academy conducted their own interventions

Additionally, the school created a system through which individual teachers could request intervention for unflagged students. In such cases, front office staff and administrators provided case management and support which included outreach from the library and the Peer Tutoring Program. During the 2020-21 school year, the District-generated Weekly Engagement Report was also used to identify unflagged students in need of interventions. Front office staff worked with school counselors to assist students struggling with engagement or attendance in remote learning. All of the aforementioned interventions were logged initially [in a spreadsheet](#) during spring of 2020, and later in the Infinite Campus Intervention Tab.

Action Item 28:
Continue student focus group panels

In 2020-21, during distance learning Principal Kennel conducted several input sessions with students and held monthly P.E.A.C.E (Principal Equity Advisory Council for Education) meetings. The goal was to hear from students and get their input on how they see equity at M-A based on their experiences in classes and socially. Students also spoke at board meetings about their experiences during distance learning.

Meetings with students continued in fall of 2021. The Principal held several focus group panels with LTEL students at lunch time. The panels discussed broad topics such as student experiences at school, both in and outside of the classroom; what experiences in the classroom they enjoyed and what experiences they struggled with; what activities they enjoyed outside of the classroom; and discussing areas students and families wanted to see us grow or improve in. Overall, students expressed positive experiences in classes in which they were able to interact with a broad range of students as well as classes that presented them with structured opportunities to interact with other students. When it came to engaging in activities outside of the class, students expressed a desire to have some activities targeted for them only as they expressed a feeling of getting lost or overwhelmed in activities that involved the whole student body, though they appreciated the tone and positive energy that such activities created on campus. The Principal will continue holding these lunch focus groups and also broaden out to other groups.

Our staff has been working diligently to create a sense of belonging and community on campus and put in place the useful interventions this year. To help address these disparities in subgroup representation, we have implemented a number of initiatives and programs:

- In-Person 9th & 10th Grade Orientation at the beginning of the year to introduce students to in-person high school. This orientation includes campus tours and a rally on the football field to build class culture.
- Returning from Distance Learning, counselors met with every student on their caseload (300) in the first semester (2,250 students) - this was a lofty goal given counselors usually only meet with half of the student caseload first semester and three-quarters of the caseload second semester.
- Sequoia Aspirations Advocacy Program (SAAP) - district program targeting most at-risk students. M-A is now the only site remaining in-district that implements this program post-

- pandemic.
- Restorative justice training for teachers (during the 2020-21 school year, while at distance learning, over half of M-A's teachers participated in six hours of RJ training)
 - Conflict mediation - M-A has hired a part-time Conflict Mediator who is also a current teacher to interfere early on with students who might be in conflict with each other.
 - M-A PRIDE initiative promoting our core values throughout the school
 - Additional campus aide staffing including trauma-informed training and de escalation training
 - FLEX-time lessons on Wellness for the entire school for the first semester. Lessons focused on stress management, time management, and how to access different services on campus.
 - Members of the Admin Team visited all 9th and 10th grade students to kick off the second semester with a reminder of rules and also to help build relationships with students and promote community. This has been especially important this year during the pandemic as COVID cases and anxiety rise. We want to promote a feeling that we are all in this together as one community and need the help of our students to keep our campus healthy and safe.

[?] Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA, indicate what actions have been taken to address these issues and provide supporting evidence, including the impact on student achievement.

V: Schoolwide Action Plan/SPSA Refinements

M-A has done an excellent job creating more access to core classes and advanced classes through the numerous revised and new courses. The course pathways offered also increase student access to classes. M-A also continues to organize and engage in meaningful professional development, as well as collaboration, that increases our skills in providing trauma informed instruction, differentiation, as well as access and rigor within the classroom. Menlo-Atherton has a developed Student Plan for Student Achievement, [documented here](#).

We have identified three key areas where we can focus for moving forward.

