



# **MENLO-ATHERTON HIGH SCHOOL**



**ACS WASC SELF-STUDY  
2018-2019**

# Menlo-Atherton High School ACS WASC/CDE Self-Study Report





# MENLO-ATHERTON HIGH SCHOOL

Sequoia Union High School District

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March 4, 2019 - March 6, 2019



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## Preface

### **WASC Criteria:**

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

### **1. The involvement and collaboration of all staff and other stakeholders to support student achievement**

#### **Staff Involvement:**

The WASC process is a highly valuable experience for a school to assess and evaluate its strengths and areas for improvement. The process allows stakeholders to take an introspective holistic view of the school during the past six years and use the observations that arise to form a vision and goals for the upcoming years. Staff and other stakeholders at Menlo-Atherton High School all have valuable input in the process and provide a varying range of views that leads to a strong understanding of the school as a whole.

Staff have been involved with WASC and the self-study process in evaluating the data, providing input in the goals, and shaping the report.

In sum, a timeline of staff involvement for this current WASC report was:

1. August 2017 - reintroduce previous WASC goals
2. January 2018 - review previous WASC goals with select data from 2016-2017 dashboard report
3. January 2018 - focus group meeting collecting evidence for action plan
4. February 2018 - leadership team meeting updating action plan items
5. February 2018 - home group meeting with data
6. March 2018 - focus group meeting answering questions for current WASC cycle Chapter 3
7. April 2018 - home group meeting gathering data for current WASC cycle Chapter 3
8. May 2018 - focus group meeting updating and writing Chapter 3 narratives
9. May 2018 - input from previous meetings used to compile action item goals
10. June 2018 - leadership team provided input on action items and goals
11. Summer 2018 - full action plan created
12. August 2018 - staff received action plan and school data; staff created a personal teaching goal for the year
13. September 2018 - individual staff reflection on areas of strength and improvement in chapter 3; staff reflected on personal teaching goal
14. November 2018 - individual reading of completed Focus Group section; staff updated progress to personal teaching goal
15. January 2018 - A team of 8 proofreaders reviewed various sections of the WASC report
16. January 2018 - Chapters 4 and 5 were presented to SDMSC and approved
17. January/February 2019 - staff reviewed action plan and action items; created personal reflections related to WASC
18. February 2019 - WASC report presented to board

More specifically, from the 2013 midterm report, the WASC goals have been forefront in guiding instruction at M-A. Time has been provided during whole-group staff meetings to remind staff of the goals and staff have been asked to look at specific data points with the goals in mind, such as the breakdown of our high school graduation rates or our AP passing rates with the WASC Action Item goals of supporting English



Learners and students with disabilities.

Additionally, staff have met monthly in smaller groups from January 2018-November 2018 in focus groups and home groups. During the focus group meeting in January 2018, the groups looked at the action items from the previous WASC report as pertaining to the specific groups of Assessment and Data, Culture, Curriculum, Instruction, and Organization. Each group brainstormed evidence for meeting the action plan items and next steps necessary.

In February 2018, home groups looked at specific elements of the WASC process and answered the following questions based on the WASC study:

- How has our department “facilitated the participation of ALL students in rigorous, relevant, and coherent standards-based curriculum that supports our action plan items for college-career readiness and graduation requirements in smaller groups assessed sections of the self-study findings for strengths and areas of improvement”?
- How has our department “made available equal access to the school’s entire program, supporting our action plan items for college-career readiness and graduation requirements”?
- How does our department put the needs of the students first in the organization of our classes and content?

In March 2018, focus groups looked at the specific questions for their sections of the WASC report and brainstormed how each criterion was being met. This information was then assessed by home department groups in April for more specific input. In May, focus groups took the compiled brainstorm from March and department information from April to create a holistic report of the school for each section of Chapter 3.

The new Action Plan and its goals were created with input from administrators and select staff members in May of 2018. These goals came from surveying and discussing findings of all staff during the focus group and home group meetings. In June of 2018, an outline of the new goals was shared with the school leadership team including representatives of all departments, guidance, and special programs such as AVID and the Computer Academy. 23 staff members were invited to this meeting. During the meeting, staff members looked at the goals and gave input on both the goals and their measures. This feedback was incorporated into the creation of the full Action Plan with specific goals and action items during the summer of 2018. This full action plan was shared with all staff members at the start of the new 2018-2019 school year.

The first semester of the 2018-2019 school year focused then on individual staff reflection for the WASC process. During the pre-school August staff meeting, staff members were introduced to the fully formulated goals and the rationale behind them. Staff also received highlights of M-A data that corresponded to the goals. Staff made personal goals for the school year to address the action plan. During a September minimum day set aside for WASC, staff met in Focus Groups and read the compiled areas of strength and improvement for each section of Chapter 3. Previously, staff had only worked with their focus group section, and upon reading the findings, staff reflected on their own practices in relation to the areas of strength and improvement. Staff created individual WASC folders in a Team Google Drive in which to record their reflections. Staff met again for in Focus Groups in November to read their complete Focus Group section. Staff also added to the progress of their individual goal for the year. This process was recorded in each teacher’s digital WASC folder. Staff also completed a My Role in WASC sheet for personal reflection in 2019.

### **Other Stakeholder Involvement:**

In addition to staff input, information from parents and community members is critical to supporting student achievement. Information was collected and used for the the WASC process through a series of parent meetings, community meetings, and surveys. Additionally, M-A holds a number of parent meetings every year to get input as well as relay information related to student achievement. There is strong parent and community involvement at M-A. Some of the meetings/organizations are:





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Meeting/Organization	Description
<a href="#">Shared Decision Making Site Council (SDMSC)</a>	SDMSC meets bi-monthly and members are selected staff representatives, parent representatives, student representatives, guidance representatives, classified staff representatives, and administration representatives. During the meetings, concerns are shared; staff collaboration proposals are approved; data is discussed; and changes to school policies are reviewed and voted upon.
<a href="#">Site Council Meetings</a>	Meetings between representatives of stakeholder groups to make financial decisions and approve the site plan. Multiple meetings are held every year.
<a href="#">Community Engagement Meetings</a>  <a href="#">February 8, 2018</a> and <a href="#">October 16, 2018</a>	<p>A meeting on February 8, 2018 was held between select representatives of staff, students, parents, and community members. Representatives reflected M-A's diverse community. Some participants were: members of the SUHSD board and superintendent; the superintendent of a feeder school district; principals/staff from partner districts; a diverse group of parents; a diverse group of students; and M-A staff teaching various levels. The meeting was a joint effort between the superintendent and M-A's principal to help shape the school's future goals.</p> <p>After a <a href="#">presentation on the district and school's vision</a>, the participants were all asked to answer independently and discuss these 3 questions:</p> <ul style="list-style-type: none"> <li>- What does success in and beyond high school in a 21st century society look like to you?</li> <li>- What are the most important skills students need to learn and experiences students need to have to ensure the success you've envisioned above?</li> <li>- Looking at the skills and experiences described above, how do we implement our schools' strategic directions (academics, passion for learning, and support) to enhance these educational experiences?</li> </ul> <p>The meeting on October 16 ran much the same as the one from February <a href="#">starting with a presentation</a>. The district questions for this meeting were:</p> <ul style="list-style-type: none"> <li>- What is the difference between difficulty and rigor?</li> <li>- Why are rigor and student engagement related?</li> <li>- Why might it be difficult for a teacher in the 21st century to create an assignment that is rigorous and engaging?</li> </ul>
Parent Meeting April 25, 2018 - <a href="#">English Flyer</a> - <a href="#">Spanish Flyer</a>	A meeting was held on April 25, 2018 planned between the principal, the PTA, and our parent-outreach coordinator. This meeting was advertised in English and Spanish and outreach was done to ensure a representative group of parents could attend. The topic of the meeting was goals for student success. In particular, the meeting discussed parent involvement in student success and invited parents to discuss schoolwide plans.
Student Focus Group September 26, 2018	A meeting was held between students chosen at random and the AVPs of campus. Each administrator chose students randomly to invite to a pizza lunch. During this lunch, the students were asked <a href="#">questions from the results of the Panorama Survey</a> . For example, students were at M-A rated connection to adults as a 2.7 out of 5. This group of students was asked



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	how it related to personal experience and how M-A could improve. Approximately 16 students participated in this meeting and interest was expressed in holding more meetings.
Panorama Survey - <a href="#">Student 2017</a> - <a href="#">Student 2018</a> - <a href="#">Parent 2017</a> - <a href="#">Parent 2018</a> - <a href="#">Staff 2017</a> - <a href="#">Staff 2018-2019</a>	In order to increase the amount of input to site and district decision making, SUHSD gave parents, staff, and students a survey from the company Panorama. Questions were based on LCAP questions, the Healthy Kids Survey, and district work with Action Learning Systems. The survey also targeted some WASC questions. The Panorama survey was given in both the 2017-2018 school year and the 2018-2019 school year.
<a href="#">Parent Education Series</a>	Our parent outreach coordinator communicates regularly with parents and coordinates a quarterly Parent Education Series that provides parents with knowledge and strategies to assist their children with emotional and academic well-being.
<a href="#">PTA</a>	M-A has a strong PTA which organizes events such as mini-grants for teachers, teacher appreciation, Grad Night, Arena Check-In, and more.
<a href="#">English Learners Advisory Committee (ELAC)</a>	ELAC is a parent advisory committed to supporting English Learners. ELAC is a parent group of primarily Spanish-speakers through the program parents can learn about school initiatives, learn how to volunteer on campus, and voice their concerns.
<a href="#">Foundation for the Future</a>	The Foundation for the Future is M-A's main fundraising arm. Most if not all of the 30+ members of the Foundation board are parents of M-A students for former parents/relatives of M-A students. The Foundation funds major school initiatives such as reduced class sizes and additional guidance counselors.
<a href="#">Boosters</a>	There is a strong booster group at M-A. Athletic Booster, Drama Booster, and Music Boosters help fundraise for the various programs under their direction.

### 2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

Sequoia Union High School District fosters an appreciation for learning and provides students with the requisite academic and problem-solving skills to become engaged and well-rounded citizens.

In keeping with the district's vision, Menlo-Atherton High School's ESLRS are:

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

During the WASC process, members of the leadership team agreed that the ESLRs are still applicable goals for the school. An initiative was undertaken for the 2018-2019 school year to remind staff, students, and parents of these ELSRS and of the 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.

### **3. The analysis of data about students and student achievement**

Menlo-Atherton High School uses a variety of methods to analyze data about students and student achievement. Some of these methods are:

<b>Method</b>	<b>Description</b>
Grade Data	At the end of every first semester, teachers are given an anonymous breakdown of student performance by the classes they teach. For example, all of the Algebra I teachers get a breakdown for percentages of students who received an A, B, C, D, or F. While the teacher names are anonymous, the data is sorted by teacher and staff can see if classes/teachers have similar pass rates and discuss discrepancies. Schoolwide, each department reviews the grade distributions by course to look for patterns that can be used to improve instruction and policies regarding student success. There have been multiple staff sessions regarding grading practices to ensure all students have the opportunity to earn a grade that accurately reflects their level of mastery, but some more work could be done regarding equitable grading practices.
Cycle of Inquiry	The Cycle of Inquiry model adopted by the school in the 2016-2017 school year requires observation and analysis of student work. The cycle also encourages adapting material to meet student needs. Through the cycle, teachers form groups and develop a measurable learning goal, brainstorm and implement instruction; assess student learning; and reflect on the process and consider next steps. Once a cycle is complete, the group starts a new cycle that can either address next steps or another inquiry. Teachers are able to choose their own groups at the beginning of the semester but are expected to stay with the same group for the whole semester.
Dashboard Data	Every year, staff are presented with key data from the Dashboard. The data points include: <ul style="list-style-type: none"> <li>- Enrollment</li> <li>- Graduation rate</li> <li>- A-G completion rate</li> <li>- GPA information</li> </ul>



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	<ul style="list-style-type: none"> <li>- Suspensions/Expulsions</li> <li>- CAASPP Data</li> </ul> <p>Data is usually presented at all-staff meetings.</p>
CAASPP Interim Data Review	<p>CAASPP review is run by the district with the Assistant Superintendent of Instruction, Bonnie Hansen, and district instructional coaches. All staff members are given printouts of CAASPP Interim results and district staff review findings and some steps forward. <a href="#">A more formal review process was adopted for the 2018-2019 school year</a> with a reflection form all teachers had to complete. Teachers also had to make an <a href="#">action plan based on the data</a>.</p>
Student Surveys	<p>Menlo-Atherton sends out multiple surveys to students each year. Our major survey is the Panorama Survey. The results of this survey are shared with staff, and some key indicators are discussed during staff meetings. 1,737 students participated in this survey in 2017 and 1802 students participated in 2018.</p> <p>Another major survey from the 2017-2018 school year was the Bell Schedule Survey. After piloting two new schedules, students voted on their preferred choice. 1,413 students participated in this survey.</p>
Parent Surveys	<p>Menlo-Atherton sends out multiple surveys to parents each year regarding their perception of the school and student performance/concerns at school. Our major survey is the Panorama Survey. The results of this survey are shared with staff, and some key indicators are discussed during staff meetings. 598 families participated in this survey in 2017 and 548 families participated in 2018.</p> <p>Another major survey from the 2017-2018 school year was the Bell Schedule Survey. After piloting two new schedules, families voted on their preferred choice. 315 families participated in this survey.</p>

### 4. The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria

In February 2018, all departments assessed their programs with specific attention to WASC criteria and impact on student learning. Departments reviewed the Action Plan goals and how the goals fit into department practices. Departments then were asked to answer the following questions reflective of the WASC report:

1. How has our department “facilitated the participation of ALL students in rigorous, relevant, and coherent standards-based curriculum that supports our action plan items for college-career readiness and graduation requirements”?
  - a. What does this look like in our department and across courses/levels in the department?
  - b. What are our successes?
  - c. Where are our areas of growth?
2. How has our department “made available equal access to the school’s entire program, supporting our action plan items for college-career readiness and graduation requirements”?
  - a. What does this look like in our department and across courses/levels in the department?



- b. What are our successes?
  - c. Where are our areas of growth?
3. What are some ways we put the needs of the students first in the organization of our classes and content?
4. What are some next steps for our department to help students find success with curriculum?

[Notes from the departments are available here.](#)

**5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan.**

Menlo-Atherton's long-range action plan for the school's needs has been expressed in the Expected Schoolwide Learning Results and in the Vision Statement for the school. As stated above, the ESLRS are:

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

And the vision statement is:

- 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.

These goals align with the school's areas of need to increase A-G and College and Career readiness; to ensure the success of all students, especially those from our significant subgroups; to provide a safe learning environment; and to increase student engagement on campus.

Multiple steps have been taken to ensure these goals are met or are in progress, such as:

- Restorative Justice practices
- PRIDE committee to meaningfully incorporate M-A practices of Patience, Respect, Integrity, Determination, and Empathy
- Revamped 9th grade Transition
- Expanded student support services
- Multiple parent and community meetings
- Cycle of Inquiry teams for curriculum development







# Chapter I: Progress Report



**WASC Criteria:**

**Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits. Comment on the original critical areas for follow-up not in the current plan.**

## Significant Developments

Menlo-Atherton High School has undergone many significant developments since the last full WASC cycle in 2013 and from the midterm cycle in 2016. In the early 2000s, gang problems and other discipline problems strained the school climate. An unanticipated jump in enrollment created a chaotic beginning to the 2003 school year. The exodus of the principal and both administrative vice principals at the end of that spring created additional instability at a time when the District was heading into Program Improvement. During this period, M-A implemented Federal Program Improvement mandates and worked to bring order to the school. Within four years, structure was brought to the school, and by 2006 the school and the district exited Program Improvement. The initiatives put in place during this time were also recognized by the state of California, and Menlo-Atherton High School was named a California Distinguished High School in 2007. These positive changes were lasting and M-A was recognized once more as a California Distinguished High School in 2013 following the last full WASC cycle.

With the establishment of a safe school campus and a stable program, Menlo-Atherton was able to further focus its efforts on academic improvement on campus and expand programs for support. Additionally, the school procured funding for multiple expansions. The campus both looks and feels much different from the start of the last full WASC cycle in 2006 and even from the end of the last full WASC cycle in 2013.

## Boundary Change

In fall of 2016, the decisions of a multi-year effort to realign district boundaries went into effect. Prior to this realignment, students graduating from the Ravenswood City School District went to one of three high schools: Carlmont; Woodside; or Menlo-Atherton. With a new superintendent at the helm of the Ravenswood District, the East Palo Alto Community requested that the District realign boundaries so that students from Ravenswood would maintain their sense of community and feeling of belonging by having one high school as the home high school for all their middle school graduates. Closest to East Palo Alto, Menlo-Atherton became the home high school for all of Ravenswood's rising ninth graders. More information about the boundary change process and updated boundary maps can be found on the [district website](#).

The change addressed the inequity that existed for thirty years in which students living in East Palo Alto had been divided into three separate attendance zones. In addition to the schools in Ravenswood, Menlo-Atherton also became the home school for a portion of Las Lomas Elementary formerly assigned to Woodside High School as this section is now within the Menlo-Atherton boundary. With the exception of the "Avenues" beginning with 8th Avenue, the North Fair Oaks and East Redwood City communities are now assigned to Sequoia High School.

The board also revised the open enrollment policy. Currently, when a student receives an adjustment transfer (through Open Enrollment or for health/safety reasons), the new school becomes the student's home school for the remainder of their enrollment in the district. The only way to move schools is if the family physically moves into the boundaries of another school (they can pick the new school or choose to



remain at their present school) or through an adjustment transfer for safety/health reasons.

### Impact of Boundary Changes

The boundary changes have enabled M-A to focus on articulation with our three feeder districts: Ravenswood City School District, Menlo Park City School District, and Las Lomas School District. We have a great opportunity to enhance and strategize our collaboration with Ravenswood as we are now the home school for students in the East Palo Alto Community. In addition to the articulation efforts we have consistently had (8th to 9th summer transition programs; preview days at M-A for 8th graders; teacher articulation, visits to Ravenswood schools), we have added an annual retreat for 8th graders to spend a morning “Making Meaning of M-A” in the fall. We have also targeted outreach to invite incoming families to attend our Open House in the Spring and coordinated subject specific articulation events for Ravenswood and M-A teachers and guidance counselors.

However, as a further impact of boundary changes with M-A becoming the home school for all of Ravenswood, the support programs at M-A have necessarily expanded. For the 2017-2018 8th graders who are now our 9th graders, on the math SBAC, 8.3% of students met standards for math and 4.4% of students exceeded standards. From our Menlo Park partner district, 20.8% of students met the math standards and 57.1% exceeded math standards. For the ELA portion of the test, 22.6% of students met standards and 3.3% of students exceeded standards in Ravenswood. In Menlo Park, 39% met standards and 45% exceed standards. The Ravenswood City School District is the lowest performing feeder district in the Sequoia Union High School district, and with M-A being the home school now for all of Ravenswood, the number of support classes and support programs has had to increase to meet student need.

### Staffing Changes

#### Administration

In January 2015, Principal Matthew Zito transitioned to a position at the district office and Administrative Vice Principal Simone Rick-Kennel became the interim principal. Following an extensive interview process conducted by district and site staff, Ms. Kennel was selected as Mr. Zito's replacement. She began the 2015-2016 school year as the new principal. As principal, Ms. Kennel has continued and expanded the community wellness initiatives that she began as Administrative Vice Principal (AVP). These include a revamped Freshman Transition program to include lessons on growth mindset and mindfulness as well as a staff focus on restorative justice.

Further administrative changes happened with vice principals as well. With Ms. Kennel's transition to the principal position, her role as AVP was filled by J.C. Farr. Vice Principal Farr stayed at M-A for one year before taking a new position as principal of another school. He was replaced by Daniel Chaja for the 2016-2017 school year. Vice Principal Chaja left M-A after the 2016-2017 school year and Stephen Emmi joined the administrative team for the 2017-2018 school year and has remained on staff.

Steve Lippi, our longtime Instructional Vice Principal (IVP), retired in the 2015-2016 school year. His position was filled by Karl Losekoot, a former English teacher at M-A and AVP at M-A. Mr. Losekoot's position as AVP for the 2016-2017 school year was filled by Dr. Brenda Bachechi who came to M-A from her position as the Coordinator of Special Education at the district office. Dr. Bachechi has also remained on staff.

Menlo-Atherton was also given additional funding in the 2016-2017 school year for a third AVP to help offset enrollment growth and the boundary change implemented in 2015-2016. Janelle Bugarini, a former M-A student and vice principal at Berkeley High School, was hired as the third AVP, and she has also remained on staff.

The current administrative team has been together then from the 2017-2018 school year and are on their



second full year as a team, with four members of the team in their third year together.

### **District**

After 39 years in education, James Lianides retired from his position as Superintendent of Sequoia Union High School District following the 2016-2017 school year. Dr. Mary Streshly was appointed as the new Superintendent starting the 2017-2018 school year, having previously been an Assistant Superintendent for Education Services with the Campbell Union High School District.

### **Certificated**

With the increased student enrollment, M-A secured funding for an additional guidance counselor starting in the 2017-2018 school year. We now have 8 full-time guidance counselors serving our students.

M-A has seen quite a bit of teacher hiring and turnover in the last five years. Some staffing changes are because of growth in student enrollment and in our academic programs or from teacher retirement. However, informally reported, much of the teacher hiring stems from the prohibitive cost of living in the Bay Area. M-A lost many new and long-time staff members who moved out of the area. In the 2014-2015 school year, M-A hired 16 new certificated staff members. In the 2015-2016 school year, we hired 22 new certificated staff members. In the 2016-2017 school year, we hired 31 new certificated staff members. In the 2017-2018 school year, we hired 27 new certificated staff members. In the 2018-2019 school year, we hired 17 new certificated staff members. 5 of the new teacher hires for the 2018-2019 school year come from the district's Growing Our Own program in which the district funds the teacher education of select classified staff members in an effort to retain home-grown talent.

The number of new staff members has made it challenging to maintain consistent programs and increase camaraderie on campus, but efforts have been made in the form of mixed group scavenger hunts, increased staff appreciation from the Leadership program, increased staff appreciation at Feel Good Fridays, "Get to Know M-A" blurbs about new staff members, and, additional activities by the M-A Social Club, and new teacher luncheons.

### ***Bell Schedule Change***

Menlo-Atherton adopted a new bell schedule in the 2018-2019 school year. Prior to this change, the school has had the same schedule since a zero period and later start time was added in the 2010-2011 school year. This new bell schedule keeps the zero period and later start time but changes the SSR model. Previously, students had a 20 minute SSR period attached to 3rd period 3 times a week (Mondays, Tuesdays, and Fridays). In the new bell schedule, Flex Time has replaced SSR. Twice a week (Wednesday and Thursdays) students have a 30 minute period to go to the class of any of their current teachers. This longer work period is right before lunch. The hope is that the extended time with the option to use the lunch period will help students get more personalized help from teachers in classes they most need support.

Additionally, this schedule was adopted to help mitigate the disruption of sports on class time. The later bell schedule adopted in 2010 inadvertently created a problem in which many athletes were missing significant chunks of time from their afternoon classes. The schedule flipped the block days from odd classes on Wednesday and even classes on Thursday to even classes on Wednesdays and odd classes on Thursdays. This helps students in sports like baseball where games happen every Tuesday and Thursday so the students are missing one section of period 5 and one section of period 6 during the week instead of two sections of period 6. Additionally, with the 30 minute Flex period and a 30 minute lunch, students should have more time to make up work from their absences, especially for longer assignments such as labs or essays.

To select the bell schedule, multiple versions of schedules were decided upon by a Bell Schedule Committee made up of teachers, classified staff members, and administrators. The committee looked at options such as modified block, all block, rotating schedules, SSR periods, and Flex periods. Staff





members voted for their favored version of a modified block and their favored version of an all block schedule. The school then piloted for two 2-week stints the chosen modified block schedule and the chosen all block schedule. At the end of piloting, all staff, students, and parents had the opportunity to complete a survey regarding the schedules and vote for their favorite option. All results are available in the [Appendix](#).

As of November 2018, the bell schedule is under review again because the adopted schedule, and previous schedules, do not meet union bargaining regarding teacher prep periods. A survey was sent to staff weighing possible solutions but returned inconclusive results. A further study will be conducted in the Spring semester.

### **Construction**

From Chapter 1, there is deep support for public education in the community, which is reflected in the commitment of school volunteers, the financial contributions of parents and service clubs, and the passage of four recent construction bonds (2001, 2004, 2007, and 2014). In keeping up with student enrollment growth, the Campus itself is also undergoing an overhaul. The new F-Wing addition was completed in 2015, and it has created a new science wing and a centralized location for AVID classes. These new rooms are equipped with individual Chromebook carts, Lightspeed speaker systems, and EPSON projectors.

The district also allocated \$55,000,000 from bond Measure A for additional new construction. Phase 1 of the construction included the two-story 21 classroom G-Wing with a covered outdoor eating area. Construction finished at the end of the 2016-2017 school year and the G-Wing was fully opened for the 2017-2018 school year. Each new room in this building came equipped with Chromebooks and projectors as well. The guidance office and career center were also expanded and remodeled to accommodate more office space and include an ambient reception area.

Phase II of construction finished in September of the 2018-2019 school year and includes a new STEAM building with 6 classrooms that house Physics, Biology, Culinary Arts, and Maker Space classrooms as well as new restrooms and main kitchen facilities. Construction at M-A is winding down now with the completion of these buildings. The last project finished is the remodel of the PE locker rooms. This project started in the 2017-2018 school year and finished in January of 2019.

### **Updated Student Support Services**

#### **Individual Assessment Services**

Many supports are offered on-campus to help students find success in high school both educationally and personally. The Student Support Services/Partnership for Success staff includes a Licensed Marriage and Family Therapist, Clinical Case Worker, Bilingual Parent Liaison and Bilingual Community Liaison. These support staff members are available to meet with students and/or parents for initial assessment of needs.

Parents, teachers, guidance counselors and community members can also refer students, and parents and students are also encouraged to self refer. Primary reasons for referrals are high levels of stress, history of trauma, and academic challenges. Following the initial assessment meeting, students and/or parents are connected to support service providers, community agencies, or other school staff who work collaboratively to provide the needed intervention services to help the student be successful.

#### **Multidisciplinary Teams**

The Student Support Services staff works together with school staff to assess the needs of students with significant challenges. These teams work collaboratively and creatively to unveil possible reasons for a student's lack of success, brainstorm potential interventions or support services, and monitor student response.





Our multi-disciplinary teams include:

- **Student Risk Assessment Team (SRAT)**, a multidisciplinary team of guidance counselors, teachers, health care providers, administrators and other support service providers who assess struggling students through case presentations. Following the initial presentation, the team discusses potential interventions, creates action plans, and monitors student progress.
- **Parent Outreach Team (Bilingual)**, led by our Bilingual Parent Coordinator, is a team of support providers who are available to assist parents with questions about high school, provide connections to community resources, and offer opportunities for increased parent-school engagement. Weekly evening seminars (in Spanish & English) on current topics of interest are provided.
- **504 Plan Teams** are teams of school staff, student and parents/family members. This team designs and monitors an accommodation plan for students who have a physical or mental health impairment that significantly affects their ability to be successful at school.

### Support and Enrichment Programs

The Student Support Center is a place for students to meet with caring adults, interact with peers, build community and access resources. Students identify the Support Center as a “safe space” that is student-focused and welcoming to all. Student Support Center staff is available to check in with students on a drop-in basis before school, brunch, lunch or after school and by appointment during class time. Teachers send students to the Support Center when they are in need of social-emotional support, academic help, small setting testing, mentoring or brief check-ins. The Student Support Center is also a hub for our partnerships with community based organizations, counseling internships, and community volunteers. Through these partnerships we have created a plethora of support and enrichment programs.

Some highlights of our key programs are:

- **STARVISTA Mental Health Services** provide mental health crisis response, brief intervention, group counseling, and clinical case management for students dealing with social-emotional challenges. The program operates through a partnership with a local non-profit, StarVista.
- **After-School Tutoring Centers** are subject-specific and staffed by credentialed M-A teachers, instructional associates and other support staff. Centers are open Monday- Thursday from 3:15-4:30 for specific help in English, math, social studies, Spanish, and science.
- **The Homework Center** is in the library after school every day from 3:15 to 4:30.
- **The Boys and Girls Club On-Site Program** meets after school on campus at M-A. The program has a dedicated 9th grade academic advisor.
- **Partnership for Success Mentoring Program** pairs groups of students (2-4) with two community volunteers who meet in mentoring teams weekly for at least one hour. Focus of the mentoring is on social-emotional guidance and academic support.
- **49ers Academy** consists of on site staff supported by the 49ers Foundation, who provide academic support for students through pushing into classrooms, pulling students out for sessions, and providing an afterschool program.

### SAAP

The Sequoia Aspirations Advocate Program (SAAP) was established in Fall 2014 and is supported by the Sequoia District at all four comprehensive high schools. The district pays for a certificated teacher, Jenna Carson, to be full-time release on Special Assignment to work with the most challenging and at-risk 9th graders. Students identified for the SAAP program did not graduate from 8th grade, have multiple SSTs in K-8, have poor attendance patterns, and are behaviorally and/or academically at-risk. The program also includes students who are identified as homeless youth, foster youth, or are on probation. Most students are pre-identified before entering high school, although some are selected



after the 1st quarter progress reports and Q1 grading period. The SAAP coordinator collaborates with administration, teachers, guidance and support staff to case manage these students and help put them on a positive path through high school.

### Team Ascent

The Team Ascent Program was established in June of 2015 and is supported by the Sequoia District office. Team Ascent is a summer program designed to enhance the existing Compass and Honors Institute Programs by including very high-risk rising 9th graders. Students are pre-identified by the Ravenswood City School District as being the most likely to struggle with the transition to high school whether it be for truancy issues or behavior issues. These students are then given a personal invitation and follow-up to be a part of the program which extended the summer school day with lunch and activities. Team Ascent runs for four weeks in June and July and includes mentoring, reflection, behavior modification training, field trips, indoor and outdoor games, and counseling. Most students who participated in the Team Ascent program are then rolled onto the case manager's list for SAAP, unless they were already being served by an intensive Special Education program. Getting to know students before they start 9th grade helps the team build a success plan.

## Special Education Co-Teaching

### The Co-Teaching Model

The Special Education Department (SPED) at Menlo-Atherton High school serves students with Individual Education Plans (IEPs) with mild to moderate disabilities and moderate to severe disabilities. The mission of the SPED Department is to prepare students for post-secondary goals, provide specialized academic instruction, ensure progress on individualized goals, and provide equal access to a free and appropriate education.

In the 2012-2013 school year, M-A piloted a co-teaching model where many students with IEPs received services in a co-taught general education course instead of self-contained SDC classes (Special Day Course). The district adopted a district-wide co-teaching model in 2013-2014 and SDC classes at all sites were replaced with a co-teaching model for students with mild to moderate disabilities. The purpose of the co-teaching model is to serve students in the least restrictive environment, increase participation of students with disabilities in the general education environment, and improve the graduation rate of students with IEPs.

The district also set a "1/3 rule" for co-taught classes, mandating that classes with co-teachers have a cap of students with IEPs equaling 1/3 of the total class enrollment. This policy is consistent with non co-taught classes, the exception is for some intervention classes that, by grouping, have a larger percentage of students with IEPs.

The goals of co-teaching are to:

1. Give students equal access to the general education curriculum
2. Increase graduation rates
3. Increase students with IEPs taking A-G courses
4. Differentiate instruction to address the needs of all learners

### Identifying Co-Taught Sections

Co-taught subject areas are first determined by diploma-required graduation requirements in core content subjects. As per SUHSD CODEX (see [Appendix](#)), English Intervention, Intensive ELA, Algebra Readiness, and Algebra Topics are to be supported with a co-teacher or Instructional Associate (IA). Co-taught partnerships between a general education content teacher and special education teacher are identified as early as the spring semester of the previous school year and existing partnerships that want to continue



co-teaching the following year are given priority to continue. The students are identified for co-teaching by their case managers and students' needs based on their IEPs. A SUHSD placement rubric (see [Appendix](#)) was developed to determine how a student qualifies for co-teaching. The total number of students who need co-taught classes is then tallied and given to site administration to determine co-taught sections.

### Benefits of Co-Teaching

There are many positives from the co-teaching model. More students are included in the general education environment, and when the "1/3" rule is in effect, students in special education benefit from behavior models. Accordingly, student expectations are high. Students also feel more adequately prepared for post-secondary educational opportunities because they have access to grade-level curriculum in a heterogeneous classroom. Co-taught classes also reduce the stigma of 'being in special education' with special education teachers delivering content in general education classes. In these classes, students with IEPs feel that they benefit from presence of both teachers.

### Improvements for the Co-taught Model

More co-taught sections are needed to meet the needs of all students. Currently, we have 18 sections with co-teachers, and many students need multiple co-taught classes. Not every student with an IEP needs to be in a co-taught class. The SPED Department needs to streamline prioritizing and placing students in a co-taught class based on need. To that end, the Expanded SPED Advisory created the placement rubric.

Consistent co-teaching professional development support is needed. The district provides initial training for co-teaching pairs, and collaboration is promoted through one release-day per quarter. Co-teaching pairs also share a release period during which to plan. More training on the co-teaching model and how to support students in a co-taught class are needed. Additionally, all staff needs training in how to modify curriculum for a co-taught class.

One challenge with the co-teaching model applies to a small group of students who have low academic skills but who also have age-appropriate social skills. These students need access to intense direct instruction than a co-taught class offers. However, because of their age-appropriate social skills, they do not qualify for our ILS program. Menlo-Atherton tried to implement an Internship model for these students and found the model to be successful in helping students stay in school, complete coursework, become more career-ready, and develop positive attitude toward learning. However, because students in the Internship course received modified grades and were not A-G eligible, and because the district saw this model as a version of SDC, the program was not continued. The district is currently looking at alternate programming for these students.

### New Courses

The following courses have been added since the last full WASC cycle and continue to be taught:

#### Core Content Course Offering Updates

Advanced Placement (AP) Chemistry  
Bio Tech I and II (Academy)  
Dynamic Ecology  
Finite Math and Trigonometry (replaced Algebra II and Trigonometry)  
Marine Biology  
Multivariable Calculus



### Elective Course Offering Updates

Academic Literacy  
Advanced Placement (AP) Art Studio 3D design  
Computer Science – Mobile Applications  
AP Computer Science Principles  
Chinese (Mandarin) I, II, III, IV, IVH, AP  
Foundations of Web Design (Academy)  
Race, Immigration, and Ethnicity in the US  
Speech, Debate, and Critical Thinking I, II, III  
Sports Leadership  
T.V. Communication & Production  
Website Programming (Academy)

### New CTE Titles/Courses

*(All CTE courses now have the letters CTE in front of the course title)*

Journalism - CTE Digital Journalism I, II, & III  
Yearbook - CTE Graphic Design & Production  
Digital Photo II - CTE Digital Photography & Design  
Computer Animation - CTE Digital 3D Modeling & Animation  
CTE Advanced Digital 3D Modeling & Animation (NEW COURSE)  
Video Production - CTE Digital Filmmaking  
CTE Advanced Digital Filmmaking (NEW COURSE)  
TV Comm & Prod - CTE Digital Com & Video Str  
Foods & Nutrition - CTE Foods & Nutrition  
Adv Foods - CTE Culinary Arts  
CTE - Hospitality Management (NEW COURSE)  
Woods I, II, III - CTE Wood I, II, III  
Engr Tech - CTE Engineering Technology

[All of the course offerings for Menlo-Atherton can be found here.](#)



## **Recognition**

### **Kent Award for Articulation and Transition**

In 2017, Menlo-Atherton received a [San Mateo County School Board Association Kent Award](#) for our program of Articulation and Transition. As a school, we employ strategies for articulation that are student-centered and teacher-centered. Menlo-Atherton High School's Articulation and Transition Program was implemented to ensure students have a smooth transition from middle school to high school. Under the guidance of the administrative team, the Articulation and Transition Program opens lines of communication between M-A and our partner feeder schools from Menlo Park School District, Las Lomas School District, and Ravenswood City School District. The students from these districts have vastly different demographics, and M-A's Articulation and Transition Program addresses the needs of each individual feeder district.

Most students from the Menlo Park School District and the Las Lomas School District arrive at M-A prepared for honors courses with eventual pathways to AP classes. Many of these students start freshman year in Geometry or Algebra II. A majority of students from Ravenswood City School District start freshman year in support level courses such as intervention math classes that do not meet A-G eligibility. The Articulation and Transition program was developed to help bridge this achievement gap earlier and prepare students from all of feeder districts for the rigors of high school with structured activities to ensure successful high school transition.

Articulation and Transition incorporates multiple programs and events held both on the Menlo-Atherton campus and at feeder schools. These events and programs aim to familiarize students and parents with the campus and staff of M-A. Additionally, some programs help align teachers and curriculum from the feeder schools to teachers and curriculum at M-A.

### **Zap the Gap**

Menlo-Atherton was recognized at the San Mateo County [Zap the Gap Summit](#) for successfully reducing suspension rates in the 2016-2017 school year. The Summit recognized that the suspension rate of Socioeconomically Disadvantaged students dropped 9.1%. The recognition looked specifically at the effect of our Conflict Mediation program in identifying and resolving problems in their early stages. The Summit also recognized the [Sequoia Aspirations Advocate Program](#) which targets some of our most challenging 9th graders and gives them an advocate on campus.

### **Athletics**

M-A has also won the Peninsula Athletics League Commissioner's Cup for sportsmanship and athletics for the last 10 years in a row and 11 of the 12 years the award has been offered. More than 1,100 students participate on 54 athletic teams at M-A. In 2017, our athletics program was honored by Prep2Prep as NorCal Public School of the Year for Athletic Achievement. Established programs like Boys Basketball advanced to the NorCal championship game. Girls Volleyball went to the state championship for two years in a row in 2015 and 2016. The Football program in 2016 advanced to the division 3 AA state championship game. In 2018, the M-A Football program won the state championship for division 3 AA. New programs have also flourished. The Girls Wrestling team established in 2016 placed 4th in the state in 2018.

### **CTE**

The CTE program at M-A has gained much recognition in the last 5 years. In Spring 2016 and Fall 2016, students in the Digital Filmmaking program at M-A won the [Digital Promise 360 Video Contest](#). Both Journalism classes at M-A were finalists for Pacemaker awards. The [print publication](#) gained the recognition in 2015 and the [digital journalism](#) class received the nomination in 2016.





### VPA

Menlo-Atherton has a robust Visual and Performing Arts program. Jazz Band received first place at the Delta Jazz festival in 2016 and 2017. The program also received first place at the World Strides Music Festival in Anaheim in 2017. It also got Superior Ratings at the College of San Mateo Jazz Festival in 2016 and 2017. At the same time, Jazz Combo also received first place at the Delta Jazz Festival in 2016 and 2017. The Concert Band received a gold medal at the World Strides Music Festival in Anaheim in 2017 as well. Finally, the Orchestra received a gold medal at the Festivals of Gold in Nashville in 2017, in Chicago in 2016, and in Washington DC in 2015. The M-A Orchestra also performed at the National Band and Orchestra Festival at Carnegie Hall in 2014. The Orchestra program was invited once more to Carnegie Hall in 2019.

Other VPA programs at M-A have also seen success. The Ceramics program participates in an annual end of year Arts Show at M-A with cash prizes for student work. The program is also holding its first annual Empty Bowls fundraiser this year with proceeds going to a local food bank.

The Visual Arts program also has an annual spring student art show at a local shop, Artistic Expressions. This will be the 24th year of the annual show which is a collaboration between visual and performing arts with music performances and art displays in one place.

### Debate

Menlo-Atherton's debate program is currently ranked first nationally in parliamentary debate according to the National Parliamentary Debate League (as of December 2018). The program was officially established as a course in the 2017-2018 school year. M-A's debate program is the most racially and socioeconomically diverse program in the top twenty. During after school practices, weekend tournaments, and a class, the program emphasizes student-to-student mentorship, providing a strong sense of community as they learn current events, critical thinking skills, and the norms of public speaking.

### Teacher/Staff Awards

Lance Powell, AP Environmental Science and Environmental Chemistry teacher, was awarded the 2014-2015 Environmental Protection Agency's Presidential Innovation Award for Environmental Educators at ceremonies at the White House.

Teacher and Coach Mike Molieri was selected the 2015-16 Prep2Prep Central Coast Section Coach of the Year.

Teacher Jenna Carson received the 2015 San Mateo County School Board Association's Emily Garfield Award.

Teacher and Coach Eric Wilmurt was the SF Bay Area Chapter Winner for Positive Coaching Alliance's Double-Goal Coach Award in 2016.

Teacher John Giamb Bruno was selected as a Sequoia Union High School District Certificated Employee of the Year in 2017.

Football Coach Adhir Ravipati received PCA's Double Goal Coach Award and CA Coaching Association's Nor Cal Coach of the Year in 2017.

Jane Worden and Brett Koerlen received the CA Swim Coaches of the Year by the CA Coaches' Association in 2018.



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Co-Athletic Directors Paul Snow & Steve Kryger were named CA Coaching Associations Girls and Boys Athletic Directors of the Year in 2017.

Teacher and Coach Pam Wimberly was inducted into the California Coaches Association Hall of Fame 2017.

Lilly Quiñonez, our Bilingual Parent Coordinator was honored as SUHSD Classified Employee of the Year in 2018.

### Service

M-A was awarded the Second Harvest Food Drive Blue Diamond Award for “Outstanding Food and Fund Drive Donor” in 2009, 2010, 2011, 2012, 2014, 2015, 2016, and 2017 for raising over 100,000 pounds of food during our annual canned food drive. Additionally, the students and staff were awarded the Golden Apple Award from the Second Harvest Food Bank. M-A was also awarded the Community Champion Award for the last seven years. M-A is the only high school in San Mateo and Santa Clara Counties to receive these honors, on level with companies such as Google and Cisco.



## Critical Areas of Follow-Up from 2013 Visiting Committee

#	Critical Area of Follow-Up	Current actions toward addressing area	Impacts on students
1	Extend and encourage participation in shared decision-making and school involvement to all stakeholders, especially to students, classified staff, and parents of underrepresented populations.	<p>M-A has a Site Council, SDMSC, which includes teachers, parents, students and administrators in making schoolwide decisions.</p> <p>A bilingual parent coordinator helps parents communicate with teachers and counselors.</p> <p>ELAC includes parents helping underrepresented populations have a voice on the campus. ELAC, the PTA, and the Foundation for the Future are working together toward common communication and participation in events.</p> <p>Student surveys have been given regarding class rigor, transportation, student voice survey, and a bell schedule survey.</p> <p>The Support Center is an integral resource for all stakeholders, especially to students and parents of underrepresented populations.</p> <p>Principal Kennel has also scheduled four meet-and-greets with parents in an effort to bring parent groups together.</p> <p>Community Engagement meetings have been held twice in 2018 (February and October).</p>	With increased participation in shared decision-making and school involvement, students will feel as if they have more buy-in in school decisions and school culture. This could lead to a positive impact on campus community.



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2	<p>Many teachers use a variety of instructional strategies to engage all learners. However, though professional development has taken place and the District is supporting research-based instructional techniques, schoolwide implementation is not evident. Having all teachers make use of strategies that have been proven to improve student engagement is highly recommended</p>	<p>Successful implementation of DII strategies as presented through Professional Development</p> <p>Administration uses a tool for walk-throughs to provide schoolwide feedback of DII strategies (see Appendix).</p> <p>Use of varying technologies across all subjects, including a standardized student portal through School Loop—replaced with Canvas in 2017-2018.</p> <p>Common assessments and common rubrics across grade levels in order to increase collaboration</p> <p>Varied teaching strategies in order to increase student engagement. Multi-faceted instruction to meet the learning needs and interests of our students.</p> <p>Common Core curriculum development and use of common core strategies throughout content levels. Supports include the Writing Center, tutoring and homework centers.</p>	<p>Using a variety of instructional strategies will help students access curriculum through multiple entry points, hopefully leading to a greater depth of knowledge.</p>
3	<p>Parents and students appreciate and make use of the updates on Infinite Campus and teacher websites. This is especially true in the case of struggling students. Regular use of Infinite Campus and individual websites to communicate daily assignments and update student progress is likely to yield remarkable results.</p>	<p>Grading is now done through Canvas as of the 2017-2018 school year. School Loop was used from 2014-2017 and not Infinite Campus.</p> <p>A district policy has been implemented for Canvas and posting of assignments and grades.</p> <p>Google Apps for Education was adopted by the district providing every student with an email account.</p> <p>Volunteer Sue Kayton helps provide computers, internet access and training for families identified.</p>	<p>Regular use of Canvas by both teachers and students will provide a consistent system of communication and progress report access. Students will no longer be surprised by their grades and they will all have a means to access their teachers through Canvas Mail should they not use email accounts.</p>



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4	<p>Continue to develop and implement programs that will result in all students achieving their potential, regardless of cultural, ethnic, and economic background. Balance rigorous core academic programs with high-interest, challenging elective courses.</p>	<p>We currently offer support through AVID, Academy, SAAP, Student Support Center, and StarVista Counseling services.</p> <p>We offer numerous elective courses in almost all departments. These electives range from rigorous courses such as AP Art History or Russian Literature to high-interest, challenging courses such as Woodshop or TV Production.</p> <p>Numerous tutoring and after school academic support centers are in place. These include the targeted 9th and 10th grade homework centers staffed by M-A teachers and the 11th and 12th grade tutoring center in the library, also staffed by M-A staff.</p> <p>BUILD was implemented from 2014-2017 to inspire entrepreneurship and community partnerships to students who might not otherwise have such access.</p> <p>Work has been done to increase the rigor of CTE courses and develop CTE career pathways.</p>	<p>Programs that target student potential are important to give students equal opportunities for success. All students must be provided access to electives and clubs in addition to content classes to promote student well-being and balance.</p>
5	<p>Broaden articulation efforts with all feeder schools, possibly beginning with 7th graders, and matching high school students to their former feeder schools for important outreach activities.</p>	<p>Shadowing Program matches 8th graders with students from the same school or sharing the same interests for a day on campus.</p> <p>Multiple articulation meetings have been held between English, math, and science teachers from M-A and Ravenswood schools to discuss expectations for students and sample activities/assignments.</p> <p>M-A Preview days are held in which students from Ravenswood tour the campus and classes. There are also multiple school tours occurring weekly led by students in the M-A Leadership course.</p> <p>M-A teachers are encouraged yearly to visit feeder schools, and feeder school staff members are invited to M-A.</p> <p>The M-A PTA purchases summer reading books for all incoming 9<sup>th</sup> graders from Ravenswood every other year.</p> <p>Guidance counselors have collaborated with all feeder school counselors for 9th grade registration and parent information nights have more consistent information.</p>	<p>Increased articulation efforts should provide a smoother transition for incoming 8<sup>th</sup> graders. If 8<sup>th</sup> and 9<sup>th</sup> grade teachers openly discuss rigor and expectations, students will hopefully come to M-A more prepared for high school.</p>



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6	<p>Explore ways to improve student pride and connectedness to their school. Improve student interaction and relationship building through a variety of school activities and recognition programs that validate student successes.</p>	<p>Freshman Transition and Leadership classes have been revamped to include ideas of mindset and grit.</p> <p>M-A Today highlights school events, club news, sports, and announcements three times a week via a live video stream during 3rd period.</p> <p>Numerous clubs are available on campus for students ranging from student interests such as anime to Build-On.</p> <p>PRIDE video competition to encourage student participation and connectedness to elements of PRIDE.</p> <p>Pride Bucks, Bear High-Fives, and Shout-Outs are whole-school incentives given to students to validate successes.</p> <p>Pride Hall display cases often highlight students in various subjects and extra-curricular activities.</p> <p>After school homework center rewards student attendance through Pride Bucks and snacks.</p>	<p>Improving student pride and connectedness in school will foster a sense of belonging and hopefully a personal drive to succeed as an M-A Bear. Students need their successes validated to remain motivated to continue on with the challenges of school.</p>
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### Recommendations from Mid-Term 2016

#	Recommendation	Progress Update	Impact on Student Learning
1	<p>A major source of data for determination of whether or not Action Plan goals are being met is student grades. However, without a consistent set of grading criteria, or common assessments that are used to determine student whether students are meeting learning objectives, grades can be an invalid</p>	<p>Menlo-Atherton is working toward a more uniform curriculum creation and grading system.</p> <p>Cycle of Inquiry was introduced in the 2015-2016 school year as a time for specific curricular teams to meet several times a month and complete an inquiry cycle about curriculum. In the 2017-2018 school year, Cycle of Inquiry teams were asked to identify a standard and what an assignment that exceeds, meets, and approaches this standard looks like. The 2018-2019 school year Cycle of Inquiry focus is on creating common assessments and common grading of these assessments in subject area teams.</p> <p>M-A and the district are also encouraging the Constructing Meaning Training for content accessibility and supports for students in content courses. As part of this series, groups of teachers can form teams to track</p>	<p>Students will benefit from a more uniform grading system as there will be more confidence that a grade in one class will mean the same thing as a grade in another class.</p> <p>Additionally, students will benefit from having multiple methods of assessment as</p>



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	<p>indicator. Menlo-Atherton staff should work toward a more uniform grading system and/or develop additional objective data to be used to determine the extent to which goals are being met.</p>	<p>certain standards for their students through multiple assessments.</p> <p>Additionally, teachers in the district have received multiple introductions and trainings in School City and using SBAC-like questions on tests. The district is also implementing a more robust interim assessment for the SBAC with full-length practice tests given in English and math for grades 9-11.</p> <p>There was a successful implementation of DII strategies as presented through professional development opportunities at the district. All teachers received this training. DII has now been replaced with Constructing Meaning (CM) at the district level and many teachers have signed up for the optional training process.</p> <p>The school is also looking at more than student grades as an indicator of success now. In addition to grades, A-G eligibility, and GPA, the school is also tracking SBAC achievement and CTE pathway completion as indicators of success. CTE Pathways are created and the next step is to look into a possible certificate or outside credit program for completion of a pathway.</p>	<p>neither test scores nor grades in isolation can define a student.</p>
2	<p>Staff should develop a plan to determine any consistent patterns for students who are not meeting college entrance requirements.</p>	<p>Multiple initiatives were put in place to determine patterns for students not achieving A-G eligibility:</p> <ul style="list-style-type: none"> <li>• The school receives data from the Dashboard report looking at credit completion by grade level. This data is shared with the staff. Staff also have grade discussion for individual courses once a year.</li> <li>• A common learning management system was adopted. The use of a common grading site helps students and school officials track student performance and grades throughout the course of the year. Students are also given a lesson on how to access Canvas and do a grade-check activity created by teachers on campus.</li> <li>• Guidance counselors have expanded their lessons and check-in process with students. They see students 4-5 times each year in large group and individual sessions. These individual sessions focus on grades and courses, as well as course selection.</li> <li>• A group meeting is held for freshman parents with students who do not have a GPA of 2.0 or above during the first semester. These parents can also check in with school staff during this meeting.</li> </ul>	<p>Understanding patterns for why students are not meeting A-G eligibility will help target the issues at hand and help us better address the specific problems.</p>





## Action Plan Update

### ***ACTION PLAN #1-Graduation and A-G Eligibility***

<b>CRITICAL ACADEMIC NEED #1:</b>	Increase the percentage of students who successfully graduate from Menlo-Atherton High School in four years plus a summer session. Within this goal, we will increase A-G eligibility rates for all, with a particular focus on Hispanic students and under-represented groups.
<b>RATIONALE:</b>	<p>The leadership team, Focus Groups, and home groups analyzed the self-study and found the following:</p> <ul style="list-style-type: none"> <li>• There is a significant disparity in A-G eligibility rates between our white and Hispanic groups (84% vs. 31%).</li> <li>• Passing rates in graduation-requirement classes and A-G classes show areas of concern and focus.</li> <li>• As a leadership team, we have decided to link graduation and A-G eligibility. The support programs and resources that we will put in place will benefit both groups in successfully passing their courses.</li> </ul>
<b>SUPPORTING EVIDENCE:</b>	<ul style="list-style-type: none"> <li>• In 2011, our graduation rate was 89.6%, down one percent from 2010.</li> <li>• Our dropout trend is positive, but in 2011 we still had 34 students classified as dropouts.</li> <li>• In 2011, white students completing A-G eligibility requirements were at 84% while Hispanics were at 31%.</li> </ul>
<b>GROWTH TARGET:</b>	<p>Menlo-Atherton High School had a total of 408 students graduate in June 2012. 122 were Hispanic (about 30%). Of these 122 students, 35 met the UC A-G requirements (28.7% of the total number of graduating Hispanics met the UC A-G requirements).</p> <p>Our growth goal is to increase our graduation rate by 2% each year. Our growth goal is to increase the number of Hispanic graduates meeting A-G requirements by 15% each year.</p>
<b>ESLR ADDRESSED:</b>	Meet or exceed academic standards and post high-school success.
<b>IMPACT ON STUDENT LEARNING:</b>	Direct positive impact on student achievement, reaching graduation, and post-Menlo-Atherton success.