1. M-A can still work on formalizing school-wide data review practices. This review should focus on refining practices that provide access and support to students. The review should also look at how to increase engagement with rigor in classrooms and how to strengthen connections with the school community. Part of this process must also include an analysis of the new courses implemented in the past three years: Biology, Algebra, Multicultural Literature and Voice, Ethnic Studies, and Chemistry. This analysis will include teacher reflection, student survey data, and analysis of grades and credits earned.
2. M-A also needs to continue supporting the implementation of these new courses and pathways through professional development, release time, the use of instructional rounds, and opportunities for reflection and collaboration.
3. M-A must continue developing meaningful ways of engaging students through an equity-centered approach, so that more students feel a part of the M-A community, feel engaged in curriculum that is relevant to them, and feel supported as whole students or people within the M-A community.

The following is a list of revised action items which are priorities for the next three years. Some of the action items are revisions, crafted from feedback provided by staff and the community, and others are newly developed in response to M-A's current learning context and needs.

Action Plan #1: A-G Eligibility and College and Career Readiness Critical Student Learning Need 1

Revised Action Item # 1 (Connects to original action items # 5, 12, 13, 19, and 20):

Establish a working group to track progress of and support specific subgroups in the areas of: Grade/GPA Credits, CTE Pathways completion, Graduation rate, A-G. Part of this analysis should include a look at which courses most commonly lead to students missing A through G eligibility. While M-A has different groups and individuals that look at data, we have not yet created a formal school-wide process for looking at data, reflecting what the data says about our programs and processes, and refining our practices based on the data.

- In conjunction with Critical Student Learning needs two and three, data discussions need to include specific discussion of both LTEL students and students with IEPs in co-taught classrooms.

Revised Action Item # 2 (Connects to original action items # 2, 16, and 19):

Promote CTE courses and pathways, the skills students can learn by completing a pathway, and the connections to possible careers and post secondary options.

Revised Action Item # 3 (Connects to original action items # 1, 3, 7, 9, and 11):

Support the implementation of accessible yet rigorous curriculum in newly re-aligned courses. M-A has taken tremendous steps towards offering more access to A-G courses and rigorous learning experiences for all students through the realignment of courses like Chemistry to NGSS standards as well as the realignment of English I into our new Multicultural Literature and Voice Class. M-A has done an excellent job integrating students previously enrolled in non A-G courses into Biology and Algebra. M-A needs to continue supporting these courses by providing teachers with collaboration time and professional development in differentiation strategies, equity based grading principles, support of Constructing Meaning strategies, and in the development of meaningful assessments.

Revised Action Item # 4 (Original Action Item # 6):

Continue articulation efforts with middle schools with a focus on: content skills necessary for high school. Now that M-A has three core middle schools, Ravenswood Middle School, La Entrada, and Hillview as our core feeder schools, M-A can streamline articulation efforts by developing clear academic expectations or academic habits for incoming 9th graders in each content area and communicating these expectations to each feeder school.

Action Plan #2: Increase Performance of Long-Term English Learners, with a Focus on Our Hispanic Subgroup**Revised Action Item #5:**

Engage staff in school-wide discussion of LTEL student needs, best practices to support LTEL students in the classroom, as well as LTEL student engagement in both the classroom and the broader school wide community.

Revised Action Item # 6 (Original action items # 1, 3, 9, and 11):

Continue to support the completion of Constructing Meaning training by all staff and support implementation in the classroom.

Action Plan #3: Increase Performance of Students with Special Needs, with a Focus on Diploma Track Students**Revised Action Item #7:**

Continue to Support school-wide differentiation strategies related to serving students with IEPs in general education classrooms, including Constructing Meaning strategies, principles of Equity Based Grading, and also support best practices regarding how and when to offer a modified grade.

Action Plan #4: Increase Student Engagement and Well-Being in School**Revised Action Item # 8 (Increase well being) (Original action items # 23, 24, 25, and 26):**

Continue to develop access to social emotional learning for all students via school wide assemblies, grade-level class visits, access to student support groups, continued development of restorative practices on campus, and the increased awareness of PRIDE values.

Revised Action Item # 9 (Increase student engagement) (Original action items # 27, 28):

Continue reviewing school-wide practices with an equity-based lens, identifying areas where M-A can improve in providing access to rigor, include more student and parent/guardian voice, and ways the M-A community can honor the different experiences and voices that exist on campus.