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<p style="text-align: center;"><b>MONITOR PROGRESS TOOLS:</b></p> <ul style="list-style-type: none"> <li>• We will continue to monitor graduation rate, class passing rates, and A-G eligibility.</li> <li>• We will analyze the role of homework in students' success rate in A-G courses.</li> <li>• We will look at class-specific information for A-G classes and the number of D's and F's to assess progress in increasing graduation rates.</li> </ul>	<p style="text-align: center;"><b>REPORT PROGRESS:</b></p> <ul style="list-style-type: none"> <li>• Data Reports: AYP, Dataquest, staff presentations, and updates to the Action Plan.</li> <li>• Action Plan Progress: staff, leadership team, M-A stakeholders, the school board.</li> </ul>
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#	Action Item	People Involved, PD/Resources, and Assessment	Progress Notes
1	Revise registration form to include tracking system for A-G eligibility and graduation track	<p><b><u>People Involved:</u></b> Guidance</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p>Department meetings</p> <p><b><u>Assessment:</u></b> Completion of updated registration form</p> <p>Reporting tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Completed Fall 2013</b></p> <p>Beginning in Spring 2014 all registration forms for rising 10th-12th graders include a line for counselors to report A-G and graduation status.</p>
2	<p>Complete the implementation of Guidance Bingo charts for all students in all grades to visually track their progress to graduation and A-G eligibility</p> <p>Formalize the timeline for counselor and student meetings</p> <p>Determine classes offered and timeline for student meetings</p>	<p><b><u>People Involved:</u></b> Guidance</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p>Meeting time for students &amp; guidance counselors</p> <p><b><u>Assessment:</u></b> A-G eligibility rate reports</p> <p>Graduation rate reports</p> <p>Reporting tools</p>	<p><b>Completed Spring 2014</b></p> <p>As of 2015 we are no longer using Bingo charts but instead implemented californiacolleges.edu for students to create and maintain 4 year plans. Upperclassmen did not find value in the chart so we are transitioning to californiacolleges.edu. This plan is documented in shared Guidance file.</p> <p>A timeline to meet with students about their courses is in the calendar and shared in the Guidance file. It is also printed in student planners. Additionally, the course offerings list is updated annually and available on the website.</p>



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	Create an evaluation tool to assess how students interact with bingo charts		
3	<p>Increase the use of Naviance computer program through a student's four years in order to track the road to graduation and A-G progress, and allow students exposure to explore career options. Establish Naviance Task Force</p> <p>Link Naviance to registration process Create lessons to link Naviance to the classroom</p> <p>Integrate Naviance into the technology plan for additional teacher training</p> <p>Explore using Naviance in support classes during finals and testing weeks Implement regular Naviance use in all CTE classes</p>	<p><b><u>People Involved:</u></b> Guidance  Naviance Task Force  CTE Teachers  Create task force</p> <p><b><u>Resources:</u></b> Teacher training time  Collaboration time</p> <p><b><u>Assessment:</u></b> Assessed through A-G eligibility rate reports and graduation rate reports</p> <p>Additional reporting tools: track student use with Naviance reports, and student exit interviews</p>	<p><b>Completed Spring 2017</b></p> <p>Graduation and A-G status are tracked by guidance counselors using shared Google Spreadsheets and tagging students in Infinite Campus. Students plan for completion of A-G using the 4 year planning tool, Course Planner, in Infinite Campus.</p> <p>Advisors encourage the use of Naviance through various grade level class presentations, during the spring course selection period, and/or during 1:1 meetings with students. The College Advisor also sends weekly messages through Naviance to increase communication with students. AVID teachers also use Naviance as part of their AVID curriculum.</p> <p>In 2017, guidance counselors provided an M-A version of Road Trip Nation with many freshmen English classes. With an increase in demands on our classroom teachers, there has not been the capacity for implementing this yet.</p> <p>Guidance counselors met with the CTE Department in prior years to discuss using Naviance in CTE classes. We will explore further options in 15-16 school year, possibly looking at kinesthetic activities and lessons for the classroom before finals in June 2016.</p>
4	Develop student engagement strategies for all classrooms to promote lessons that connect to real life, future jobs and careers, and integration of technology	<p><b><u>People Involved:</u></b> AVPs</p> <p><b><u>Resources:</u></b> Teacher collaboration time</p> <p><b><u>Assessment:</u></b> Class passing-rate reports</p>	<p><b>Completed and ongoing as of Spring 2014</b></p> <p>Both core content and elective classes work to promote lessons connecting to real life, future careers, and integration of technology, especially with the implementation of Common Core. Students learn how to read informational texts in all subjects with a focus on rhetoric. Students also learn practical skills such as résumé writing and solving for a midpoint for construction or architecture or solving equations to determine cost of daily items. Moreover, students are encouraged to</p>



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		Reporting tools: Collaboration logs and agendas	lead both socially and emotionally healthy lives and physically healthy lives through health units in both PE and Life Skills. Students experience community outreach in a variety of ways as well, such as producing commercials, performing in the community, and visiting artist studios. In all of these classes, the use of technology is increasing, with the district and school push for integration of Chromebooks, mandatory School Loop use, and Google Apps for Education.
5	Create task force to link our support services in order to create meaningful connections for every M-A student	<p><b><u>People Involved:</u></b> Vice Principals</p> <p>Support Service Task Force</p> <p><b><u>Resources:</u></b> Collaboration or task force time</p> <p><b><u>Assessment:</u></b> Increase student participation rate in extracurricular activities as measured by student surveys and interviews</p> <p>Reporting tools: Update staff in staff meeting or e-mail communications</p>	<p><b>Completed Fall 2014</b></p> <p>It was deemed that a task force was not necessary for this Action Item.</p> <p>Current actions in place for this item: The after school homework, tutoring, and writing centers have been streamlined and centralized as of Fall 2015. Other support services are also mostly centralized in B-20 under the guidance of Miki Cristerna. A student can be referred to B-20 or go there of his/her own volition, and a staff member in the center will determine the right program to support the student. Additional staff members have been hired for the support center to help with this process.</p>
6	Create evaluation tool for current support services programs and extracurricular activities Athletics AVID Computer Academy Freshman Transition Leadership Student Support Services	<p><b><u>People Involved:</u></b> IVP</p> <p>Guidance</p> <p>Naviance Task Force</p> <p>Math &amp; English Support Teachers</p> <p>CTE Teachers</p> <p><b><u>Resources:</u></b> Create task force</p> <p>Teacher training time</p>	<p><b>Completed Spring 2017</b></p> <p>Though no formal program evaluation tool has been created, many programs on campus use student progress reports to determine student success.</p> <p>In Athletics, these progress reports are used by coaches and guidance counselors to determine student eligibility for sports. Records are kept of student-athletes who qualify based on GPA. The number of students maintaining eligibility has increased every year from 2012-2015, partly because of a push in sports such as football and wrestling to use the on-campus homework centers and through tutoring from parents. School Loop is also used to track individual student progress,</p>



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		<p>Collaboration time</p> <p><b>Assessment:</b> A-G eligibility rate reports</p> <p>Graduation rate reports</p> <p>Reporting tools: track student use with Naviance reports, and student exit interviews</p>	<p>and every single team M-A fields has a team GPA above 3.0.</p> <p>The AVID Evaluation tool is new as of 2016 and so there are many indicators listed that we have not had to demonstrate before. The program is pushing all schools to enact AVID as a schoolwide program, but the goal at M-A is to maintain the ability to be classified as “Meets AVID Expectations” on most, if not all, indicators before attempting to move on to “Emerging AVID Schoolwide.”</p> <p>Leadership has evolved to be a service to not only our current student body but also the community around us. We are constantly evaluating our events that we host on an individual basis (Plus/Delta evaluations). Our main focus at the beginning of the year was to build school spirit through our sporting events such as football games and increasing student involvement at the games.</p> <p>Leadership conducts all of our school tours for transfer students, and shadows as well. We also do annual tours for alumni classes. Leadership is also heavily involved in Open House and Back to School Night.</p> <p>In the Computer Academy, students continue to be supported with a mentor throughout their 10th/11th grade years. Based on feedback from students and mentors, the mentor curriculum has been updated to better address the needs of our students.</p> <p>The Academy team, after evaluating the needs of our incoming sophomores, created a sophomore community building retreat. This retreat entails community-building activities, a role play activity for students to learn about the many support systems at M-A, and a senior informational and question/answer panel.</p> <p>In addition, after the Academy team evaluated the needs of our seniors, we offered a senior Academy English class for the 2017-2018 school year. This has allowed for direct instruction and support with writing personal statements/personal insight questions, filling out college applications, and applying for scholarships and financial aid.</p>
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7	Create and use data reports for class passing rates, students with D's and F's, GPA, and units attained in order to track student progress and plan and revise instruction	<p><b><u>People Involved:</u></b> IVP  Department Chairs  Staff</p> <p><b><u>Resources:</u></b> Collaboration time  Department time</p> <p><b><u>Assessment:</u></b> Increased passing levels and decreased D's and F's</p> <p>Reporting tools: Department chair class report and update staff in staff meetings</p>	<p><b>Completed and Ongoing as of Fall 2013</b></p> <p>Departments view grades by course and teacher every semester. On a more student-centered level, GPA meetings are held for parents of 9<sup>th</sup> graders every semester in both English and Spanish, and all parents of students with at least one F are invited to come to the meeting to speak with staff members.</p>
8	Create a professional development plan that includes continuous training on classroom strategies that increases student engagement and retention. PD Plan should also include course content development.	<p><b><u>People Involved:</u></b> Administrative Team</p> <p><b><u>Resources:</u></b> Professional development time  Funds to support professional development opportunities</p> <p><b><u>Assessment:</u></b> A-G eligibility rate reports  Graduation rate reports</p> <p>Reporting tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Completed and Ongoing as of Spring 2013</b></p> <p>District DII (Direct Interactive Instruction) was implemented district-wide. After the implementation of DII, the district switched PD efforts to Constructing Meaning (CM) trainings. All teachers new to the district receive some CM Training and lessons in backwards design, one component of CM. Instructional coaches and TIPS (BTSA) advisors help teachers both veteran and new in implementing CM strategies.</p> <p>Instructional coaching is provided by the district in student engagement as well. Both the district and the school have also been proponents of posting clearly stated objectives. The technology push has also been intended to increase student engagement while helping with Common Core Literacy. The district has also implemented Common Core Unit planning and organized site visits for volunteering teachers in the district.</p>
9	Evaluate critical classes to students reaching A-G eligibility: Algebra II, Biology & Chemistry, and Foreign Language.	<p><b><u>People Involved:</u></b> Instructional Vice Principal  Department Chairs</p>	<p><b>Completed and Ongoing as of Spring 2017</b></p> <p>All teachers are required to submit their syllabi which outline grading policies. Most teachers require that these syllabi are signed by both</p>





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	<p>Track student progress and percent passing rates</p> <p>Establish clear class requirements for passing</p>	<p>Staff</p> <p><b>Resources:</b> Department meeting time</p> <p><b>Assessment:</b> Increased passing levels and decreased D's and F's</p> <p>Reporting tools: Department chair class report and update staff in staff meetings</p>	<p>parents and students. In terms of student placement into courses, per state mandate, students must be placed in classes according to their test scores. The district has made detailed placement charts for English and math and is now focusing on other classes. The hope of the district is to provide students with appropriately leveled classes to help them reach A-G eligibility.</p> <p>Schoolwide, there has not been a discussion of specific classes critical to reaching A-G, though individuals and departments have looked at classes such as the English Intervention courses which do not receive graduation credit, and Algebra II. Every semester, departments also look at grade distributions across a class, by teacher, enabling teachers to norm their grading standards.</p> <p>Departments evaluate grade data for all classes in their department, including classes necessary for A through G requirements, and discuss successes and challenges in student passing rates, as well as strategies to help more students be successful.</p> <p>Guidance counselors continue to evaluate students who are on the cusp of being A through G eligible by reviewing transcripts of every student on their caseload, and then they reach out and support these students.</p> <p>There is a need to expand summer school or approved CyberHigh courses to help students reach critical A-G classes (i.e. Algebra II, world languages, and Chemistry.)</p>
10	<p>Create a homework and grading policy task force to discuss and evaluate grading, homework policies, and requirements for passing key courses for A-G eligibility and graduation.</p>	<p><b>People Involved:</b> Instructional Vice</p> <p>Department Chairs</p> <p>Staff</p> <p><b>Resources:</b> Department meeting time</p> <p><b>Assessment:</b></p>	<p><b>Completed and Ongoing as of Spring 2017</b></p> <p>Though a task force has not been created, in 2013-2014, M-A held a schoolwide Professional Development session around grading systems as well as the purpose of assigning zeros for assignments. In 2015-2016, we will discuss homework policies in a health and well-being task force.</p> <p>Department discussions around meaningful homework and grading policies occur each semester as part of the schoolwide evaluation</p>



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		<p>Increased passing levels and decreased D's and F's</p> <p>Reporting tools: Department chair class report and update staff in staff meetings</p>	<p>of grades in each class as well. Additionally, in spring of 2014, all students completed a homework and rigor survey asking them to rate the rigor of their classes and the amount of homework given nightly. This data was shared in departments by class. The updated rigor chart (attached in Appendix) helps students and parents in choosing classes and workloads.</p> <p>M-A continues to offer professional development on grading practices yearly.</p> <p>As of Fall 2018, SDMSC is currently examining homework policies, and asking departments to re-evaluate their homework practices.</p>
11	Create tools to identify potential students not reaching A-G eligibility such as PSAT indicators, CST results, and students not enrolled in support programs	<p><b><u>People Involved:</u></b> IVP</p> <p><b><u>Resources:</u></b> Staff meeting time</p> <p><b><u>Assessment:</u></b> A-G eligibility rate reports</p> <p>Graduation rate reports</p> <p>Reporting tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Completed Fall 2013</b></p> <p>District data tools are in place to identify students who are on the cusp of A-G eligibility.</p> <p>CST results are no longer relevant</p>
12	Evaluate and track students' progress in AVID and community-based college programs such as College Track in meeting A-G eligibility.	<p><b><u>People Involved:</u></b> AVID Coordinator – R. Andres</p> <p>Student Support Coordinator – M. Cristerna</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p><b><u>Assessment:</u></b> A-G eligibility rate reports</p> <p>Graduation Rate reports</p>	<p><b>GOAL REMOVED - Overlap with Goal 6</b></p>



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		<p>College Program Reports</p> <p>Reporting tools: Update staff in staff meetings or e-mail communications</p>	
13	<p>Implement truancy plan to improve school attendance and dropout rate by providing real-time tracking interventions and consequences for period cuts and all-day truancy</p>	<p><b><u>People Involved:</u></b> Vice Principals</p> <p><b><u>Resources:</u></b> Truancy and Attendance Verification Specialist</p> <p>Attendance Clerks</p> <p><b><u>Assessment:</u></b> Truancy Reports</p> <p>Dropout Rate Report</p> <p>Increased student attendance and units completed</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications with tracking tool and home visit report</p>	<p><b>Completed and Ongoing as of Fall 2012</b></p> <p>To address attendance and truancy, Menlo-Atherton has hired a full-time Community Liaison. Monthly truancy meetings with guidance counselors, vice principals, and the community liaison are held where attendance patterns for targeted student are addressed. Plans are then developed for addressing truancy for these students. Home visits are also made a necessary.</p> <p>Attendance meetings are also held with parents, students, AVP, and counselors. We address student and family needs/services and counseling if necessary. Reviews of transcripts and academic progress are also addressed in meetings. For students who continue to be truant, attendance contracts and community service are assigned.</p> <p>Resources on campus: My life coordinators, SAAP Coordinator, Social Worker in support center, Community Liaison, Star Vista Counseling, Menlo Park and Atherton Resource Officers</p>
14	<p>Expand credit recovery options available to 10<sup>th</sup>-12<sup>th</sup> graders including instituting a Saturday school program while the Student Assistance Team continues to monitor student progress towards graduation and student access to credit recovery programs</p>	<p><b><u>People Involved:</u></b> IVP</p> <p>Guidance</p> <p>Expand credit recovery options available to 10<sup>th</sup>-12<sup>th</sup> graders including instituting a Saturday school program while the Student Assistance Team continues to monitor student progress towards graduation and student access to credit recovery programs</p> <p><b><u>Resources:</u></b></p>	<p><b>Completed and Ongoing as of Fall 2014</b></p> <p>For the past two years the Adult School has offered a class after school based on need. Example: U.S. History.</p> <p>A credit recovery online lab is now available in an M-A computer lab after school two days a week as well as 6 periods during the school day.</p> <p>Saturday School is not a viable option for the district's schools.</p> <p>The Student Risk Assessment Team meets regularly to collaborate on providing support services and interventions to students at risk of not graduating.</p>



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		<p>Tier three consolidated funding</p> <p>Regular meeting times</p> <p><b><u>Assessment:</u></b> SAT Report</p> <p>Graduation Rate Report</p> <p>Dropout Rate Report</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	
15	<p>Increase the use of high-yield instructional strategies with a focus on clearly stated objectives, building academic vocabulary, structured note-taking systems, and summarizing</p>	<p><b><u>People Involved:</u></b> Vice Principals</p> <p>Department Chairs</p> <p>Staff</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p>Professional development training</p> <p><b><u>Assessment:</u></b> Development of instructional tools</p> <p>Increased passing levels and decreased D's and F's</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Completed Fall 2013</b></p> <p>In accordance with district trainings, teachers use a variety of strategies to engage students in class, such as equity cards, pair-shares, group tasks, and sentence frames. Teachers also follow the district mandate for clearly-stated objectives during their lessons. Moreover, the school has made a deliberate effort to push for the use of structured note-taking, such as Cornell Notes, across content areas, providing note paper in the copy room and sample lessons using Cornell Notes. Instructions for Cornell Note technique is also provided in all student planners. Presentations have also been made by staff at meetings around meaningful note-taking strategies and how to teach taking notes.</p>



***ACTION PLAN #2-Hispanic Student Performance & 9<sup>th</sup> Grade Success***

<b>CRITICAL ACADEMIC NEED #2:</b>	Increase the performance levels of our Hispanic students as measured by CST test results, CAHSEE levels of Proficient and Advanced, and enrollment and success in AP/AS classes. Within this goal we will continue to focus on successful 9 <sup>th</sup> grader transitions to high school.
<b>RATIONALE:</b>	<p>The leadership team, Focus Groups, and home groups analyzed the self-study and found the following:</p> <ul style="list-style-type: none"> <li>• There is a disparity in subgroup representation in our AP and AS classes.</li> <li>• There is a disparity between white and Hispanic student achievement levels in CAHSEE Proficient and Advanced rates.</li> </ul>
<b>SUPPORTING EVIDENCE:</b>	<ul style="list-style-type: none"> <li>• Last year 95.8% of white students scored Advanced or Proficient in both English and Math on the CAHSEE. In the same year 35.1% of Hispanics scored Advanced Proficient in English and 48.6% in Math on the CAHSEE.</li> <li>• Last year white students represented 69% of the enrollment in AS/AP classes while Hispanics made up 15%.</li> </ul>
<b>GROWTH TARGET:</b>	<ul style="list-style-type: none"> <li>• We will increase CST Advanced/Proficient performance levels by 3% over the previous year's results.</li> <li>• On the CAHSEE, we will increase Advanced Proficient levels by 5% each year.</li> <li>• We will increase the percent of Hispanic students in AP/AS classes by 3% each year.</li> </ul>
<b>ESLR ADDRESSED:</b>	Meet or exceed academic standards, post-high school success, effective communicators, critical thinkers.
<b>IMPACT ON STUDENT LEARNING:</b>	<ul style="list-style-type: none"> <li>• We will increase the number of Hispanic students scoring Advanced Proficient on the CAHSEE to narrow the gap with white students</li> <li>• We will continue to close performance gaps, so that all students are challenged and perform at the highest levels.</li> <li>• We will increase the number of Hispanic and underrepresented students in 9<sup>th</sup> and 10<sup>th</sup> grade honors and advanced classes (Bio 9, AS Chemistry, AS English 1 &amp; 2, Western Civilization, level 2 &amp; 3 in foreign language).</li> </ul>



<p><b>MONITOR PROGRESS TOOLS:</b></p> <ul style="list-style-type: none"><li>• We will look at GPA and the number of credits earned to help monitor student success throughout high school.</li><li>• We will evaluate 9th grade transition programs, such as Honors Institute and Compass, to ensure these supports are furthering student success in making the transition to high school.</li></ul>	<p><b>REPORT PROGRESS:</b></p> <ul style="list-style-type: none"><li>• Data Reports: CST, CAHSEE, AP/AS Enrollment, GPA, 9<sup>th</sup> grade program-evaluation tools</li><li>• Action Plan Progress: staff, leadership team, M-A stakeholders, the school board</li></ul>
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16	<p>Implement articulation plan with key feeder schools</p> <ul style="list-style-type: none"> <li>Continue teacher visits to Ravenswood</li> <li>Encourage feeder school teachers to visit M-A</li> <li>Continue to use data for placements and discussion of student pass rates at M-A</li> <li>Create summer science program for seventh graders at Willow Oaks</li> <li>Work with feeder schools to implement common core</li> <li>Continue principal communication meetings</li> <li>Continue curriculum discussions and program enhancements at the feeder-school level</li> </ul>	<p><b><u>People Involved:</u></b> Principal</p> <p>Articulation Committee</p> <p>Instructional Vice</p> <p>Director of Evaluation &amp; Research -</p> <p>Summer Coordinator</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p>Resources to cover substitutes for teacher visits</p> <p>Funding for summer program</p> <p><b><u>Assessment:</u></b> 9<sup>th</sup> grade performance levels as measured by CST, common core, CAHSEE, 9<sup>th</sup> grade GPA, and units earned</p> <p>Articulation meeting agendas and minutes</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Completed and Ongoing as of Fall 2017</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>We have completed staff visits to RV schools, as well as hosted RV teachers and guidance counselors and plan to continue this model each year through focused collaboration and articulation. This process will be streamlined as we move toward articulation only with the new Ravenswood Middle School.</p> <p>Multiple articulation meetings have been held on the M-A campus between teachers and district personnel from the Ravenswood district and M-A teachers. These meetings have included whole-group articulation, district-run articulation, and subject-specific articulation. Some topics for discussion are the implementation of common language and example assignments and assessments for a 9<sup>th</sup> grade class. <a href="#">A example full articulation calendar can be found here.</a></p> <p>The Compass and Honor's Institute program also continues to expand. Both Compass and Honor's Institute serve nearly two hundred rising ninth graders each summer. Summer reading books are provided for all Ravenswood students, funded either by M-A PTA or Ravenswood Educational Foundation during alternating years.</p>
17	<p>Establish 9<sup>th</sup> grade task force and group leader to develop and manage the 9<sup>th</sup> grade action plan (Link to #18)</p>	<p><b><u>People Involved:</u></b> Administrative Team</p> <p><b><u>Resources:</u></b> Release period for leader</p> <p>Collaboration time</p> <p><b><u>Assessment:</u></b> Meeting agendas and</p>	<p>Menlo-Atherton has many people, programs and initiatives focusing on 9<sup>th</sup> grade. However, a "9<sup>th</sup> grade task force" was not officially established and could be a benefit. It would be of great value to examine the experience of our students and families with a holistic lens from 8<sup>th</sup> grade shadowing and registration through summer to completion of Semester I academics, activities and enrichment.</p> <p>The management of the 9<sup>th</sup> grade Action Plan</p>



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		<p>goals</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p>was done by administration and specific staff members rather than an official task force.</p>
18	<p>Create evaluation tools for Compass, Honors Institute, Freshman Transition and 9<sup>th</sup> grade homework center. Explore linking programs together and coordinating 9<sup>th</sup> grade support programs. (Link to #17)</p>	<p><b><u>People Involved:</u></b> 9<sup>th</sup> Grade Group Leader</p> <p>Honors Institute &amp; Compass Coordinator</p> <p>Freshman Transition Coordinator</p> <p>9<sup>th</sup> Grade HW center coordinator</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p><b><u>Assessment:</u></b> 9<sup>th</sup> grade performance levels as measured by CST, common core, CAHSEE, 9<sup>th</sup> grade GPA, and units earned</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Completed and Ongoing as of Fall 2018</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>On a voluntary basis, Honors Institute students are paired with adult mentors for their first year at M-A. If students opted into the mentoring, they meet once a week in the afternoon.</p> <p>Homework and tutoring centers have become more streamlined, centralized, and incentivized. Support services are also outlined for staff members now and a presentation on the different support services was made to staff, though not schoolwide to all students. Student attendance is tracked and teachers are e-mailed when a student goes to the 9<sup>th</sup> and 10<sup>th</sup> grade homework center for work in his/her class.</p> <p>Compass/Honors Institute Coordinator hosts a parent night where they share program requirements and expectations. The information shared at this gathering includes high school graduation requirements, services/support offered during the year to ensure students' academic success, overall schoolwide expectations, etc.</p> <p>The special education department (academic resource department) hold transition meetings for all incoming 9<sup>th</sup> graders with IEPs. During this meeting, the team review individual student's current academic performance and create a graduation plan based on this information.</p>
19	<p>Establish and implement common study skills and habits for a successful high school student; i.e., structured note taking systems, test reviews,</p>	<p><b><u>People Involved:</u></b> 9<sup>th</sup> grade Group Leader</p> <p>9<sup>th</sup> grade task force</p> <p>9<sup>th</sup> grade teachers</p>	<p><b>Completed and Ongoing as of Fall 2018</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>As mentioned previously, the school has</p>



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	vocabulary development strategies.	<p>Vice Principal-K. Losekoot</p> <p><b>Resources:</b> Collaboration time</p> <p><b>Assessment:</b> 9<sup>th</sup> grade performance levels as measured by CST, common core, CAHSEE, 9<sup>th</sup> grade GPA, and units earned</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p>adopted the Cornell Note method for structured note-taking. Though Cornell Notes are not as widely spread as when the practice was first instituted, training has been done to show teachers best practices in structured note-taking.</p> <p>The homework and tutoring centers were restructured in fall of 2015 to be centralized and specialized with highly qualified staff members present Mondays-Thursdays. A Writing Center also exists to help students develop writing skills, organize ideas, and revise essays.</p> <p>The district has adopted a common learning management system, Canvas, for students to track their progress. The school also provides every student with a physical planner.</p>
20	Enhance life skills class in the first quarter of school to include the explicit teaching of study skills.	<p><b>People Involved:</b> Social Studies Department Chair</p> <p>Life skills teachers</p> <p><b>Resources:</b> Collaboration time</p> <p><b>Assessment:</b> 9<sup>th</sup> grade performance levels as measured by CST, common core, CAHSEE, 9<sup>th</sup> grade GPA, and units earned</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Completed Fall 2017</b></p> <p>This goal is no longer applicable as the Life Skills class now has a set, mandatory district curriculum including topics such as stress management, digital literacy, and bullying. Some study skills are included in this curriculum.</p>
21	<p>Enhance parent education series to reach more families.</p> <ul style="list-style-type: none"> <li>Create data reports to track and correlate parent attendance and participation to our significant</li> </ul>	<p><b>People Involved:</b> Parent Education Center Coordinator</p> <p>Bilingual Resource Coordinator</p> <p><b>Resources:</b> Collaboration time</p>	<p><b>Completed and Ongoing Fall 2018</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>Our parent outreach and education programs continue to expand.</p> <p>The ELAC (English Language Advisory Committee) of parents meets monthly and</p>



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	<p>subgroup populations.</p> <ul style="list-style-type: none"> <li>• Explore moving the parent meeting into the community to minimize transportation challenges.</li> <li>• Educate parents on requirements for passing classes, and units to reach graduation.</li> </ul>	<p><b><u>Assessment:</u></b> 9<sup>th</sup> grade performance levels as measured by CST, common core, CAHSEE, 9<sup>th</sup> grade GPA, and units earned</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p>focuses on how to better provide services for all the English Language Learners at M-A.</p> <p>Starting in the summer of 2015, we provided Parent Orientations. During these orientations, we focused on welcoming all Compass and Honors Institute parents to get to know M-A before the regular school year began. We talked about credits, attendance, guidance and college and career counselors. We also held a parent walking tour during the orientation so parents could navigate the campus and locate the AVP office, Guidance office, Library, PAC Cafe, and the Student and Parent Support Center. Between 40-50 parents attended this orientation.</p> <p>The district also offers a parent education series with meetings at each site. Some topics are Raising Awareness Around Student Anxiety; Mindfulness; and choosing colleges. The parent-outreach coordinator at M-A also hosts parents for lessons on Canvas, Special Education rights; understanding report cards; and college information.</p> <p>M-A has also had multiple Parent Project trainings. In 2016 twenty parents participated in the nine week training course on Empowering Parents and Transforming Teens. The curriculum teaches concrete identification, prevention and intervention strategies for the most destructive of adolescent behaviors (poor school attendance and performance, alcohol and other drug use, gangs, runaways, and violent teens).</p>
22	<p>Evaluate support programs and extracurricular activities available to 9<sup>th</sup> graders during the first month of school.</p>	<p><b><u>People Involved:</u></b> 9<sup>th</sup> grade Group Leader</p> <p>Freshman Transition Coordinator</p> <p>Student Support Coordinator</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p><b><u>Assessment:</u></b></p>	<p><b>Completed Spring 2017</b></p> <p>Leadership conducts Freshman Orientation with support from Freshman Transition Leaders. Orientation included a keynote speaker, introductions of Student Officers, and a guided tour of the campus by Leadership students. Leadership constantly evaluates events that on an individual basis (Plus/Delta evaluations).</p> <p>Freshman Transition was reinvisioned in the 2017 school year to include best practices in mindfulness and growth mindset.</p>



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		<p>Enrollment levels in school activities as measured by student survey or interviews</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	
23	<p>Explore activities for the entire 9<sup>th</sup> grade year that build and reinforce the Challenge Day experience and establish 9<sup>th</sup> grade support programs to help foster relationships with peers.</p>	<p><b><u>People Involved:</u></b> 9<sup>th</sup> grade Group Leader</p> <p>Freshman Transition Coordinator</p> <p>Leadership Coordinator</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p><b><u>Assessment:</u></b> Enrollment levels in school activities as measured by student survey or interviews</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p><b>In Progress and Ongoing</b></p> <p>Debrief activities are done on an individual basis in some sections of World Studies. Freshmen are also asked to voice their opinions and thoughts about Challenge Day and its benefits. Students are also asked to fill out a feedback form that is provided by the PTA and Challenge Day coalition.</p> <p>In the 2018 school year, a PRIDE Committee was instituted to look for ways of incorporating these ideas of building relationships and increasing PRIDE (Patience, Respect, Integrity, Determination, Empathy).</p>
24	<p>Clearly explain the path to graduation including required courses and an explanation of credits to all 9<sup>th</sup> graders.</p>	<p><b><u>People Involved:</u></b> Guidance</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p>Meeting time in classrooms</p> <p><b><u>Assessment:</u></b> 9<sup>th</sup> grade performance levels as measured by CST, common core, CAHSEE, 9<sup>th</sup> grade GPA, and units earned</p> <p>Reporting Tools: Update staff in staff meetings or</p>	<p><b>Completed Fall 2013 and Ongoing</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>Guidance counselors meet with 9th grade students four times a year and introduce graduation requirements in the first visit. During the second visit, advisors check for understanding via Google forms. In the third visit, progress toward graduation is framed in the course selection dialogue with each student. The fourth visit includes the creation of the four year plan using CaliforniaColleges.edu.</p> <p>Current assessments for 9th graders are now GMRT, MDTP, Let's Go Learn (English and Math), and the Reading Inventory (English).</p>



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		e-mail communications	
25	Revitalize Bear News and campus activities communications by using technology and other resources.	<p><b><u>People Involved:</u></b> Leadership Coordinator</p> <p>Video Production &amp; Animation Teacher</p> <p>Journalism Teacher-</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p><b><u>Assessment:</u></b> Increase student participation rate in extracurricular activities as measured by student surveys and interviews</p> <p>Reporting tools: Update staff in staff meeting or e-mail communications New Bear News format</p>	<p><b>Completed Spring 2016</b></p> <p>Live video news, called M-A Today! was introduced in August 2013 and is the main form of announcement communication with students. Our live stream happens three times a week during time built into 7 period days. Replays are posted on our official YouTube channel for parents, students and teachers. Our show is also simulcasted to Channel 28 to the community and replayed the next morning before school. We highlight all the information students need to know, plus provide segment coverage for most school events. We have also had special guests address specific needs (Leadership, Anti-Bully Club, LUMA, etc.) to develop a schoolwide culture.</p> <p>The school Journalism program is also running strong with a digital news site, now called the M-A Chronicle. The newly designed site is contemporary, current, and completely student-maintained. The M-ARK also continues to be popular, and both the publication as a whole and individual students have received public recognition in the community in recent years. In the 2018 school year, the Chronicle and M-ARK classes were combined to give students experience in both web and print publishing.</p>
26	Evaluate elective offerings to increase student interest and engagement.	<p><b><u>People Involved:</u></b> Elective Teachers</p> <p>Former Elective Wheel Teachers</p> <p><b><u>Resources:</u></b> Collaboration time</p> <p><b><u>Assessment:</u></b> 9<sup>th</sup> grade performance levels as measured by CST, common core, CAHSEE, 9<sup>th</sup> grade GPA, and units earned</p>	<p><b>Completed and Ongoing Fall 2013</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>Many electives are offered across subject areas to increase student interest and engagement. Teachers and departments evaluate the electives offered and propose changes as necessary. Varying levels of band, orchestra, choir, and guitar classes are offered. The Math Department is offering multivariable calculus now as the highest level math class, taken as an elective to meet student demand and interest for more challenging math courses after Calculus BC. And, keeping up with the Silicon Valley and</p>





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		Reporting tools: Update staff in staff meetings or e-mail communications	student interest, the AP Computer Science courses are now split into three separate courses, each course having a separate focus, whether it be mobile apps or different computer languages.
27	Train ALL teachers on differentiation, classroom engagement strategies, and language development strategies so Hispanic students and other underrepresented groups can experience success in AS/AP classes. Training will also include ways to support the social and emotional needs of these students.	<p><b><u>People Involved:</u></b> Administrative Team  District Training Staff  Staff</p> <p><b><u>Resources:</u></b> District DII training  Professional development training</p> <p><b><u>Assessment:</u></b> Hispanic student representation in AS/AP classes</p> <p>Reporting Tools: collaboration logs, lesson plans and classroom activities, training materials, and logs</p>	<p><b>Ongoing</b></p> <p>All teachers were trained by the district in Direct Interactive Instruction when the district still used the DII model. Recently, the district has shifted to promoting Constructing Meaning, the which replaced DII. Constructing Meaning teaches differentiation in assignments with leveled frames and multiple options for scaffolds. It is a goal of M-A to have all teachers complete DII training by the next WASC cycle. Instructional coaches and TIPS (BTSA) advisors help teachers both veteran and new in implementing CM strategies.</p> <p>Instructional coaching is provided by the district in student engagement as well.</p> <p>Teachers have received some lessons on mindfulness and growth mindset. Teachers have also been shown what resources are available on campus and where. However, more can be done to review these lessons and go more in-depth.</p>



***ACTION PLAN #3-Special Education***

<b>CRITICAL ACADEMIC NEED #3:</b>	Increase the performance level of students with disabilities in general-education content classes and on standardized tests as measured by the percentage of students earning grades of C or higher and scoring Proficient or Advanced on the CAHSEE and CST.
<b>RATIONALE:</b>	<p>The leadership team, Focus Groups, and home groups analyzed the self-study and found the following:</p> <ul style="list-style-type: none"> <li>• The API level for students with disabilities has decreased by 30 points overall since 2006; however, it has been inconsistent. After steadily going up from 2007-2009, and then decreasing from 2010-2011, the API increased by 49 points from 2011 to 2012.</li> <li>• Over the last year, with more access to the general-education curriculum and grade-level focus, students with disabilities had improved CAHSEE pass rates and CST scores.</li> <li>• Academic Resource Department (SPED) adheres to the philosophy that students receive content-area instruction in general education courses with support of an education specialist (special-education teacher) or instructional associate</li> </ul>
<b>SUPPORTING EVIDENCE:</b>	<ul style="list-style-type: none"> <li>• Currently, there are 216 students with disabilities (IEP) at Menlo-Atherton. All students are enrolled in at least one general education class (moderate to severe); however, 122 students (mild/moderate) are enrolled in all general education classes, with another 39 (mild/moderate) having some combination of general- and special-education classes.</li> <li>• While the pass rate on the CAHSEE for students with disabilities increased by 29% in math from 2011 to 2012 and 5.6% in English from 2011 to 2012, the number of students with disabilities scoring Proficient or Advanced on the CAHSEE decreased by 3% in English and increased by 8% in math.</li> </ul>
<b>GROWTH TARGET:</b>	Increase the number of students with disabilities in SDC programs (currently in special education more than 50% of their day) enrolled in general education core content classes (with co-teaching and in-class support provided by education specialists and Instructional Associates) by 25%.
<b>ESLR ADDRESSED:</b>	<p>Meet or exceed national, state, and district academic standards.</p> <p>Succeed in course work to graduate and achieve post-high school goals.</p>
<b>IMPACT ON STUDENT LEARNING:</b>	<ul style="list-style-type: none"> <li>• We will increase the number of students with disabilities scoring Advanced Proficient on the CAHSEE and CST, being A-G eligible, and graduating from high school.</li> <li>• Students will have access to instruction from a content expert with support for learning strategies from an education specialist or instructional associate.</li> <li>• We will continue to close performance gaps so all students are challenged, perform at their highest levels, and achieve their IEP goals.</li> </ul>



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<p style="text-align: center;"><b>MONITOR PROGRESS TOOLS:</b></p> <ul style="list-style-type: none"> <li>• Student grades in general education classes</li> <li>• Student performance on benchmark exams in content areas</li> <li>• Progress of individual students towards their standards-based IEP goals</li> </ul>	<p style="text-align: center;"><b>REPORT PROGRESS:</b></p> <ul style="list-style-type: none"> <li>• Number of students earning grades of C or higher in general education classes and eligible A-G courses</li> <li>• Benchmark reporting on IEP goals each grading period</li> <li>• Results of CAHSEE and CST tests</li> </ul>
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29	<p>Continue implementation and training of inclusive education by developing strategic co-teaching models in core content classes.</p>	<p><b><u>People Involved:</u></b> Academic Resource Department (SPED)</p> <p><b><u>Resources:</u></b> Co-Teaching training</p> <p>Collaboration time</p> <p>Case-management period</p> <p><b><u>Assessment:</u></b> Data report on students' progress in general education classes</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p>Every education specialist teacher is currently co-teaching two sections of a core academic class (English, science, math, social studies). At least one section of every core academic class in grades 10-12 follows the co-teaching model. The SPED Department still needs co-teaching coaches and the resources to offer more co-taught sections.</p> <p>The SPED Department has worked to increase co-teaching capacity. The co-teaching sections target graduation requirement classes such as Algebra/Topics. The teachers who participate in the co-teaching model are resource education specialist (ILD and STARS teachers do not participate in this model).</p> <p>Paraprofessionals in all areas have received training on how to support general education teachers meeting IEP accommodations.</p> <p>All co-teaching partners receive 1 release day per quarter (1 day per semester for existing partners) to collaborate.</p> <p>Tools and resources provided by Dr. Richard Villa of Bayridge Consortium, Inc. are currently in place and being practiced with fidelity which includes roles and responsibilities of both teachers.</p>
30	<p>Train all teachers on how to differentiate their curriculum and provide appropriate and timely accommodations to students. School-wide</p>	<p><b><u>People Involved:</u></b> Administrative Team</p> <p>District Training Staff</p> <p>Staff</p>	<p><b>Ongoing</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>All teachers were trained by the district in</p>



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	tools will be developed and regularly provided to all staff.	<p><b><u>Resources:</u></b> District DII training</p> <p>District Co-teaching training</p> <p><b><u>Assessment:</u></b> CST test results and CAHSEE Advanced and Proficient levels</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p> <p>Send staff differentiation tools</p>	<p>Direct Interactive Instruction when the district still used the DII model. Recently, the district has shifted to promoting Constructing Meaning, the which replaced DII. Constructing Meaning teaches differentiation in assignments with leveled frames and multiple options for scaffolds. It is a goal of M-A to have all teachers complete DII training by the next WASC cycle. Instructional coaches and TIPS (BTSA) advisors help teachers both veteran and new in implementing CM strategies. The school could take a more specific focus with differentiation for special education.</p>
31	Expand grade-level co-teaching and push-in model for all students with mild to moderate disabilities.	<p><b><u>People Involved:</u></b> Academic Resource Department (SPED)-Teachers and Instructional Associates</p> <p><b><u>Resources:</u></b> Department meeting time</p> <p>Collaboration time &amp; case-management period</p> <p>Faculty Week</p> <p><b><u>Assessment:</u></b> CST test results and CAHSEE Advanced and Proficient levels</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Completed and Ongoing as of Fall 2013</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>General Education teachers have expressed an interest in more co-taught courses and a need for differentiated curriculum. There are currently a number of co-taught sections in Science, English, social studies; however, M-A has reached the maximum number of co-taught courses it can for its current staffing. More specific roles for teachers and the supports for students still need to be developed within the co-teaching model.</p>
32	Develop a monitoring and early intervention system for struggling students (those earning D's and F's).	<p><b><u>People Involved:</u></b> Academic Resource Department (SPED) Teachers</p> <p><b><u>Resources:</u></b></p>	<p><b>Completed and Ongoing as of Fall 2018</b></p> <p>Guidance counselors have been working on a plan to intervene early with students who are truant and/or are receiving poor grades. Students who are receiving D's and F's are</p>



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		<p>Collaboration and department meeting time</p> <p>Case-management period</p> <p><b>Assessment:</b> Increased number of students earning grades of C or higher in general-education content-area classes</p> <p>Data report results</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p>pulled aside for 1:1 meetings with their advisors to address concerns and connect students to resources on campus. Students are referred to tutoring center (F-Wing Mon-Thurs) or to the homework center in the library, parents are contacted, and students are also connected to resources such as the Student Support Center.</p> <p>If students are absent regularly, meetings are held with the IEP team to address concerns and obstacles that might be impacting attendance. Community Liaison is also contacted to conduct home visits. The community liaison position is currently being restructured in order to address ongoing student attendance concerns.</p> <p>Students who continue to exhibit poor academic performance despite co-teaching structure, accommodations and modification work with case managers who specifically target these students' unique level of needs. These case managers target 11th and 12th grade mild/mod students with the highest level of academic and learning needs. These case managers create a partnership with teachers, push into classrooms, and assist teachers in modified grading implementation. Two paraprofessionals are also dedicated to supporting this group of students to help monitor their academic needs and accommodations.</p> <p>The case managers and paraprofessional working with these struggling students also focus on developing transition skills via organized field trips and through the creation of jobs—students have developed food/lunch order delivery service. Students have also been connected to other job roles on campus including custodial staff support. Students work with district transition specialist to obtain jobs off campus as well; work permits require a minimum 2.0 GPA and consistent attendance. Students are motivated to work so GPA and attendance are effective incentives. The supports and specialized focus provided by case managers working with this group of students has proven effective.</p> <p>M-A conducts weekly lead team meetings, which includes SPED Department Chairs,</p>
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		<p>School Psychologist, Administrative Vice Principal, and SUHSD Program Specialist, to discuss ongoing challenges and issues within the department. The focus of lead team discussion also surrounds students who exhibit significant difficulties (attendance, behavior, mental health) and continued academic failure.</p> <p>Co-teaching continue to be offered and targets students who require a higher level of support. Ten case managers co-teach two sections each and the selected co-taught sections are determined by the number of students in need of the support. Co-teachers maintain a working partnership to design and implement instruction so that it is accessible to all students. Both teachers have working knowledge of students IEP needs and case managers communicate with teachers to monitor progress. Four other case managers provide push in support in general education classrooms to directly support students in the larger academic setting.</p> <p>The STARS (Successful Transition Achieved with Responsive Support) program has expanded to include 2 case managers, 2 mental health caseworkers, and 5 paraprofessional support staff. The STARS program specifically targets with mental health needs that are significantly impacting their academic progress. The STARS program offers the highest level of support in the Academic Resource Department (mild/mod).</p> <p>Compass (high school transition program) continues to be a key element in the early identification process and monitoring of incoming 9th grade students. Compass recruitment begins in the middle school IEP transition meetings where information is shared and an application is presented.</p> <p>During Compass, students are closely monitored, concerns and red flags (significant academic deficits, language deficits, behavioral/emotional concerns) are addressed and documented. These concerns are addressed in weekly Compass staff meetings which are later shared with teachers and support providers.</p>
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## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

			<p>STAR Vista mental health services meet with all students during Compass, present their role at M-A, and provide students with a questionnaire to help gather additional information from students who are at risk or may be in need of additional consultation. These students are followed up with at the beginning of the year and followed up with as needed.</p> <p>Sequoia Aspirations Advocate Program (SAAP) implemented for 9th graders but begins in Compass in a program called Team Ascent. Students on Team Ascent transition into the SAAP once they become 9th graders. Team Ascent students are specifically referred by their middle school teachers and/or administration due to their poor school performance and ongoing behavior issues. Team Ascent students go through the Compass program with their peers but receive access staff support (Team Ascent Coordinator, paraprofessionals) due to their high level of needs. performance and/or ongoing behavior issues.</p>
33	<p>Action items to address A-G eligibility for students with IEPs as outlined for Critical Academic Need #1:</p> <ul style="list-style-type: none"> <li>Evaluate critical classes to students reaching A-G eligibility: Algebra II, Lab Science, and Foreign Language. Track student progress, percent passing rates, and class requirements for passing.</li> <li>Create tools to identify potential students not reaching A-G eligibility such as PSAT indicators, CST results, and</li> </ul>	<p><b><u>People Involved:</u></b> Instructional Vice Principal</p> <p>Department Chairs</p> <p>Staff</p> <p><b><u>Resources:</u></b> Department meeting time</p> <p><b><u>Assessment:</u></b> Increased passing levels and decreased D's and F's</p> <p>Reporting tools: Department chair class report and update staff in staff meetings</p>	<p><b>Completed and Ongoing as of Fall 2013</b></p> <p>Co-taught sections are available in most classes critical to A-G eligibility, such as Biology, English, and Government. Students are placed in the co-taught sections based on availability and need. Students are tracked for A-G eligibility all year with School Loop and during annual IEP meetings. Moreover, at 8th grade transition IEP meetings, the IEP team evaluates the level of student readiness for A-G classes and schedules students in 9th grade classes appropriately. Student progress in these classes then determines future progression of courses.</p> <p>The SPED Department uses progress grade reports to identify potential students not reaching A-G eligibility. The guidance department also meets with student once each semester, and a visual credit tracking sheet is used for students through guidance department. Part of the IEP meeting also addresses whether students are on track to graduate from high school.</p>



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

	students not enrolled in support programs.		
34	Develop a comprehensive schedule and preparation materials for common-core assessments as an integral part of the study skills classes' curriculum.	<p><b><u>People Involved:</u></b> Academic Resource Department (SPED) Teachers</p> <p><b><u>Resources:</u></b> Collaboration and department meeting time</p> <p><b><u>Assessment:</u></b> CST test results and CAHSEE Advanced and Proficient levels</p> <p>Reporting Tools: Update staff in staff meetings or e-mail communications</p>	<p><b>Ongoing</b></p> <p>*Measures using CST and CAHSEE are no longer applicable</p> <p>Case managers and IAs review student test results and writing assessments. They discuss test-taking strategies and next steps for future assignments as well. Study skills teachers also use common core materials based on individual student needs and then integrate mini lesson to help prepare them for common core. Mini-lessons have been provided in vocabulary, Question of the Day activities, reflection activities, and portfolio creation. Study skills teachers also create a schedule for students to follow in studying, as necessary.</p>





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



**WASC Criteria:**

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

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

## **Menlo-Atherton High School Community**

Established in 1951, Menlo-Atherton High School has long had a national reputation for academic excellence. It is a part of the Sequoia Union High School District, which consists of four comprehensive high schools and one continuation school. The district's total student population is approximately 8,800. During the 2015-2016 school year, Menlo-Atherton became the largest school in the district with an enrollment of 2,227 students. M-A continues to be the largest school in the district and enrollment is currently at 2,487 students.

Menlo-Atherton is located in the town of Atherton, a suburban community midway between San Francisco and San José, directly adjacent to the city of Menlo Park. The school draws students from Atherton, Menlo Park, East Palo Alto, and Portola Valley. There is deep support for public education in the community, which is reflected in the commitment of school volunteers, the financial contributions of parents and service clubs, and the passage of four recent construction bonds (2001, 2004, 2007, and 2014).

Being located in the center of the Bay Area, near the Silicon Valley business community and San Francisco, has created an economically and racially heterogeneous population with high academic expectations and a strong belief in quality public education. The student body reflects the community's diverse socioeconomic status and educational levels. Students come to Menlo-Atherton from three main feeder districts, bringing an extremely wide range of backgrounds and educational needs with them. Menlo-Atherton meets the challenges of students and the community through high expectations, quality teachers and staff, and an array of support programs.

Menlo-Atherton has received many distinctions in recent years. In 2013, Menlo-Atherton was selected once again as a California Distinguished School by the State Department of Education. Menlo-Atherton was the only high school in San Mateo County to receive this distinction. In 2015, the Culinary Arts/Living Skills CTE program led by Mona Klein received a Programs of Excellence award from the California Department of Education. Environmental Science teacher Lance Powell was honored with a Presidential Environmental Education Award for his work with AP Environmental Science and his course Environmental Analysis through Chemistry in 2015 as well. In 2015, our Partnership for Success Program (also known as Student Support Services) won a district Kent Award from the San Mateo County School Board. In 2017, M-A received another Kent Award for recognition for our Articulation and Transition program.



## Menlo-Atherton High School Mission Statement

Menlo-Atherton's Mission, Vision, ESLRs, and core values guide planning and instruction. The mission statement was revised during the 2011-2012 school year. Staff, parents, and students all provided feedback in the revisions. The school also launched the core values of PRIDE, an initiative that started in a ninth grade Faculty Week collaboration. This PRIDE launch at the beginning of the 2012 school year included: posters hung in all classrooms and offices; PRIDE lessons and activities; inauguration assemblies; and a section in the school planner. M-A's learning environment 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 Schoolwide 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

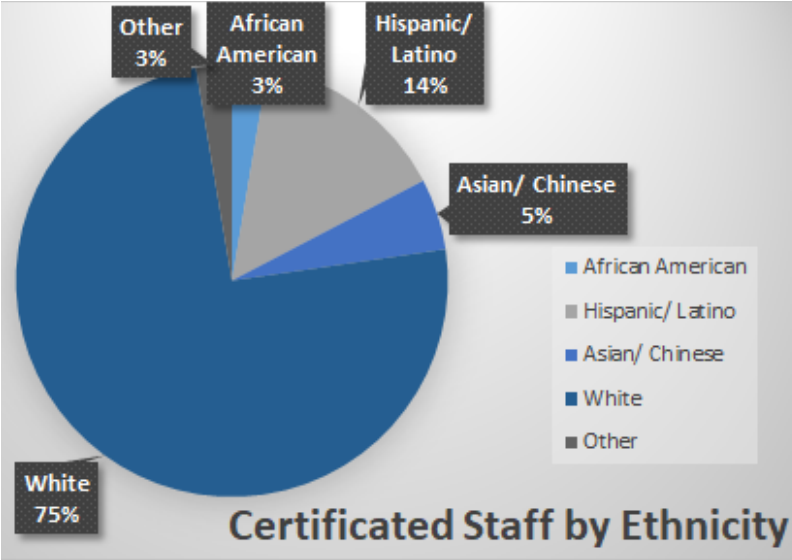
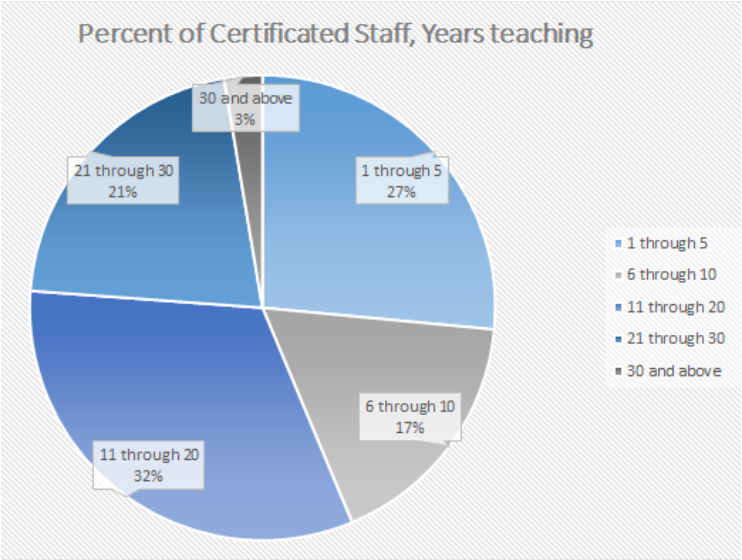
Patience	Have patience facing the trials and errors along the way—yours and others'. It takes time to grow.
Respect	Show respect. It is a reflection of your strength and the way you feel about yourself.
Integrity	Do the right thing. Believe in what you say and do. Hold on to your standards.
Determination	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.



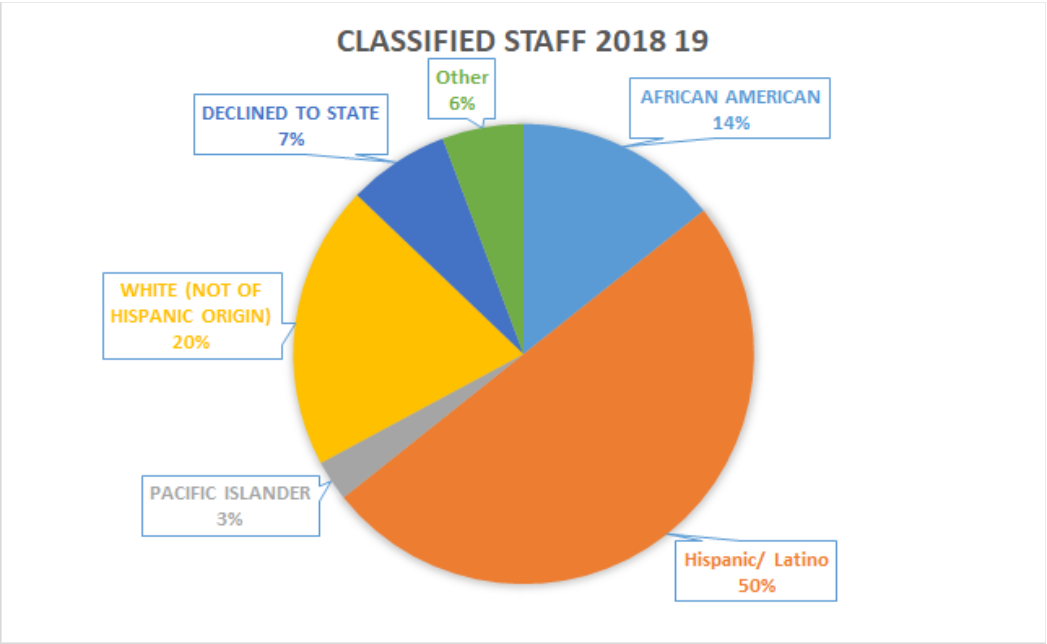
Menlo-Atherton’s Staff Demographics

Of the certificated staff of 153, more than 55% of teachers have been teaching for more than 10 years. The following graphs display number of years teaching and the percent of our ethnic subgroups in staff diversity, both certificated and classified.

Data is from Infinite Campus at District Level



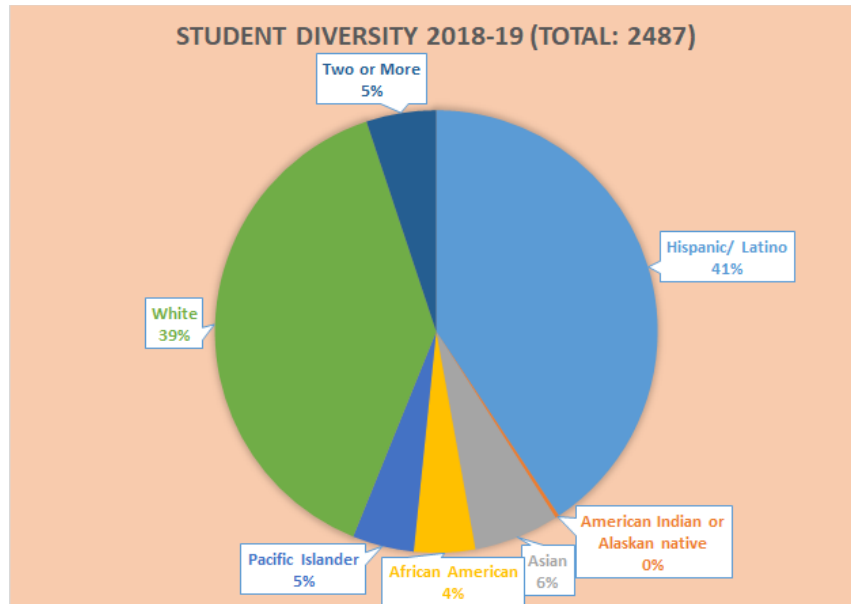
Of our 70 Classified Staff members,





## Student Demographics

The following graph displays the percent of our overall school population represented by each ethnic subgroup. Our Hispanic and White students comprise our significant ethnic subgroups.



## Student Enrollment

Data is from Infinite Campus

### Overall Enrollment

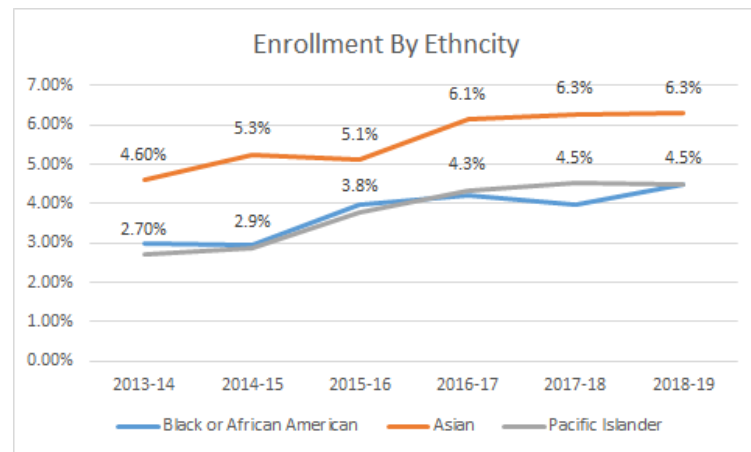
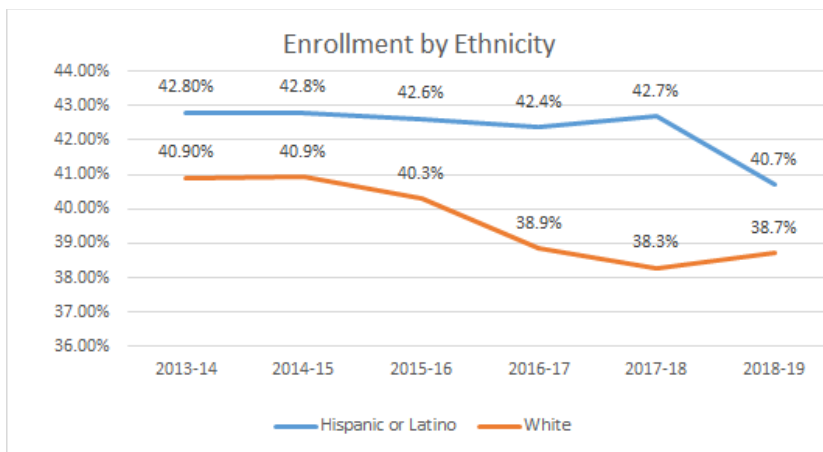
The following graphs track student enrollment at Menlo-Atherton High School.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment	2078	2150	2271	2391	2437	2478



## Enrollment by Ethnicity

Enrollment by Ethnicity	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Black or Af American	62	63	90	101	97	111
Asian	95	113	116	147	153	155
Hispanic or Latino	890	920	968	1013	1040	1008
Pac Islander	56	62	86	104	110	111
Two or More	122	108	85	87	90	127
White	859	880	915	929	933	960
Total	2078	2150	2271	2391	2437	2478

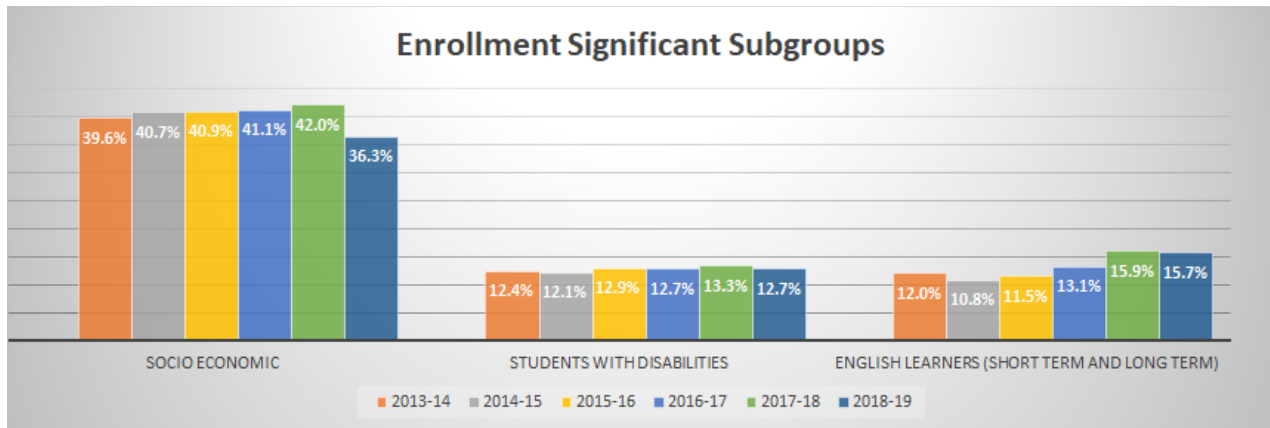


Menlo-Atherton's student enrollment is steadily increasing. Since the 2015-2016 school year, M-A has the largest student body in the Sequoia Union High School District. These numbers reflect not only an increase in population in the Bay Area as a whole but also the boundary changes implemented by the district. Our current enrollment is 2,478 students. The 2012-2013 school year (not shown in data) was the first time in which Hispanic or Latino student enrollment surpassed White student enrollment on this campus. The enrollment gap between our two largest groups is holding steady at an average of about 4%. During this same time, there has been a slight increase in enrollments of our other subgroups. All our significant subgroups by ethnicity now each represent more than 4% of the student body. The growth in enrollment is reflected in all of our ethnic groups.



## Significant Subgroups

Data is from Infinite Campus



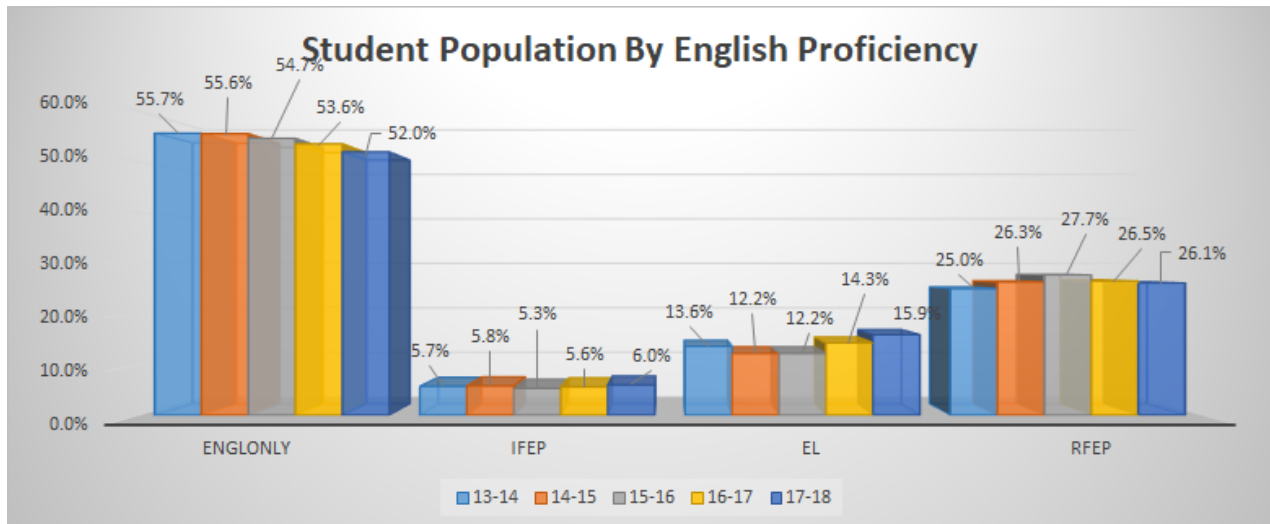
Students qualify for the Socioeconomically Disadvantaged (SED) designation in either of two ways: 1) They are registered as meeting requirements to qualify for the National School Lunch Program to receive free or reduced lunch, or 2) their household information indicates that their parent is not a high school graduate. In the 2018-2019 school year our SED population has dropped to 36.3% of the school. However, average SED enrollment for the past five years is 40.2% of the school population and more information is required in future years to determine whether decline in the 2018-2019 school year will be a pattern.

As of the 2018-2019 school year, approximately 12.7% of our students are designated as Students with Disabilities, a consistent number for the last 6 school years. This designation includes special education students with a current IEP (Individualized Education Plan for students with specific identified disabilities). Each special education student is assigned a case manager.

The percentage of students who are English Learners (EL) has seen an increase over the last six school years. In the 2017-2018 school year, enrollment of EL students reached 15.9%. Enrollment for the 2018-2019 school year was similar at 15.7%. This shows that the increase between the 2016-2017 to the 2017-2018 year does not seem to be an exception.

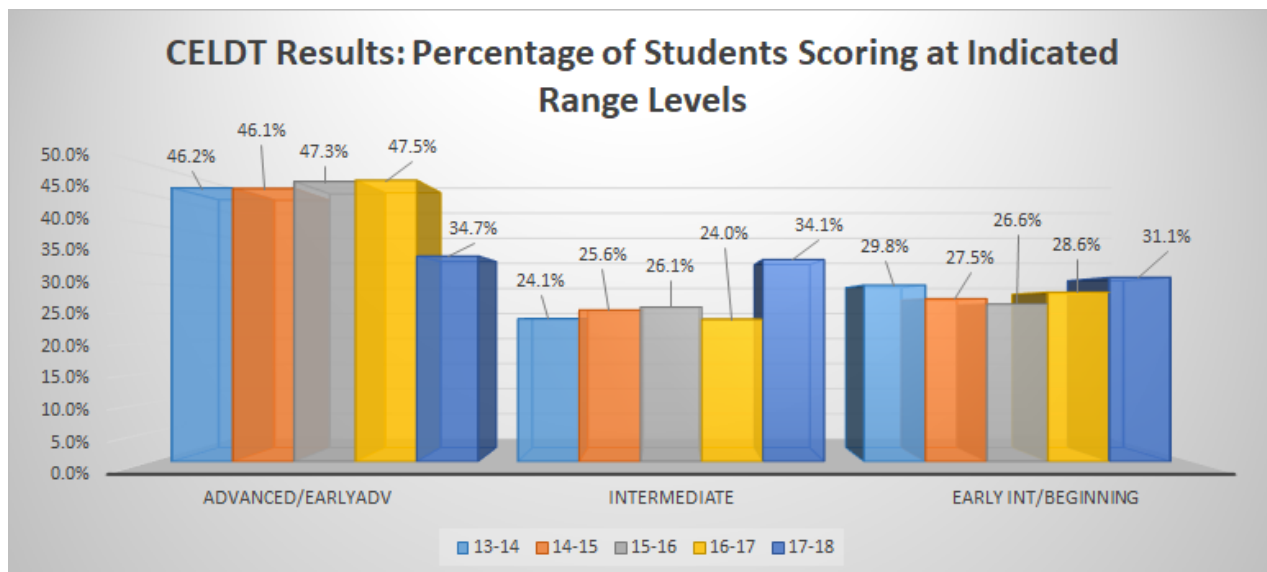


## English Proficiency



Approximately 16% 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 with a slight downward trend in students who speak English Only and a slight upward trend of students identifying as English Learner.

Of these students, their CELDT proficiencies are:



In the 2017-2018 school year, there was a significant decrease in students testing Advanced/Early Advanced on the CELDT. For the 2017-2018 school year, the California Department of Education made the CELDT optional, as the ELPAC was to be phased in that year. SUHSD decided not to administer the CELDT to students who had already satisfied the district's reclassification (RFEP) criterion on the CELDT (all subtests at Early Advanced or Advanced). Thus M-A's top-end of EL students were not tested in 2017-2018, resulting in a drop in the percentage testing at Early Advanced/Advanced and a rise in the other categories.

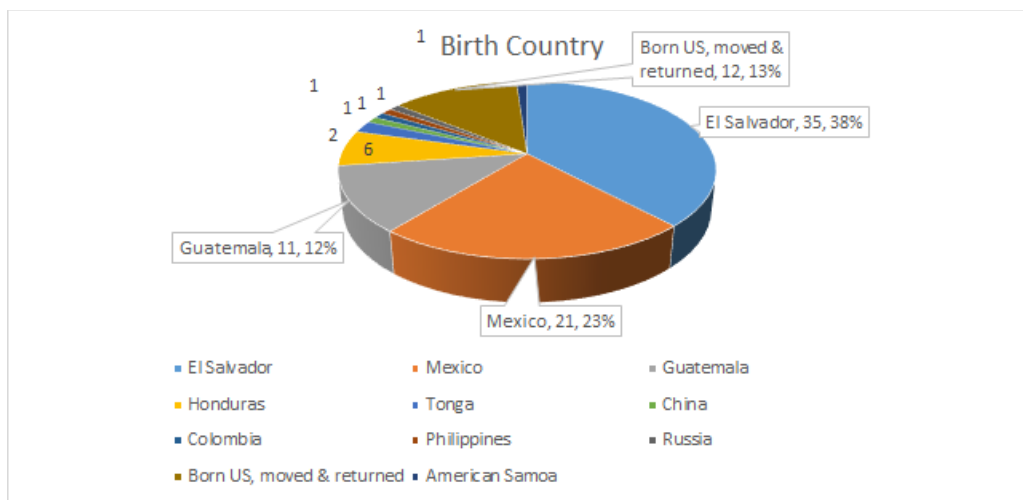


The 2017-2018 school year is the last year M-A used the CELDT. ELPAC results will be used in following years.

### English Language Development

English Language Learners at Menlo-Atherton are served in many different instructional settings including 92 students enrolled in sheltered English Language Development (ELD) classes for the 2018-2019 school year. The ELD program has grown dramatically since our last full WASC report. At the midterm report, the program had 40 students. There are now two English sections each of ELD 1 and ELD 2 and one section of ELD 3. Many of these students take LEP courses for other subjects.

Of the 92 students enrolled in ELD courses, their birth countries are:



The teachers of ELD classes design content specifically for students just beginning to learn English. The students in the ELD classes have been in US schools for fewer than four years.

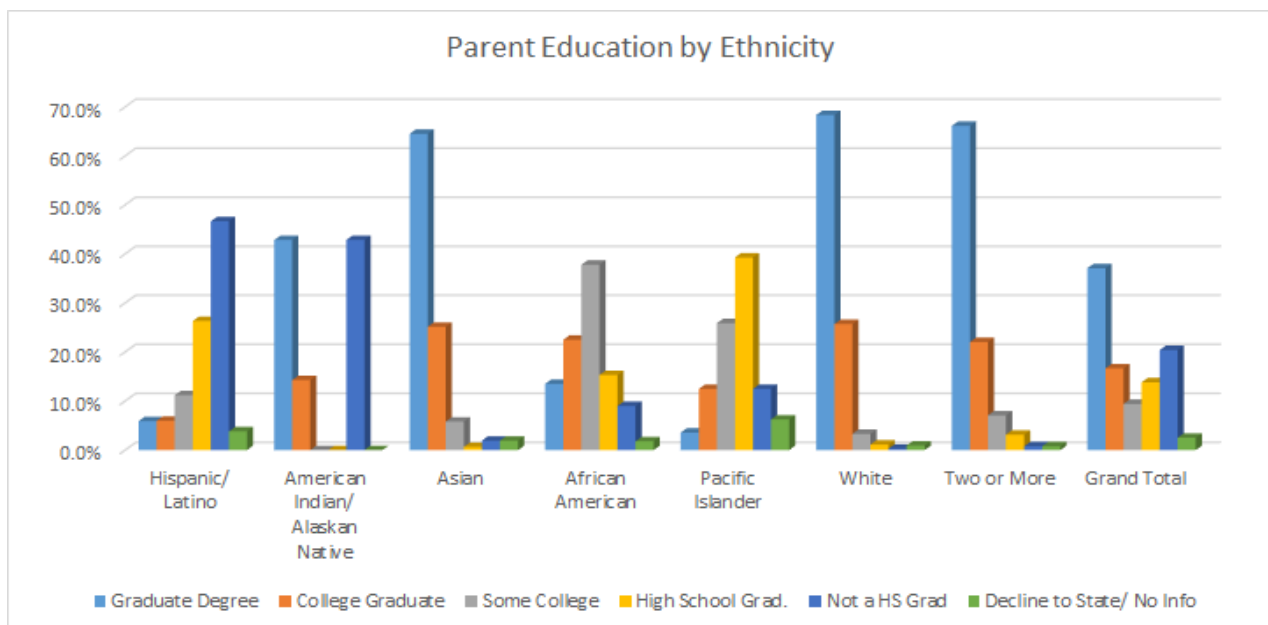
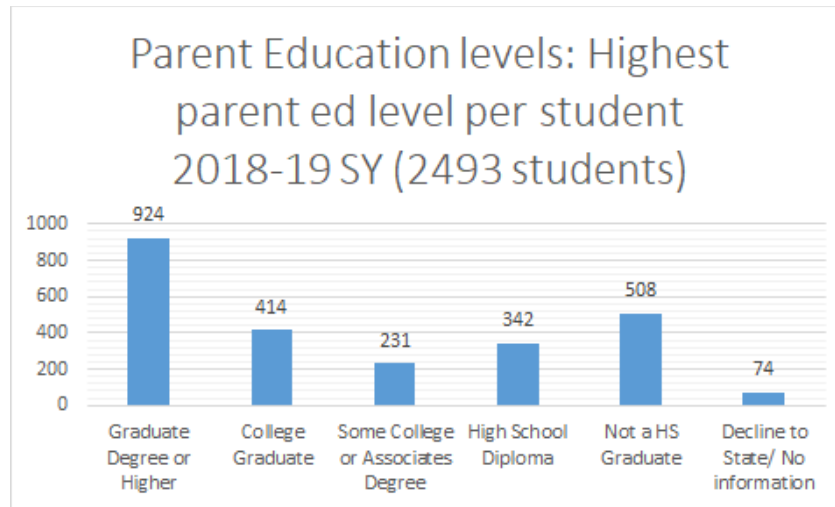
Longer-term EL's are placed in content courses based on test scores and teacher recommendations, just as all M-A students are.



## Parent Demographic

Data is from Infinite Campus

The range of parent education levels at M-A is very broad. Of the 2,493 parents who responded, 924 have a graduate degree or higher. Our next largest group of 508 parents did not graduate high school. This gap in parent education is largely split across ethnic lines with the majority of our White and Asian parents having a graduate degree or higher and a very small percentage not graduating high school. In our Hispanic/Latino subgroup, the majority of parents have not graduated high school. And in the African-American subgroup, the majority of parents have some college education.



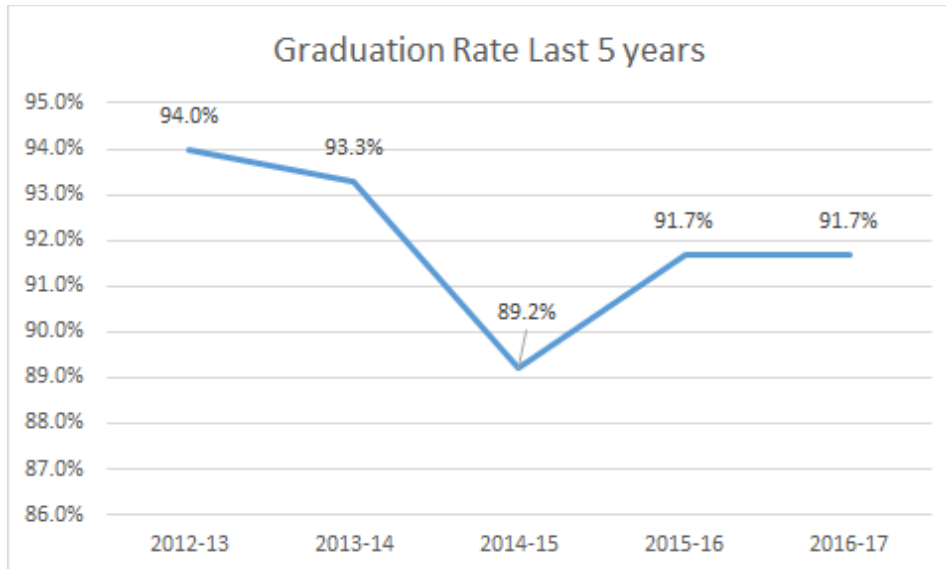
## Menlo-Atherton's Student Achievement

### Graduation

Data from California Dashboard and DataQuest

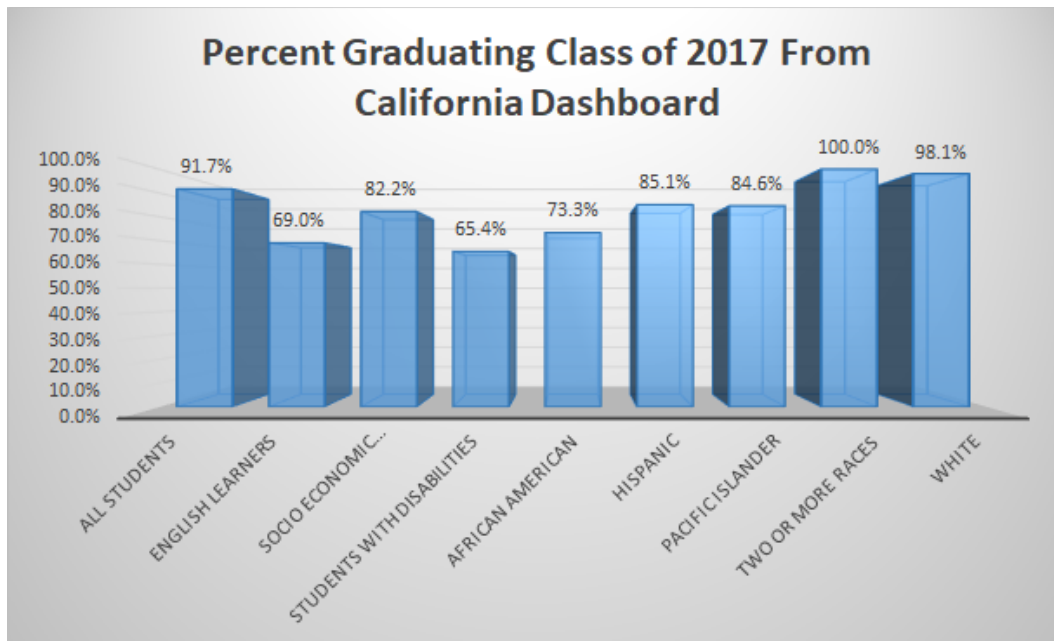
Please note that the state does not recommend comparing the 2016-17 data to prior years as the calculations used to arrive at such data were changed. However, the information has been placed in comparison charts in case comparison is warranted.

One of our Action Plans from the last WASC cycle was to increase the percentage of students who successfully graduate in four years plus a summer session. In the last five years, M-A has had consistently high graduation rates with the lowest being 89.2% in the 2014-2015 school year. Though there is a slight downward trend in graduation rate from our peak in the 2012-2013 year at 94%, M-A has had a graduation rate above 91% in 4 of the last 5 years while seeing increased enrollment. Notably, the 2015-2016 and 2016-2017 school year have the same graduation rate even though the 2016-2017 school year had 81 more graduates.





The following chart displays graduation data from 2017 broken down by subgroups.



Though the overall graduation rate in 2017 was at 91.7%, there was a significant gap in the graduation percentage in students with disabilities, English Learners, and African-American students. Thus, EL student performance and SPED student performance are targets for our Action Plan 2 and 3 for this WASC report. African-American performance is reflected as a subgroup of Action Plan 1 for this report.

### **Drop-outs**

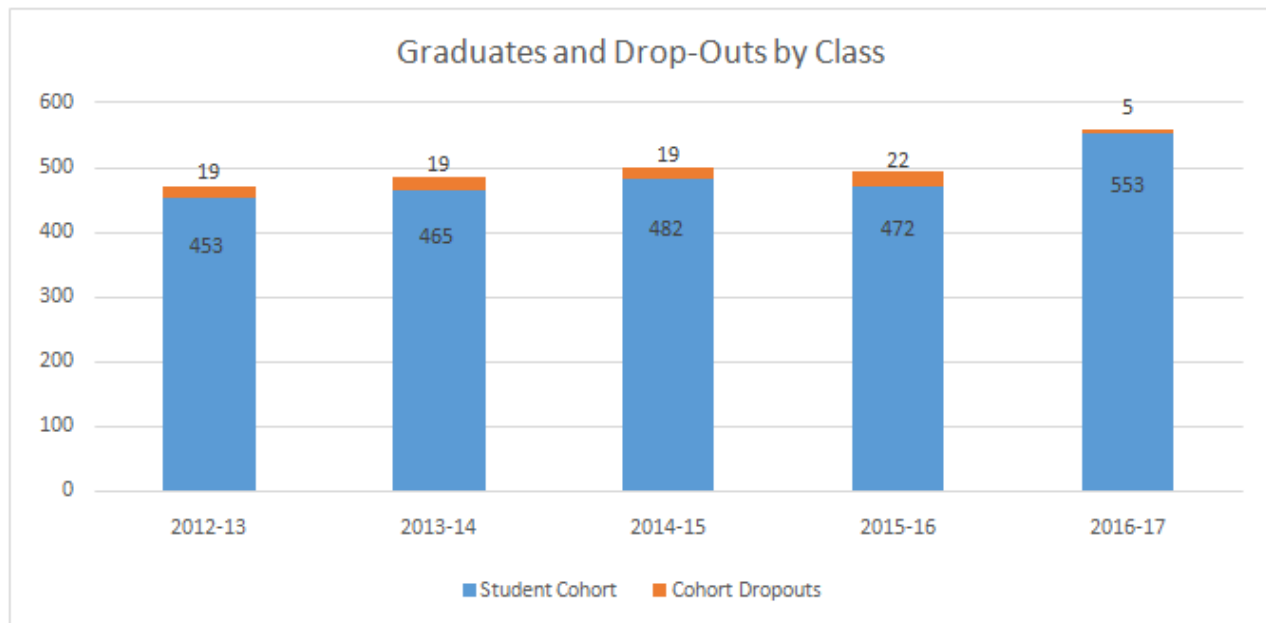
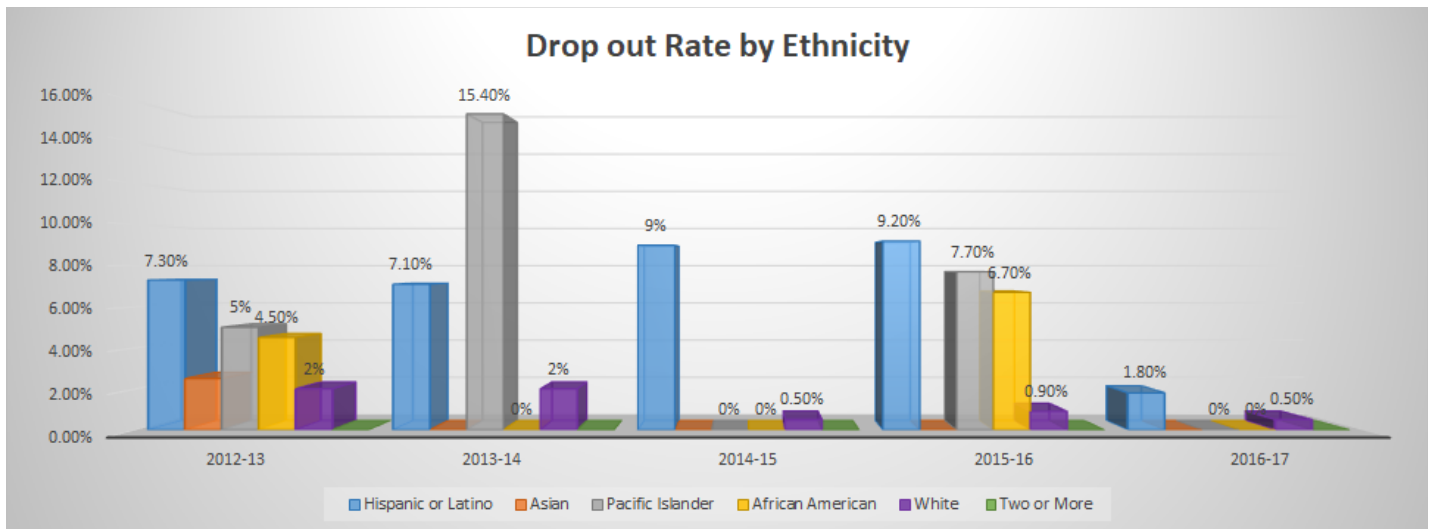
*Data from California Dashboard and DataQuest*

Drop-outs are classified as students whose last school of enrollment was M-A but who are no longer enrolled at M-A or at any other school by the end of their senior year.

2016-17 Graduation Data/ Percentage	Student Cohort	Drop-outs
M-A	553	0.9%
Sequoia District	2409	4.2%
San Mateo County	6951	5.2%
CA State	493,795	9.1%



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

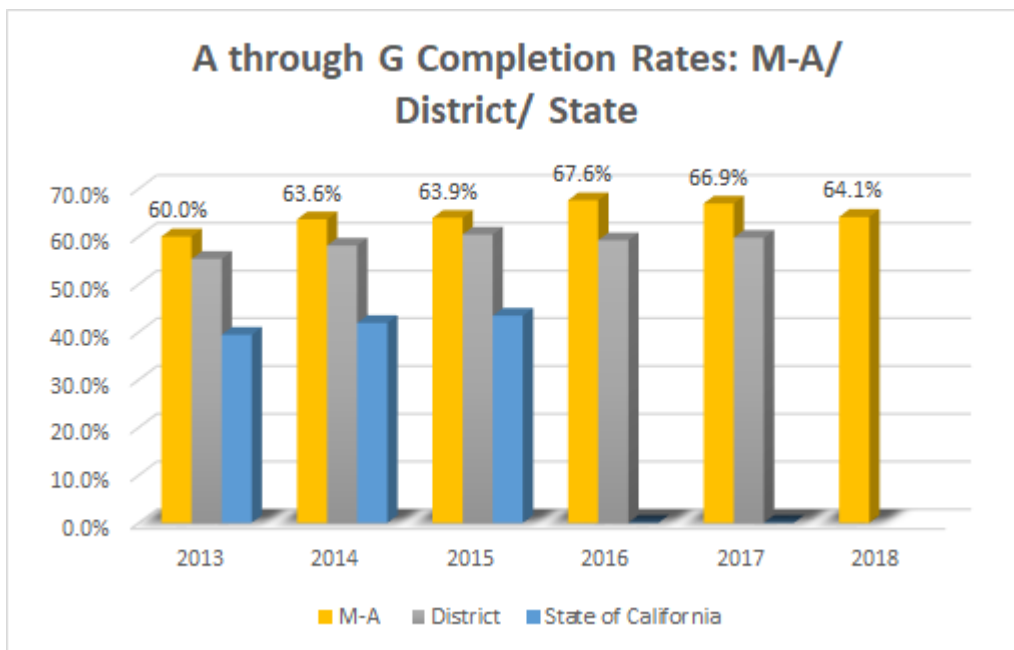
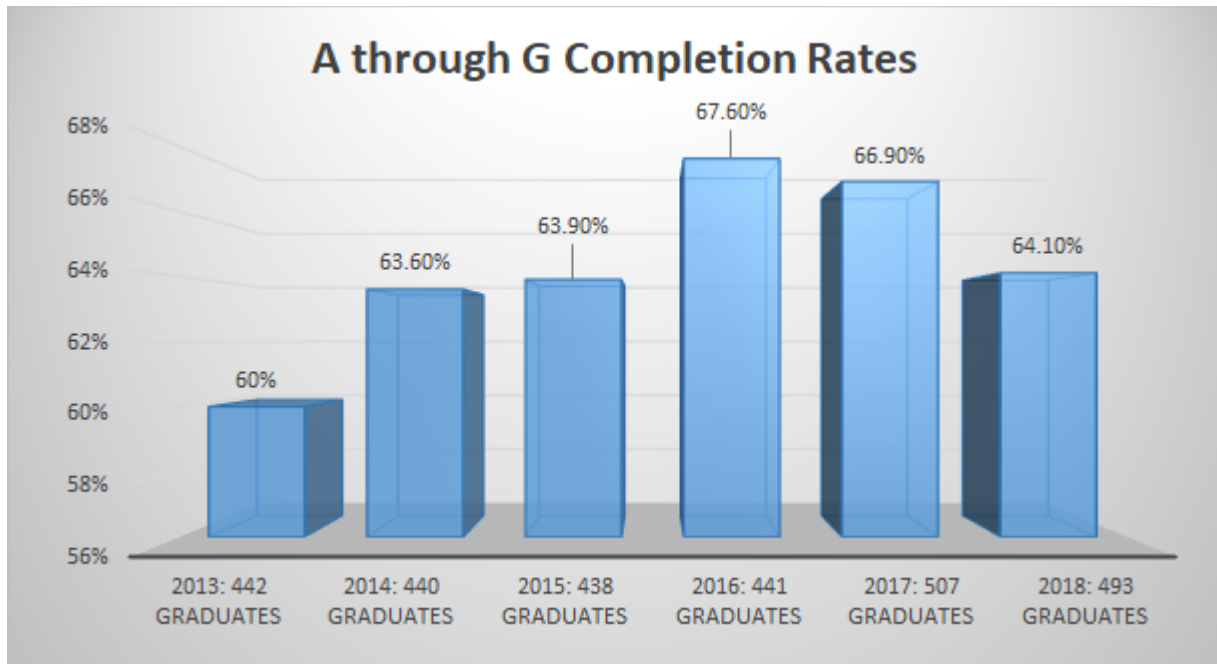


It is clear based on this data that students from our significant ethnic subgroups have a much higher drop-out rate than White or Asian students. While overall drop-out numbers have been decreasing, there is still a disparity between the percentages. There was a much lower drop-out rate in the 2016-2017 school year with only five students listed as such. This lower rate could be a result of: a more structured guidance curriculum in which students see their guidance counselors 4 times a year and have more one-on-one interaction with their advisors; the SAAP program through which the most at-risk students at M-A have a designated advocate on campus; and a consequence of fewer exemptions being granted to students who no longer wish to attend school.



## A-G

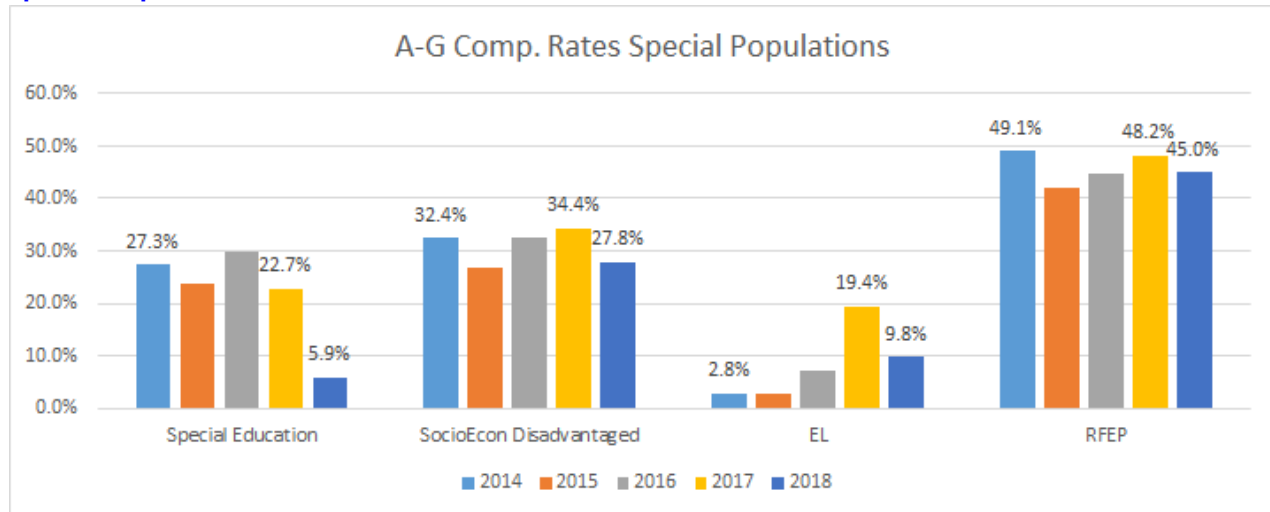
Data from California Dashboard and DataQuest



Menlo-Atherton High School has seen some fluctuation for A-G completion rates over the last five years with a general upward trend from the last WASC cycle ending in 2013. While there has been a dip in the last two years, the school consistently has a higher A-G rate than the 60% with which we entered this WASC cycle. Additionally, M-A continues to outpace the district and state averages in A-G completion.



## Special Populations



The greatest drop in numbers has been in our students with special needs from 22.7% in the class of 2017 to 5.9% in the class of 2018. This latest number in special education is particularly alarming given how large the decrease is, and we must learn why this has happened and work to improve the situation immediately. One answer is that the site has been more proactive exiting students from SPED if they are shown to be successful in general education classes. M-A had a “watch and monitor” system in place for some students who did not have a Study Skills class but were still on a SPED caseload. Per the district, starting in 2016, students in the SPED program are now required to have a Study Skills class as a way to get support. If students perform well enough that they do not need a Study Skills class, they are exited from the program (there are some exceptions for disabilities such as hearing or vision impairments). With this new rule, one student from the class of 2018 was exited in her junior year and two students were exited in their senior years. Were these three students to be included, the rate of students with disabilities who graduated and were A-G eligible would be 5 of 34 students and 14.7% instead of the 5.9% shown above.

Another problem with tracking SPED numbers year over year is that there have been multiple changes made at the district level year over year. The co-taught model was added and then revised. M-A implemented the Internship model which was then discontinued per the district. More information on these changes can be found [here](#).

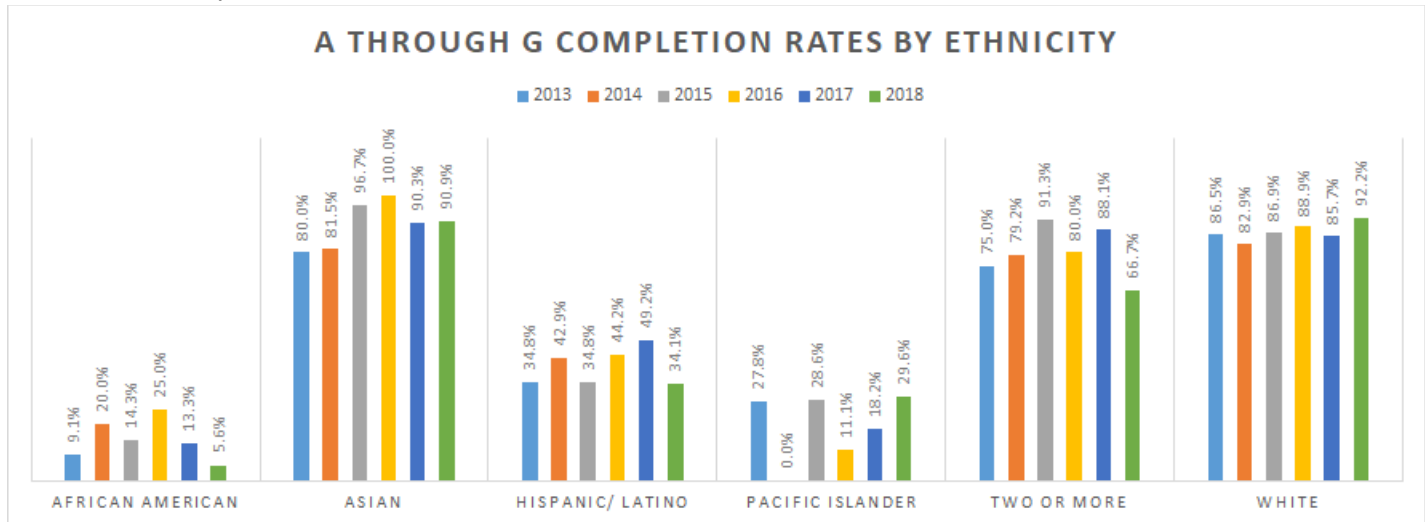
The numbers for our Socioeconomically Disadvantaged (SED) students are relatively consistent, though there is also a drop between the class of 2017 and the class of 2018, in keeping with the decrease in overall A-G completion between these classes.

More drastic is the drop of EL students who met A-G requirements from 19.4% eligible in 2017 to 9.8% A-G eligible in the class of 2018. This significant drop is a cause for concern and has been made part of Action Plan 2 for this upcoming WASC cycle, though it is noted that 19.4% A-G rate for the class of 2017 is significantly higher than in any other year.



**By Ethnicity**

A more in-depth look at the numbers shows:



While overall percentage of A-G completion has remained more or less steady above 63% for the last five years, the individual subgroup numbers show wide variation. One reason for the disparity over the years in our African-American and Pacific Islander students is that the groups are much smaller subgroups on our campus. As such, the impact of one student on the percentages is much greater. However, this does not account for the fluctuations in our Hispanic/Latino subgroup. For the past six years, this group has been the largest subgroup on campus. As the numbers show, for a while there was a general upward trend in A-G completion with a high of 49.2%. However, the 2017-2018 numbers show us back at 34.1%, lower than when we started this WASC cycle. Three of the six years recorded have Hispanic/Latino A-G numbers in the 34% range.

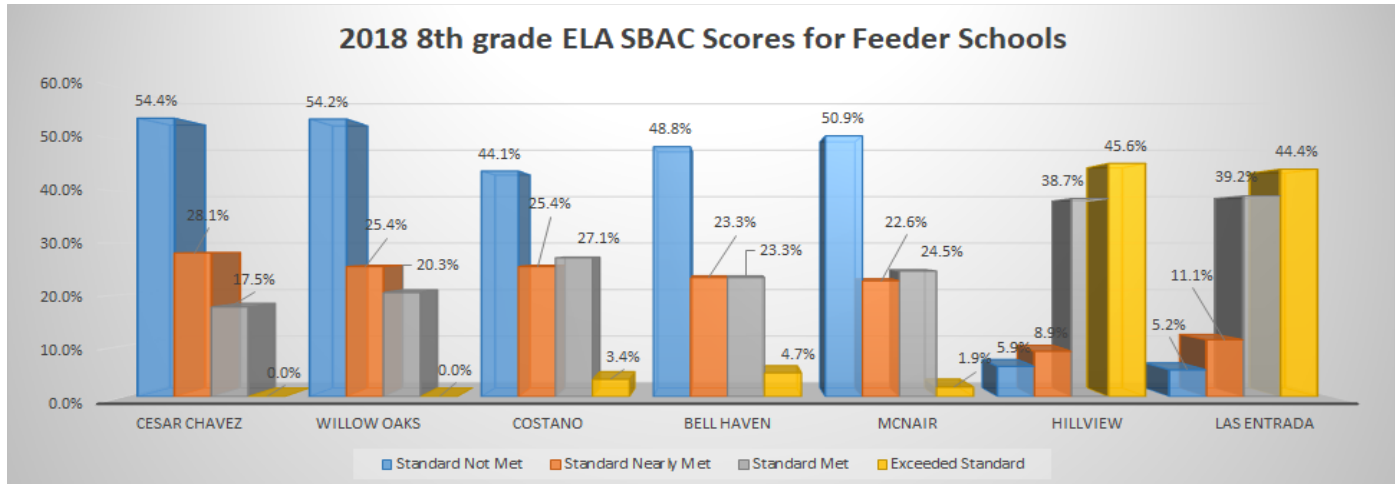
These numbers show that the A-G completion rate of our Hispanic and Latino students, EL students, and students with special needs must continue to be a focus for this coming WASC cycle. Some measures seem to have been working given the general growth in A-G completion between the class of 2014 and the class of 2017. Therefore, we must specifically identify and capitalize on existing working strategies and replace strategies that are no longer effective at targeting and increasing the performance of all students, in particular those of our significant subgroups. This has been made part of Action Plan 1 and Action Plan 2 for this WASC report.



### Partner District SBAC

One possible factor for the lower A-G rate is the changed attendance boundaries adopted by the district in 2016. With this boundary change, M-A became the home school for all students from the Ravenswood district. These schools include Cesar Chavez, Willow Oaks, Costano, Belle Haven, McNair, and a new Ravenswood Middle School which opened in 2017. Previously, some students were bussed to Carlmont High School. More information on the boundary changes can be found [here](#).

The SBAC scores of our partner districts (from DataQuest) for all current 9th graders, including students not attending M-A are:



In the last five years, our English placements in support classes have been:

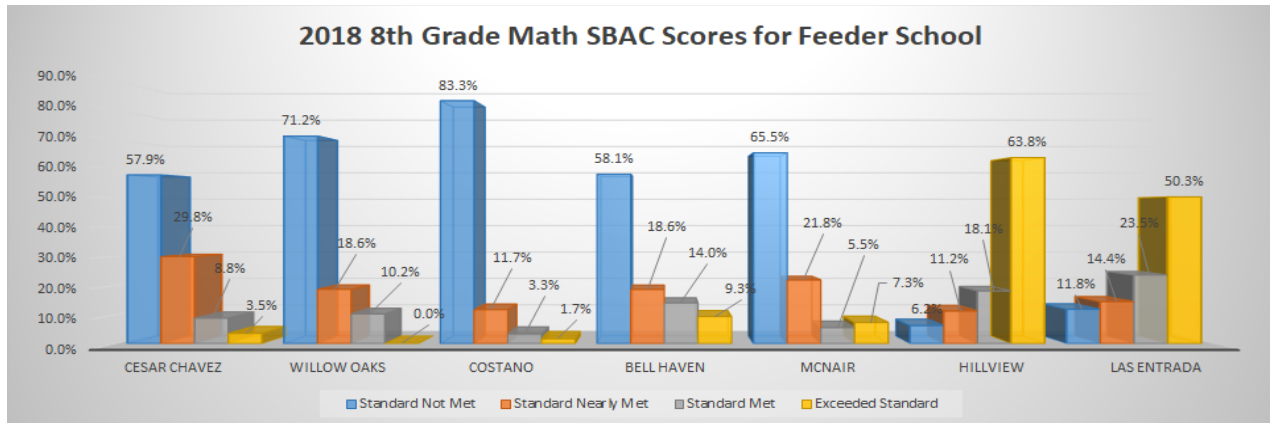
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Intervention ELA	1 double-block class	1 double-block class	1 double-block class	0 classes	1 double-block class
English Intensive I	2 double-block classes	2 double-block classes	2 double-block classes	3 double-block classes	2 double-block classes
English Intensive II	1 double-block class	2 double-block classes	2 double-block classes	2 double-block classes	2 double-block classes
English I Support	4 classes	6 classes	4 classes	5 classes	4 classes
English II Support	3 classes	3 classes	3 classes	3 classes	4 classes
Junior Literacy Support (added 2016-2017)	X	X	1 class	1 class	1 class

While there has been some increase in support classes, the numbers are not very different over the years.



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

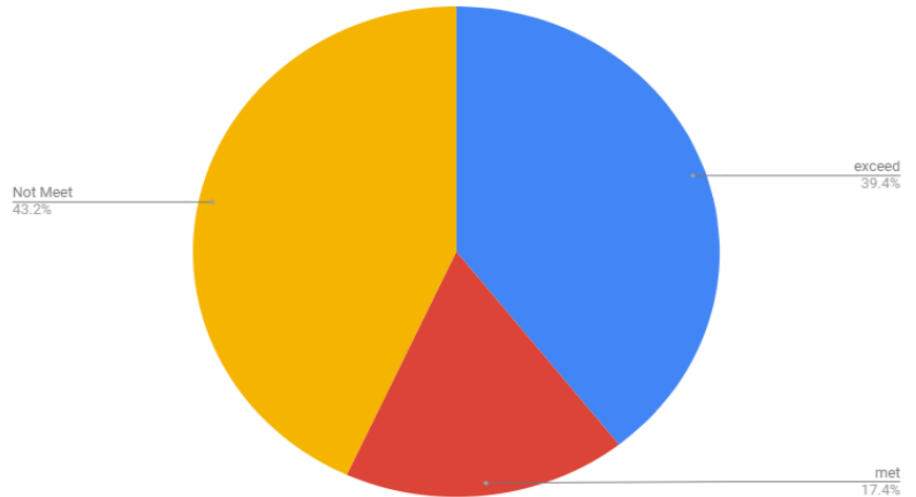
However, the Math Department looks drastically different now than it did 5 years ago.



Of students who chose to attend M-A, the math scores of our current 9th graders from their 7th grade year are:

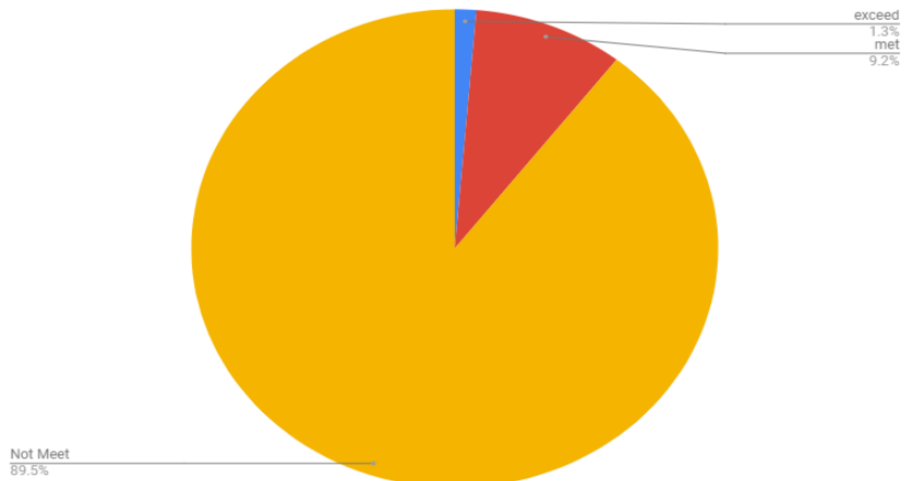
### All 9th Graders:

7th Grade SBAC - ALL 9th		
exceed	199	0.39
met	88	0.17
Not Meet	218	0.43
total	505	1.00



### Ravenswood only:

7th Grade SBAC - Ravenswood		
exceed	2	0.01
met	14	0.10
Not Meet	136	0.89
total	152	





## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

The Ravenswood partner district is our second largest feeder district on campus, comprising of approximately 26% of our total enrollment. However in 2018, of the entire Ravenswood district, M-A only received 2 students who exceeded standards in math on the SBAC in 7th grade. While the whole district numbers from Ravenswood show that 8.3% of the students met standards in math and 4.4% exceeded standards, many of those students are pre-selected to attend private schools or charter schools in the area, as evidenced by the scores of students from Ravenswood who are attending 9th grade at M-A.

Five years ago, the math offerings on our campus were:

M-A Math Department Sections 2013 - 14																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	CS
READINESS	TOPICS	ALG	ALG SUPPORT	RESTART	INTEGR	GEO B	GEO E	ALG II	AS ALG II	Alg II/Trig	PRECALC	STAT	AP STAT	CALC AB	CALC BC	MV CALC	JAVA
READINESS	TOPICS	ALG	ALG SUPPORT	RESTART	INTEGR	GEO B	GEO E	ALG II	AS ALG II	Alg II/Trig	PRECALC	STAT	AP STAT	CALC AB	CALC BC		JAVA
READINESS	TOP SUPPORT	ALG	ALG SUPPORT		INTEGR	GEO B	GEO E	ALG II	AS ALG II	Alg II/Trig	PRECALC		AP STAT	CALC AB	CALC BC		JAVA
READINESS SUPPORT	TOP SUPPORT	ALG	ALG SUPPORT		INTEGR	GEO B	GEO E	ALG II	AS ALG II	Alg II/Trig	PRECALC			CALC AB			
READINESS SUPPORT		ALG	ALG SUPP LEP		INTEGR	GEO B	GEO E	ALG II	AS ALG II		PRECALC						
READINESS SUPPORT		ALG				GEO B	GEO E	ALG II	AS ALG II		PRECALC						
		ALG				GEO B	GEO E		AS ALG II		PRECALC						
CAHSEE		ALG							AS ALG II		PRECALC						
		ALG							AS ALG II		PRECALC						
		ALG LEP															
6	4	10	5	2	5	7	7	6	9	4	9	2	3	4	3	0	3
9 support classes				27		31% Algebra and below									Math Only	86	
10 support classes with LEP																	
15 Readiness, Topics and Support				0.17	17 % of math schedule to support classes - students in double periods of math												

Currently, the math offerings on our campus are:

M-A Math Department Sections 2018 -19																	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	CS
READINESS	TOPICS	ALG	ALG SUPPORT	RESTART	INTEGR	GEO B	GEO E	ALG II	AS ALG II	FINITE	PRECALC	STAT	AP STAT	CALC AB	CALC BC	MV CALC	AP CS P
READINESS	TOPICS	ALG	ALG SUPPORT	RESTART	INTEGR	GEO B	GEO E	ALG II	AS ALG II	FINITE	PRECALC	STAT	AP STAT	CALC AB	CALC BC		AP CS P
READINESS	TOP SUPPORT	ALG	ALG SUPPORT		INTEGR	GEO B	GEO E	ALG II	AS ALG II	FINITE	PRECALC		AP STAT	CALC AB	CALC BC		AP CS P
READINESS	TOP SUPPORT	ALG	ALG SUPPORT		INTEGR	GEO B	GEO E	ALG II	AS ALG II	FINITE	PRECALC		AP STAT	CALC AB			AP CS P
READINESS		ALG	ALG SUPP LEP		INTEGR	GEO B	GEO E	ALG II	AS ALG II	FINITE	PRECALC						AP CS P
READINESS SUPPORT		ALG	ALG SUPP LEP		INTEGR	GEO B	GEO E	ALG II	AS ALG II		PRECALC						JAVA
READINESS SUPPORT		ALG				GEO B		ALG II	AS ALG II								JAVA
READINESS SUPPORT		ALG				GEO B		ALG II									JAVA
READINESS SUPPORT		ALG				GEO B											Web Design Academy
READINESS SUPPORT		ALG				GEO B											Web Design Academy
READINESS LEP		ALG				GEO LEP											mobile apps
READ LEP SUPPORT		ALG LEP															
		ALG LEP															
12	4	14	7	2	6	11	6	8	7	4	6	2	4	4	2	1	11
11 support classes				39		39% Algebra and Below									Math Only	100	
14 support classes with LEP																	
21 Readiness, Topics and Support						21% of Math sections at M-A	1 out of 5 classes										



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

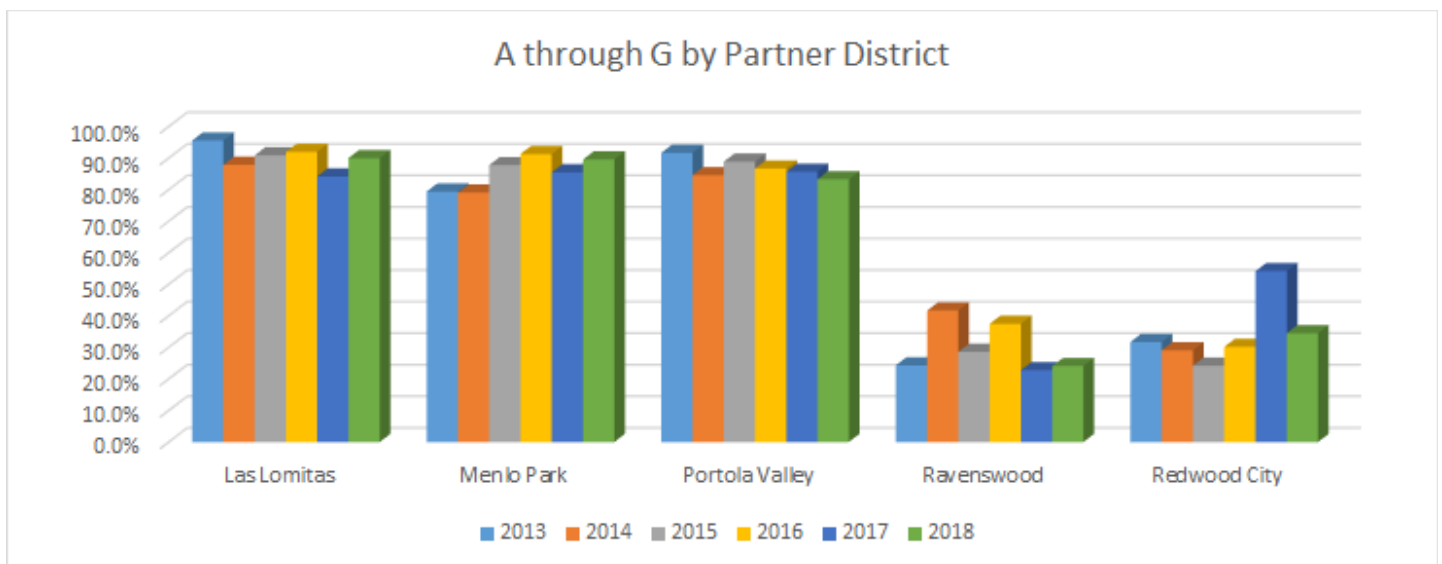
The Math Department at M-A has gone from 3 Algebra Readiness + Support classes to 6, and support-level classes comprise 21% of math sections at M-A for the 2018-2019 school year.

Students are placed into these classes by [district placement charts](#).

If a student places into Algebra Readiness with Support for their 9th grade year based on SBAC results and school placement tests, there are few options for the student to achieve A-G eligibility. Their likely math pathway would go from Alg Readiness + Support → Algebra with Support → Integrated Math → Geometry. In this trajectory, the student does not get to Algebra II, a course necessary for A-G eligibility.

Similarly, the district does not give A-G credit for students in English who are in Intensive Intervention, English Intensive I, or English Intensive II. These students are often students who are also in math support, and thus they have multiple courses to make up or take independently to become A-G eligible.

This concern has been brought to the district and board multiple times by M-A teachers and administrators with little result. It is widely recognized that the problem is difficult to address because students who place into support classes generally do need that support, such as more practice with basic arithmetic like adding and subtracting single-digit integers or intensive reading support like practice with phonics and reading single-syllable words fluently. The students in the support classes are generally at least four years below grade-level. However, if the students are placed in the support classes they need, they do not have a chance to take the courses required for A-G eligibility. Many attempts have been made through articulation with the all partner districts to increase high school preparedness, and the Sequoia Union High School District has also gotten involved, placing a math teacher on full time support at the new Ravenswood Middle School. Ravenswood Middle School currently has a 6th and 7th grade class and M-A will not see students from this school for another 2 years.



One last look at our A-G rates shows students who completed A-G requirements broken down by our partner districts. This graph clearly shows the divide on campus between students from our largest feeder districts, Menlo Park and Ravenswood. A-G rates tend to be higher among students from Menlo Park, which aligns with their performance on the SBAC in 7th grade.



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

As stated previously, students come into M-A with huge achievement gaps depending on which feeder district they attended. This is not a recent problem and has been part of multiple previous WASC cycles. As a school, we try to meet students where they are and give them intensive supports to increase their achievement. It is never an answer to say that because of the gap there is nothing we as a school can do to raise scores. We are trying different strategies such as:

- Smaller support classes,
- Strategic staffing of support classes,
- Additional homework and tutoring centers,
- More one-on-one supports for our most struggling students,
- Additional outside after-school resources on campus,
- Increased direct interaction with guidance,
- Increased articulation efforts,
- District coach assigned to Ravenswood,
- Algebra coach and 9th grade English coach funded by district,
- Compass and Honors Institute - summer programs mainly targeting students from the Ravenswood district to give them a boost in core subjects before starting at M-A.

While we do not seem to have found one perfect solution that can work at M-A, we are still trying to help support all of our students with the resources we have available.

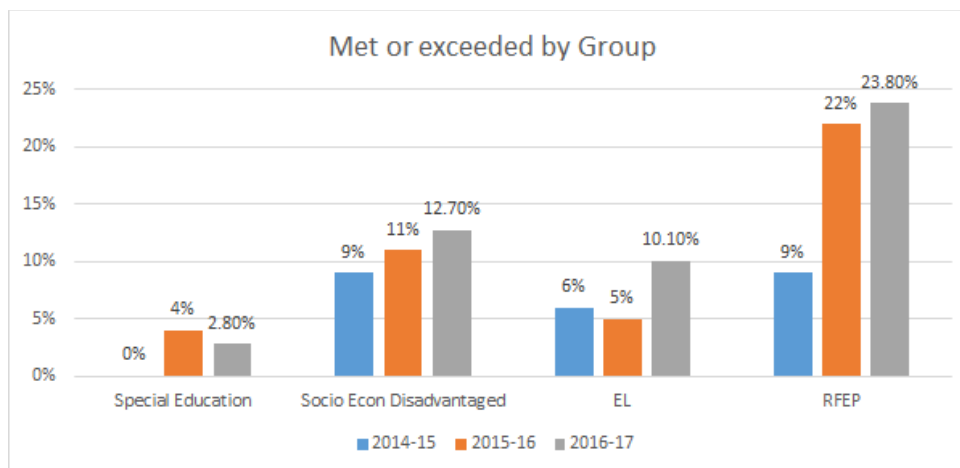
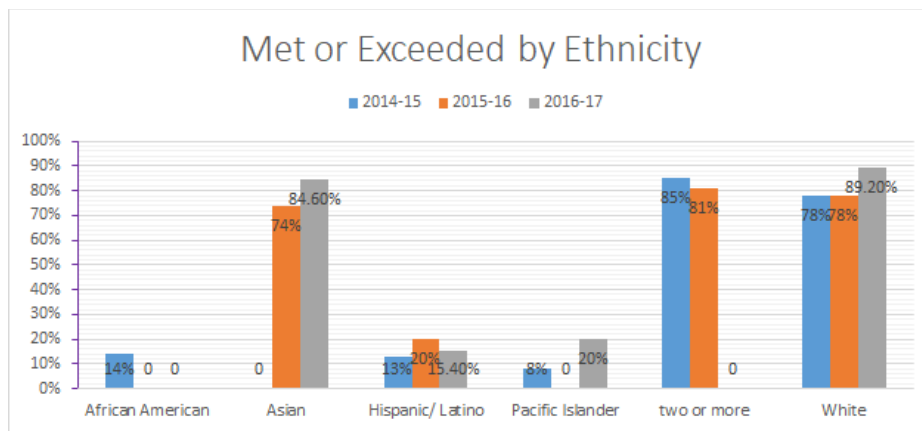
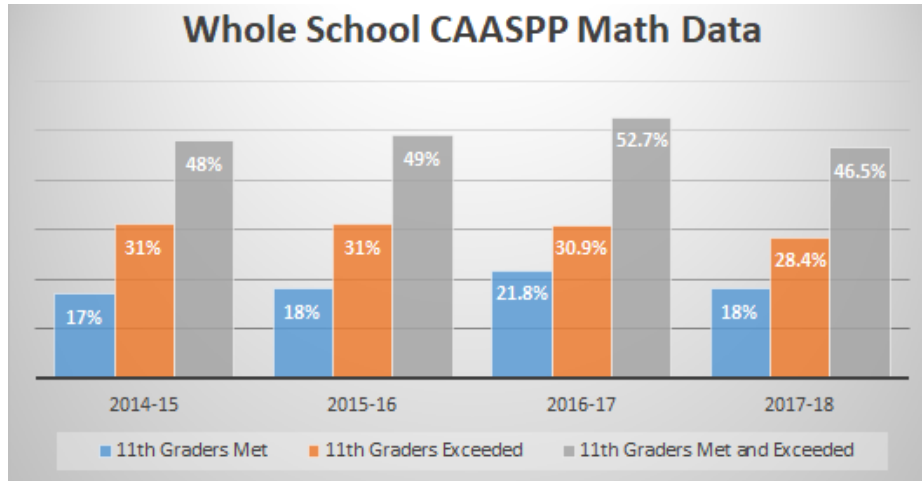


## CAASPP

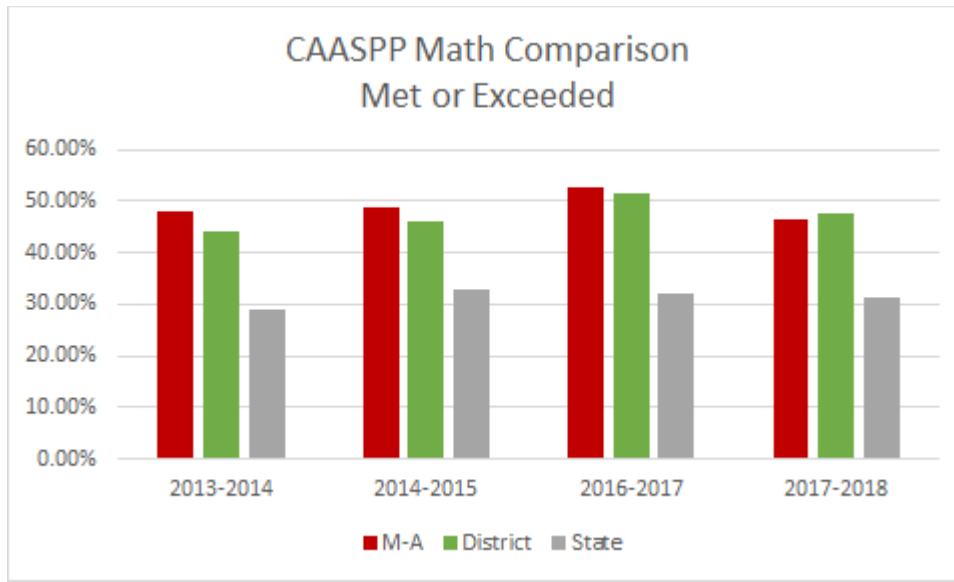
Data from Ed Data

The data from the previous section on A-G eligibility aligns with our CAASPP results.

## Math



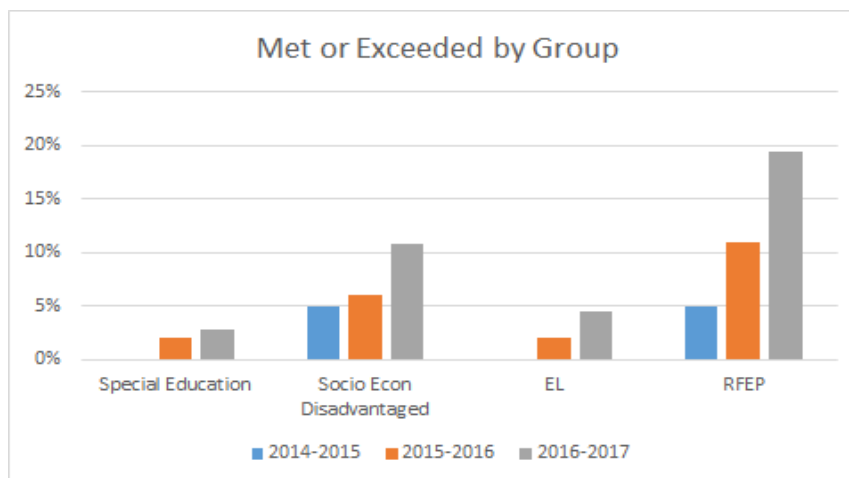
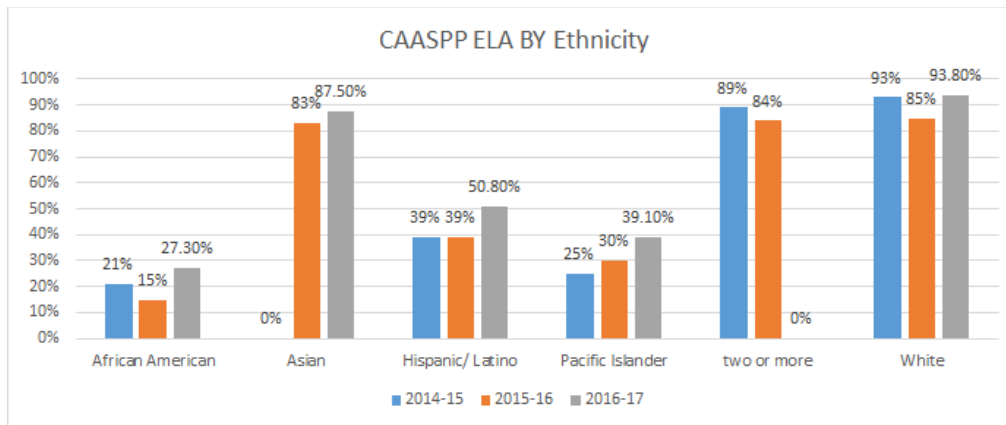
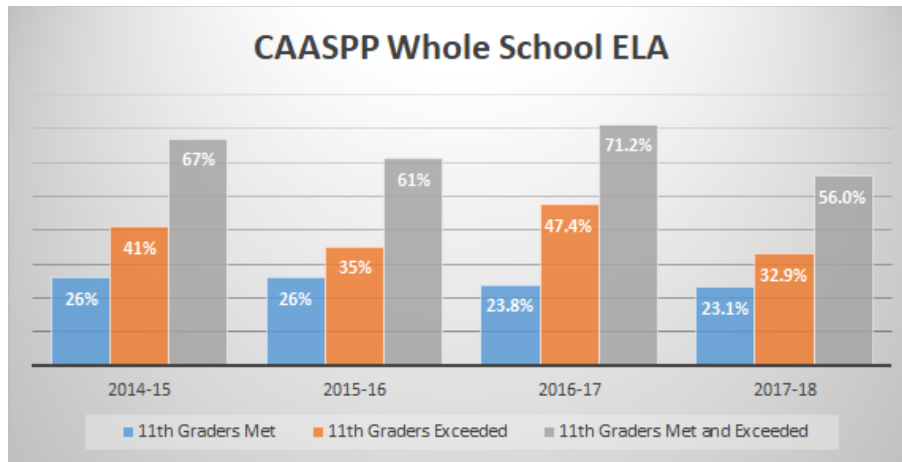
Though some of the data reported from EdData seems somewhat questionable and might reflect irregularities in the nascent stage of testing, such as a 0% Asian pass rate in the 2014-2015 school year or the jump from 9% RFEF students meeting or exceeding standards to 22% from the 2014-2015 school year to 2015-2016, broadly, the overall data is consistent with our other data. White and Asian students outperform students from our other subgroups at a significant rate. The gap we inherit from our partner districts persists to our own testing in junior year.



As a whole, M-A has performed on par with the district on the math portion of the CAASPP. Both M-A and the district have scored consistently above the California state average.

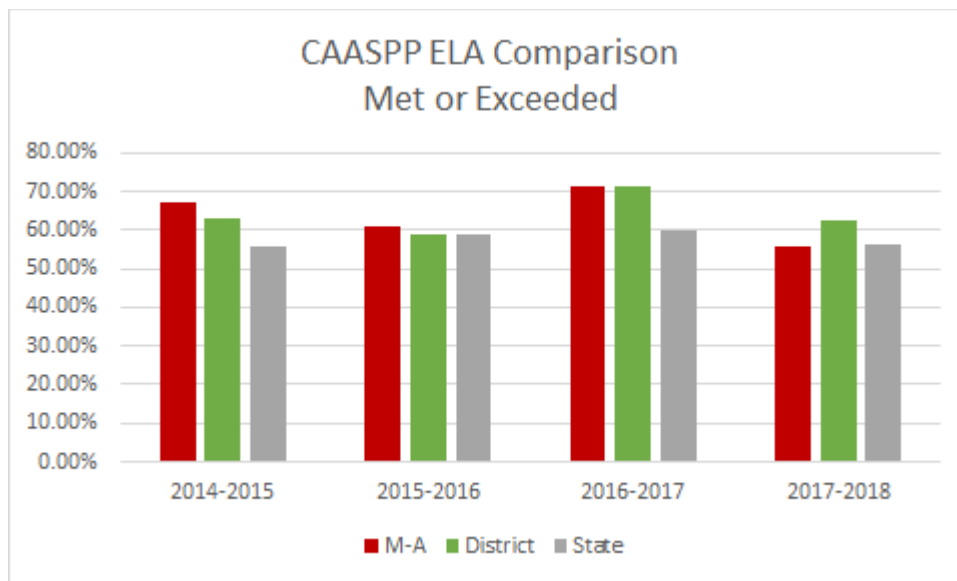


English



As with math, White and Asian students outperform students from our other subgroups at a significant rate. This corresponds with results from our partner districts; the majority of students coming from Ravenswood are Latino/Hispanic.





In the first three years of CAASPP testing, M-A had results above the state average and closely aligned with the district. In the latest 2017-2018 test, M-A saw a dip in scores below the district and state average. It is important to note that on one of the days allotted for testing in English classes during the 2017-2018 school year, our school went into a lockdown that was called by the Atherton Police Department. The school was on lockdown for nearly one whole testing period and through much of lunch. Many students left school for the day after the lockdown was lifted, which affected a second testing period.

### CAASPP Testing Summary and Next Steps

The process for implementing CAASPP testing in the district, while not seamless, has been successful. Teachers and students are trained on logistics of testing through practice exams. Through initiatives both at the district and at M-A, curriculum teams and professional development are shifting toward looking at the CAASPP and SBAC-style questions.

The 2016-2017 school year was a positive year of SBAC testing for both English and math. The significant drops in 2017-2018 in the met and exceeded categories is reflective of the whole district. Given such few data points, it is difficult to call any numbers a trend or a pattern, but it is true that pass rates dropped across the district. As such, improving CAASPP results has become a priority at the district level.

One action being taken to help improve achievement is the expansion of interim SBAC testing. In previous years, math and English teachers gave very short (approximately 15 questions) practice tests on one or two specific skills using district-created interim SBAC tests. Starting in this 2018-2019 school year, all sophomores and juniors are 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.

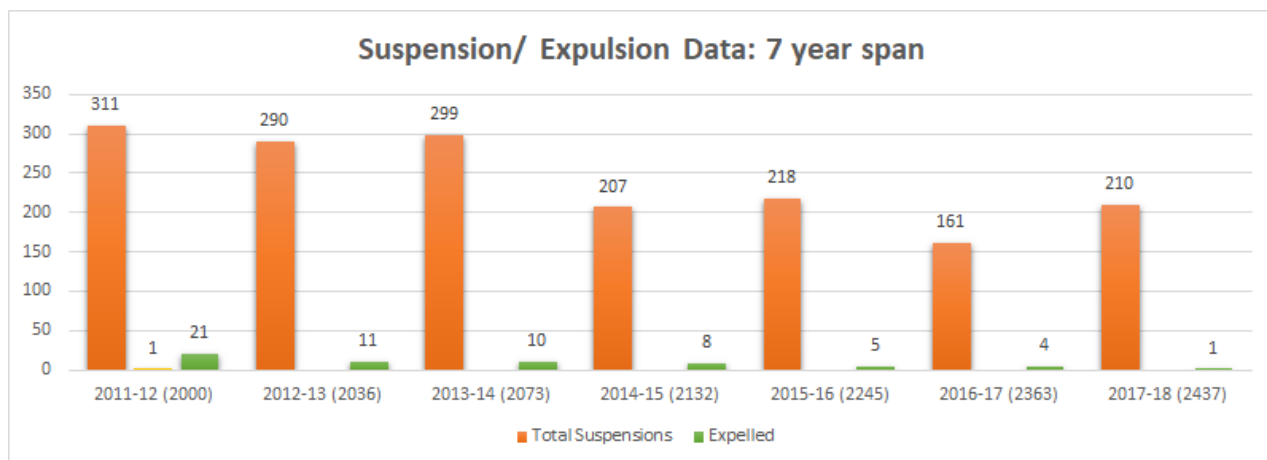
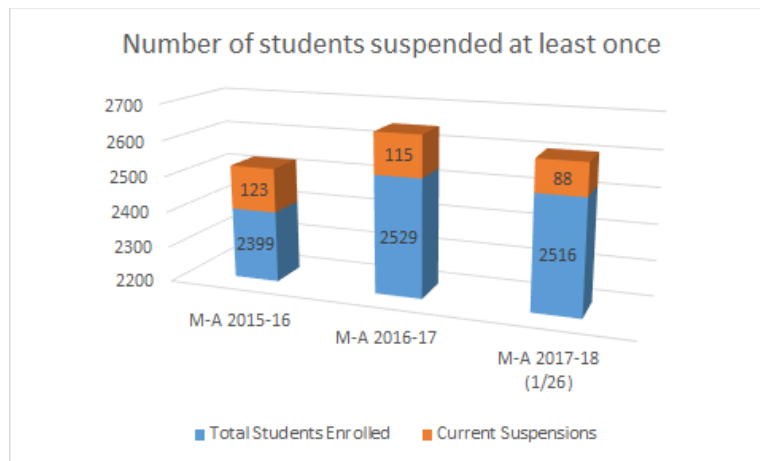
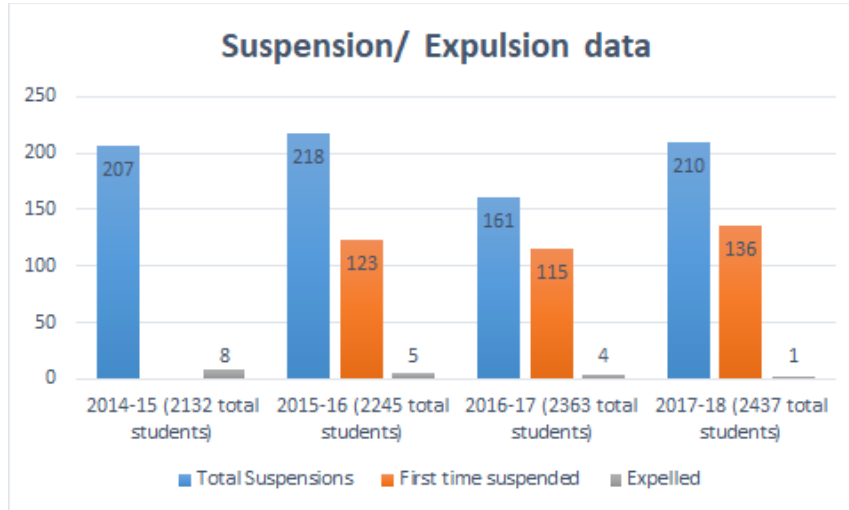
Following the administration of the ICA, teachers analyzed their students' results in a district-led professional development session. In this session, teachers identified trends in the data as well as assessment items and standards that were both most accessible and most challenging for students. Teachers then developed next steps to target students' needs and improve achievement.





## Suspensions and Expulsions

Data from California Dashboard

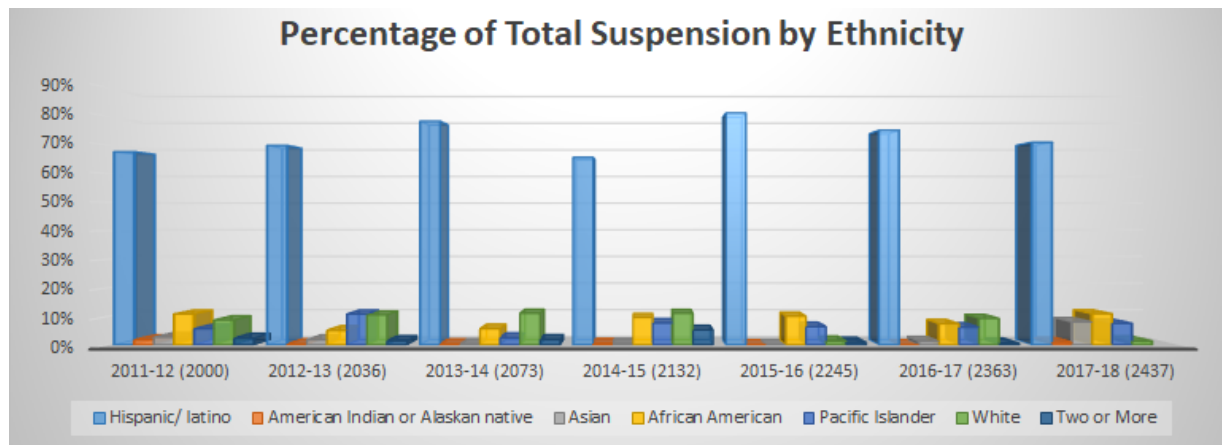
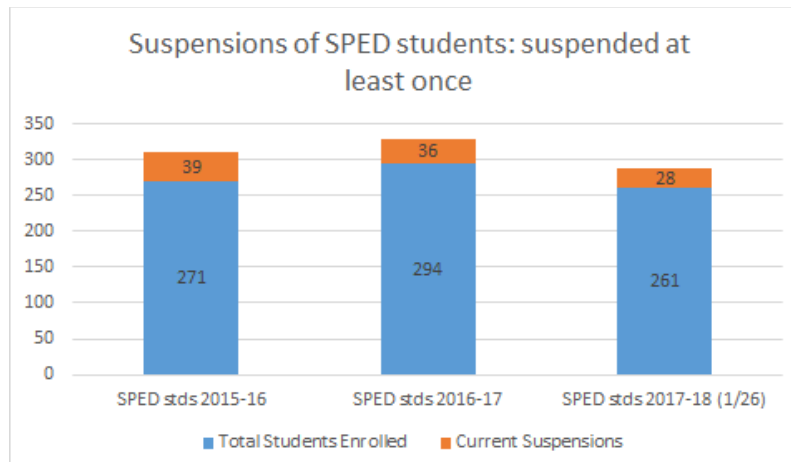


In general, the number of suspensions and expulsions at Menlo-Atherton has decreased over the years, even as the number of students attending M-A has increased. For our programs helping reduce suspensions and expulsions, M-A was recognized by the San Mateo County at the [Zap the Gap Summit](#) in



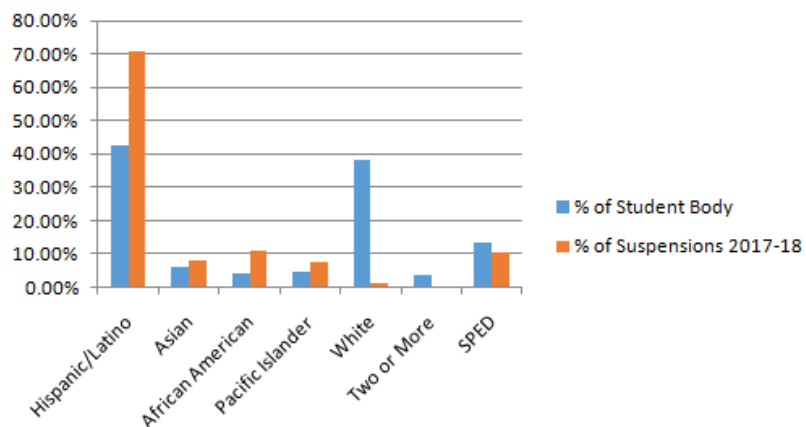
2017.

Although overall suspension numbers are down, our significant subgroups weigh heavily on the numbers:



In the 2017-2018 school year specifically:

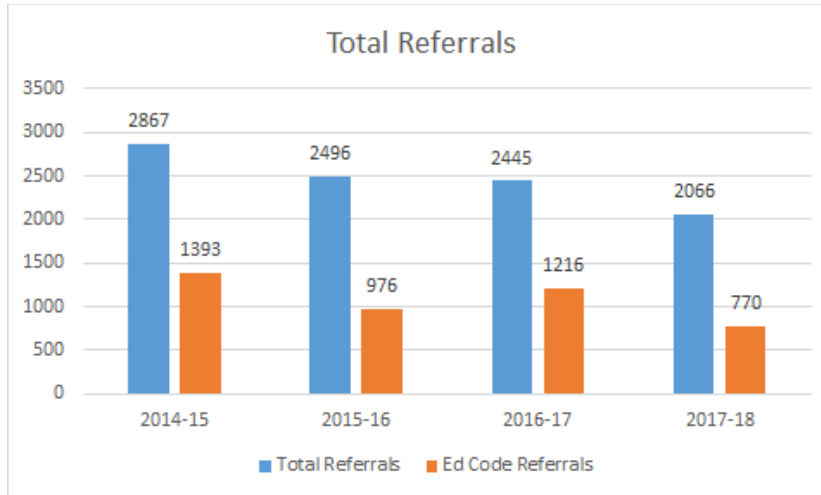
### 2017-2018 Suspensions by Percentage

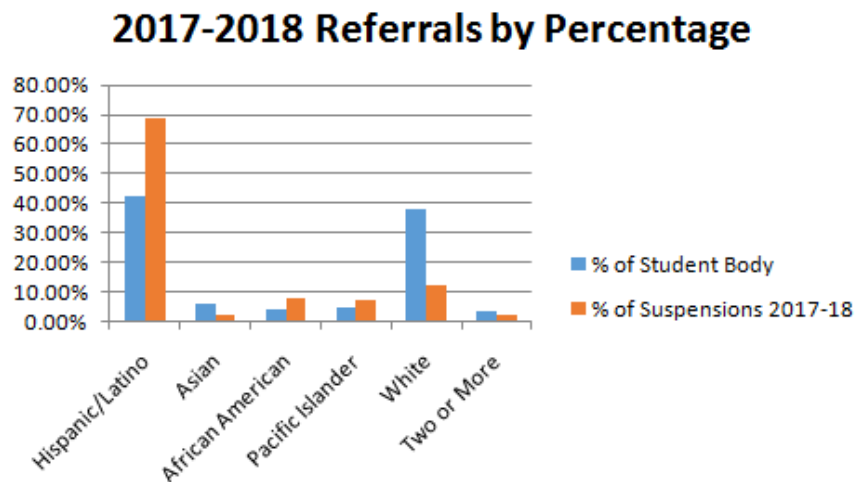
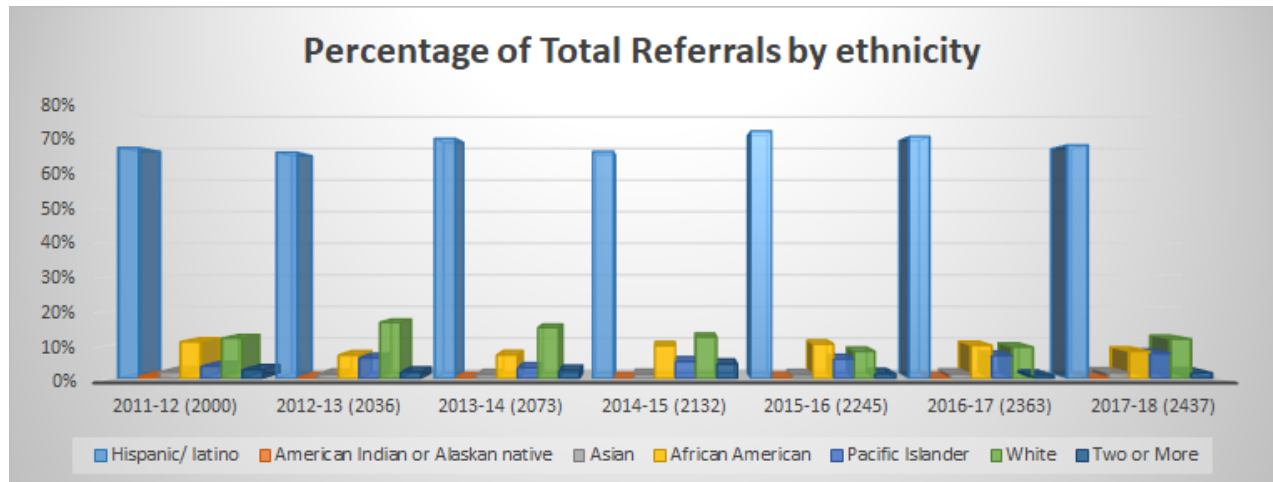


## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

As shown in the above data for 2017-2018, though Hispanic/Latino students were 42.7% of the student body, they comprised 71% of all suspensions. White students were 38.3% of the student body but only had a 1% suspension rate. African-American students as one of our smallest subgroups at 4% were 11% of total suspensions.

Similar trends are seen in our total referrals:





Staff at Menlo-Atherton are aware of this mismatch between total percentage of student body and percentage of suspensions and referrals by subgroups. To help address this disparity, we have implemented a number of programs:

- Sequoia Aspirations Advocacy Program (SAAP) - district program targeting most at-risk students
- Restorative justice training for teachers
- Conflict mediation
- M-A PRIDE initiative promoting our core values throughout the school
- Increased meetings with guidance advisors
- Additional campus aide staffing
- FLEX-time lessons on school rules and behavior expectations

Addressing this concern is also part of our Action Item 1 for the coming WASC cycle on increasing overall achievement of our significant subgroups.



## 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.

### SAT COMPARISON M-A TO STATE SCORES

■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2017 ■ 2018



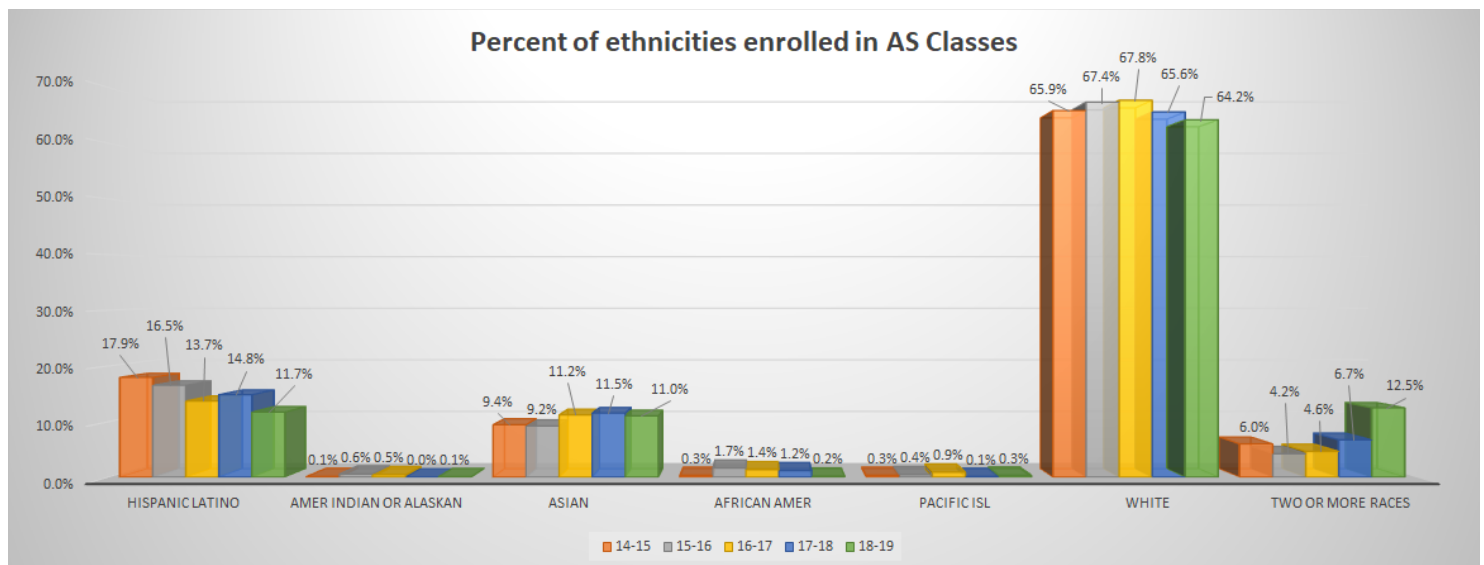
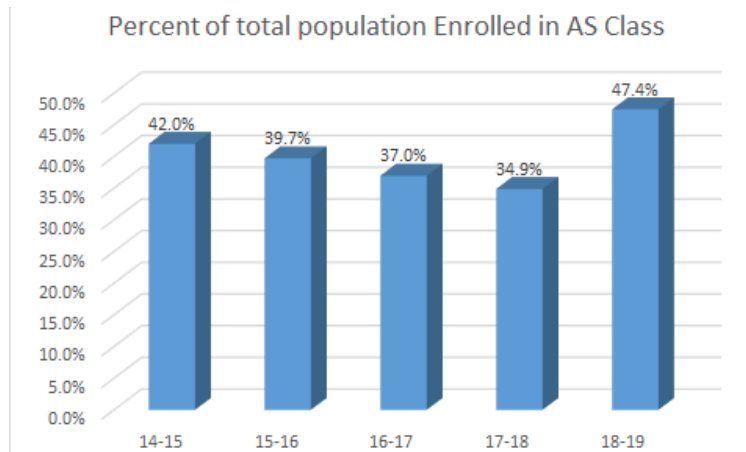
In order to help all students access the SAT, Menlo-Atherton offers free SAT prep classes taught by credentialed teachers of math and English during 0 period or after school. Depending on demand, there are 3-4 sessions of SAT prep classes each year. Additionally, M-A has increased offerings of the PSAT. Previously, the PSAT was not offered officially to all students as part of M-A's curriculum. However, now all sophomores and juniors take the PSAT during College and Career Day for free, so all students have at least two practice opportunities prior to taking the SAT as well as the opportunity to qualify for the National Merit Scholarship Program.



## AS and AP Classes

### AS Courses

For the 2018-2019 school year, almost half of the students at M-A are enrolled in an AS (Advanced Standing) course. As shown, the percentage of students in AS classes in 2018 is significantly higher than in other years.



A consistent pattern at M-A has been unequal representation of ethnicities in our AS and AP courses. Though 38.7% of students at M-A identify as White and 40.7% of students identify as Hispanic/Latino for the 2018-2019 school year, 64.2% of students in AS classes are White and only 11.7% are Hispanic/Latino. This 11.7% is lower than in years past, despite the multiple schoolwide supports and programs M-A has put in place to bridge this gap.

A large factor in this gap in representation in honors level courses is the preparation of students before entering M-A. As stated earlier, the Menlo Park and Las Lomas districts have much higher CAASPP scores than students in the Ravenswood districts. Almost all students in Intervention level courses are from the Ravenswood district and almost all students in honors level courses are from the Menlo Park and Las



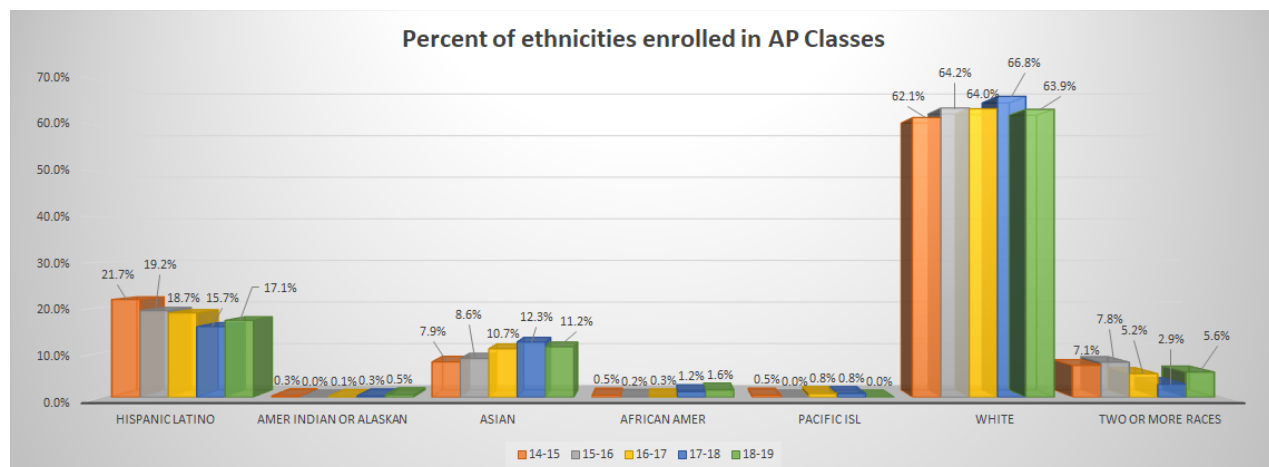
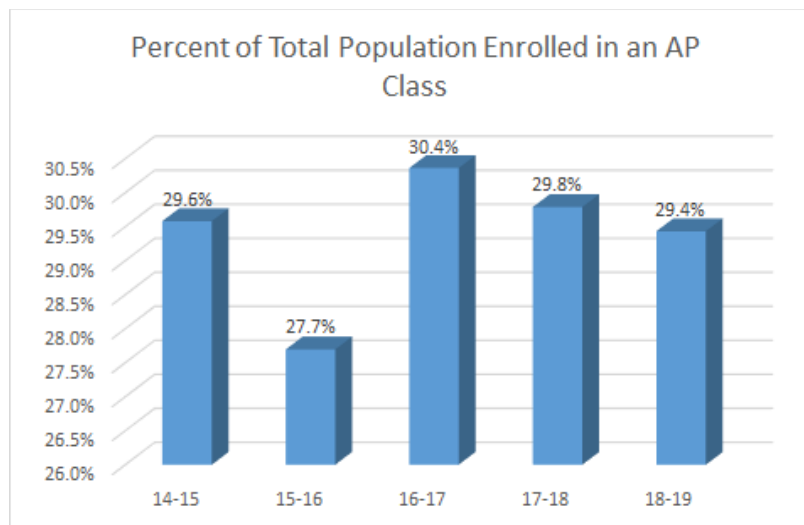
Lomitas districts.

Some supports M-A has established to help counter this gap and provide support to all students are after-school tutoring centers staffed by content-area teachers, an after-school homework center, and a Writing Center offered at various times during and after school. The Writing Center Coordinator also provides push-in support to English classes. Compass and Honors Institute are summer programs available to help students particularly from the Ravenswood district transition to M-A. Students in Compass receive instruction in math, English, science, PE, and Life Skills. Honors Institute targets students who are performing more at grade level and who might be signed up for an honors level course such as AS English I, Geometry, or Biology. The intent is to help these students transition to M-A and succeed in courses so that even if they are not in an honors level course in freshman year, they can access honors classes in future years.

M-A is currently looking at restructuring the summer programs of Compass and Honors Institute for incoming freshmen to identify more effective ways to support students with the hope of closing this gap in course placement and educational opportunity. A working team is in place to discuss the process.

### AP Courses

A recent push has been made for students at Menlo-Atherton take at least one AP course before graduating.

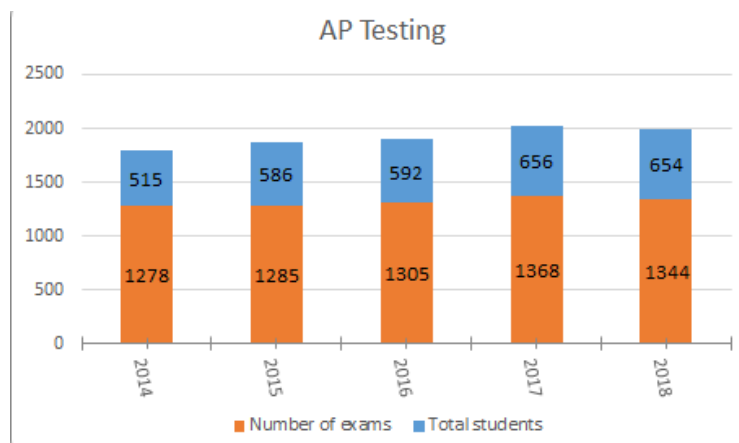




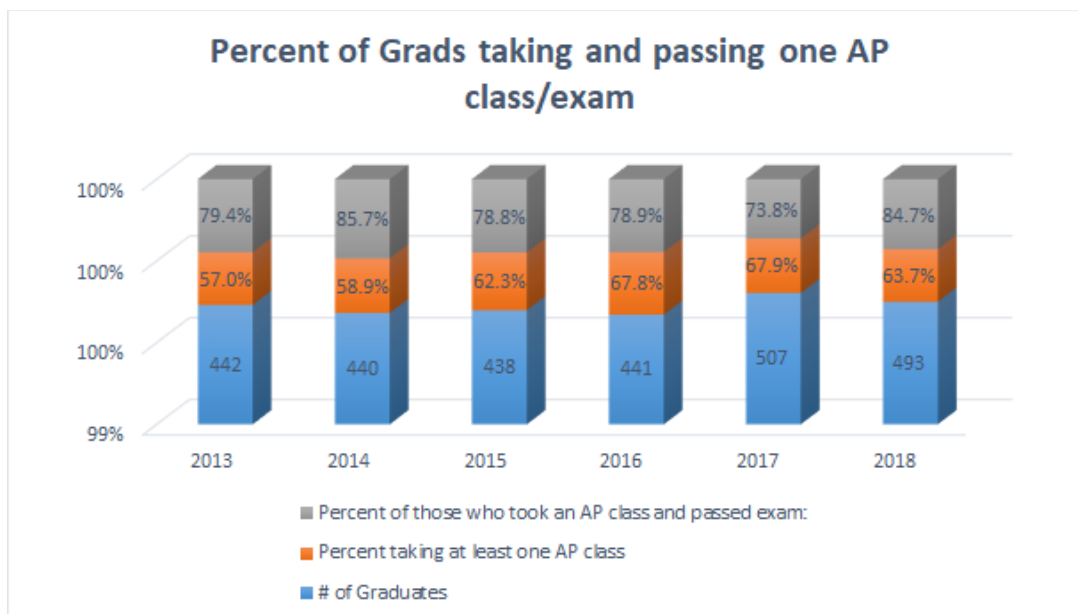
The total number of students in an AP course has remained pretty consistent in the last 5 years ranging from a low of 27.7% and a high of 30.4%. The ethnic makeup of AP classes is slightly more diverse than those of our AS courses. In 2016-2017, 13.7% of AS courses were Hispanic/Latino students. During this same time, 18.7% of AP courses were Hispanic/Latino students. In 2017-2018, the percentages were 14.8% for AS and 15.7% for AP. And in 2018-2019, the percentages are 11.7% and 17.1% for Hispanic/Latino students in AS courses and in AP courses respectively. As AP courses are offered as upper level courses, this suggests that students who may not have been prepared for an honors course early in their high school careers are being prepared for and attempting advanced level work by senior year.

### AP Tests

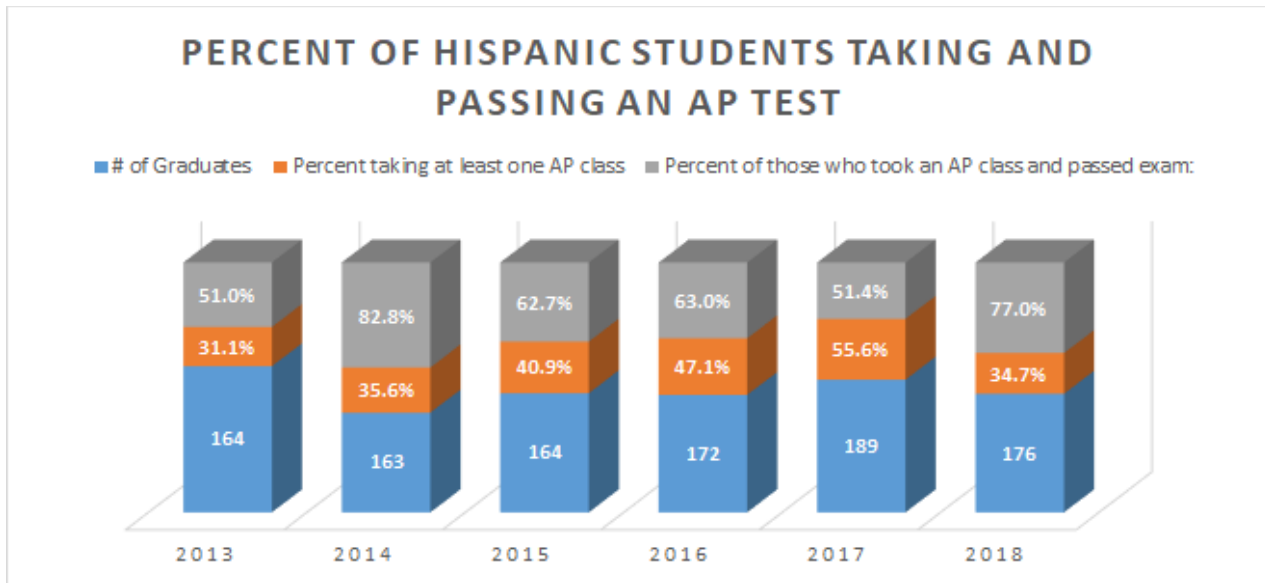
In the past two years, M-A has had a consistent number of AP test-takers, ranging from 656 in 2017 to 654 in 2018. Many of these students are taking multiple tests; in 2018 those 654 students took a total of 1,344 tests.



As said previously, a push has been to get student to take at least one AP course before graduating. In the 2017-2018 school year, of the 483 students in the graduating class, 63.7% took at least one AP course at M-A. 84.7% of these students in AP courses passed the exam for that course. This 84.7% pass rate is higher than the previous two years, though the previous two years did have more students who took at least one AP course.

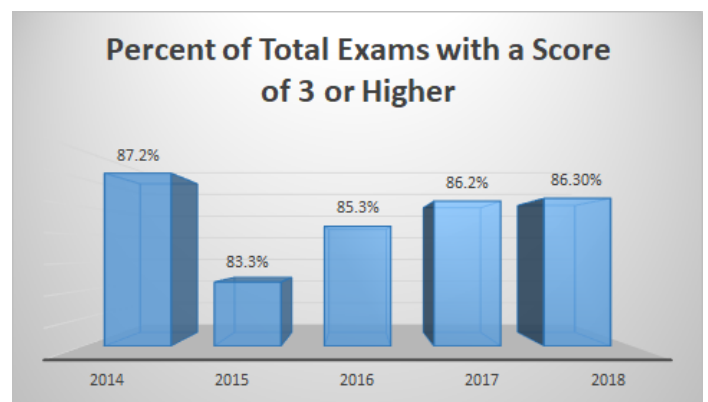
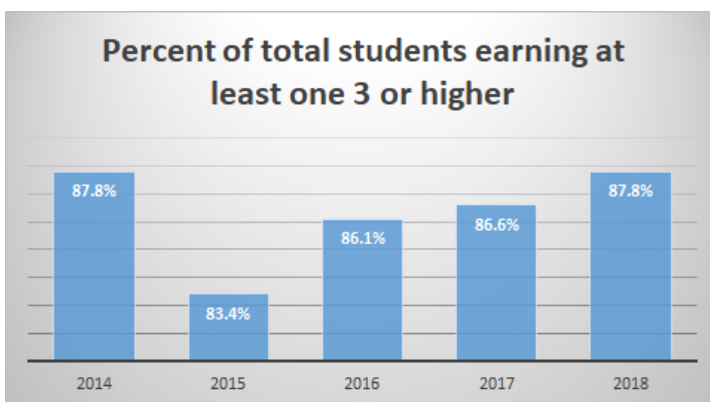


A closer look at AP data for Hispanic/Latino students shows: :



With the exception of the 2017-2018 school year, there has been a general upward trend of Hispanic/Latino students taking an AP course. However, enrollment in the AP course did not always correspond to passing the AP test. Though fewer Hispanic/Latino students were enrolled in an AP course in the 2017-2018 school year, a larger percentage passed the test.

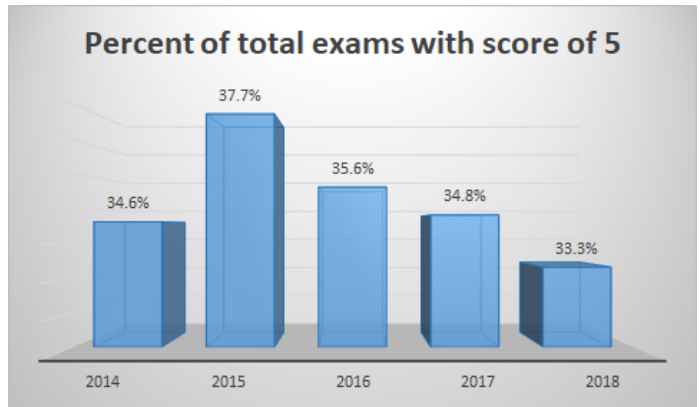
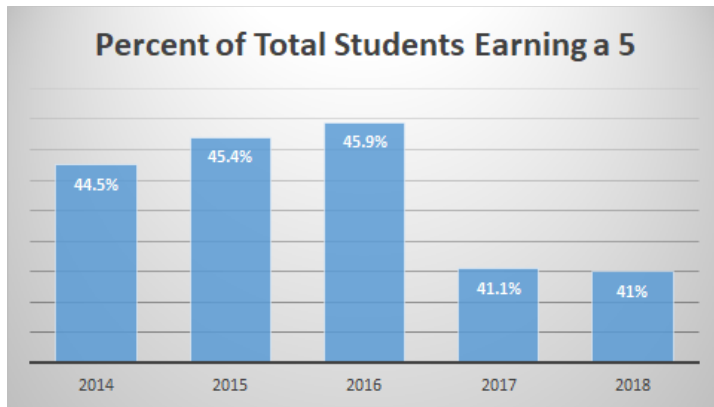
Menlo-Atherton has seen much overall success with AP test pass rates:



87.8% of students who attempted an AP test scored at least one 3 or higher in 2018. This includes students who took an AP test but were not enrolled in a class for that AP test. Of all AP tests taken at M-A, the pass rate in the 2017-2018 school year was 86.3%. This reflects an upward trend of passing tests in the last four years.



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report



Of the passing AP exams, 41% of students earned a 5 in 2018. 33.3% of all exams scored a 5. While these numbers reflect a slight downward trend, at this same time total passing scores did increase.

By subject for the 2017-2018 school year, the breakdown for AP courses and tests is as follows:

AP Exam by Subject	# Enrolled Class	# of Tests Taken	# Passing with 3 or higher	% Passing 3 or higher
Art History	32	26	20	76.9%
Art Studio	4	2	2	100.0%
English Language/ Composition	153	152	141	92.8%
English Literature	177	171	135	78.9%
European History	26	26	24	92.3%
US History	78	76	64	84.2%
Calculus AB	127	122	107	87.7%
Calculus BC	61	59	59	100.0%
Computer Science Principles	67	60	38	63.3%
Computer Science A (Java)	187	162	128	79.0%
Statistics	108	96	85	88.5%
Biology	107	105	90	85.7%
Chemistry	41	40	34	85.0%
Environmental Science	58	54	27	50.0%



Physics	50	51	49	96.1%
Chinese	14	14	14	100.0%
French	24	25	22	88.0%
Latin	12	12	11	91.7%
Spanish Language	62	57	57	100.0%
Spanish Literature	18	17	17	100.0%

## Summary of Data

Menlo-Atherton is committed to the success of all students and has put in place many supports to help students succeed, such as our after school tutoring programs, our writing center, and our articulation and transition programs. The strength of M-A's academic program can be seen in test results as well as our high graduation rate. As a whole, M-A outperforms state averages in the CAASPP and the SAT, though the 2017-2018 school year for the ELA CAASPP did show a dip. M-A also has a robust college and career readiness focus with an academic program offering 20 AP courses and multiple CTE pathways.

However, the performance gaps still persist between our students coming from Menlo Park and Las Lomitas and our students coming from Ravenswood, our three largest partner districts. This is seen in test results and in AS/AP class enrollments. One of our greatest areas of struggle is in improving performance across our significant subgroups. While there has been outreach and focus on increasing involvement of Hispanic/Latino performance and enrollment, the gaps are even wider for subgroups such as Pacific Islander and African-American. A preliminary critical student learning need is to improve performance for our significant subgroups, as measured by graduation rate, A-G eligibility, and standardized test scores. The hope is that increasing performance in these subgroups will naturally lend to increased participation in advanced level courses as students master skills necessary to succeed in AS and AP courses.

Another area of concern is in Special Education (SPED). While SPED A-G eligibility had been holding steady above 20%, the drastic drop to 5.9% in the 2017-2018 school year is troubling. Part of this decrease is in district redesignation of students who do not have a study skills class. Acknowledging that the SPED program has students with disabilities that make accessing schoolwork more challenging, the school needs to identify better measures for success in the program. A-G is a good high bar measure of student performance, but it may not be the best measure for success of all students in the SPED program. Some suggestions for additional metrics to measure student performance have been community college attendance of graduates or more emphasis on graduation rates instead of A-G rates. Developing appropriate measures for SPED student success is another preliminary critical student learning need.





# Chapter III: Self-Study Findings





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



**A1. Vision and Purpose Criterion**

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

**Indicators with Prompts****Vision – Mission – Schoolwide Learner Outcomes – Profile**

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>M-A's mission statement and core values (PRIDE) are posted in every classroom and are often used to engage schoolwide discussions of behavior expectations. The mission statement was developed during the last self study cycle in 2013 with input from all stakeholders and focus groups. Shortly after that, during faculty week (a week at the end of the school year for voluntary faculty collaboration), a teacher led committee developed the M-A Core Values around PRIDE.</p> <p>In 2016-17 School year, the Sequoia Union School District realigned all CTE courses to better fit Perkins requirements through the CTE Incentive Grant. All teachers of all CTE courses needed to re-evaluate and re-apply new and improved course outlines as they fit to the new CTE Standards. This process also helped encourage teachers to create second and third level course to complete CTE pathways, and create better vertical alignment. This process resulted in establishing 9 separate pathways consisting of 25 courses covering industry sectors: Arts, Media and Entertainment; Information Technology; Hospitality, Tourism and Recreation; Engineering and Architecture; Building and Construction Trades; and Manufacturing and Product Development. 4 Teachers are now CTE Certified in their industry sector, and have received substantial state funding to improve their programs. By the 2017-2018 school year, CTE teachers revamped all CTE courses and established clear CTE Pathways</p> <p>Improved AP enrollment, a LCAP goal, is often discussed in small, interdepartmental meetings. School data shows a steady increase in the number of students taking at least 1 AP class. Given the disparity between student representation in the classes, the school has taken a number of measures to increase representation, such as parent AP meetings, more individual guidance meetings, and strategic placement of groups of students in advanced classes. Honors Institute, a summer transition program, is also intended to help some incoming students, mostly from the Ravenswood</p>	<p>- <a href="#">AP Exam Analysis</a></p>





<p>partner district, prepare for advanced level classes in 9th grade.</p> <p>Staff at M-A are aware of the data regarding test scores and performance for individual student groups. It has long been established that while helping students during their tenure at M-A is important, it is also imperative to help students before they come to M-A and all through their first months to facilitate success. To this end, we have a Freshman Transition program to introduce students to open community discussions among peers. Additionally, M-A is committed to articulation and transition (more information <a href="#">here</a>). The school is actively partnering with all feeder districts but in particular the Ravenswood City School District via teacher articulation, instructional rounds, and student transition events in an effort to improve outcomes for students when they start high school. As discussed earlier in the WASC report in the <a href="#">section detailing feeder school SBAC reports</a>, students from Ravenswood come to M-A at a disadvantage to students from our other major partner districts. Many students from Ravenswood start in support level courses per their test scores and the district placements charts. As part of increased articulation efforts, this year, the district is funding a math teacher to work with Ravenswood Middle School math teachers and help with curriculum that will prepare students to be Algebra 1 ready. This measure was enacted as a direct result of math scores and math placements for students entering M-A from Ravenswood. Additional supports are summer programs such as Compass and Honors Institute which help rising 9th graders transition to M-A before their first year here.</p> <p>Community Engagement meetings are another process by which M-A communicates directly with representatives from the district board, local community members such as partner district representatives, teachers, parents, and students. To date, M-A has hosted two community engagement meetings to get student, parent, staff and community member input on LCAP and school goals. The first meeting was centered around learning in the 21st century and the second meeting was centered around student rigor. Though the meeting was conducted in English, translators were available. The district and site uses information from this meeting to inform goals for the upcoming year.</p> <p>Another way in which both the district and site are influenced by community data and skills for success in the 21st century is in its commitment to technology resources. A Technology Task Force has been created by the district to provide teacher, administrator, student, and community input on how the district should act in regards to technology in the years going forward. Based on the findings of this group, the district will revise LCAP goals in regards to technology and technology preparedness. A recent district push has been to give 1:1 devices to students in the Computer Academy and in AVID.</p> <p>Specific to M-A, all new classes built at M-A are equipped with Chromebooks. There are an additional 15 Chromebooks available for check-out by individual teachers. Recently, the district partnered with SPRINT as well to get free internet access to students. If students do not have a device, they can get one through the district. A parent volunteer on campus also helps students get devices and repairs any broken personal computers. This parent volunteer also supplies computer carts for classrooms on a request basis. All of these measures are done with the goal of preparing students for skills necessary to</p>	<p><a href="#">Community Engagement Meetings</a></p> <ul style="list-style-type: none"> <li>- <a href="#">February 8, 2018</a> and</li> <li>- <a href="#">October 16, 2018</a></li> <li>- <a href="#">LCAP Alignment</a></li> <li>- <a href="#">Sprint 1 Million Project</a></li> </ul>
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<p>operate in the 21st century, especially in Silicon Valley.</p> <p>Other LCAP goals, like increasing the diversity of staff, have seen modest improvements, but the prohibitively high cost of living will remain one of the school's largest barriers. In recent hiring, M-A has the highest number of classified staff who participate in the SUHSD Developing Our Own Program. From a generously funded grant, the district pays for classified staff (recommended by their Principal) to get their teaching credential and they agree to work for the district for at least two years should there be an opening. At M-A, we have hired all of our candidates into teaching positions and most come from the community we serve. This has boosted the diversity of our teaching staff.</p>	
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### **Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>From the section above, Community Engagement meetings are one process by which Menlo-Atherton communicates directly with representatives from the district board, local community members such as partner district representatives, teachers, parents, and students. To date, M-A has hosted two community engagement meetings to get student, parent, staff and community member input on LCAP and school goals. The first meeting was centered around learning in the 21st century and the second meeting was centered around student rigor. Though the meeting was conducted in English, translators were available.</p> <p>The principal also hosted a parent input session in the Spring of 2018 and again in Fall 2018 with representatives from ELAC (English Learner Advisory Committee), PTA, and our Foundation for the Future. Some topics discussed were M-A's goals and an open conversation about student success.</p> <p>In addition to input from community members and parents, teachers and students are regularly surveyed to enact schoolwide decisions. Of note are the surveys on bell schedule changes conducted in the last year for the bell schedule change this school year. From the results of the survey, the school chose two schedules to pilot. Students, parents, and teachers responded to another survey and the new schedule was chosen based on results. More information about the bell schedule change and process is detailed <a href="#">here</a>.</p> <p>Moreover, teachers, families, and students are surveyed through a third party service, Panorama, to gauge experiences at school and the accessibility of teachers. From 2014 through 2017, students completed the Student Voice Survey through Quaglia. Last year, the district shifted to the Panorama survey for students, staff and parents and the same survey was administered again this year. Additionally, a cohort of students participated in a national PATHS</p>	<p><a href="#">Community Engagement Meetings</a></p> <ul style="list-style-type: none"> <li>- <a href="#">February 8, 2018</a> and</li> <li>- <a href="#">October 16, 2018</a></li> <li>- <a href="#">English Flyer</a></li> <li>- <a href="#">Spanish Flyer</a></li> <li>- <a href="#">Bell Schedule</a></li> <li>- Bell Schedule Survey Results in Appendix</li> </ul> <p>Panorama Surveys</p> <ul style="list-style-type: none"> <li>- <a href="#">Student 2017</a></li> <li>- <a href="#">Student 2018</a></li> <li>- <a href="#">Parent 2017</a></li> </ul>



<p>mindset survey; results will be shared with school staff in 2019. Students also take a transportation survey to help inform parking lot decisions and locations for bike routes and bike parking.</p> <p>After receiving the Panorama survey results from the 2017-2018 school year, the administration team pulled a group of random students for a lunch meeting to discuss some of the student results. During this lunch, the students were asked questions from the results of the Panorama Survey. For example, students at M-A rated connection to adults as a 2.7 out of 5. This group of students was asked how it related to personal experience and how M-A could improve. Approximately 16 students participated in this meeting (though more than 30 invitations were issued) and interest was expressed in holding more meetings. From this meeting, administrators learned about student views regarding the school and have taken steps to incorporate student voices into plans, such as the timing of hall sweeps and placement of campus security.</p> <p>Another avenue the school uses to engage the community is through community partners such as Boys and Girls Club of East Palo Alto and 49ers Academy on campus. These community partners are not employed by the district or school. They are separate organizations which have their own designated spaces on campus so the students have a community resource that they can use when on campus. A measure of the effectiveness of the community partners is the number of students using these resources and the impact of the community partners on the goals of the school.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Parent 2018</a></li> <li>- <a href="#">Staff 2017</a></li> <li>- <a href="#">Staff 2018-2019</a></li> <li>- <a href="#">Transportation Surveys</a></li> <li>- <a href="#">Student focus group presentation</a></li> <li>- <a href="#">Community Based Organization List</a></li> </ul>
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### **Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school ensures the students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes via the PTA, M-A Foundation, M-A Site Council, SDMSC, and ELAC. The M-A Site Council and SDMSC includes teachers, parents, students, and administrators in making schoolwide decisions. A bilingual parent coordinator helps parents communicate with teachers and counselors. ELAC includes parents helping underrepresented populations so they have a voice on the campus.</p> <p>The Community Engagement meetings also achieve this goal. Information is also provided via parent surveys and parent info nights.</p> <p>Additionally, there is a strong commitment from the PTA and the M-A Foundation to support the vision, mission statement, and learning outcomes. One of the many ways the PTA and Foundation show support is through funding for resources that help achieve goals such as smaller class</p>	<ul style="list-style-type: none"> <li>- <a href="#">SDMSC Agendas</a></li> <li>- <a href="#">Site Council Meeting Agendas</a></li> <li>- <a href="#">Community Engagement Meetings</a> <ul style="list-style-type: none"> <li>- <a href="#">February 8, 2018</a> and <a href="#">October 16, 2018</a></li> </ul> </li> <li>- Parent Meeting April 25, 2018</li> </ul>



<p>sizes for increased student learning and support programs for our most at-risk students. The biggest Foundation expenditure is supporting smaller class sizes at M-A to facilitate learning. The Foundation also funds teacher collaboration to encourage professional development. In addition to collaboration funding, the Foundation sets aside \$10,000 each year for teacher personal development through outside coursework. Teachers can be reimbursed up to \$250 each year for such courses. The PTA provides mini-grants that make it possible for teachers to try new books, buy additional supplies, etc. Through these grants, teachers are able to try different teaching strategies for targeted student groups.</p> <p>Students are also informed of the school's visions and goals annually through assemblies and lessons on PRIDE. The introduction of Flex Time in the 2018-2019 school year made it possible to have more streamlined assemblies for students. All students attended an assembly one day and received instruction the other three days on PRIDE, School Safety, and using Flex Time. Whole-school Flex lessons were also given on strength diversity, vaping, and cyber safety in January 2019. Students also all receive a school planner. In this planner are listed the school's vision statement, mission statement, and ESLRs. Students are required to sign a document indicating they understand the school rules and policies.</p>	<ul style="list-style-type: none"> <li>- <a href="#">English Flyer</a></li> <li>- <a href="#">Spanish Flyer</a></li> <li>- <a href="#">English Learners Advisory Committee (ELAC)</a></li> <li>- <a href="#">Foundation for the Future</a></li> <li>- <a href="#">PTA</a></li> <li>- <a href="#">PRIDE Lesson</a></li> <li>- <a href="#">Strength in Diversity</a></li> <li>- <a href="#">Vaping Lesson</a></li> <li>- <a href="#">Cyber Safety Lesson</a></li> </ul>
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## **A2. Governance Criterion**

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

### **Indicators with Prompts**

#### **Governing Board and District Administration**

**A2.1. Indicator:** The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

**A2.1. Prompt:** *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><b>Board, District and Site Procedures</b></p> <p>Parents, students, community members and staff have access to all school board policies and meeting agendas and minutes on the SUHSD website. The SUHSD board developed a 5 year strategic plan for 2015-2020 with the overall mission to engage and prepare all students to excel in a global society. They engaged all stakeholders for input into the plan. For the last</p>	<ul style="list-style-type: none"> <li>- <a href="#">SUHSD Board Policies, Agendas, Minutes</a></li> <li>- <a href="#">SUHSD Strategic Plan</a></li> </ul>



<p>two years, the district has organized community engagement meetings (two have been held at Menlo-Atherton) to get parent, student, staff and community member input for LCAP priorities. The district follows uniform complaint procedures, and site administration and district Assistant Superintendent of Human Resources work collaboratively to resolve complaints.</p> <p>The school site plan is developed based on the SUHSD LCAP and school goal priorities. The Instructional Vice Principal presents the site plan, highlighting data points that indicated areas of improvement and areas of growth, to Menlo-Atherton's Shared Decision Making Site Council. The Site Council then approves the plan.</p> <p>This year, the district and individual school sites are focused on LCAP goal Goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration to improve student outcomes, especially those of long term English Learners. The district is supporting the school's mission and vision and goals by providing:</p>	<ul style="list-style-type: none"> <li>- <a href="#">District Goals</a></li> <li>- <a href="#">Uniform Complaint Procedures and Information</a></li> <li>- <a href="#">SUHSD LCAP goals and input</a></li> <li>- <a href="#">LCAP Alignment</a></li> </ul>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• EL Achieve Constructing Meaning training</li> <li>• Release days to develop common assessments</li> <li>• Technology training (Canvas, School City, Google Suite)</li> </ul> <p><b>Instructional Coaches</b></p> <ul style="list-style-type: none"> <li>• .2 release for an English coach</li> <li>• .2 release for a math coach</li> <li>• .4 release Algebra Success Coach</li> <li>• Full time Bilingual Resource Teacher</li> <li>• .2 Academic Literacy Teacher</li> </ul> <p><b>Sections for support classes</b></p> <p>Menlo-Atherton has 10 sections for English Intensive and Intensive Support English Intervention courses as well as 12 sections for Algebra Readiness and Readiness Support and 6 sections of Algebra support.</p>	
<p>The LCAP and Menlo-Atherton site plan revisions and school goals are based on the district's dashboard data and the California School Dashboard (new over the last two years). The district provides graduation rate, A-G Eligibility, Suspensions and Expulsions, Attendance Data, and # of credits earned in 9th, 10th and 11th grade.</p> <p>Some policies at M-A are determined by the district. Department chairs attend Subject Area Council meetings multiple times a semester at the district. At these meetings, most major policies are discussed. Additionally, department heads are given information to relay to teachers, such as testing schedules, etc. Department heads can also raise concerns at SAC meetings, though many department heads report these concerns are not always addressed.</p> <p>Another way the district is involved in monitoring student progress and schoolwide learner outcomes is through district placement guides. The</p>	<ul style="list-style-type: none"> <li>- <a href="#">LCAP Alignment</a></li> <li>- <a href="#">Dashboard Report</a></li> </ul> <p>9th Grade Placement Charts</p> <ul style="list-style-type: none"> <li>- <a href="#">English Placement Chart</a></li> <li>- <a href="#">Math Placement Chart</a></li> </ul>



Sequoia Union High School District has multiple placement charts to ensure students are appropriately placed. There are also separate 9th grade specific placement charts that outline placement for students based on assessments students take before coming to M-A.	- <a href="#">Science, social studies, PE Placement</a>
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### **Governing Board and Stakeholder Involvement**

**A2.2. Indicator:** Parents, community members, staff and students are engaged in the governance of the school.

**A2.2. Prompt:** *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>From A 1.2 and A 1.3, the school ensures the students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes via the PTA, M-A Foundation, M-A Site Council, SDMSC (Shared Decision Making Council), and ELAC.</p> <p>The M-A Site Council and SDMSC includes teachers representing all departments, at large representatives, parents, students, and administrators in making schoolwide decisions. For example, the IVP shares school data from the dashboard and SDMSC recommends best practices for a range of topics discussed, including homework.</p> <p>The ELAC at M-A is active and includes parents who have a vested interest in the school, and as a result they have a voice on the campus. The M-A Site Council and SDMSC includes teachers, parents, students, and administrators in making schoolwide decisions. A bilingual parent coordinator helps parents communicate with teachers and counselors as well as makes hundreds of phone calls to get parents to information nights and open house.</p> <p>Parents also receive communications through letters and BearNotes, a weekly school update.</p> <p>As mentioned previously in section A1.3, there is a strong commitment from the PTA and the M-A Foundation to support and guide the vision, mission statement, and learning outcomes. One of the many ways the PTA and Foundation show support and guidance is through funding for resources that help achieve goals such as smaller class sizes for increased student learning and support programs for our most at-risk students. The biggest Foundation expenditure is supporting smaller class sizes at M-A to facilitate learning. The Foundation also funds teacher collaboration to encourage professional development. In addition to collaboration funding, the Foundation sets aside \$10,000 each year for teacher personal development through outside coursework. Teachers can be reimbursed up to \$250 each year for such courses. The PTA provides mini-grants that make it possible for teachers to try new books, buy additional supplies, etc. Through these grants, teachers are</p>	<ul style="list-style-type: none"> <li>- <a href="#">SDMSC Agendas</a></li> <li>- <a href="#">Site Council Meeting Agendas</a></li> <li>- <a href="#">ELAC Meeting Schedule</a></li> <li>- <a href="#">BearNotes Example</a></li> </ul>

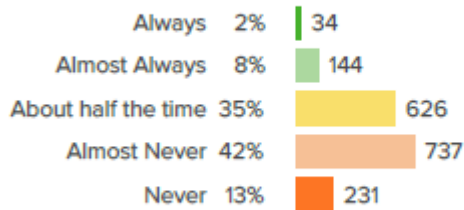




<p>able to try different teaching strategies for targeted student groups.</p> <p>Also from section A1.3, students are informed of the school's visions and goals annually through assemblies and lessons on PRIDE. The introduction of Flex Time in the 2018-2019 school year made it possible to have more streamlined assemblies for students. All students attended an assembly one day and received instruction the other three days on PRIDE, School Safety, and using Flex Time. Whole-school Flex lessons were also given on strength diversity, vaping, and cyber safety in January 2019. Students also all receive a school planner. In this planner are listed the school's vision statement, mission statement, and ESLRs. Students are required to sign a document indicating they understand the school rules and policies.</p> <p>From section A1.2, student voice is sought in transportation surveys. Students also participated in a follow-up to the Panorama Survey with a lunch meeting with administrators, as mentioned previously.</p> <p>Teachers also participate in surveys such as the Panorama Survey as well as a SDTA (union) survey. Teacher voice is included in the creation of the district calendar, such as the placement of minimum days and the decision to move a district professional development day from January to October. Teachers can also engage in quarterly Collegiality and Conversation meetings with site administrators. These meetings are informal opportunities to voice successes and concerns or just to get to know admin better.</p> <p>Another avenue of staff to engage with the school vision happened at the start of the 2018-2019 school year when all staff revisited the mission and vision to connect to how we are helping all students meet standards, creating equity for all to access the curriculum and ensures a safe and positive learning environment.</p> <p>From section A1.2, the school also engages the community through community partners such as Boys and Girls Club of East Palo Alto and 49ers Academy on campus. These community partners are not employed by the district or school. They are separate organizations which have their own designated classrooms on campus so the students have a community resource that they can use when on campus. A measure of the effectiveness of the community partners is the number of students using these resources and the impact of the community partners on the goals of the school.</p> <p>One area of growth is for stakeholders to feel included in the process of creating and enacting the school's vision. Though many opportunities exist for input, such as the meetings and councils listed above, in the Panorama Survey, the 1,802 students who took the survey in 2018 report:</p>	<ul style="list-style-type: none"> <li>- <a href="#">Collegiality and Conversation</a></li> <li>- <a href="#">August Staff Meeting Agenda</a></li> <li>- <a href="#">Community Based Organization List</a></li> </ul>
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**Q.1: How often are students asked to give input in district and/or school decisions?**

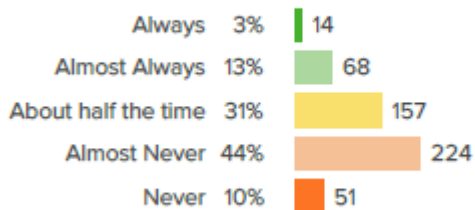


▼ 0.1 from last survey

Mean: **2.4**

Of the 548 family members who responded:

**Q.1: How often are parents asked to give input in district and/or school decisions?**

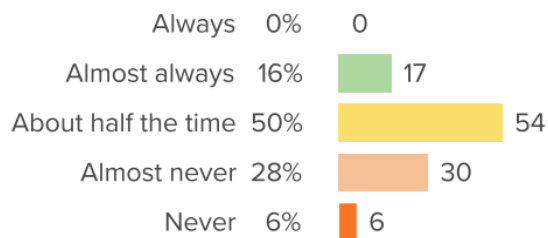


▼ 0.1 from last survey

Mean: **2.6**

Of the 110 certificated staff members who responded,

**Q.3: How often are staff asked to give input in district and/or school decisions?**



▼ 0.2 from last survey

Mean: **2.8**

These results show that while opportunities to give input are available, not all staff, students, and family members take part and feel like they are asked to give input. The school should reassess current forms of communication and evaluate how to make more stakeholders feel included.





### Uniform Complaint Procedures

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

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>The district posts Uniform Complaint Procedures and forms online for staff access.</p> <p>Uniform Complaint Procedures are followed per board policy 1312.3 including timelines for any complaints filed with the school. Support for resolving complaints is provided by the SUHSD Assistant Superintendent of Human Resources office.</p>	<ul style="list-style-type: none"><li>- <a href="#">Uniform Complaint Procedures</a></li></ul>



### **A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### **Indicators with Prompts**

##### **Broad-Based and Collaborative**

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

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>The broad-based school improvement practice for instruction from the 2016 school year has been Cycle of Inquiry. Cycle of Inquiry is a team meeting twice a month in which teachers and guidance counselors discuss specific improvements that can be made in the classroom. By choosing his or her own collaborative Cycle of Inquiry team, each individual is able to focus on an essential question that is either subject or content specific. The positive effect of the Cycle of Inquiry team is that it ultimately allows for continuous review, reevaluation, and discussion of issues such as: the achievement gap on our campus; equal access to education for all students; and classroom climates and cultures that are welcoming and embracing of all students.</p> <p>The Cycle of Inquiry process is evolving. This year, teams were asked to choose common target standards and develop common assessments. This change is a result from multiple meetings with teachers in which some expressed a need to have more clear guidelines and a more clear purpose for each meeting. All teachers were also trained to use School City to develop assessments related to CCSS state standards with the hope but not the demand that some of these assessments could be used to support the common assessment process based on CCSS.</p> <p>Another format for collaboration and improvement is through our Foundation-funded collaboration opportunities. Each quarter, teachers have the option to create a collaboration group and work on material. The Foundation only funds proposals for teams, with the exception of new courses. Through this opportunity, teams create individual lessons or units together and are paid for these extra hours.</p> <p>The district also provides opportunities for collaboration through PD sessions and beginning/end of year curriculum update opportunities. A focus for the district in the past two years has been the creation of common units in the 9th and 10th grades that are standards-based. A consultant is brought in to help teachers develop these lessons.</p> <p>This year, given a drop in SBAC scores districtwide, English coaches (released one period at each site) are working with grade level teams to</p>	<ul style="list-style-type: none"> <li>- <a href="#">Cycle of Inquiry form 2018</a></li> <li>- <a href="#">Cycle of Inquiry evidence</a></li> <li>- <a href="#">2017-2018 PD Collaboration</a></li> <li>- <a href="#">English Common Units Screenshot</a> (website locked to district accounts only)</li> <li>- <a href="#">Math Common Units Screenshot</a></li> </ul>



<p>develop text independent units with common assessments using School City. Math teachers are adapting newly adopted texts for Algebra 1, Geometry and Algebra II and have developed extensive resources to support students. Math teachers are also piloting an Algebra 1 success program to allow students to recover skills so they don't have to take first semester Algebra 1 again.</p> <p>District placement charts advise where students should fall in math and English classes based on standardized test scores. The purpose of these placement charts is to foster equity in the classroom; however, there are a few issues that arise with the use of this placement chart. First, the chart often changes from year to year, and this hinders the staff's ability to deeply understand the protocol behind placement levels. Without this clear understanding, it is more difficult for teachers, administrations, and guidance counselors to effectively implement curriculum-based improvements that directly react to the placement level suggestions. A second issue with the use of this district distributed placement chart is that it is based on standardized tests students take in the previous school year. There are many factors that affect students' performances on standardized tests, from environment during testing to integrity and commitment of students taking the test. To determine placement based on this system has the potential to limit and define students educational opportunities based on a test that the M-A staff has limited ability to support or monitor.</p>	<p>(website locked to district accounts only)</p> <ul style="list-style-type: none"> <li>- <a href="#">Algebra Success Site</a> (website locked to district accounts only)</li> <li>- <a href="#">English Placement Chart</a></li> <li>- <a href="#">Math Placement Chart</a></li> <li>- <a href="#">Science, social studies, PE Placement</a></li> </ul>
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### **Single School Plan for Student Achievement Correlated to Student Learning**

**A3.2. Indicator:** The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>Each year staff analyzes data related to graduation rates, A-G rates, grade data, SBAC scores, and now the California Dashboard as we monitor the implementation of action items and measure our progress in meeting goals outlined in the Single Plan for Student Achievement (SPSA). Yearly, this data along with our progress in meeting SPSA goals is shared in staff meetings, our Shared Decision Making Site Council, and the School Board. These meetings provide opportunity for feedback and discussion of goals for the upcoming year and the new SPSA.</p> <p>In addition, every second semester, academic departments discuss grade data from the previous semester and brainstorm action items for specific subject areas and for the departments as a whole. In 2017, we also had subject area groups spend a minimum day analyzing student work and what it means for a student to meet standards, exceed standards, and not meet standards. The groups then discussed next steps for addressing the assessed student needs.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Site Plan</a></li> <li>- <a href="#">California Dashboard Presentation for Staff</a></li> </ul> <p>Sample Grade Breakdowns</p> <ul style="list-style-type: none"> <li>- <a href="#">Process for Reviewing Grade Data</a></li> <li>- <a href="#">Grade breakdown by "gatekeeping"</a></li> </ul>



<p>All of these smaller discussions, along with discussion in groups and in Cycle of Inquiry meetings, then lead to broader discussions for each department in creating department goals, action items, and systematic changes that can be made to address the assessed student need. These broader goals often become action items in our SPSA for the upcoming year.</p> <p>Examples of action items that have evolved from discussion of student data include the development and funding of the Algebra Success Program aimed at providing opportunities for students to relearn material and take additional assessments as a means of raising their grades in Algebra. The Science Department is piloting a Dynamic Ecology course to help better prepare students for success in Biology. The English Department is working on better alignment of curriculum in AS English I along with the long term goal of more vertical alignment from English I through English IV courses. Additionally, more teachers are receiving district-sponsored EL Achieve Constructing Meaning strategies with the goal of supporting increased achievement in our English Learner population. This push has come from both staff who have taken trainings and want to share it with more colleagues and from the district.</p> <p>The school needs identified are also brought to the M-A Foundation for the Future, the main fundraising arm of the school. The Foundation funds projects such as class size reductions and special programs such as the Homework and Tutoring centers.</p> <p>From Section A.1.1, another way in which both the district and site are influenced by community data and skills for success in the 21st century is in its commitment to technology resources. A Technology Task Force has been created by the district to provide teacher, administrator, student, and community input on how the district should act in regards to technology in the years going forward. Based on the findings of this group, the district will revise LCAP goals in regards to technology and technology preparedness. A recent district push has been to give 1:1 devices to students in the Computer Academy and in AVID. With specific regards to M-A, all new classes built at M-A are equipped with Chromebooks. There are an additional 15 Chromebooks available for check-out by individual teachers. Recently, the district partnered with SPRINT as well to get free internet access to students. If students do not have a device, they can get one through the district. A parent volunteer on campus also helps students get devices and repairs any broken personal computers. All of these measures are done with the goal of preparing students for skills necessary to operate in the 21st century, especially in the Silicon Valley.</p>	<p><a href="#">course - 2017</a></p> <ul style="list-style-type: none"> <li>- <a href="#">2017 Sem 1 Grades by course</a></li> <li>- <a href="#">2016 Sem 2 Grades by teacher</a></li> <li>- <a href="#">Review Of student Work</a> <ul style="list-style-type: none"> <li>- <a href="#">The process</a></li> </ul> </li> <li>- <a href="#">Foundation Funding</a></li> <li>- <a href="#">LCAP Alignment</a></li> </ul>
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### **Staff Actions/Accountability to Support Learning**

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

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared*



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

*decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>The Shared Decision Making Site Council meets twice a month to discuss initiatives, new course proposals, teacher collaboration proposals, and any topic that the school is prioritizing. SDMSC is made up of teachers, parents, students and administrators. In this forum, each department has a representative who shares “talking points: in department meetings and then brings that feedback back to SDMSC. This year the professional development focus of M-A is on “Components of Rigor” so SDMSC is discussing what “rigor” is to determine what our “rigor chart” really reflects. SDMSC has also made recommendations about meaningful homework, come up with best practices for writing college letters of recommendations, and approved recommendation of our new bell schedule which was managed by a subcommittee of SDMSC. The multiple bell schedule input activities such as shadowing students, interviewing and surveying students, interviewing and surveying staff, and surveying parents sought input from all stakeholders in various parts of the process.</p> <p>The Sequoia District Teachers Association and Administration meet monthly for consult meetings to discuss topics that come up. One goal has been to establish a collaborative working relationship to solve contractual or workplace concerns. The SDTA also surveys members on the administrative staff and the end of each school year. Last spring, SDTA representatives met with administrators to share overall results. One current concern of the SDTA is the new bell schedule, which was found to be out of compliance with union bargaining. This has proven to be challenging because there are several policies that drive our schedule including SUHSD board late start policy, instructional minutes, modified block schedule, and contractual compliance; however, taking a collaborative problem solving approach is one the school and SDTA hope to accomplish. In consultation with SDTA, the bell schedule committee created a survey to get more teacher input on master scheduling priorities to work toward a solution.</p> <p>Through the self study process and cycle of inquiry teams (more information in section A 3.1), teachers have had opportunities to reflect on their instructional goals as well as departmental and school goals. Last year and continuing into this year, M-A has implemented combined teacher, department, and administrator instructional rounds as a site and district. The debrief following these rounds provides time for the team to analyze Depth of Knowledge and student engagement activities. This is a process M-A is working to expand to grade level teams. To date this year our English II and Modern European History teachers have participated in rounds. This year the district has also partnered with QTEL to train teams to look at sustained student talk.</p> <p>Staff are also involved directly in their own evaluations. More information can be found in the upcoming section in A4.4 for Supervision and Evaluation.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Sample SDMSC Agendas</a></li>   <li>- <a href="#">Bell Schedule Process presentation to SUHSD Board of Trustees</a></li>   <li>- <a href="#">Sample SDTA (Union) Consult Agenda and Minutes</a></li>   <li>- <a href="#">Survey sent to teachers 11/1/2018</a></li>   <li>- <a href="#">Self Study Goal Reflection Form</a></li>   <li>- <a href="#">Instructional Rounds Agendas</a></li> </ul>



### Internal Communication and Planning

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

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>There are a variety of effective structures for internal communication at M-A. In the 2018-2019 school year, M-A schedules one whole-school meeting each month. Some months, the time is used for the WASC Self Study process while the other months the time is used solely as a staff meeting. There is also a department meeting every month. The other two meeting days are usually Cycle of Inquiry days for collaboration. Teachers rated Cycle of Inquiry and collaboration time in general as a priority based on a survey in Spring 2017. In the 2017-2018 school year, M-A had tried to rotate all-staff and department meetings to one every other month. However, many staff members said that there is a need for more regular staff and department meetings, resulting in the change back to this system for the 2018-2019 school year. For staff meetings, administration try to find a balance between crucial announcement and updates and meaningful tasks related to school goals. Given the new bell schedule, meetings are limited to one hour every Thursday morning.</p> <p>E-mail is the principle means of communicating with staff. E-mail is run through Google as the Sequoia Union High School District has adopted the Google Suite for Education. All staff members have access to the complete M-A staff or M-A teachers email list. Additionally, teachers sometimes get information or hard copies of material in their teacher boxes.</p> <p>At M-A, we also have an internal website to store common information and be a resource for teachers to look up information that was once shared, insidemabears.org. Insidemabears.org has information about who to contact for support, quick tips for using Canvas or Infinite Campus, copies of the Master Schedule, etc. Thus, all pertinent school information can conveniently be found in one place.</p> <p>With regards to conflicts on campus, M-A employs a teacher part-time as a conflict mediator. While our conflict mediator usually works with students or as a liaison between students and teachers, she is also available to work through conflicts between staff member. SDMSC is another forum to discuss concerns on campus. Teachers can raise concerns individually or the department representative can broach the subject during the meeting. Another means of mediation on campus is through the union. Union representatives are available to go to meetings with teachers and to inform teachers of their rights. One last form of conflict resolution on campus is through department heads. Department heads are available to listen to concerns of their team, and for larger concerns they are taken to administration during weekly department head check-ins.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Sample Staff Meeting Agenda</a></li> <li>- <a href="http://insidemabears.org">insidemabears.org</a></li> </ul>





**A4. Staff: Qualified and Professional Development Criterion**

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

**Indicators with Prompts****Qualifications and Preparation of Staff**

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

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>When interviewing potential teachers, administrators and department chairs ensure that these teachers fulfill a number of rigorous standards. They check the candidates' GPAs, from both their credential program and their undergraduate program, in addition to their references. During the interview process, multiple people from the department are present, usually at least two--the department chair and another teacher--to make sure that the candidate is qualified to teach at a school with high standards of rigor. Having multiple department representatives also helps the school identify whether the teacher interviewed might be a good fit for the programs at M-A. Prospective teachers might also observe some classes. This process has ensured a large group of teachers who are not only highly qualified but are innovative in their approaches in adapting to a huge range of emotional and educational needs of our diverse student population.</p> <p>Menlo-Atherton and the Sequoia District value our unique community and are committed to adding valuable contributions to our community by means of further education and professional development. Many of our classified staff members live in the surrounding areas and are encouraged, if interested in teaching, to participate in the District's "Developing Our Own" program, in which classified members can apply and take part in a teaching credential program at no cost to themselves. Another way Menlo-Atherton furthers growth in the community is through parent engagement. The Parent Education Series sponsored by the District, gives regular seminars (like "Raising Awareness Around Anxiety" and "Growth Mindset Parenting") from author guest speakers, to help parents support their children mentally, socially and academically throughout their high school experience.</p> <p>In order to further develop the skills of Menlo-Atherton teachers, the school and the district offer extensive training with programs such as EL Achieve Constructing Meaning, AP conferences, NGSS conferences for science, and district-wide Professional Development. Teachers leave these programs with extensive resources and teaching techniques to try in their own classrooms.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Parent Ed Series</a></li> <li>- <a href="#">District Professional Development and TIPS</a></li> </ul>



<p>Moreover, new hires to the district complete a teacher orientation program the week before school starts. This program is mandatory for all new teachers and optional for all teachers new to the district. During this orientation, teachers get some coaching from district instructional coaches on best practices in our district, a session on behavior management, a session on organization, and some time with district-mandated programs such as our LMS, Canvas. While there is never enough time to address everything a teacher needs, the program is a good start. To supplement, the tech coordinators at M-A have also created a New Teacher Tech sheet for quick reference to help new teachers get up to speed on the systems in place at M-A.</p> <p>To further teacher education and develop teachers, the district runs a BTSA program called TIPS (Teacher Induction Partnership for Success). Teachers are required to attend all TIPS meetings and are paired with a TIPS coach for multiple observations each year. Teachers get feedback and reflect on their work. They also set goals for lessons and for the year. In addition to attending all meetings, TIPS teachers must also attend a certain number of district PD sessions. Upon completion of the program, teachers have the opportunity to purchase units through an accredited university.</p>	<ul style="list-style-type: none"> <li>- <a href="#">New Teacher Tech</a></li> <li>- <a href="#">District Professional Development and TIPS</a></li> </ul>
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#### Defining and Understanding Practices/Relationships

**A4.2. Indicator:** The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**A4.2. Prompt:** *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Pertinent information regarding school rules and procedures are laid out in a staff handbook. This handbook is shared with all staff in August and staff must complete a Google form response confirming that they have received and read through/understand the information in the handbook. This form is tracked by the administrative team who follows up individually with staff members who have not looked through the handbook or have not completed the form.</p> <p>Additionally, all staff members get a copy of the school planner for the year. This planner lays out all important dates for the upcoming year, such as progress/quarter report periods, non-instructional days, and some major events like homecoming and rallies. The handbook and the planner also have bell schedules and finals schedules as well as school rules.</p> <p>For further clarity, all staff have access to a chart outlining administrator responsibilities.</p> <p>Another resource is a shared Google PD calendar. On this calendar are listed all of the weekly meetings. Additionally, any important dates such as testing windows, guidance visits, course change/drop periods, etc. are also listed on the calendar.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Staff Handbook</a></li> <li>- <a href="#">Administrative Responsibilities</a></li> <li>- <a href="#">PD Calendar Screenshot</a></li> </ul>





<p>There is also regular communication with staff members through a number of formats:</p> <ul style="list-style-type: none"> <li>- Staff e-mails</li> <li>- Monthly staff meetings</li> <li>- Department meetings</li> <li>- SDMSC meetings and minutes shared via e-mail by the SDMSC chair</li> <li>- Bear Notes - weekly school updates run</li> <li>- Superintendent Newsletter</li> <li>- Staff mailboxes</li> </ul> <p>Staff understand their responsibilities as presented in these formats. They can check which administrator is responsible for a given task or check which meeting they need to attend on a given Thursday (our meeting days). Staff are also familiar with checking e-mails for information.</p>	<ul style="list-style-type: none"> <li>- <a href="#">SDMSC Agendas</a></li> <li>- <a href="#">Bear Notes Sample</a></li> <li>- <a href="#">Sample Superintendent Newsletter</a></li> </ul>
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### **Support of Professional Development/Learning and Measurable Effect on Student Learning**

**A4.3. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.3. Prompt:** *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Menlo-Atherton and SUHSD both offer a wide variety of Professional Development opportunities for teachers, guidance counselors, paraprofessionals and administrators. Some PD is voluntary, such as after school or summer sessions, and some are mandatory such as district release days or minimum day trainings. The topics are varied, ensuring relevance to any teacher or professional, regardless of subject matter. Additionally, district wide PDs offer the unique opportunity for professionals to collaborate across school sites, improving the crafting of lessons and teaching strategies, as well as building connections and community within the district.</p> <p>This year, given the varied professional development initiatives, M-A's focus is on "Components of Rigor" which incorporates focused note making, levels of engagement, and depth of knowledge. English, math, social studies and science have participated in much in depth work to re-align standards to CCSS (Science NGSS). M-A has also offered all staff members professional development workshops on Growth Mindset, Constructing Meaning Strategies, and AVID WICOR strategies. During PD days, teachers usually have multiple topics to choose from so they can participate in sessions that have the most connection to their content areas. All teachers also participated in a Focused Note Making presentation in September of 2018 that combined essential components of what makes note taking meaningful. Staff then applied approaches from the presentation to their own lessons. The hope is that these trainings will result in meaningful rigor in all courses as a means toward increasing student success in CAASPP results, A-G eligibility, and graduation rate.</p> <p>Over the last eight years, all teachers have been trained in Direct Interactive</p>	<ul style="list-style-type: none"> <li>- <a href="#">District Professional Development</a></li> <li>- <a href="#">District October 2018 PD</a></li> <li>- <a href="#">January 2019 PD Sessions</a></li> <li>- <a href="#">Focused Note-Taking Presentation</a></li> </ul>



<p>Instruction and now AXS strategies. DII was a district initiative from district program improvement. Though the district is out of program improvement, teachers new to the district still participate in a two day training to ensure all staff members are on board with district initiatives. The strategies focus on clearly stated lesson objectives, student engagement strategies, academic vocabulary, and positive behavior strategies.</p> <p>Additionally over the last two years, the district and site professional development has evolved to look at Depth of Knowledge and student engagement. It is also a district goal to have all teachers participate in EL Achieve Constructing Meaning training. The administration's goal is that all teachers complete it within three years. About 50 M-A teachers have completed or are in the process of completing Constructing Meaning training and the principal participated in the EL Achieve Constructing Meaning Leadership training this summer. All ELD teachers have participated in Systematic ELD training.</p> <p>M-A also uses department and administrator instructional rounds and walkthroughs as an informal form of professional development. The team tracks postings of agendas or learning objectives, student engagement, and depth of rigor. These classroom visits are not meant to be evaluative but are meant to open lines of discussion through debriefs. Based on data collected from informal walkthroughs and instructional rounds all teachers have designed lessons with clearly stated objectives that are posted and articulated to students. Teachers are also incorporating more activities that promote student to student interaction like Socratic seminars, inquiry based labs and investigations. These walkthroughs are keeping in line with the school initiative for increasing depth of rigor.</p> <p>Given the unique socioeconomic and cultural diversity at M-A, we have engaged in rounds of restorative practices training organized by our Instructional Vice Principal. The initial goal was to give teachers tools for building better community in the classroom. About 50 M-A teachers have participated in training, with a core group of 9 teachers who have completed three rounds of training and are interested in broadening the reach of restorative practices in the school. As a result, more community circles are taking place in classes and our freshman transition program has incorporated circles into the four lessons they present in all Life Skills/World Studies and English Intervention classes. Furthermore, our Administrative Vice Principal works with our ELD and LEP teachers to incorporate community building circles.</p> <p>In addition to professional development trainings, M-A offers paid time for teachers within or between subjects to propose collaboration projects, plan common units and assessments, or align curriculum and expectations/measures for student success. This is in addition to the Cycle of Inquiry meetings twice a month and the initiative is funded by the Foundation. This provides our education professionals the time to explore new lessons or activities or modify existing lessons to implement strategies introduced during professional development trainings, as described above. Each staff member can also be reimbursed up to \$250 for a course, conference, workshop they choose to participate in. This personal professional development opportunity is funded by the Foundation which sets a cap of \$10,000 each year for this</p>	<ul style="list-style-type: none"> <li>- <a href="#">Instructional Rounds Agendas</a></li> <li>- <a href="#">Walkthrough and Objective E-Mail Example</a></li> <li>- <a href="#">Definitions of Restorative Justice</a></li> <li>- <a href="#">Restorative Justice at M-A</a> (from student publication)</li> <li>- <a href="#">2017-2018 PD Collaboration</a></li> <li>- <a href="#">Cycle of Inquiry training material</a></li> <li>- <a href="#">Cycle of Inquiry evidence sheet</a></li> </ul>
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<p>program.</p> <p>With regards to student guidance and mentoring, M-A offers a variety of programs designed to help students achieve a variety of successes, from graduating, meeting A-G requirements, and becoming college and career ready. These include homework and tutoring programs on campus, community partnerships both on and off campus, and counseling. These programs were created to help bridge the performance gap of our various subgroups (addressed in <a href="#">Student Achievement</a> section). These programs also help support the push for all students at M-A to take at least one AP course before graduation.</p> <p>Whole school CAASPP data from the past 3 years show marked improvements from 11 grade students meeting standards in math (increasing from 17% to 24%), but ELA remained relatively unchanged. Again, it is important to note that one day of testing for the ELA was interrupted by a lockdown called by the Atherton Police Department. This lockdown disrupted two testing periods. Because of CAASPP data reports and lower scores this year across the district, it is a district initiative to have more involved teacher reflection on interim testing. Specific Cycle of Inquiry groups have also been created for teachers of juniors to address testing and skills. When broken down by demographic, that success shows our school still needs to do more to aid in the success of our Hispanic/Latino students and our Pacific Islander students. Trends overall are increasing, but the change is simply less among these populations of students. More specific testing information can be found <a href="#">here</a>.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Cycle of Inquiry evidence</a></li> <li>- <a href="#">After School Support List</a></li> <li>- <a href="#">Community Based Organization List</a></li> </ul>
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### **Supervision and Evaluation**

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

**A4.4. Prompt:** *How effective are the school's supervision and evaluation procedures?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Per the SDTA bargaining agreement, permanent teachers are evaluated every two years and probationary and temporary teachers every year. Permanent teachers can be eligible for self-evaluation. Administration has also been able to “skip” an evaluation cycle. New contract language in 2018 states that teachers with permanent status, who have been employed at least 10 years with the school district, who have previous satisfactory evaluations, and with the approval of the Principal may be evaluated every third school year using a Formal Conference or Self Assessment format.</p> <p>Teachers on formal conference and self evaluation are evaluated on three standards from the California Standards for the Teaching Profession to be evaluated. Teachers choose two of these standards and a third is chosen for them by their assigned administrator. During the three formal lesson observations for the evaluation cycle, teachers and administrators evaluate how the selected three standards are addressed during each lesson. Teachers who are on formal conference then have post-observation conferences with their evaluator. Teachers may request a pre-observation conference with their administrator as well to help prepare for the</p>	



<p>observations. Moreover, teachers have the option to request one change of evaluator for any reason before the formal observation cycle begins.</p> <p>Teachers are supported in the evaluation process by the Sequoia District Teachers Association (SDTA), and union representatives give a presentation every year to ensure all teachers are aware of their rights during evaluation. All formal evaluations are recorded on a district and STDA approved form. Teachers also create and share lesson plans on a district template.</p> <p>The administration team adheres to all formal conference and self evaluation timelines to provide timely feedback and offers professional growth opportunities to support key elements that need improvement. All teachers can use the Peer Assistance and Review (PAR) program as an avenue of support to improve teaching and navigate the evaluation process. This program has been highly effective in the SUHSD as teachers see it as a professional development opportunity. Teachers who receive unsatisfactory evaluations are assigned a PAR coach for direct help.</p> <p>New teachers are supported through the Teacher Induction Partnership for Success, the district's in-house BTSA program. Each new teacher has a TIPS coach who not only helps with the California BTSA program but is also a resource for site evaluations.</p> <p>The administration did walkthroughs for several years and will employ three general walk-throughs this year to provide collective feedback (non-evaluative) to all teachers in regards to posting and articulating clearly stated objectives, structured student engagement and depth of knowledge. The principal follows up with a e-mail highlighting glows and grows. After the first round of walkthroughs this semester, the principal reported that clearly stated objectives or essential questions and activities relating directly to the learning goal were evident in 90% of classrooms.</p> <p>Though the school still has some administration walk-throughs, we have now shifted to instructional rounds with teams of teachers to facilitate discussions around Depth of Knowledge, rigor, and engagement within subject area teams. Teachers have provided positive feedback on the instructional rounds process as they truly enjoy the opportunity to observe their fellow teachers to learn and appreciate all that M-A has to offer. In the last year, we have had 10 instructional rounds and it has afforded teacher and admin teams to have conversations about "rigor" and what levels of DOK students are engaged in.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Evaluation Forms</a></li>   <li>- <a href="#">TIPS</a></li>   <li>- <a href="#">Instructional Rounds Agendas</a></li> </ul>
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### A5. Resources Criterion

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

#### Indicators with Prompts

##### Allocation Decisions and Their Impact

**A5.1. Indicator:** There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

**A5.1. Prompt:** *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Resources for Menlo-Atherton are allocated through the LCAP, Site Council, and SDMSC. The LCAP guides the budget allocation process. Priorities for funding are decided based on dashboard data and Title 1 allocations for the district. Moreover, the SUHSD organizes community engagement meetings and uses Panorama Survey data to inform LCAP goals. Based on those goals and the district vision, funding priorities are determined and the school site plan reflects those priorities. M-A's school site council, a subcommittee of Shared Decision Making Site Council, reviews all proposals for funding which must be connected to a district LCAP and school goal. The members vote on which proposals should be approved, and then decide how they should be funded.	<ul style="list-style-type: none"> <li>- <a href="#">SDMSC Agendas</a></li> <li>- <a href="#">Site Council Meeting Agendas</a></li> <li>- <a href="#">Title 1 Allocations</a></li> <li>- <a href="#">Title 1 Parent Presentation</a></li> <li>- <a href="#">LCAP Alignment</a></li> </ul>
The site council and SDMSC look at the site's needs in particular with a focus to improve performance of underperforming students, to increase graduate rate, and to increase access for students in special education. An effort is made to align the site's goals based on a three-tiered system. By evaluating our actions through surveys and feedback, adjustments are made to the programs to better address the action items.	Panorama Surveys <ul style="list-style-type: none"> <li>- <a href="#">Student 2017</a></li> <li>- <a href="#">Student 2018</a></li> <li>- <a href="#">Parent 2017</a></li> <li>- <a href="#">Parent 2018</a></li> <li>- <a href="#">Staff 2017</a></li> <li>- <a href="#">Staff 2018-2019</a></li> </ul>
All stakeholders (parents, students, staff) are involved. Site Council members include teachers, administrators, parents, and students.	
The process for allocation of resources has made a great impact on student learning. Since the last full WASC report, M-A has been able to hire two additional guidance counselors. M-A also has added a staff member to the college and career team. These additional resources give students more one-on-one time with advisors for their education. Funding based on site goals has also added a number of class sections. For example, the site decision to cap English classes at 30 students means that teachers have more time for giving feedback and that more funding is required for English to ensure students receive timely critiques on writing. Site decisions have also increased sections of computer science to meet student demand and promote the CTE	



<p>courses.</p> <p>The school works with several community based organizations that support students. The Boys and Girls Club and Forty-Niner Foundation in partnership with Costano School (Ravenswood City School District) sponsor academic and mentoring support programs (My Life). Data trends indicate these support programs have a positive impact on school attendance and progress.</p> <p>An annual report on our Honor's Institute, Writing and Tutoring Centers and Mentoring program show beneficial results and underscore the importance of funding these programs for the school. For example, 48 students (some did not complete their freshman year with us due to relocation) in the 2017 honors institute class indicated the majority of students earning C's or higher in courses required for A-G eligibility; and there was an increase in the number of A's and B's.</p> <p>Additional positive impact from site funding decisions is increased support services for students such as our after school programs and expanded tutoring centers. Resources such as these make it possible for students to get help on campus with work and achieve more success in their classes.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Donor Report</a></li> </ul>
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## Practices

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

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>From the previous section, the SUHSD organizes Community Engagement meetings and uses Panorama Survey data to inform LCAP goals. Based on those goals, funding priorities are determined and the school site plan reflects those priorities. School site council, a subcommittee of Shared Decision Making Site Council, reviews all proposals for funding which must be connected to a district LCAP and school goal. The members vote on which proposals should be approved, and then decide how they should be funded. The district accounting and purchasing departments monitor all school expenditures which go through an approval process.</p> <p>Last year, on April 18, 2018, the SUHSD board convened a study session on the district budget to look at funding sources across sites. This year, the district is convening a LCAP/ Budget advisory committee comprised of parents, students and staff members from each SUHSD school. They will hold a set of meetings throughout the school year to learn about community funded districts, the Local Control Funding Formula calculation, and to provide budget input to meet the district's LCAP goals.</p> <p>The district accounting and purchasing departments monitor all school expenditures which go through an approval process through Financial 2000. Each school site treasurer monitors ASB accounts in collaboration with</p>	<ul style="list-style-type: none"> <li>- <a href="#">Site Council Meeting Agendas</a></li> <li>- <a href="#">Community Engagement Meetings</a></li> <li>- <a href="#">February 8, 2018</a> and <a href="#">October 16, 2018</a></li> <li>- <a href="#">Panorama Surveys</a></li> <li>- <a href="#">Student 2017</a></li> <li>- <a href="#">Student 2018</a></li> <li>- <a href="#">Parent 2017</a></li> <li>- <a href="#">Parent 2018</a></li> <li>- <a href="#">Staff 2017</a></li> <li>- <a href="#">Staff 2018-2019</a></li> </ul>





<p>student leaders and student activity director. Menlo-Atherton receives an allocation that specifically support students from East Palo Alto and this year we are receiving targeted assistance Title 1 money.</p> <p>The SDTA (Sequoia District Teachers Association) bargaining team receives financial budget information (state, county and district specific) at least twice during the year to assist with the negotiating process; discussions include consideration of the district's financial priorities as well as what the teachers directly report as needing prioritization and improvement in the contract. Moreover, the SDTA executive board is present and vocal for all school board meetings where budget and priorities are discussed routinely.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Title 1 Allocations</a></li> <li>- <a href="#">District Accounting</a></li> <li>- <a href="#">LCAP Alignment</a></li> <li>- <a href="#">SUHSD Board Meeting Agendas and Minutes</a></li> </ul>
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### **Facilities**

**A5.3. Indicator:** The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>From Chapter 1, there is deep support for public education in the community, which is reflected in the commitment of school volunteers, the financial contributions of parents and service clubs, and the passage of four recent construction bonds (2001, 2004, 2007, 2014). In keeping up with student enrollment growth, the Campus itself is also undergoing an overhaul. The new F-Wing addition was completed in 2015, and it has created a new science wing and a centralized location for AVID classes. These new rooms are equipped with individual Chromebook carts, Lightspeed speaker systems, and EPSON projectors.</p> <p>The district also allocated \$55,000,000 from bond Measure A for additional new construction. Phase 1 of the construction included the two-story 21 classroom G-Wing with a covered outdoor eating area. Construction finished at the end of the 2016-2017 school year and the G-Wing was fully opened for the 2017-2018 school year. Each new room in this building came equipped with Chromebooks and projectors as well. The guidance office and career center were also expanded and remodeled to accommodate more office space and include an ambient reception area.</p> <p>Phase II of construction finished in September of the 2018-2019 school year and includes a new STEAM building with 6 classrooms that house Physics, Biology, Culinary Arts, and Maker Space classrooms as well as new restrooms and main kitchen facilities. Construction at M-A is winding down now with the completion of these buildings. The only project still left is the remodel of the PE locker rooms. This project started in the 2017-2018 school year and is ongoing.</p> <p>Additionally, Measure A money was used to increase or update technology on campus, updating multiple teacher workstations and adding some</p>	



<p>Chromebook carts.</p> <p>M-A is committed to the maintenance of its campus and maintaining a positive learning environment for students. M-A employs 9 custodians. Each custodian has a set route with set tasks for each day. Moreover, maintenance staff are out on a regular basis during the school day overseeing operations and or helping to clean the campus.</p> <p>M-A also has 5 campus aides who monitor the campus on a daily basis and help monitor student behaviors. Each campus aide has a route he or she covers and some duties include checking student hall passes, guiding students to classes, and providing general monitoring of the area. With an increase in student's using vaping products, the school is looking at proactive measures to educate students about the harmful effects as well as monitor the restrooms more frequently.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Custodial Route</a></li> <li>- <a href="#">Vaping Lesson</a></li> </ul>
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### Instructional Materials and Equipment

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>Each year the library technician takes an inventory of current textbook resources and then together with the IVP compares the count of textbooks with the course enrollment for the upcoming school year. Library and academic departments use site discretionary money to buy replacement books for textbooks lost or damaged. When it is determined that student enrollment has outpaced the number of textbooks originally ordered, the district then funds the purchase of additional textbooks so that each student has the necessary instructional materials. Once the school year begins, each student is assigned the necessary instructional materials for the courses they are taking.</p> <p>The district recently completed a new textbook adoption process for both math and world language, updating materials for all world languages and the core math subjects, Algebra, Geometry, and Algebra II. Currently, the district is going through a new textbook adoption process in social studies. The process includes involving teachers from each district school. The composite panel then reviews several textbook options and selects at least two to develop lessons for and use for short time periods. Teachers then discuss how the materials worked in the classroom and decide on the best textbook option.</p> <p>In addition, the Menlo-Atherton Library Media Center (LMC) has been able to build a robust collection of materials for research and pleasure reading due to the support of the M-A Foundation for the Future, the Sequoia District, and the Menlo-Atherton site budget. Beginning fall 2018, the State of California is</p>	





<p>also providing library resources. Materials purchased for the LMC include research databases, books, e-books, audio books, audio e-books, and films. In addition, we use Bookshare.org to provide books in audio format, including textbooks, for students with 504s and IEPs requiring audio books. The Library Media Teacher (LMT) provides assistance with Bookshare to students with 504 plans and the special education case managers provide assistance to the students on their caseload.</p> <p>The list of items to purchase comes from many different sources. The LMT uses standard review resources like School Library Journal and Booklist for potential titles as well as numerous other sources including the annual Young Adult library Services Association (YALSA) Awards, New York Times book reviews, Science News, online books reviews from sources such as Bookriot.org, and various other news media that provide book reviews including NPR and PBS. In addition we receive suggestions from teachers, staff, students, and parents for both book and audiovisual purchases. When a new title is purchased for the English Department, we always purchase audiobooks for that title. Another standard purchase is resources for research papers. Students may request material when they are in the process of their research and the LMT is able to obtain those materials for the student in a timely manner through the use of an open purchase order rather than using the standard ordering software.</p> <p>The LMC has an adequate budget to obtain materials in a variety of formats needed to support classes and for pleasure reading. The LMT uses a large variety of review sources as well as suggestions from the school community to keep the collection up-to-date.</p>	
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### **Well-Qualified Staff**

**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

**A5.5. Prompt:** *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p><b>Ongoing Professional Development</b></p> <p>There have been many district professional development initiatives starting 8 years ago with Direct Interactive Instruction training for all teachers. From this, all teachers developed clearly stated objectives, used student engagement and academic vocabulary building strategies and incorporated positive behavior supports. That has morphed into AXS training that all new teachers participate in when hired.</p> <p>In the last two years, the district has partnered with EL Achieve to provide Constructing Meaning (CM) training and Systematic ELD. Teachers can sign up voluntarily at this point; however it is a school and district goal that all teachers will be trained in this program within 3 years. It has been well</p>	<ul style="list-style-type: none"> <li>- <a href="#">District Professional Development - TIPS Information at bottom</a></li> </ul>



received by most teachers, and this year M-A has multiple teachers participating in three cohorts offered throughout the year with a consideration to minimize out of classroom time. Several M-A teachers and the principal have participated in the Constructing Meaning leadership training and one teacher is apprenticing to be a trainer for the CM cohorts.

The AVID WICOR strategies are also a focus for the school. This summer all AVID teachers, a counselor, vice principal and principal attended the AVID summer institute. This October, the district will host the AVID leadership strand training for all school sites. Part of M-A's challenge has been to make sense of all the professional development initiatives. In collaboration with the AVID team, teachers who had completed Constructing Meaning Training, and administration, M-A decided to focus on "Components of Rigor" to highlight the most high leverage instructional strategies that overlap in various professional development techniques. This year, staff meetings are used for professional development on "Components of Rigor". The first one in September was on Focused Note Making presented by AVID and CM Leader teachers. The one consistent complaint is time for professional development. Individual sites only get one and a half days a year and the district sponsors two all-district professional development days.

M-A also supports new teachers through New Teacher lunches. These lunches are a time and space for teachers new to campus that year to meet and discuss experiences during their first year at M-A.

**Repeated from section A 4.1:**

When interviewing potential teachers, administrators and department chairs ensure that these teachers fulfill a number of rigorous standards. They check the candidates' GPAs, from both their credential program and their undergraduate program, in addition to their references. During the interview process, multiple people from the department are present, usually at least two--the department chair and another teacher--to make sure that the candidate is qualified to teach at a school with high standards of rigor. Having multiple department representatives also helps the school identify whether the teacher interviewed might be a good fit for the programs at M-A. Prospective teachers might also observe some classes. This process has ensured a large group of teachers who are not only highly qualified but are innovative in their approaches in adapting to a huge range of emotional and educational needs of our diverse student population

Menlo-Atherton and the Sequoia District value our unique community and are committed to adding valuable contributions to our community by means of education. Many of our classified staff members live in the surrounding areas and are encouraged, if interested in teaching, to participate in the District's "Developing Your Own" program, in which Classified members can apply and take part in a teaching credential program at no cost to themselves. Another way Menlo-Atherton furthers growth in the community is through parent engagement. The Parent Education Series sponsored by the District, gives regular seminars (like "Raising Awareness Around Anxiety" and "Growth Mindset Parenting") from author guest speakers, to help parents support their children mentally, socially and academically throughout their high school experience.

- [January 2019 PD Sessions](#)
- [Focused Note-Taking Presentation](#)



<p>In order to further develop the skills of Menlo-Atherton teachers, the school and the district offer extensive training with programs such as EL Achieve Constructing Meaning, AP conferences, NGSS conferences for science, and district-wide Professional Development. Teachers leave these programs with extensive resources and teaching techniques to try in their own classrooms.</p> <p>Moreover, new hires to the district complete a teacher orientation program the week before school starts called New Teacher Institute. This program is mandatory for all new teachers and optional for all teachers new to the district. During this orientation, teachers get some coaching from district instructional coaches on best practices in our district, a session on behavior management, a session on organization, and some time with district-mandated programs such as our LMS, Canvas. While there is never enough time to address everything a teacher needs, the program is a good start. To supplement, the tech coordinators at M-A have also created a New Teacher Tech sheet for quick reference.</p> <p>To further teacher education and develop teachers, the district runs a BTSA program called TIPS (Teacher Induction Partnership for Success). Teachers are required to attend all TIPS meetings and are paired with a TIPS coach for multiple observations each year. Teachers get feedback and reflect on their work. They also set goals for lessons and for the year. In addition to attending all meetings, TIPS teachers must also attend a certain number of district PD sessions. Upon completion of the program, teachers have the opportunity to purchase units through an accredited university.</p> <p><b>From Section 4.3:</b> In addition to Professional Development trainings, M-A offers paid time for teachers within or between subjects to propose collaboration projects, plan common units and assessments, or align curriculum and expectations/measures for student success. This is in addition to the Cycle of Inquiry meetings twice a month. This provides our education professionals the time to explore new lessons or activities or modify existing lessons to implement strategies introduced during Professional Development trainings. Each staff member can also be reimbursed up to \$250 for a course, conference, workshop they choose to participate in, funded by the Foundation.</p> <p><b>Cycle of Inquiry</b> Throughout the school year, M-A offers several options for collaborative-based improvements to curriculum and school climate. Cycle of Inquiry is a bi-monthly meeting in which teachers and guidance counselors discuss specific improvements that can be made in the classroom. Based on input from the focus group process, teachers indicated they wanted more structure for the Cycle of Inquiry process. This year, the administration provided more structure that focuses each group on common assessments connected to Common Core State Standards. Teachers choose teams, however this year some were created out of necessity to look at student performance on the English and math SBAC. The positive effect of the Cycle of Inquiry team is that it ultimately allows for continuous review, reevaluation, and discussion of issues such as: the achievement gap on our campus; equal access to education for all students; and creating classroom climates and</p>	<ul style="list-style-type: none"> <li>- <a href="#">New Teacher Tech</a></li> <li>- <a href="#">TIPS Flyer</a></li> <li>- <a href="#">2017-2018 PD Collaboration</a></li> <li>- <a href="#">Cycle of Inquiry training material</a></li> <li>- <a href="#">Cycle of Inquiry evidence sheet</a></li> <li>- <a href="#">Cycle of Inquiry evidence</a></li> </ul>
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cultures that are welcoming and embracing of all students.	
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### Long-Range Planning

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>The school site plan is updated annually based on student performance data and aligned to the district LCAP which is informed by Panorama survey results, other school surveys (i.e. transportation, bell schedule), and community engagement events which were established in 2017-18 to get input from students, teachers, parents and community members. All requests for funding made to the Site Council need to support the district LCAP and site goals to be considered. Site Council makes funding decisions based on the SUHSD LCAP goals. This process is again underway during 2018-19 to inform priorities for 2019-2020.</p> <p>Site Council considers resources and supports most needed to meet our school critical academic needs and District LCAP goals. For example, this year, more college advising support was funded given enrollment growth and the need to make sure all students have college/career advising as early as possible. Additionally, the Site Council has continued to fund two additional guidance counselors (supported by the M-A Foundation) so each counselor has a smaller caseload. As a result, the guidance department has developed a robust 9th-12th curriculum to prepare students for their pathways through high school and college-career readiness and has expanded meeting times with students.</p> <p>Further examples of LCAP alignment include funding for professional development priorities. This year, the district LCAP focus is goal 2: Provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration. Given several professional development priorities including EL Achieve Constructing Meaning, Depth of Knowledge and AVID WICOR strategies, at M-A we have prioritized "Components of Rigor" as our overarching goal to address this LCAP goal. The district is funding the professional development as it is an LCAP priority so the Site Council and the Principal determine supplemental funding for professional development that also meets the same LCAP goal. Teachers can submit collaboration proposals to work on standards aligned instruction, common assessments, and grading practices. All of these measures support the school's critical academic needs and LCAP goals.</p> <p><b>District Support for LCAP and School Wide Learner Outcomes</b> The transition and articulation program with our partner district, Ravenswood City School District (RCSD) is comprehensive and was originally part of the</p>	<ul style="list-style-type: none"> <li>- <a href="#">Site Plan Funding</a></li> <li>- <a href="#">LCAP Alignment</a></li> <li>- <a href="#">Academic Counseling</a></li> </ul>



<p>Tri District partnership with the Sequoia Union High School District, Ravenswood and Redwood City. The district provides funds and staffing to support ongoing teacher, administrator, and counselor articulation in addition to our Director of Research and Evaluation coordinating our efforts. This year, the district is also funding a math teacher to work at Ravenswood Middle School (the RCSD district will enter its third year of transition from K-8 schools to a middle school model in 2019-2020) to provide support to the instructional program for Algebra Readiness and Algebra. Additionally, key events include Making Meaning of M-A (a mini-conference in November at M-A for 8th grade students), instructional rounds, teacher articulation, and teacher visits to Ravenswood schools. Foundation and district funding also support 300 bus passes a month so students from East Palo Alto have access to school transportation. Furthermore the Menlo-Atherton Traffic Task Force worked diligently with SamTrans to get a dedicated route from East Palo Alto south of University to Menlo-Atherton as that route did not exist prior to the boundary change. The district also provides a bus to East Palo Alto at 5:00 p.m. so students who stay for after school programs have transportation home.</p> <p>Over the last two years the district funded release time and teacher curriculum time to revamp all CTE courses and pathways. This year to encourage more students to pursue pathways, students at M-A could take a 7th class if it was a CTE course taught by a credentialed CTE teacher. As a result many of our CTE elective offerings were full. This is an area of growth as we will continue to work towards as our pathways are now established with almost every class A-G eligible.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Making Meaning of M-A Workshops</a></li> </ul>
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***ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:  
Summary, Strengths, and Growth Needs***

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

**Summary (including comments about the preliminary identified critical learner needs)**

Menlo-Atherton has a well-defined vision and mission statement committed to fostering academically prepared and socially responsible students. M-A's mission corresponds to the mission of the Sequoia Union High School District to engage and prepare all students to excel in a global society.

Given the intertwined goals between site and district, M-A works closely with the district to ensure program goals, and policies align. Some specific examples of alignment are:

- School site plan based on LCAP priorities including
  - Funding for articulation
  - Community engagement events
  - Interim testing models
  - Technology implementation
  - Placement charts
- Alignment of the LCAP with site resources
  - Additional professional development for collaboration
  - Internal funding for homework, tutoring, and writing centers
  - Internal funding for Honors Institute running parallel to Compass
  - Funding of additional guidance advisors
  - Internal funding of a second site technician
- Site adoption of district professional development measures
  - Constructing Meaning
  - Testing result analysis
  - Development and implementation of standards-based common units

Decisions for adoption and implementation of programs involve many stakeholders. Most major decisions include data from surveys, such as the recent adoption of a new bell schedule. Other forums at M-A for voicing concerns, assessing programs, and decision-making are:

- PTA meetings
- ELAC meetings
- Shared Decision Making Council
- Site Council
- Various surveys

The data reports for Menlo-Atherton suggest critical learner needs in supporting students with disabilities and in supporting students from our significant subgroups. While the school is making many efforts to close the achievement gap between our students coming from Menlo Park and Las Lomitas and our students coming from Ravenswood, the gap continues to persist.

The district and the school are addressing this gap by giving teachers additional professional development training in Constructing Meaning, offered through the EL Achieve program. The district not only provides the initial trainings but also provides additional paid curriculum building time and curriculum cohorts for Constructing Meaning. Through this optional process, teachers develop units and reflect on the process with a district instructional coach.





The site also allocates funding for after school homework and tutoring centers staffed by teachers. These centers are open to all students and M-A is searching for ways to better leverage this program for students who need extra help. M-A's new bell schedule also offers students Flex Time twice a week, 30 minute periods for students to complete work or get help from teachers. A Flex Time Coordinator also tracks students who are in need of extra support and schedules these students for a personal Flex Time appointment to check in and for guidance. Another focus for M-A is components of rigor and a goal is to use Cycle of Inquiry time to create some common lessons and some common assessments across courses. The lessons should address multiple levels of depth of knowledge and be rigorous. Rigor as opposed to difficulty is also a focus of the district.

Implementing such professional development measures and better leveraging our existing systems will hopefully target students in our significant subgroup populations and students with disabilities to help close the achievement gap and help all students succeed academically and prepare for college and career.

**Prioritize the strengths and areas for growth for Category A.**

**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:**  
**Areas of Strength**

- Alignment to LCAP Priorities  
As stated above in the summary, M-A works closely with the district to ensure program goals and policies align, especially with regard to the district focus on LCAP goal 2 to provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration to improve student outcomes, especially those of long term English Learners. To meet this goal, M-A devotes professional development time and funding resources from the Foundation. Some M-A specific resources allocated to supporting LCAP initiatives are:
  - Cycle of Inquiry focus on common assessments
  - Site focus on Components of Rigor including internal training opportunities during professional development time
  - Site walk-throughs and instructional rounds
  - Internal funding for homework, tutoring, and writing centers
  - Internal funding for Honors Institute running parallel to Compass
  - Funding of additional guidance counselors
  - Funding staff collaboration and professional development
  - English class cap at 30
  - Two additional guidance counselors
  - Additional College and Career Center staff
  - SAT prep classes
  - Additional site tech
  - Additional release period for teacher tech coordinators
  - Site push to enroll teachers in Constructing Meaning training
- Commitment to Highly Qualified Staff
  - In addition to robust hiring practices, M-A strives to provide multiple professional development opportunities to its staff members. Cycle of Inquiry is a mandatory meeting time twice a month for staff to collaboratively create lessons and modify practices. The Foundation for the Future funds more informal collaboration between teachers to ensure that students are receiving high quality instructional material. Teachers can also apply for \$250 reimbursement for any professional development courses taken personally. This program is funded by the Foundation and can be used for classes and conferences..
  - The district also provides multiple training sessions on current and research-based educational practices. One current push from the district is Constructing Meaning training for all teachers. The district funds this training and arranges for professional development sessions and sub coverage for teachers in Constructing Meaning cohorts to attend all 5 days of this program. The district also offers training on other topics such as





standards-based grading, using assessments to inform content, and resetting classroom culture. Staff members can earn district units toward advancement for these courses.

- To further teacher education and develop teachers, the district runs a BTSA program called TIPS (Teacher Induction Partnership for Success). Teachers are required to attend all TIPS meetings and are paired with a TIPS coach for multiple observations each year. Teachers get feedback and reflect on their work. They also set goals for lessons and for the year. In addition to attending all meetings, TIPS teachers must also attend a certain number of district PD sessions. Upon completion of the program, teachers have the opportunity to purchase units through an accredited university.
- Finally, the school also has a robust communication system with staff through all-staff communications; an internal website, [insidemabears.org](http://insidemabears.org); and quarterly Collegiality and Conversations meetings.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Additional formats for involving stakeholders
  - Menlo Atherton is committed to involving all stakeholders in the decision making processes and provides many opportunities for stakeholders to give input. M-A communicates with stakeholders through weekly bulletins and Bear Notes, and encourages feedback from all communities through a number of forums. Some channels for parent communication are through the PTA and ELAC. M-A also receives feedback from the Site Council and from the Shared Decision Making Council (SDMSC). Both bodies include representatives from parents/guardians, teachers, administrators, and guidance counselors, and classified staff.

However, students, parents, and staff indicate that they do not have much input in the forming of the school's decisions.

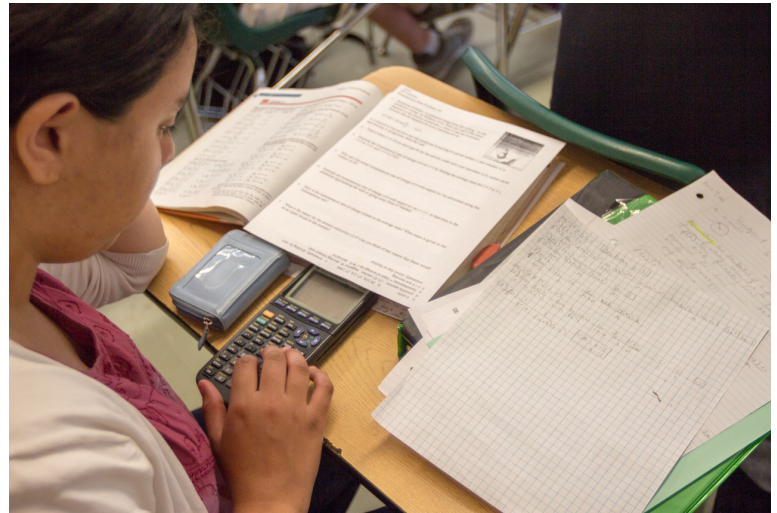
- M-A also asks multiple surveys each year to include stakeholders. Though M-A has made many attempts to include all stakeholders and has made available multiple meeting times, 56% of students and 54% of families report in the Panorama Survey that they are almost never or never asked to give input in school decisions. In 2018, 1,802 students participated in the Panorama Survey and 548 families participated in the family Panorama Survey. While the participation rate in surveys such as the Bell Schedule Survey show that 1,413 students responded in 2017 and 315 of parents responded, students and parents still feel like their input is not requested.
  - It is true that the opportunities exist for input, but it is clear that there is a disconnect between the existing opportunities and their impact. The number of outreach programs and the varied formats are strengths for M-A -- how can the school better leverage what is in existence or revamp some programs for more impact? The school must work to identify the disconnect and reevaluate its current methods of communication and forums for input.
- Create measures of success to evaluate whether program needs are met
  - Menlo-Atherton should have clear visions and indicators for program success. While programs are funded and implemented to meet school ESLRs and the school vision, less clear are indicators for what it means that students will "Succeed in their course work in order to graduate and achieve post-high school success" (from ESLRs). To that end, the school should be able to identify clear indicators for success and track these indicators to determine whether funding and program goals are appropriate. This area of growth is part of multiple Action Plans for this coming WASC cycle as the school moves toward creating trackers for achievement for our various subgroups. With the creation of these trackers, it will be easier to identify if program needs are being met, through improved achievement



based on data.



# Category B: Standards-based Student Learning: Curriculum



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

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

#### **Indicators with Prompts**

##### **Current Educational Research and Thinking**

**B1.1. Indicator:** The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Our school uses current educational research in all core curriculum areas, as well as in areas of academic support. Throughout all academic areas - English, Social Studies, Academic Resource/SPED, Mathematics, Career Technical Education, Science, PE, VPA, and World Languages, curriculum has been evaluated and adapted to aid students in developing foundational skills that will promote higher education skills, career skills, and life skills. Additionally, the Cycle of Inquiry model helps teachers align curriculum and grading with standards and current practices. The cycle promotes student-centric curriculum development and inquiry models to support student learning and ensure a meaningful instructional program for students through a series of group meetings around an essential question or learning goal.</p> <p>All curricular areas are aligned to the Common Core State Standards and supported by district coaching and professional development such as EL Achieve Constructing Meaning, a district-adopted program to support all students with a focus on English Learners. The district also encourages use of School City for SBAC-style test questions and provided training on creating standards-based curriculum. These trainings focus on improving the performance of all students by providing strategies for engaging students, increasing student participation, and increasing rigor for students meaningfully. All teachers have access to district training through in-service days as well as optional training sessions. In-Service days are in August, October, and January. Departments also collaborate to create common unit lessons to be taught to our heterogeneous populations. This is a directive supported by the district.</p> <p>Vertical alignment is a goal for all departments, and all departments are meeting across grade levels to ensure that Common Core-aligned and NGSS learning goals are being met in a cumulative process. The district offers training and support for departments to create cohorts and collaborative lessons. Cohorts track development of students in specific skills and standards across various assignments. Many departments have taken advantage of this opportunity. The LEP and ELD teams have also formed a</p>	<ul style="list-style-type: none"> <li>- <a href="#">Cycle of Inquiry training material</a></li> <li>- <a href="#">Cycle of Inquiry evidence sheet</a></li> <li>- <a href="#">Cycle of Inquiry evidence</a></li> <li>- <a href="#">District training schedule</a></li> <li>- <a href="#">Cohort information</a></li> </ul>





<p>cohort to have cross-curricular alignment as well for our ELL's, particularly in terms of adjustment to American high school behavior expectations. The district support of EL Achieve Constructing Meaning training includes a specific EL Achieve Systematic ELD cohort for teachers of newcomers.</p> <p>Teachers also attend professional development seminars and conferences to align and stay current in educational research. Programs such as the Stanford History Education Group, Innov8 Conference (NCTM), Expository Reading Writing Course (ERWC) and CUE Conference are offered or attended in order to promote equity and meaning in our instructional programs. Teachers new to the district are offered training during New Teacher Institute, and all teachers have access to trainings in Universal Design for Learning (UDL), building academic language, School City, standards based grading, and specific technologies.</p> <p>Current educational research is also used to shape our non-academic supports. Students are given access to StarVista counseling services for mental health, and teachers are encouraged to anonymously refer any students who might need help. Students are also encouraged to attend StarVista and strategies are provided to help students improve mental health and mindset.</p> <p>The Freshman Transition program has existed at M-A for a number of years to help 9th graders transition to high school. In 2017, the transition program began teaching Mindfulness to improve student health and mindset. In addition, the Guidance Department uses American School Counseling Association standards to improve student success and achievement in academic, career, and personal/social domains.</p> <p>An initiative for Restorative Justice practices has also been implemented and some teachers have signed up to be part of a Restorative Justice cohort. The 2018-2019 school year will be the third year that this cohort is available at M-A.</p> <p>Staff at M-A recognize that while many resources are available, not all staff members attend every training. The number of trainings and initiatives can be overwhelming, and it would be helpful to get more direction for specific school initiatives. Many staff members would appreciate bringing more training on-site for current research and best practices so that staff can focus on practices that more adhere to schoolwide goals. Existing staff time can also be utilized for promoting schoolwide trainings for meaningful instructional programs to ensure more staff involvement and attendance.</p>	<ul style="list-style-type: none"> <li>- <a href="#">District training schedule</a></li> <li>- <a href="#">Stanford History and Education Group</a></li> <li>- <a href="#">ERWC Site</a></li> <li>- <a href="#">CUE Conference</a></li>   <li>- <a href="#">Support Services chart</a></li>   <li>- <a href="#">Restorative Justice at M-A</a> (from student publication)</li> </ul>
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### Academic and College- and Career-Readiness Standards for Each Area

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

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for*



*all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>All teachers at Menlo-Atherton are expected to teach material aligned to national standards - Common Core, NGSS, AP, etc. Administrators check that lessons for teacher evaluations are tied to standards. New teachers receive training on aligning their courses to standards through the district pre-service days and through the district teacher induction program for new teachers. The district also provides content-specific coaching in the subjects of English, math, and science. These coaches help teachers at all sites develop curriculum aligned to standards and help develop best practices for the district.</p> <p>All courses at M-A that are A-G eligible are subject to the UC course approval process. All requirements meet state or national standards in order to align with community college and A-G eligibility. Additionally, all AP classes also align to the AP test and AP syllabi are submitted to the College Board annually. Course submissions are reviewed annually.</p> <p>More specifically, science is working on creating units that are NGSS aligned and some teachers are looking for more ways to teach science through an inquiry process. Science has also adopted a Blended Biology course combining regular and honors programs in the same classroom. This allows students from underserved communities to opt-in to the honors curriculum, and all students are given access to the same standards. An additional lab-credit course Dynamic Ecology is being piloted which may replace Advanced Integrated Science, a science course that doesn't count for A-G. We offer AP Biology, AP Physics, AP Environmental Science, and AP Chemistry. A new STEM Building has been built to accommodate the expanding AP program. For the 2019-2020 school year, the district is pushing for a Biology for All model and all students will start 9th grade science in Biology.</p> <p>Classes in the English Department align to Common Core English Standards. The district has recently started an initiative to create common grade-level units for the Common Core Standards in English. As such, two common units are available at each grade level that are aligned to the standards. All of the units for M-A were created by M-A teachers, and many of these units have been created with the guidance of a district-hired coach who specializes in Common Core content creation. Intervention level classes in English use district-mandated curriculum sets, such as English 3D or Read 180, which provide standards-linked curriculum. Students are evaluated according to tests from the programs and the Diagnosing Online Reading Assessment (DORA) for skills.</p> <p>All math classes have textbooks that meet Common Core Standards, and math teachers are working to meet all the standards in each course. Some math levels such as Algebra and Geometry have a coach to help with curriculum creation for textbooks and for supports to ensure that students have access to material that is accessible and aligned to standards. Some common math units have also been developed at the district level.</p> <p>In social studies, lessons are CCSS aligned across grade-levels and</p>	<ul style="list-style-type: none"> <li>- <a href="#">Observation Lesson Plan Template</a></li> <li>- <a href="#">Teacher Evaluation Standards</a></li> <li>- <a href="#">New Course Proposal Template</a></li> <li>- <a href="#">English Common Units Screenshot</a> (website locked to district accounts only)</li> <li>- <a href="#">Math Common Units</a></li> </ul>



<p>students are assessed according to their mastery of these standards. Within the department, teachers from each grade level developed writing standards specific to their grade. These teachers then met as a department to create vertically aligned assessments and articulated the skills necessary for each grade level. The Social Studies Department has worked to build in Common Core Reading and Writing Standards through the use of primary source documents and written response to or analysis of such documents.</p> <p>The World Language Department has common standards for writing assignments and compositions. Teachers in the department have also discussed the inclusion of more academic vocabulary in the appropriate levels. The World Language Department has developed and regularly updates the school's course matrix.</p> <p>The CTE Department also has a rigorous process of aligning content to standards. All courses have been evaluated in the last year by site and district to confirm alignment to standards.</p> <p>PE adheres to Common Core standards and assessments such as the physical fitness test.</p> <p>VPA aligns its curriculum with current standards while waiting for the national rollout. Each sub-group within VPA creates vertical and horizontal alignment and collaborates across disciplines to establish common curriculum standards.</p> <p>While all departments follow national standards and have courses that are aligned to requirements for district graduation or beyond, the degree to which common units are fully implemented or common assessments are used varies by department, specific courses, and specific teachers. However, having access to such trainings and materials helps all teachers develop stronger content-based curriculum even if the material is not "common," and a site-specific push has been implemented to foster collaboration with curriculum through the Cycle of Inquiry teams. Cycle of Inquiry is also focused for the 2018-2019 school year on creating common assessments around common skills.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Sample Social Studies Inquiry Assignment with Primary Sources</a></li> </ul>
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**B1.2. Additional Online Instruction Prompts:**

*Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Credit recovery is offered through online courses at Menlo-Atherton using the Cyber High program.</p> <p>Most classes are available for credit recovery with the exception of science lab classes, VPA, or CTE courses. AP and Honors (AS) classes are not offered through Cyber High. All courses offered are A-G eligible.</p>	<p>Cyber High</p>

**Congruence**





**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The Menlo-Atherton School ESLRs are:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Menlo-Atherton High School will prepare all students to be academically prepared individuals who:</p> <ul style="list-style-type: none"> <li>• Meet or exceed national, state, and district academic standards</li> <li>• Succeed in their course work in order to graduate and achieve post-high school success</li> <li>• Communicate ideas through written, oral, and artistic presentations</li> <li>• Assess, analyze, synthesize, and evaluate ideas from a variety of sources</li> <li>• Use technology to enhance learning and engagement</li> </ul> </div> <p>All teachers teach skills and link curriculum to CCSS focusing on reading, writing, speaking, and listening. Doing so allows for congruence across content and skills, and students as a whole develop skills for real-world applications such as questioning and researching, conveying information concisely and accurately, and collaborating with peers. For example, science lab write-ups require students to use evidence-based analysis to come to a conclusion similarly to English or history essays that require students to use textual evidence and primary sources to reach conclusions. English essays are also often graded on modified AP rubrics to match national college standards. VPA emphasizes “literacy” within respective disciplines and encourages students to create outcomes while prompting students to critically reflect on their work through written or discussion methods. These match the schoolwide ESLR of communicating ideas and assessing, analyzing, synthesizing, and evaluating ideas.</p> <p>Many departments bring in guest speakers, linking curriculum to real world applications and allow students to hear about real experiences. Incorporating real-world applications across departments provides opportunities for college and career readiness in all subject areas and gives students models for post high school options.</p> <p>All departments have teams set up for Cycle of Inquiry groups to create common language, assessments, and common units with common learning goals. One goal of Cycle of Inquiry is to work towards alignment, both vertical and horizontal. Working towards more alignment lends itself to developing schoolwide learner outcomes. Additionally, schoolwide learner outcomes are meeting congruence as all teachers adhere to M-A ESLRS.</p> <p>According to the last ESLR, all teachers integrate technology into the curriculum via projects, assignments, etc. This is supported by a district and site-based technology initiative that includes training for teachers, a designated district technology curriculum coordinator, and two site-based technology coaches who are available for both help with content creation and help implementing lessons. As students get more practice using the district provided Google Suite for Education in all of their classes and move on to</p>	<ul style="list-style-type: none"> <li>- History research paper example</li> <li>- <a href="#">Sample English AP rubric</a></li> <li>- <a href="#">Sample Science lab rubric</a></li> <li>- <a href="#">Sample Social Studies Inquiry Assignment with Primary Sources</a></li> <li>- <a href="#">Cycle of Inquiry training material</a></li> <li>- <a href="#">Cycle of Inquiry evidence sheet</a></li> <li>- <a href="#">Cycle of Inquiry evidence</a></li> <li>- <a href="#">District Tech Resource Screenshot</a> (website locked to district)</li> </ul>



<p>other digital projects, they carry these skills forward and become more career ready as well.</p> <p>Teachers at Menlo-Atherton recognize that while staff does work to incorporate the schoolwide learning outcomes in our courses, more work can be done to continue developing material to further students in these outcomes. Some teachers request that M-A continues a focus on skill building with more vertical alignment so each grade level won't be redundant and to develop teaching strategies to include all students. More articulation with middle schools can help teachers facilitate a successful freshman transition. By examining previous test scores or grades in middle school, teachers can better align high school academic standards and skills more consistently across that transitional stage.</p>	accounts only)
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### Integration Among Disciplines

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>With the adoption of Common Core Curriculum, many departments are more aligned in focusing on common skills, but in the past this happened in a more informal way. As of the 2018-2019 school year, the Cycle of Inquiry focus was choosing common skills and creating a common assessment of these skills. As such, small teams are focused on aligning. This alignment carries over into some departments but not uniformly.</p> <p>Within departments teachers often collaborate with one another, but across disciplines this happens much less often. Collaboration sometimes happens between English and History - for example the English 3 Academic Literacy class is designed to support juniors in both their English and History classes and show them how skills align across the two classes. This collaboration also happens between some science and math teachers, in that teachers will agree on a standard scientific notation and agree on common academic vocabulary. AP classes also align in the sense that tests require similar skills across disciplines - so students must show the same skill of literary analysis on AP English and AP Foreign Language tests, for example. The ELD/LEP program has met as a Cycle of Inquiry team and agreed upon some common structures and curriculum. For example: ELD classes reinforce vocabulary around fractions, cardinal/ordinal numbers, science and math classes presenting scientific notation in similar manners. CTE trains in other academic disciplines, such as reading, writing, and math integration. VPA consistently collaborates through the school musical and art exhibitions which also include CTE overlap.</p> <p>Teachers at Menlo-Atherton also have the opportunity to collaborate four times a year during the fall, winter, spring, and summer to create material or</p>	<ul style="list-style-type: none"> <li>- <a href="#">Cycle of Inquiry training material</a></li> <li>- <a href="#">Cycle of Inquiry evidence sheet</a></li> <li>- <a href="#">Cycle of Inquiry evidence</a></li> <li>- <a href="#">Academic Literacy History Support Unit - Boston Massacre</a></li> </ul>



<p>work on special projects. Teachers are paid up to 8 hours by the Foundation for the Future to work on a collaboration team to tackle a topic of choice. Some projects in the past were a joint history and English unit, common assessment creation and grading, creating curriculum for a new textbook, etc.</p> <p>Another example of cross-curricular collaboration is our Independent Living Skills (ILS - Mod/Severe SPED) class and some of our VPA/CTE courses. In 2017 and 2018, the ILS students worked in a school garden and at the end of the year sold succulents as a fundraiser. The students sold the plants in items donated by the Ceramics class and the Woodshop class. They also built rustic boxes for plants as well. The Ceramics class also held a fundraiser selling succulents for Mother's Day with the help of the students from ILS.</p> <p>The STARS program is working with the English Department collaboratively in creating a push-in model for students with significant emotional difficulties.</p> <p>While cross-curricular work happens, there is no set time or requirement in the school as a whole for teachers to collaborate or align across disciplines, which means that it is up to individual teachers to decide to value cross-department alignment and to take it upon themselves to initiate the collaboration.</p> <p>Some departments make use of outsourced curriculum while others do not. AP teachers across the board use secure AP curriculum downloaded from the College Board site. Many teachers in the CTE and English Departments use curriculum from outside sources: in English this is primarily AP and ERWC curriculum, though support classes use district-mandated curriculum from English 3D or Read 180/System 44. CTE examples include AP Java uses the A+ Computer Science Curriculum, Coding Bat, Code Step By Step, Code.org &amp; CodeHS, AP Computer Science Principles uses Berkeley's Beauty and Joy of Computing Curriculum, Code.Org, &amp; Coding Bat, and Foods and Nutrition uses the Guide to Good Food textbook/workbook to supplement teacher-made curriculum. The Social Studies Department uses material from the Stanford History Education Group. World language teachers work within respective language groups to ensure that students of the same language level take the same assessments and protect the integrity of those tests. VPA aligns curriculum standards and often incorporates multiple sources of curriculum, both online and traditional. Many departments are looking for additional outside curriculum to implement in the future.</p> <p>Many teachers across all disciplines write their own assessments and protect the security of those assessments. If an assessment is compromised (which happens from time to time) teachers rewrite the test to maintain security. Many teachers also offer alternate versions of tests for students who need to make up tests at a later date.</p> <p>Some teachers report that as there is a high turnover of new teachers in our district, there needs to be a more formal way to integrate new teachers into collaboration both within and across disciplines. Newer teachers are frequently unaware of curriculum that is already available to them.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Woodshop Planter</a></li> <li>- <a href="#">Ceramics Planters</a></li> <li>- <a href="#">English 3D Site</a></li> <li>- <a href="#">Read 180 Site</a></li> <li>- <a href="#">Coding Bat</a></li> <li>- <a href="#">Code.org</a></li> <li>- <a href="#">Berkeley Beauty and Joy of Computing</a></li> <li>- <a href="#">Stanford History and Education Group</a></li> </ul>
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<p>Additionally, while teachers at M-A have many opportunities for collaboration and curriculum development, more alignment could be achieved across classes that would be helpful in ensuring that students are accessing the same standards. For example, a research project in history could look different in each teacher's class but should address the same standards, likewise for an English or a math assessment. Some teachers suggest that in courses where possible, teachers could choose "power standards" to target at each grade level. It also would be beneficial for all departments to create and administer similar assessments more across class levels, both for test security and integrity. It would also be helpful to align skills more across disciplines.</p>	
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### **Articulation and Follow-up Studies**

**B1.5. Indicator:** The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>All staff at Menlo-Atherton value articulation with feeder schools and the school won a San Mateo County Kent award for its efforts in articulation in 2017. As a school, we employ strategies for articulation that are student-centered and teacher-centered. Menlo-Atherton High School's Articulation and Transition Program was implemented to ensure students have a smooth transition from middle school to high school. Under the guidance of the administrative team, the Articulation and Transition Program opens lines of communication between M-A and our partner feeder schools from Menlo Park School District, Las Lomas School District, and Ravenswood City School District. The students from these districts have vastly different demographics, and M-A's Articulation and Transition Program addresses the needs of each individual feeder district.</p> <p>Most students from the Menlo Park School District and the Las Lomas School District arrive at M-A prepared for honors courses with eventual pathways to AP classes. Many of these students start freshman year in Geometry or Algebra II. A majority of students from Ravenswood City School District start freshman year in support level courses such as intervention math classes that do not meet A-G eligibility. The Articulation and Transition program was developed to help bridge this achievement gap earlier and prepare students from all of feeder districts for the rigors of high school with structured activities to ensure successful high school transition.</p> <p>Articulation and Transition incorporates multiple programs and events held both on the Menlo-Atherton campus and at feeder schools. These events and programs aim to familiarize students and parents with the campus and staff of M-A. Additionally, some programs help align teachers and curriculum from the feeder schools to teachers and curriculum at M-A.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Kent Awards 2017</a></li> <li>- <a href="#">Articulation Folder</a></li> <li>- <a href="#">2017-2018 Articulation Calendar</a></li> </ul>



<p>All departments focus on teacher articulation through observation experiences, vertical alignment, shared rubrics, and common PD opportunities. These departments help align teachers to common standards with the expectation that the common language used, common strategies discussed, and common observations will translate to better preparation for high school as teachers take the findings to their own classes and employ instructional strategies discussed. This helps maintain high expectations for students as they progress through the rigorous curriculum at M-A. While observations of classes were conducted in every subject area, specific follow-up meetings have been held for English, math, and science.</p> <p>Key components to our Articulation and Transition Program are:</p> <p><b>1. Guidance and Administration Articulation</b> Guidance counselors and the administration team members meet multiple times each year with respective staff at each feeder school. During these meetings, the teams address registration concerns and student concerns.</p> <p><b>2. Fall and Spring School Visits</b> guidance counselors and administration team members visit feeder schools in the fall so students and parents can participate in a meet-and-greet with Menlo-Atherton staff. These meetings are informal and are intended to welcome prospective new students through positive associations. Meetings are held directly at Hillview Middle School, La Entrada Middle School, and at a Ravenswood High School Night. Another visit is made to these sites in the spring for Parent Nights to address specific concerns and questions.</p> <p><b>3. Compass and Honors Institute Summer Programs</b> The Sequoia Union High School District Compass Program is a 19-day transition-to-success program for incoming ninth-grade students. The main emphasis of Compass is to provide incoming 9th grade students with the opportunity to acclimate to their new high school environment through both academic and social interaction. Students who complete the program are eligible to receive up to five elective credits toward high school graduation. Menlo-Atherton offers the largest summer Compass and Honors Institute program in the district. In 2018, 139 students attended Compass, mostly from the Ravenswood district. During the four week program, students are enrolled in classes such as English, Algebra/Algebra Readiness, computer applications and various electives to practice skills and get acclimated to the high school campus. Honors Institute targets students who have signed up for one or more advanced courses such as AS English I, Biology, or Geometry. The program is geared to boost skills necessary for these courses. Of the 34 students who attended Honors Institute in 2016, approximately 75% came from a Ravenswood feeder school.</p> <p>Compass and Honors Institute is funded at the district level, and the program coordinator works with the district as well as site staff to ensure that program goals are being met. The program coordinator also does outreach to enroll students from feeder districts. This coordinator then works with the Team Ascent coordinator and our Student Support Coordinator to identify at-risk students. During the school year, the Compass program coordinator and our Writing Center Advisor, who checks in with individual students from Honors Institute for support during the year, arrange quarterly check-ins with students.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Guidance Course Selection Schedule</a></li> <li>- <a href="#">Guidance Course Selection website</a></li> <li>- <a href="#">2017-2018 Articulation Calendar</a></li> <li>- <a href="#">District Compass Program description</a></li> </ul>
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One recent addition to summer enrichment at M-A has come from the Parent Teacher Association. The M-A PTA purchases and delivers summer reading books for every student in Ravenswood to ensure that all students have access to the required curriculum during the summer.

#### **4. Team Ascent**

In addition to academic support, the summer programs at M-A are critical for social and emotional support. Students who are socially and emotionally at-risk are pre-identified by feeder school principals and given support through Team Ascent, a summer program that enhances the existing Compass and Honors Institute programs. The Team Ascent Program develops student relationships and designs positive experiences on campus for students who have been disconnected from school in the past. Our support coordinator also receives information about these students so they start the year with access to our various supports. Many Team Ascent students also roll over to the caseload of the SAAP Coordinator (below).

#### **5. Sequoia Aspirations Advocate Program**

The Sequoia Aspirations Advocate Program (SAAP) was established in Fall 2014 and is supported by the Sequoia District at all four comprehensive high schools. Students identified for SAAP did not graduate from 8th grade, have multiple SSTs in K-8, have poor attendance patterns, and are behaviorally and/or academically at-risk. The program also includes students who are identified as homeless/ foster youth, or are on probation. The program coordinator does outreach for these students.

- [SAAP Information](#)

#### **6. Shadowing**

The district Shadowing Program gives 8th grade students the opportunity to experience a day at Menlo-Atherton High School. 8th graders who shadow are paired with a 9th grade host and travel with that host throughout the day to experience a full day at M-A. Through the Shadowing Program, M-A hosts more than 300 students per year.

- [Shadowing](#)

Our Shadowing program coordinator is funded for a release period. Our coordinator advertises the program in English classes and recruits shadow hosts. She also matches students by request, as necessary.

#### **7. Preview Days**

Preview Day is a site-based initiative serving as an introduction to M-A for students who may not have the opportunity to participate in the Shadowing Program. All 8th grade students from Ravenswood schools are invited to Menlo-Atherton for a field trip to preview the campus during a school day. These students partake in tours of the school led by M-A Leadership students.

#### **8. School Tours**

Another M-A initiative, students who do not shadow at M-A can partake in a school tour. The tour is open to both students and parents of prospective students, and these tours are led by M-A's Leadership class. Tours are available year-round. This is in addition to the multiple parent meetings throughout the school year.

- [Get to Know M-A Site](#)





<p>The Leadership Class is key in the success of our school accessibility. The Leadership teacher trains students on how to lead tours and interact with both prospective students and teachers. He coaches students in hospitality as well as key facts of M-A to relate. Thus, visitors to M-A see students in action and have the ability to talk to students as well as staff.</p> <p><b>9. Open House</b> In 2016, M-A expanded its Open House program to be an information night for prospective students. Teachers were invited to showcase curriculum for families, and families could participate in a Resource Fair as well. During Open House, incoming students were able to verify addresses, sign up for summer programs, and get information on material such as summer reading. Open House 2016 boasted the largest parent turnout ever, and attendance was most increased among parents from Ravenswood.</p> <p><b>10. Making Meaning of M-A Ravenswood Retreat</b> All 8<sup>th</sup> grade students from Ravenswood are invited to attend the Making Meaning of M-A Ravenswood Retreat in November, a collaborative event planned by M-A and Ravenswood staff. During this half-day session, former Ravenswood students currently at M-A hosted a student panel to answer any questions from incoming students. The students were then introduced to special programs at M-A and had the option to attend two workshops for these programs, such as Academic Pathways to College; Digital Photography; and AVID College and Career Readiness.</p> <p><b>11. Feeder Site Visits</b> To foster common whole-school expectations, Menlo-Atherton High School and the three feeder districts participate annually in school visits. Teachers from M-A visit multiple feeder schools. In exchange, teachers from our feeder districts visit M-A.</p> <p><b>12. Teacher Articulation</b> Teachers from both Menlo-Atherton and schools in the Ravenswood City School District meet multiple times during the school year to discuss curriculum and student expectations. Subject meetings have been held in English, science, math, social studies, Career Technical Education, and Visual Performing Arts. In January 2017, all Menlo-Atherton and Ravenswood teachers engaged in joint professional development around instructional strategies for English Learners. Teachers practiced implementing oral language strategies and discussed common language and expectations.</p> <p>Outcomes of teacher Articulation meetings with Ravenswood include: outlined common expectations for students across districts; exchange of sample curriculum and shared grading rubrics; review of sample work from high school students; discussion of common academic language; shared best practices; and placement and grade discussions. In future meetings, we will be aligning calendars for common professional development. We are also looking to align programs like AVID, English Language Development, and reading and math support programs from kindergarten through 12<sup>th</sup> grade.</p> <p>Through site visits, 100% of teachers at M-A, with the exception of teachers</p>	<ul style="list-style-type: none"> <li>- <a href="#">Get to Know M-A Site</a></li> <li>- <a href="#">Retreat Schedule</a></li> <li>- <a href="#">2017-2018 Articulation Calendar</a></li> <li>- <a href="#">2017-2018 Articulation Calendar</a></li> <li>- <a href="#">2017-2018 Articulation Calendar</a></li> </ul>
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new to the school in 2019, have attended a site visit. New teachers will be given the opportunity in spring. Site visits were limited to Ravenswood schools when first implemented, and the program has now evolved to include schools in all three feeder districts.

### **13. Community Outreach**

Menlo-Atherton reaches out to the community through organized events and meetings. M-A currently employs one full-time parent outreach liaison. Parents and students have an opportunity to meet teachers and administration at 8th Grade Info Night in the fall. Additionally, after 8th Grade Info Night, M-A hosts another Ravenswood High School Night with only parents from the 5 Ravenswood feeder schools. A second event is hosted for Ravenswood parents in the spring. One final event held for parents from Menlo Park and Las Lomitas is a Principal Information Night with Guidance and College Advisors.

While the Articulation and Transition program at M-A is robust in communicating with our feeder schools, separate efforts exist for articulation with local colleges. Stanford students come every year to teach freshmen about sleep study practices and teach lessons to students. The history department as well uses material from the Stanford History Education Group. Through College and Career Day, students go on college tours, take the PSAT, and participate in a career panel. More information is available below in the Post High School Transitions section of this report (B2.4).

- [Stanford History and Education Group](#)



## B2. Access to Curriculum Criterion

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

### Indicators with Prompts

#### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
Menlo-Atherton High School offers a wide array of courses to meet opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students. In order to help students select courses that are the right fit or to select courses necessary for graduation, guidance counselors meet with students multiple times each year. Students receive a whole-class presentation and then have smaller check-ins with their personal guidance counselors. Students then have individual meetings with guidance counselors. In the 2016-2017 school year, guidance officials opted to meet with juniors in individual 20 minute appointments for course selection. This process was so effective that for the 2017-2018 school year the individual meeting program expanded to include sophomores as well. By having these individual meetings, guidance counselors get a better understanding of the students and are able to provide more tailored assistance to ensure students make appropriate choices and have a say in their course selections.	<ul style="list-style-type: none"> <li>- <a href="#">Course Offerings</a></li> <li>- <a href="#">Guidance Course Selection Schedule</a></li> <li>- <a href="#">Guidance Course Selection website</a></li> </ul>
In order to select courses, students must fill out a course selection sheet. This sheet indicates at the top the requirements for graduation and for A-G eligibility. It also indicates the number of credits students need in each category to meet graduation or A-G requirements. Students also have access to a rigor chart for classes and a description of electives courses.	<ul style="list-style-type: none"> <li>- <a href="#">Sample Course Selection Sheet</a></li> <li>- <a href="#">Rigor Chart</a></li> <li>- <a href="#">Electives Video</a></li> </ul>
With respect to pre-technical training, all students are required to take at least one year of a Career Technical Education (CTE) course. All CTE courses do career exploration in their field, and some do career-ready activities, like resume writing and interview practices. Some CTE students also participate in the district wide Career Fair with mock interviews, career panels, and job and course simulations. CTE pathways are available in all CTE courses with level I, level II, and level III courses. Teachers are looking at how to indicate completion of pathways for students who finish a series and how this might translate into evidence of completion of pre-technical training. This is an action item for Action Plan 1 below.	<ul style="list-style-type: none"> <li>- <a href="#">Course Offerings</a></li> </ul>
The Visual Performing Arts Department offers a variety of courses that allow for all entry points into the respective curriculums offered. There are	<ul style="list-style-type: none"> <li>- <a href="#">Course Offerings</a></li> </ul>



<p>appropriate developmental stages for VPA progression. These courses provide numerous opportunities for students to express themselves. Various learning preferences and capabilities are addressed within the disciplines offered. In all VPA courses there is a balance between classroom and career experience as well as an emphasis on post secondary options within each discipline. Teachers communicate with guidance counselors and parents regarding student ambitions and help support those ambitions with realistic assessments. For example, after auditioning or displaying their portfolios, students then meet with advisors to discuss pathways within the arts and guidance counselors help students balance their course selection for maximal learning opportunities.</p> <p>In English, students who are reading at grade level have the opportunity to take AS English or college prep English, depending on their choice. Students know the expectations for taking a more advanced class or moving to an advanced class the following year. There are also two levels of advanced classes junior year for students who want the AP Language challenge with nonfiction texts and students who want a challenge with fiction, more in the style of 9th and 10th grade English. The English Department also offers courses such as Creative Writing, Speech and Debate, Drama, and Russian literature to meet some student engagement. However, our attempts at offering more variety in senior English classes have met with some resistance. We got as far as polling teachers to find topics of interest for students, but conversation seems to have stalled.</p> <p>To better assist students in selecting appropriate math courses, M-A math teachers often include information in their syllabi information about how the course they teach meets requirements for both graduation and A-G college eligibility. As a best practice, some math teachers also include, as part of their syllabi, careers that use the content taught in that course. During course registration time, each math teacher presents to their students several options for next courses and beyond. The pathways through math courses are differentiated by courses that meet A-G eligibility and courses that meet graduation requirements, and students are given presentations about the courses and have conversations with guidance counselors about appropriate placement. The M-A Math Department also has an extensive website dedicated to providing information to both students and parents. As part of this site, detailed course offerings are presented and described with a full explanation of course prerequisites.</p> <p>The SPED Department assists students in completing an interest inventory to determine jobs that they will succeed in. The SPED Department also completes the transition pages for students' IEPs. Additionally, the SPED Department works closely with our district's Transition Resources and Adult Community Education (TRACE) to ensure that students transition smoothly to their programs. The Transitions Services Department at the district also works with community partners, SPED teachers, and students to place students and give them training necessary for post-secondary options.</p> <p>While M-A does offer a wide range of courses that meet varying levels of student interests, some students at this school do not have as many choices to pursue a range of college and career options. For example, students with</p>	<ul style="list-style-type: none"> <li>- <a href="#">Course Offerings</a></li>   <li>- <a href="#">Sample Math Syllabus</a></li> <li>- <a href="#">M-A Math Department Site</a></li>   <li>- <a href="#">District Transition Services</a></li> </ul>
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multiple support courses that do not meet A-G needs, such as Readiness math classes and Intervention English classes have an elective-heavy load and do not get credit for English or math. While it is true that these students need the support classes to get fundamental skills necessary for success post-secondary, some teachers express they would like to see students with multiple support classes also get access to more electives and classes of choice to further engage them in their education.	
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### Accessibility of All Students to Curriculum, including Real World Experiences

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>To the best of our ability, courses at Menlo-Atherton offer rigorous and relevant curriculum that meets the needs of students. Across disciplines, courses offer an appropriate level of rigor for the students enrolled in the course. Teachers ensure units include problem sets of activities that help students appreciate real-life contexts for skills learned. Student engagement is higher when students are able to connect their learning to the world they live in, increasing their desire to succeed in the course.</p> <p>Courses also continuously update curriculum to reflect current events and our student demographics as seen in statistics and science studies, mathematics word problems, literature choices, etc. For example, application to real-world problems are integrated into instruction in all science classes, from human physiology and health to environmental concerns. Projects range from sewer science to rocket engineering, with emphasis on linking understanding to application. Guest speakers give direct access to science in the outside world. Computer based sensors and data analysis allow for lab investigations to be directly linked to real-world experiences.</p> <p>The world language curriculum incorporates culture through all levels to interest students through different cultural projects on food, people, travel, weather, geography, and history. This helps students have an in-depth understanding of the cultures they study. Moreover, professional musicians and artists teaching master classes provide VPA students the opportunity to collaborate with skilled professionals who provide direct mentoring and career guidance.</p> <p>As a school, we are committed to bridging the achievement gap between our students. Should students need extra support in their classes, M-A offers subject-based homework centers staffed by teachers after school. M-A also has a writing center available after school, during Flex Time one day a week, and one day a week before school to help students develop skills in writing for any of their classes.</p>	<p>- <a href="#">Example Guided Science Lab</a></p>



<p>Some courses have also become less-tracked in the last few years to give students more equitable access to curriculum. For example, the History Department stopped offering Western Civilization in the 2016-2017 school year and all 10th grade students now either take Modern European History or AP European History whereas previously a substantial number of students signed up for Western Civilization as an informal honors course. Additionally, the biology team has adopted the blended biology model and chemistry teachers are assessing whether this model might fit their needs. There has also been some discussion about collapsing levels for 9th grade English, though these discussions are in nascent stages.</p> <p>Teachers across disciplines also focus on real-life relevant skills for students within their classes. Across disciplines, students are taught skills to help apply and interview for jobs, navigate social media and news sources, and prepare for post-high school life. Students practice representing themselves professionally in practice interviews and personal statements. Courses in all disciplines have opportunities for students to practice public speaking, through both formal presentations and informal group collaboration. Students also build self confidence and learn how to present material effectively through these experiences. The Physical Education Department the curriculum also has real life applications. Examples include CPR, Health, Nutrition, AED training, swim unit, self defense, and tumbling. Students are exposed to the fitness and weight room training. The routines they learn can be used throughout their lives to attain a healthy lifestyle.</p> <p>Students also have opportunities to explore CTE and VPA at Menlo-Atherton. Entry level courses are offered for all classes including some levels of AP computer science, drawing, video animation, drama, foods and nutrition, and music. All CTE courses offer pathways for continued development in real-world skills while reinforcing academic skills. Students have the opportunity to showcase their talent such as through a 360 video contest or participation in foods and nutrition competitions. The Digital Filmmaking class won the Digital Promise 360 Video contest in Spring 2016 and Fall 2016, and received Honorable Mention in Fall 2017. VPA courses also provide consistent opportunities for students to apply their skills in real world experiences and performances. Many of these courses also give students opportunities to showcase their work..</p> <p>Drama stages multiple performances throughout the year that simulate professional and semi-professional experiences and includes coaching and direction from outside practicing professionals. Music classes often travel frequently to adjudicated music festivals that provide valuable feedback from adjudicators. These festivals also offer workshops from various college level instructors along with practicing professional artists. At the Delta Jazz festival in December 2017, M-A's Jazz bands placed in Jazz II, Jazz III, and Jazz Combo. In addition, the Music Department stages on-campus performances as well as off-site performances for various charitable organizations. Other performance opportunities include off campus performances in professional venues in the surrounding area. Student music groups are occasionally hired to perform at various local functions. Visual Arts stages exhibitions throughout the year along with holiday and special event expos. Visual Art students attend conferences moderated by arts professionals.</p>	<ul style="list-style-type: none"> <li>- <a href="#">History Realignment Letter</a></li> <li>- <a href="#">Rationale for Blended Bio</a></li> <li>- <a href="#">Digital Promise 360</a></li> <li>- <a href="#">M-A Drama</a></li> <li>- <a href="#">Delta Jazz Scores 2017</a></li> </ul>
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<p>Additionally, the Speech and Debate course added in the 2017-2018 school year has seen much interest from the student body with two sections in its first year and two sections in its second year. In the first year of the program, the program was nationally ranked and fielded multiple ranking debaters in the Parliamentary Debate style. As of December 2018, the Speech and Debate program ta M-A was ranked first nationally.</p> <p>Most courses at Menlo-Atherton High School meet high school graduation requirements or above. Some courses that do not meet high school graduation requirements for content are English Intensive Intervention, a phonics-based class which uses the System 44 software from Houghton Mifflin and Algebra Readiness with support. These classes receive elective credit. However, though these courses might not meet graduation requirements, they are rigorous for students. Students are only placed in these courses if they do not meet a number of requirements and test scores when entering high school. These tests and scores are determined by the district. Thus, a phonics class is rigorous and necessary for a student who enters high school without the ability to read multisyllabic words and an Algebra Readiness class is necessary and rigorous for students who cannot add or subtract single digits.</p>	<ul style="list-style-type: none"> <li>- <a href="#">National Parliamentary Debate League</a></li> <li>- <a href="#">Point of Information</a></li> </ul>
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### **Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Our school collaborates with parents, students and staff in many ways to prepare students for their future career and college goals. For instance, all teachers post grades and assignments to Canvas on a regular basis, which both students and parents have access to in order to monitor student progress and to make decisions regarding appropriate level placement in courses. Set grading periods every six weeks assure that parents get notice of student grades, especially when students are at risk for earning failing grades. Each quarter, students receive grades in all courses. In addition, AS English I teachers communicate with parents of students receiving a C- or below in November so that they can determine whether to remain in the AS course or to level change.</p> <p>Parents and students can also communicate with teachers through Canvas or via email. All teachers are available for meetings with students and parents for assistance and guidance. The school also has Back-to-School night in the fall and Open House in the spring, where parents and students are encouraged to meet with teachers to see what students are learning and how students can be successful.</p> <p>Several departments, including Science and English, send representative</p>	<ul style="list-style-type: none"> <li>- <a href="#">SUHSD Learning Management System posting requirements</a></li> <li>- <a href="#">AS English I Communication forms</a></li> </ul>





<p>teachers to articulation meetings and parent info nights to help incoming students choose the appropriate course. Some departments, such as Math and Science provide flow charts with clear pathways to show how students can choose the next appropriate course. Parents also have access to a number of informational sessions including 8th Grade Info Night on the M-A campus and multiple meetings at our partner schools.</p> <p>In addition, guidance counselors present information to students in English and social studies classes regarding college and career readiness, personal success strategies, and academics. Counselors meet individually with students in grades 9-11 for course selection for the following school year. Guidance counselors give a presentation in English classes in which they introduce electives and then instruct students to go to the M-A website and schedule individual course-selection meetings with their advisors. Students are taught how to access this resource during this meeting. Guidance counselors are available for appointments throughout the school year to work with teachers, parents, students, and administrators on issues arising with students.</p> <p>In addition to consulting with advisors and teachers, parents and students can receive guidance about specific courses by visiting department-specific websites. For instance, some department websites provide a variety of access points to provide parents and students with information to help them plan course schedules including course flowcharts and general descriptions.</p> <p>The Special Education Department holds regular IEP meetings for students, which can include guidance counselors, administrators, teachers, parents, and students. The SPED Department requests parent input for their child's IEP. Information about accommodations for students with special needs, including 504 and IEPs, is communicated by case managers and guidance counselors to teachers, who implement them in the classroom. This information is also noted in Infinite Campus for teacher reference throughout the school year.</p> <p>One goal we are working on as a school is to encourage students from underrepresented backgrounds to challenge themselves by taking higher-level courses (such as AS or AP). In addition, the school is devising strategies to help students new to Advanced or AP courses be successful in these new challenges. For instance, Biology has adopted the Blended Bio model to eliminate separate AS and non-AS classes. The hope is that students from all backgrounds will attempt the course appropriate to their levels without consideration of who is in the class. A further hope is that students who find success in this model who might not have considered an honors level class will continue in this path.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Guidance webpage</a></li> <li>- <a href="#">Parent Presentation</a></li> <li>- <a href="#">Math website</a></li> <li>- <a href="#">English website</a></li> <li>- <a href="#">Electives video</a></li> <li>- <a href="#">M-A Departments</a></li> </ul>
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## Post High School Transitions

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*





Findings	Supporting Evidence
<p>Menlo-Atherton High School offers a variety of AP and AS courses in all subject areas. AP and AS classes help prepare students for college and post-secondary curriculum.</p> <p>College and Career Day was created on Menlo-Atherton's campus in 2014 to promote college and career awareness for all students. During a minimum day in fall, students visit colleges, take free PSAT tests, and participate in career panels. College and Career Day's program goal is to increase graduation levels through engaging students in college options.</p> <p>During College and Career Day, ninth graders are taken to the following college campuses: San Francisco State University, Notre dame de Namur, San Jose State, University of San Francisco, Cal State East Bay, Menlo College, and Santa Clara University. The purpose of these visits is to provide every ninth grade student with access to a college campus to gain more information about attending and applying to college. Our goal in taking all ninth graders to a college campus is to excite them about possible college pathways.</p> <p>Sophomore and junior students take the PSAT on this day. In the past, PSATs were given on a voluntary basis with students paying for the test and coming in for a Saturday session. Starting with College and Career Day in fall of 2014, all sophomores and juniors are given the test during the school day, promoting equal access. Though the school asks for a suggested donation from families, payment for the test is not mandatory. The test is funded by the M-A Foundation for the Future.</p> <p>Senior students participate in a career panel with volunteer speakers from a variety of professions. Career paths in vocational services, the hospitality sector, public service, and private sector jobs are highlighted in panels, exposing students to careers requiring varying levels of education. Students have an opportunity to listen to volunteers speak about their jobs and ask questions during the separate career panels offered on this day.</p> <p>In addition, M-A has two College and Career advisors to assist students in post-secondary planning. In the 2017-2018 school year alone, 175 schools came to M-A to give presentations about their colleges and answer questions from parents and students. For students with IEPs, through the district's Special Education Department, a Transition Specialist is assigned to M-A to help support students explore college and career opportunities. This includes planning vocational school visits for students with higher needs. In specified fields such as visual and performing arts, instructors encourage students to attend art forums at higher education and professional levels.</p> <p>While we have many initiatives and efforts in place to help students transition out of M-A, there is little consistent follow-up to track our students once they leave the school. While there is a tracker for where students go immediately of of school, to evaluate the effectiveness of M-A's efforts, the school or district could do more to check the extended progress of graduates in the college, career, and postsecondary choices. Some</p>	<ul style="list-style-type: none"> <li>- <a href="#">College and Career Day Gallery</a></li> </ul>



teachers express interest in wanting to know where students are 4 years and 10 years out of high school, what skills they value most from high school, and what they wish they had learned.	
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## ***ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs***

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).

### **Summary (including comments about the preliminary identified critical learner needs)**

Menlo-Atherton has many programs in place to meet student learning needs in the area of curriculum. The highly qualified teachers at M-A undergo multiple trainings and professional development sessions aimed at improving communication, standardizing student learning goals, and creating curriculum. Some recent initiatives to accomplish these tasks are the district's push for Constructing Meaning training and the schoolwide Cycle of Inquiry process. The district and school are also putting more emphasis on creating curriculum that addresses multiple areas of depth of knowledge. The school also provides multiple opportunities for articulation as well as post high school transition with events such as M-A Preview Day, College and Career Day, and multiple meetings with guidance counselors.

The data reports for Menlo-Atherton suggest critical learner needs in supporting students with disabilities and in supporting students from our significant subgroups. While the school is making many efforts to close the achievement gap between our students coming from Menlo Park and Las Lomitas and our students coming from Ravenswood, the gap continues to persist.

The district and the school are addressing this gap by giving teachers additional training in Constructing Meaning, offered through the EL Achieve program. Some tenets of Constructing Meaning are creating multiple scaffolded access points for students to develop ideas and to provide explicit language instruction across subjects. Students are taught the bricks of fundamental concepts for each course and provided the mortar to put these bricks together. The program also stresses the importance of transferable skills so an idea-building lesson in English using mortars of subordinating phrases can also be used in science lab reports. The district not only provides the initial trainings but also provides additional paid curriculum building time and curriculum cohorts for Constructing Meaning. Through this optional process, teachers develop units and reflect on the process, culminating in a presentation on their work and the data they have collected.

Cycle of Inquiry also meets the critical learner needs of Menlo-Atherton as the process is intended for to create some common curriculum. While the process in practice is not followed with as much fidelity as hoped in some groups, administration is looking into how to further leverage this cycle. Most curriculum teams are following through with the goals and creating at least one common assessment. Teams have also chosen target standards to ensure that students are being taught the same skills across classes.

Creating curriculum through backwards planning of skills will hopefully help students in the significant subgroups identified meet A-G eligibility and improve testing scores. The school is also committed to maintaining College and Career Day and the multiple opportunities to meet with guidance staff. Additionally, the school proposes in the Action Plan for this WASC report a more targeted and systematic approach for College and Career Readiness in study skills classes (as proposed by our Action Plan in Chapter V). These measures are intended to increase high school graduation rates and A-G eligibility of our significant subgroups and our students with special needs.

### **Prioritize the strengths and areas for growth for Category B.**

#### **Category B: Standards-based Student Learning: Curriculum: Areas of Strength**

- Articulation and Compass/Honors Institute
  - Menlo-Atherton has a strong program for student entry to 9th grade. Through the various



articulation meetings and events, teachers from M-A and teachers from feeder schools meet and become familiar with the needs of the different groups of students. Additionally, teachers at M-A make clear the expectation for students entering the school. The summer programs for incoming 9th graders also are successful in familiarizing a large group of students to the campus and ensuring students have advocates before getting on campus.

- Strong Standards-Based Curriculum
  - Menlo-Atherton is committed to the education of all students and has worked to align curriculum with standards. This is evidenced through alignment of course content with A-G standards. Many courses also have access to district-supported common units and district-supported coaches for some of our core content courses. Additionally, teacher evaluations and Cycle of Inquiry meetings reinforce the teaching of standards.
- Robust Electives Program
  - Menlo-Atherton offers more than 30 entry-level elective courses. Many of these courses are award-winning, such as the Digital Filmmaking course, Orchestra, and Speech and Debate. Students who take CTE courses have the option of continuing their study and completing a CTE pathway.

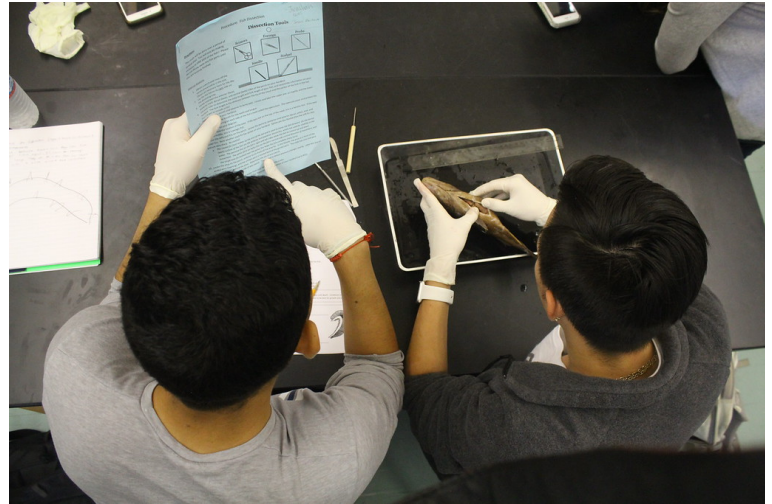
#### **Category B: Standards-based Student Learning: Curriculum: Areas of Growth**

- Continue Development of Common Units and Assessments
  - Some departments use common units and common assessments. Many teachers have expressed interest in expanding this practice and would like time and direction for doing so. It is now an initiative in our most recent round of Cycle of Inquiry to create common assessments and use them. More common units and common assessments across a course would help ensure students are receiving similar curriculum and skills in their classes regardless of teacher and it would also help standardize teacher grading practices.
- Increase Alignment Horizontally and Vertically
  - Many teachers have expressed an interest in increasing alignment of courses not only in terms of content taught but in skills taught and rigor levels. There is a need for both horizontal alignment across courses with the same title and for vertical alignment within the school. Though English classes may read different books, all 10th grade English classes should be teaching the same skills through the course of the year. Additionally, these skills should build vertically for continued improvement. Many efforts are made to articulate with our feeder schools, but fewer opportunities exist to ensure that English I is aligned with English II or that Biology is aligned with Chemistry.
- Increase Awareness of College and Career Pathways
  - Students at Menlo-Atherton are very aware of the A-G route and prioritize courses that are perceived as looking good on transcripts. However, they are less aware that CTE pathways are a viable option for both college and career readiness. Through a Career Tech Education pathway, students can get valuable elective credits and pursue classes of interest that can double for both A-G and a CTE pathway, and some courses offer articulated college credit. More effort needs to be made to encourage students to pursue these courses.





# Category C: Standards-based Student Learning: Instruction



## C1. Challenging and Relevant Learning Experiences Criterion

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

### Indicators with Prompts

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Many departments incorporate relevant work with real-life applications in their curriculum. Teachers across disciplines at M-A find that students are more focused on work and more interested in material that has practical applications. Accordingly, they have developed curriculum that furthers student interest. This curriculum includes projects like writing thank you letters, reading non-fiction texts, and designing load-bearing bridges. Students also regularly interact with classmates and present in front of the class, supporting skills they will likely need in their future careers. In the past, M-A teachers report that students were often unsure how to begin a conversation or talk to each other meaningfully. To meet this obstacle, staff at M-A were trained in providing various levels of sentence frames and starters as they learned how to encourage cooperative pair-work. This training was mostly done through Direct Interactive Instruction (DII), a program the district used when it was in program improvement. Similar training is carried on now through the Constructing Meaning training series.</p> <p>Across subject areas at M-A, teachers also use discussion-based learning in order to help students deepen their understanding of challenging content. Students describe what they've observed or analyzed about a given text, and then, through sharing ideas, build on existing observations to come to a final conclusion that was more complex than one student's individual idea. This approach values diverse perspectives, allowing traditionally underrepresented students to share their ideas with their peers. Strategies and lessons include Socratic Seminars, discussion circles, presentations, group projects, collaborative labs and research projects, and think-pair share classroom conversations.</p> <p>The Cycle of Inquiry model adopted by the school in the 2016-2017 school year also requires observation of student work and adapting material to meet student needs. The goal of this Cycle of Inquiry model is to create a structure that uses collaboration, inquiry, reflection, and assessment of student work to support staff and have an impact on student learning. Through the cycle, teachers form curricular groups and develop a measurable learning goal, brainstorm and implement instruction, assess student learning, and reflect on the process and consider next steps. Once a cycle is complete, the group starts a new cycle that can either address next</p>	<ul style="list-style-type: none"> <li>- <a href="#">District training schedule</a></li> <li>- <a href="#">Constructing Meaning Program</a></li> <li>- <a href="#">Sample Socratic Seminar Structure</a></li> <li>- <a href="#">Sample collaborative science research project</a></li> <li>- <a href="#">Sample science collaborative skit</a></li> <li>- <a href="#">Cycle of Inquiry training material</a></li> <li>- <a href="#">Cycle of Inquiry evidence sheet</a></li> <li>- <a href="#">Cycle of Inquiry</a></li> </ul>



<p>steps or another inquiry. Teachers are able to choose their own groups at the beginning of the semester but are expected to stay with the same group for the whole semester.</p> <p>Focusing specifically on English and social studies classes, the curriculum includes both fiction and non-fiction texts. Fiction texts are used to help students gain cultural awareness and to make connections between real life and stories to help build a broader understanding of the world. However, most of the reading students will do when they leave high school is non-fiction. Thus, teachers at M-A teach students to read non-fiction pieces such as news articles and essays to prepare them for post-secondary expectations. Some English teachers have adopted the Expository Reading and Writing Course (ERWC) developed by the Cal State schools. Some social studies teachers use material from the Stanford History Education Group to promote real-life research skills.</p> <p>All of the math Inquiry teams have worked to ensure every teacher is covering the same concepts from the State Standards within each course, using common assessments and collecting samples of students work to determine how well standards are being met. For addressing students' future math needs in careers, math teachers have introduced them to Graphing Solution and to systems of equations with Desmos online graphing or other graphing programs.</p> <p>In the Science Department, curriculum is infused with projects that have real world data collection and analysis, including a Physics Bridge Project, Electric House Project, Neighborhood Storm Project, Biotech Labs, Sewer Science, Teen Talk, Genetic Counselor Pedigree Project, Biofuel project, Endangered Species, and eco-column project. In these projects students are required to develop topical context from research, data collection, and observations, and then apply these learnings to solve real world problems that will allow them to practice career and college readiness skills.</p> <p>Many teachers express the desire to collaborate more within their departments. Teachers would like to have more time to improve horizontal and vertical alignment. Specifically, many teachers would like time to work on common assessments - both designing the tasks and having time for calibrating the rubrics and grading. Many teachers currently use common assessments, but express that they need more time in order to evaluate student work and interpret the data across the department.</p> <p>Also, teachers would like more time to work on the vertical alignment to ensure that there is a flow between courses and that teachers know what expectations to have for students entering and exiting their level. More collaboration of this nature would allow teachers to design more activities and assessments with real-world applications as well as ensure that the level of challenge in their course is appropriate for their students..</p> <p>Lastly, many teachers would also like to have more opportunities to participate in instructional rounds both as a way to improve alignment and to learn about and adapt colleagues' strategies.</p>	<p><a href="#">evidence</a></p> <ul style="list-style-type: none"> <li>- <a href="#">ERWC Site</a></li> <li>- <a href="#">Stanford History and Education Group</a></li> </ul>
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**C1.1. Additional Online Instruction Prompt:** *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>Credit recovery is offered through online courses at Menlo-Atherton using the Cyber High program.</p> <p>Most classes are available for credit recovery with the exception of science lab classes, VPA, or CTE courses. AP and Honors courses are not offered through Cyber High. All courses offered are A-G eligible. Pacing is done through Cyber High.</p>	<p>Cyber High</p>

### **Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>Across all subject areas, many efforts are made to ensure students are aware of the standards and performance levels they are expected to attain. Daily objectives and learning goals are posted in classes, and many teachers have received formal training in creating measurable objectives through a district initiative in in the 2015-2016 and 2016-2017 school years. Teachers also post daily assignments for students in the classroom and/or on Canvas, the district's Learning Management System of choice.</p> <p>At the beginning of the year, teachers distribute a syllabus that covers unit plans, levels of mastery, and expected norms. Some teachers develop norms with students to help increase student buy-in to classroom norms. All syllabi are submitted to the Instructional Vice Principal at the beginning of the year. As noted, objectives posted daily communicate to students the learning expectations and content to be covered. Most teachers use a simple "What, Why, How" formula, from DII, to communicate objectives. This helps prime student learning by communicating content, skill, and evaluation standards for the lesson plan each day.</p> <p>For many individual assignments, explicit rubrics detail expectations for the assignment. Across all subject areas, teachers develop, demonstrate, and share rubrics on larger projects so that the expectations of student performance are clear and are tied to curriculum standards. In English for example, after providing rubrics, teachers discuss the criteria for assessment before students begin the assignment, and then review the rubrics afterwards to enable improvement. Feedback on most assignments is tied to the rubric, and most English teachers also provide sample essays and models to convey the criteria for an A, B or C paper. Additionally, sentence frames and templates/outlines help students structure writing. In Intervention level classes, students are able to test out of the class after meeting certain lexile levels. Teachers in these classes discuss the cut-off points with students frequently and model strategies that would help students access higher lexile material through the text supports in the class.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Standards and Measurable Objectives</a></li> <li>- <a href="#">Walkthrough and Objective E-Mail Example</a></li> <li>- <a href="#">Sample Student Writing - AS English I</a></li> <li>- <a href="#">Sample Lab Rubric</a></li> <li>- <a href="#">English Placement Chart</a></li> </ul>



<p>In multiple departments, teachers use common assignments with the same rubric. For example, the sophomore and junior history research papers include a common rubric that informs students of the expectations of skills and quality of work. These rubrics are included with the project/prompt and teachers use the online gradebook Canvas to post the assignments and rubrics. The same rubric is used for both research papers to keep consistency of expectations.</p> <p>Finally, Canvas, an online Learning Management System, is used to post assignments and grades so students and parents can anticipate workload and track performance. Canvas functions in real-time and students are notified as soon as an assignment is posted and graded. Additionally, students can use the platform to contact teachers about their assignments. More information about Canvas is found in the next section.</p> <p>Students with IEPs and 504 plans are aware of both their own personal goals as well as the goals and expectations of each individual class. IEP eligible students are, except for a few exceptions, present at their IEP meetings and have a chance to actively engage in the process of setting instructional goals for the year. Students with specialized academic support regularly review their transcript and graduation requirements with their case managers. Teachers use the student information system, Infinite Campus, to see updated IEP and 504 plans and are often present at IEP meetings to give feedback. Teacher feedback for students is also collected by surveys and used to measure students' progress on their goals.</p>	
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### **Differentiation of Instruction**

**C1.3. Indicator:** The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**C1.3. Prompt:** *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The staff at M-A have worked to differentiate instruction in order to address student needs, including the use of technology and multimedia to reach students' various learning modalities. As previously mentioned, one major resource for both students and parents is our online Learning Management System, Canvas. In order to ensure that students and parents can access this resource to check grades, find assignments, and contact teachers, videos were created for both students and parents by the M-A tech coordinators, two teachers with a combined 3 release periods. Students were also given paper copies of how to use Canvas as a resource and completed a Canvas activity at the beginning of the year aimed at introducing students to the system.</p> <p>Each department uses a variety of methods to make learning accessible, and all of our departments are working proactively to create lessons and interventions to foster student growth. For example, our Career Technical Education and Visual and Performing Arts Departments use a series of</p>	<ul style="list-style-type: none"> <li>- <a href="#">Canvas Video (Student)</a></li> <li>- <a href="#">Canvas Video (Parent)</a></li> <li>- <a href="#">Canvas Assignment</a></li> </ul>



<p>demo videos that are posted to Canvas so that students may review the instructions as many times as necessary to see, hear, and process the instructions. Furthermore, these videos are also available to students who have missed class, or were not able to hand in assignments on time. Some teachers also make use of the district-wide account for lynda.com to give students digital resources.</p> <p>Additionally, the English Department uses a wealth of strategies to differentiate, which incorporate both scaffolding and technology. All books required for reading are available through the school library. Many of these books have audio or digital versions also available through the library for support as necessary. Through Canvas, all teachers and students also have access to NewsELA, an online resource for news articles differentiated by grade level. Currently, many members of the English department have received training in Constructing Meaning, a set of strategies created for EL students that work to the benefit of all students through strategies such as chunking difficult materials, providing guiding questions, incorporating structured student talk activities, and supporting language production. These strategies are integral to helping students become proficient in all of the Common Core standards, with highlighted focus on speaking and listening.</p> <p>Many teachers across departments have also integrated several Constructing Meaning strategies into their curriculum, providing equal access to complicated texts for students that need additional support. The trainings also include implementing chunking, structured student talk, and the use of language supports to allow students to practice their second language in an authentic environment. It is a district initiative to have all teachers complete CM training over the next 3 years. Math specific CM trainings are offered as are ELD specific trainings for teachers of newcomers.</p> <p>Furthermore, all departments at M-A have implemented gradual release of instruction, allowing students to see the teacher model the process, work with the teacher to practice the process, work with a partner on additional practice, before moving on to independent practice. The Math Department has worked to scaffold notes so that students receive the necessary support while learning new math concepts. They have also implemented online learning support programs, including Delta Math and IXL, which allow students to work at their own pace in order to internalize the math. The Math Department has also developed a website for Common Core support for students with access to extra practice, online notes, homework solutions, and guided videos. Currently, the Geometry site is complete and progress is being made to include Algebra material.</p> <p>Our Science Department has recently switched to a “blended biology” course in order to further differentiate for students. Instead of separating or tracking students in to two different levels, students are all in the same course, but provided the option to complete the course at the regular pace or on the advanced track, which requires additional work and higher performance expectations.</p> <p>The Special Education Department has always differentiated instruction in accordance with students’ Individual Education Plans. In addition to</p>	<ul style="list-style-type: none"> <li>- <a href="#">NewsELA</a></li> <li>- <a href="#">Constructing Meaning Program</a></li> <li>- <a href="#">Common Core Math Site Screenshot</a> (website restricted to district accounts)</li> </ul>
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<p>managing caseloads, many Special Education teachers are co-teachers of content courses, providing partner general education teachers with ways to scaffold and differentiate, as well as providing options for modifications when necessary.</p> <p>While all of these efforts have helped students at M-A access curriculum, the school needs to continue to evaluate processes in order to ensure they are supporting all students. Some teachers have received direct training on differentiating curriculum, but not all teachers have. The district and school initiative to implement the Constructing Meaning series is a positive start to tackling the whole-school goal of differentiating. However, more work and training needs to be provided to further the process.</p>	
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## C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

### Indicators with Prompts

#### Current Knowledge

**C2.1. Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>Teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum. As previously mentioned, the biggest piece of technology used by the school is the Canvas Learning Management System. Through Canvas, students have access to course content, grades, and systems of communication with staff and peers. Canvas also includes direct integration of applications such as turnitin, a plagiarism checker; Britannica School, an online encyclopedia; NewsELA, a website for differentiated news content based on lexile level; and other resources.</p> <p>Another instrumental piece of technology is the adoption of Google Suite for Education by the district. Every student has a Google account created for them upon entering the Sequoia Union High School District. Through these accounts, students are able to use the core set of Google Drive tools such as Docs and Slides. This helps students create material and also collaborate with peers as they get used to completing group projects through the platform.</p> <p>The school as a whole has approximately 1400 Chromebooks available for teacher and student use. While the school is not one-to-one yet for students, all classrooms built after 2016 have their own Chromebook sets or access to other devices. This includes all of the new G-Wing, the STEM center, and select F-Wing classrooms. There are 15 other all-staff Chromebook carts placed in strategic locations around campus. Check-out for these carts is managed through Google Calendars.</p> <p>All AVID and Computer Academy students also receive a personal Chromebook to use throughout their four years of high school. Access to Chromebook carts allows teachers to create a variety of lessons that use digital resources and for students to use those resources to create material and become more adept at software.</p> <p>Staff have noted the inequity multiple times of some classrooms having one-to-one access and others not. However, until there is direction and funding from the district level for a one-to-one initiative, it is difficult to increase the number of devices from 1400 to 2400 as well as the technical staff necessary for support. Some discussion has been held at the district office for a push toward one-to-one at all sites, and technology coordinators at M-A have pursued this topic multiple times, but there has been no decision made yet in this direction.</p>	



<p>All classrooms include Smart boards or projectors which are used to present information in different of formats to accommodate the variety of learning styles presented across the school population. Teachers use a variety of technologies (both hardware and software) in conjunction with their Smartboards, including Kahoot, Hovercams, Pear Deck Flashcard Factory, Delta Math, Devos, Mastering Biology and Virtual Fly.</p> <p>The English department strives to implement research-based instructional pedagogy, digital resources and differentiated instruction to make learning accessible for all students. This includes many lessons using Universal Design planning, which is a current district initiative for new teachers. Another district push, as previously mentioned, is the Constructing Meaning series for professional development. At least 7 teachers in the department have completed or are in the program currently and these teachers have presented a variety of CM strategies to the department as a whole.</p> <p>Additionally, teachers in the English Department carefully select books that represent diverse backgrounds to capture student interest. Teachers try to use books both from traditional canon and more contemporary works. To ensure access, books are available in print, and the school has access to digital, large print, and audio versions to support all types of learners. Other supports provided in class include read-alouds, group work, presentations, performances, and video and podcast creation. The inclusion of technology in the classrooms not only provides supports and diverse modalities for all students but also makes the curriculum more relevant to today's "digital natives." Many English classes make use of the digital resources on campus. Some classes write essays on the computer. Many classes do webquests or other forms of research. Some classes assign content based on multimedia resources, such as online discussions, online quizzes, video projects, and podcast projects. Lastly, there has been a push from some teachers to adopt more material from the CSU Expository Reading Writing Course (ERWC) and discussion about bringing in the Bay Area Writing Project for a presentation for teachers to help students engage in writing and reading.</p> <p>Every teacher in the Math Department uses Smartboard Notebook software to create and implement lessons. This software allows teachers to create visual guides to introduce concepts like factoring (with the use of algebra tiles). The Math Department integrates links and other outside resources into the software in order to provide scaffolded learning materials to our students. Chromebooks are used on a daily basis across the various math subjects to help implement curriculum. Some online resources to note are: Delta Math, Desmos, Socrative, Big Ideas Online Textbook Resource, Canvas, Google Docs, Google Slides, Khan Academy, Quizizz, and Kahoot!. Some teachers have implemented online quizzes or online practice assessments that give the students immediate feedback and allow the teachers to quickly assess where students are struggling and succeeding. The Math Department also has a graphing calculator loan program so all students have equal access to a graphing calculator. In addition math teachers stress the use of the Desmos calculator. Many math teachers are using document cameras , sometimes to record a lecture and post it online for students to have access to later. This process has been useful in helping students who miss class - or who need to review the lecture or examples in order to be more successful on homework and assessments. Additionally, M-A sends a group of teachers to attend the</p>	<ul style="list-style-type: none"> <li>- <a href="#">EL Achieve Constructing Meaning Presentation for English Department</a></li> <li>- <a href="#">English Department texts</a></li> <li>- <a href="#">Math Resources Site</a></li> <li>- <a href="#">Common Core Math Site Screenshot</a> (website restricted to</li> </ul>
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<p>CUE National Conference each year, which provides teachers with new technology resources to implement in their classrooms. For the past two years, math teachers have sent cohorts to the conference. Many of the current technological implementation in the Math Department has come from past CUE ideas. Lastly, the Math Department has the previously mentioned math website for help with Common Core skills.</p> <p>In the Science Department, teachers attend various professional development trainings at the site, district, and larger educational community level. Some trainings or conferences include: SF Exploratorium Teacher Institute, NSTA conference, CUE, AP conferences for science specific pedagogies, BABEC (technology based) California Academy of Sciences workshops, and EL Achieve.</p> <p>The CTE Department is focused on technology and hence technology is embedded in the curriculum for key course offerings such as AP Computer Science Principles, AP Java, Mobile Computing, Web Programming, Photography, Yearbook, 3D Animation, and Video Broadcasting. These courses are highly relevant to today's society, specifically in the Silicon Valley. Teachers incorporate screen casting educational tutorials, modeling, and independent work all on different computer programs. There is also some partnership with local companies such as Facebook and Electronic Arts.</p> <p>The VPA Department includes a wide variety of hands-on, project based courses. Due to the nature of the courses, some include less technology, yet still apply it in the classroom. Some courses include technology heavily in their courses such as Digital Photography which teaches students computer literacy on multiple programs including Photoshop and InDesign. With the range of technology use, these courses provide students the ability to try new things using different techniques and kinesthetic learning strategies.</p> <p>In the World Languages Department, many teachers consistently use Kahoot! as an informal comprehension check in class, which helps the students gauge their mastery of the new concepts. Teachers in the department also use Pear Deck Flashcard Factory. This website allows the students to draw a picture on their phones of the new vocabulary words and then the class votes on the best cards. The cards can then be exported and the students can use them to study. Some teachers in the World Languages Department also assign Google self-grading quizzes as homework before tests and quizzes so the students can get immediate feedback on how well they understand the material. The department also uses authentic texts and videos from YouTube and other sources to discuss current events in Spanish-speaking countries.</p> <p>In the Social Studies Department, all teachers partake in their own research of relevant curriculum, inserting more emphasis on particular areas of interest while also making sure to touch upon all requirements. Many teachers attend available professional development opportunities regarding new technologies and experiment with implementing them in the classroom. Teachers also frequently take advantage of instructional technology support provided at the school and district levels.</p> <p>It is important to note that technology is also a large part of the curriculum in our Independent Living Skills (ILS) courses for our students with moderate to</p>	<p>district accounts)</p>
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severe disabilities. Both classrooms use interactive software that allow students to engage actively with games and work on the smartboard. One classroom uses a Hovercam to show pages in use on the whiteboard, and the other class scans in all documents so that they can be shown on the whiteboard and read by Kurzweil (a program that reads scanned pages for students who are unable to access print.). Additionally, the Academic Resource Department (SPED) has Chromebook carts in most Study Skills classrooms. Case managers implement and train students in the use of Google Docs, Google Slides, and train students in the use of Canvas. Students are encouraged to communicate with teachers regularly through email.	
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## Teachers as Coaches

**C2.2. Indicator:** Teachers facilitate learning as coaches to engage all students.

**C2.2. Prompt:** *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>Teachers at Menlo-Atherton value a gradual release of responsibility and teaching students to be self-starters. To help students become independent critical thinkers, teachers use a variety of strategies. All teachers use Canvas to post grades and assignments, so that students can engage in their learning. Since the 2017-18 school year was the first year M-A implemented Canvas, teachers still need additional time to refine their usage of Canvas to implement Canvas tools. Some, but not all, teachers assign common checklist rubrics for students to track their progress and to hold each other accountable in partner/group work. This includes peer feedback for some assignments or discussion questions with peer comments. Peer feedback is an option that can be used in Canvas directly or it can be assigned through separate assignments.</p> <p>Teachers use a variety of techniques to meet this indicator in the classroom as well: gradual release of student responsibility; equity cards; modeling; sentence frames; templates; structured student talk; think-pair-share strategies; year-long ongoing portfolio projects; Socratic seminars or fishbowl discussions; and “I do, we do, you do” strategies all help students develop speaking and listening skills in line with the Common Core Standards and what will be expected of them in their post-secondary careers.</p> <p>Teachers also provide guided notes and use equity cards to ensure all students have an opportunity to participate in class learning and class discussions. Many classes use guided worksheets as well to help students engage with material. Focused note-taking and note-making is a key strategy in a schoolwide push for components of rigor. Students answer questions on the worksheets and then synthesize to answer a larger question. Other high-engagement strategies some teachers use, such as circle whiteboarding, shuffleboarding and board meetings, inquiry labs and student driven investigations, real world scenarios, and reflection and metacognition on assessments, help students develop as learners as they learn to assess</p>	<ul style="list-style-type: none"> <li>- <a href="#">Example rubric checklist</a></li> <li>- <a href="#">Example Canvas Discussion</a></li> <li>- <a href="#">Sample Socratic Coaching Sheet</a></li> <li>- <a href="#">Sample portfolio project - Foods and Nutrition</a></li> <li>- <a href="#">Sample Socratic Seminar Structure</a></li> <li>- <a href="#">Sample guided notes - English</a></li> <li>- <a href="#">Sample Guided Notes - History</a></li> <li>- <a href="#">Sample Guided Notes - Science</a></li> </ul>



<p>evidence, question material, and synthesize information to form their own opinions.</p> <p>Despite the number of strategies implemented, teachers would like more professional development. For example, the Math Department would like PD on how to increase project based learning. Another example for science is to have more PD on the implementation of NGSS and student engagement. Science teachers also need more time and information to develop curriculum which is less teacher driven and more inquiry based. In the 2018-2019 school year, the school adopted a focus on Components of Rigor to guide all trainings and PD sessions at M-A to try and provide more structure focus to professional development opportunities on campus. Some areas of focus are structured note-making, structured student-talk, and making moves of rigor.</p> <p>As mentioned previously, the district initiative to train teachers through EL Achieve/Constructing Meaning is promoting structured academic conversation. Students learn bricks of knowledge and learn how to combine these bricks with mortar to build adaptable conversation. Language supports are provided and teachers coach students and encourage students to coach each other as students increase their fluency and flexibility with academic language. To date, approximately 50 teachers at M-A have received the training, but the District has begun mandating training for all teachers starting with Social Studies teachers in spring 2019.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Sample guided notes - Math</a></li> <li>- <a href="#">Sample guided science lab</a></li> </ul>
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### **Examination of Student Work**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

**C2.3. Prompt:** *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Students at Menlo-Atherton have multiple opportunities to demonstrate that they can apply knowledge and skills at higher cognitive levels to extend learning opportunities across all content areas.</p> <p>In their English classes, students have various opportunities to demonstrate their ability to organize, access, and apply knowledge. These opportunities come in the form of brainstorming, close-reading skills, and annotation skills as students read for details and then apply what they read to “beyond the text” questions. The information learned through the text usually culminates in a critical thinking assessment such as an essay, Socratic Seminar, presentation, speech, or debate where students are expected to incorporate their own observations and form meaningful conclusions, demonstrating the students’ ability to gather information they have studied, organize it effectively for a purpose, and communicate their knowledge. The English Department is also reworking longer units such as “the Odyssey” to make students consider depth rather than breadth.</p> <p>The different Math Cycle of Inquiry teams share and collaborate as part of a</p>	<ul style="list-style-type: none"> <li>- <a href="#">Example Odyssey Assignment</a></li> <li>- <a href="#">Example Essay Prompt</a></li> </ul>



<p>professional learning community. Additionally, the department continues to incorporate technology and real life scenarios in their work to engage student's prior knowledge. The Math Department created a large variety of assessments to show student understanding (portfolios, cross curricular projects, lab practicals). Some math teachers are planning to develop more cross-curricular alignment to create multi-faceted projects that analyze various time periods and ideas. Vertical alignment would encourage use of prior knowledge between course levels. The department encourages teachers to participate in more interdisciplinary groups with individuals from multiple departments. Math teachers lead District trainings for general teachers on providing modifications and accommodations as well as trainings on the law surrounding IEP compliance.</p> <p>The Social Studies Department has collaborated to make document analysis and writing skills a core area of focus in all classes in all grade levels. The skills students learn result in culminating research assignments in each grade level. The requirements of the historical research paper build each year so 9th grade classes focus on thesis writing and document reading, 10th grade classes center around more complex document analysis, and by 11th grade students are able to incorporate detailed primary source document analysis into research papers.</p> <p>Students also have many opportunities to apply knowledge in science classes. In all science classes, students perform hands-on experiments and observe gather raw data. Using raw data, students create more observations. Students use these observations to come to conclusions that are backed by their research and the information they have seen. Students often write lab reports to synthesize what they have learned. These lab reports are graded according to rubrics that include sections for analysis of data and conclusions.</p> <p>The world language classes have clear vertical alignment between classes, and the Spanish 1,2, 3 teachers work together closely to make sure that their curriculum is complementary. In all language classes there is a focus on the acquisition of real world language skills.</p> <p>Lastly, the librarian at M-A leads workshops for students to access various resources.</p> <p>All departments would like to develop more of a connection between curriculum and real world situations in pushing students to apply their skills meaningfully. Multiple departments have expressed interest in textbooks including information and connections about life in other countries and places in order to foster understanding and provide real world contexts.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Cycle of Inquiry evidence</a></li> <li>- <a href="#">Sample Social Studies Inquiry Assignment with Primary Sources</a></li> <li>- <a href="#">Sample guided science lab</a></li> <li>- <a href="#">Sample science lab rubric</a></li> </ul>
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**C2.4. Indicator:** Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

**C2.4. Prompt:** *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*



Findings	Supporting Evidence
<p>All departments at Menlo-Atherton High School offer students opportunities to demonstrate higher level thinking skills. In the CTE Department, students in Computer Science classes practice Critical Thinking on a daily basis through complex problem-solving and algorithm design. They do this through a variety of modalities including pseudocode writing, visual programming, app programming, text-based programming, and even robotic control programming.</p> <p>Assignments in English classes use DOK levels 1-4. Students may start an assignment asking for plot details, but these plot details will then be paired with other details for comparisons and contrasts. Students are also asked to track the development of an idea over time using specific evidence. This culminates in more open-ended questions such as synthesizing material, evaluating the effect of a strategy use by an author, or applying information to real life situations. These kinds of questions are asked for reading and writing, and students are also required to respond orally to them as well. Additionally, multiple choice exams in many English classes are modeled on the AP and SAT exams, which test not only reading comprehension and vocabulary, but also analytical skills, ensuring that assessments demonstrate multiple levels of DOK.</p> <p>The Math Department provides students with problems that will help develop their higher level problem solving skills. Students learn to analyze a problem, develop a strategy to solve a problem, execute a solution to the problem, and test/validate that their solution is correct.</p> <p>The Physical Education Department promotes the development of higher level thinking skills by assessing how well students are able to communicate and work with team members. The department emphasizes different communication skills as students take on different roles and on teams.</p> <p>Science teachers at M-A work to push students to explain why they are doing what they are doing. Often, teachers use the CER structure, data collection, data analysis, writing conclusions to help students develop ideas. Teachers also use controversial topics to engage students in learning science through argumentation.</p> <p>All teachers in the Social Studies Department use primary source inquiries in order to engage students in higher-level thinking and discussion of historical concepts and controversies. Many teachers build structured discussions and debates into the research process. Students are provided with settings in which they can debate and discuss topics while drawing information from the relevant sources. Teachers also provide many opportunities to demonstrate content knowledge and high level thinking through written and artistic expression.</p> <p>In SPED, students demonstrate use of higher level thinking and problem solving skills in different ways, based on their disability and their IEP goals. Students with disabilities in the general education setting practice self-advocacy by e-mailing teachers with their needs and goals. Students in the Independent Living Skills setting often take electives in general education</p>	<ul style="list-style-type: none"> <li>- <a href="#">Sample Computer Science Lesson</a></li>   <li>- <a href="#">Sample Odyssey Lesson</a></li> <li>- <a href="#">Sample essay prompt</a></li> <li>- More lessons can be found in the <a href="#">Cycle of Inquiry evidence folder</a></li>   <li>- <a href="#">Sewer Science Lab Report</a></li> <li>- <a href="#">Sewer Science Rubric</a></li> <li>- <a href="#">Gummy Bear Experiment</a></li>   <li>- <a href="#">Sample Social Studies Inquiry Assignment with Primary Sources</a></li> </ul>



<p>settings. For many of these students, their ability to function in an elective is a demonstration of their ability to problem solve and think at a higher level.</p> <p>In world languages, the higher-level classes hold Socratic seminars, discussions, and/or debates based on articles the students read both inside and outside of class. The students are asked to debate their opinions on topics like immigration, the use of social media, health, laws around cultural preferences (wearing the Hijab, for example) in the target language. Teachers in the department try to teach students tolerance by “agreeing to disagree” in a civilized fashion while honoring individual voice. Students also create projects around conversation and nature in which they describe how they would improve the environment in their “ideal world”.</p> <p>Lastly, in Visual Performing Arts, students are often met with obstacles when creating art in a limited setting. Students are encouraged and guided to use critical thinking skills to problem solve including knowing fair use laws and the ability to use other people’s works. Students are encouraged to think outside the box and consider their surroundings differently to produce creative works. Students are able to produce high quality works of art and pieces despite time and material limitations.</p>	
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**C2.5. Indicator:** Students use technology to support their learning.

**C2.5. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>As previously discussed, the Menlo-Atherton School ESLRs are:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Menlo-Atherton High School will prepare all students to be academically prepared individuals who:</p> <ul style="list-style-type: none"> <li>• Meet or exceed national, state, and district academic standards</li> <li>• Succeed in their course work in order to graduate and achieve post-high school success</li> <li>• Communicate ideas through written, oral, and artistic presentations</li> <li>• Assess, analyze, synthesize, and evaluate ideas from a variety of sources</li> <li>• Use technology to enhance learning and engagement</li> </ul> </div> <p>As the use of technology is a specific component of our ESLRs, much groundwork has been done in providing access to students. As mentioned earlier, all students have access to Canvas, the Google Suite for Education, and devices on campus. The school also has two teachers who have some release periods for tech coordination and the district has a full-time staff member for tech resources for the classroom. Though the devices are not one-to-one, the school does have 1400+ devices for student use. This allows for instructional planning to include the use of technology in designing lessons and assigning student work. Some of the sites that are used by various departments include Socrative.com, Adobe Spark, Kahoot, Quizlet, Flipgrid, Kurzweil, etc.</p>	<p>- <a href="#">District Tech Resource Screenshot</a> (website locked to district accounts only)</p>



<p>In the English Department, students have multiple opportunities to use technology to assist them in achieving the schoolwide learner outcomes. Students use sites such as Socrative, Vocab Review, Flip Grid, Kahoot, Adobe Spark, and Pear Deck as formative assessments. Summative assessments, such as culminating projects or assessments, utilize sites such as Quizlet, and Adobe Spark. Students also complete online writing projects in their English classes. Projects are also assigned using technology such as presentations completed through Google Slides, video projects, or webquests. These projects using technology allow students to communicate their ideas; assess, analyze, and synthesize material; and succeed in their coursework, as according to the school ESLRs.</p> <p>One of the eight Standards for Mathematical Practice of the Common Core Math Standards requires students to understand when and where technology should be used. In Algebra 1, students use four-function and scientific calculators to find approximate solutions to quadratic equations. Students use Desmos for multiple visual purposes. They use the graphing calculator to explore graphing transformations. They pair up to play the Polygraph activity and individually work on Marble Slides. Students also use Delta Math to provide scaffolded and specific support in school and at home, while showing students corrections to their problems. In Algebra 2 and Precalculus, students use graphing calculators to find the approximate solutions for systems of nonlinear equations. In AP Calculus, students use graphing calculators to find approximate values of definite integrals. Students also watch teacher-made videos on YouTube to access the content at home. These uses of technologies and understanding when they need to use them help students achieve the M-A ESLRs.</p> <p>The Science and Social Studies Departments use Google Suite, webcasts, videos, and Google Slide projects in their classes. In completing these projects, students meet the M-A ESLRs of communicating ideas through written, oral, and artistic presentations and use technology to enhance learning and engagement.</p> <p>To ensure that students have equal access to technology across all curriculum levels, teachers would like one-to-one access to Chromebook carts. Teachers also request more training on our existing hardware and software to maximize the impact the use of technology in the classroom. Teachers want more discussions around equitable access to technology and the internet. These concerns have been brought up at the district level and the district as implemented a task force as it reviews its own program goals.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Adobe Spark Project</a></li> <li>- <a href="#">Sample Webquest assignment</a></li> <li>- <a href="#">Math Resources Site</a></li> <li>- <a href="#">Common Core Math Site Screenshot</a> (website restricted to district accounts)</li> </ul>
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**C2.6. Indicator:** Students use a variety of materials and resources beyond the textbook.

**C2.6. Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>While most departments have access to a textbook, they encourage students to go “beyond the textbook” by engaging in a variety of supplemental materials that include internet resources, primary sources, novels, poetry, film, art, and online software tools. Most of these supplemental resources are developed by or curated by individual teachers and staff. Since our school population includes a variety of diverse learners in a variety of courses, supplemental resources are necessary to help student engagement and mastery of concepts at every level of student instruction.</p> <p>No English classes at M-A are tied to textbooks, though our support level courses have consumable texts for the various programs such as Read 180 and System 44. While English classes do focus on getting students through novels and other texts, all English classes use material beyond the text. Students might be required to read a short story or a poem following a similar thematic idea and apply concepts from one piece to another. Students might be asked to evaluate the effectiveness of different media and authorial/directorial choices in texts or make connections to art, such as a unit on ekphrasis and poetry or an image of Greek gods versus their portrayal in The Odyssey. Students also listen to podcasts and watch TEDtalks. Recently, the English Language Development teacher for ELD 3 worked with KQED to get podcasts published and aired during KQED’s Youth Takeover in 2018. This project required that students write stories, organize with professional staff, and learn how to record and edit clips.</p> <p>In the CTE Department, materials are frequently updated and modified to reflect changes in industry. For this reason, it is impossible to depend on a time-proven curriculum - teachers must spend time and money every year updating their lesson plans to reflect these changes. Computer Science uses these materials and resources to stay current: A+ Computer Science Curriculum, UC Berkeley’s Beauty and Joy of Computing Curriculum, Stanford’s Coding Bat Problems, UW’s Practice-It, Code.org, and CodeHS.</p> <p>The Math Department uses Desmos to introduce quadratics. There are activities built to introduce quadratics in the real world. One example: students are given a picture of student shooting a basketball into a hoop and asked to hypothesize whether the ball will go through the hoop or miss. Then based on certain pieces of information they are given they are asked to find the equation of the parabola that represents the path of the ball. Students then use this equation to test their hypothesis. At the end of the project they watch a video of the student shoot the basketball to see if their hypothesis was correct. Examples/projects like this help the students tie concepts into the real world and require them to access both prior knowledge and the resources they are given, along with resources like the internet or notes or the textbook in order to correctly solve the problem. The</p>	<ul style="list-style-type: none"> <li>- <a href="#">KQED Lowdown</a></li> <li>- <a href="#">KQED Segment 1 - Music</a></li> <li>- <a href="#">KQED Segment 2 - Physicist</a></li> <li>- <a href="#">KQED Segment 3 - Family</a></li> <li>- <a href="#">Sample Webquest assignment</a></li> <li>- <a href="#">Coding Bat</a></li> <li>- <a href="#">Code.org</a></li> <li>- <a href="#">Berkeley Beauty and Joy of Computing</a></li> <li>- <a href="#">Common Core Math Site Screenshot</a> (website restricted to district accounts)</li> </ul>





<p>Math Department also has a lot of teacher generated resources that the students use. Algebra teachers at M-A have created hyperdocs for each unit that provide one document that link to various resources that are useful for that particular unit.</p> <p>Science courses base instruction on experiential labs and projects. In addition to their own data and conclusions from labs, which students use this as an alternate 'text' as they progress, students also access information from online databases and literature.</p> <p>All social studies teachers provide students with primary and secondary source documents that are procured from a variety of resources. Many teachers create their own supplemental sources or provide direct instruction based on their own personal research and understanding. Teachers with one-to-one Chromebook carts use them to allow students to find their own research materials and evaluate the quality of the sources.</p> <p>In VPA, Students have access to classroom websites, handouts, posters, visuals, lynda.com, screencast tutorials, books, and music to access the curriculum. Students are expected to create a professional online portfolio in the digital art courses.</p> <p>World language classes also encourage students to look beyond the text. In order to encourage students to go "beyond the textbook", the teachers in the department design assessments that offer them options to demonstrate their mastery of the material. For example, the students may write a response to an article they read, they can change the end of the article/story, or write and interview with one of the characters in the article/story.</p> <p>All departments indicate a desire for more collaboration time to develop appropriate supplemental materials as well as increased access to 1:1 technology in the classroom to provide equity to student learners and training on how to adeptly use that technology within instruction.</p>	<p>- <a href="#">Sample guided science lab</a></p>
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## Real World Experiences

**C2.7. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.7. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>From section B 2.4 Post Secondary Transitions:</p> <p>College and Career Day was created on Menlo-Atherton's campus in 2014 to promote college and career awareness for all students. During a minimum day in fall, students are offered visits to colleges, take free PSAT tests, and participate in career panels. College and Career Day's program goal is to increase graduation levels through engaging students in college options.</p> <p>During Career Day, ninth graders are taken to the following college</p>	<p>- <a href="#">College and Career Day Gallery</a></p>



<p>campuses: San Francisco State University, Notre dame de Namur, San Jose State, University of San Francisco, Cal State East Bay, Menlo College, and Santa Clara University. The purpose of these visits is to provide every ninth grade student with access to a college campus to gain more information about attending and applying to college. Our goal in taking all ninth graders to a college campus is to excite them about possible college pathways.</p> <p>Sophomore and junior students take the PSAT on this day. In the past, PSATs were given on a voluntary basis with students paying for the test and coming in for a Saturday session. Starting with College and Career Day in fall of 2014, all sophomores and juniors are given the test during the school day, promoting equal access. Though the school asks for a suggested donation from families, payment for the test is not mandatory. The test is funded by the M-A Foundation for the Future.</p> <p>Senior students participate in a career panel with volunteer speakers from a variety of professions. Career paths in vocational services, the hospitality sector, public service, and private sector jobs are highlighted in panels, exposing students to careers requiring varying levels of education. Students have an opportunity to listen to volunteers speak about their jobs and ask questions during the three separate career panels offered on this day.</p> <p>In addition, M-A has two College and Career Counselors to assist students in post-secondary planning. Approximately 175 schools come to M-A annually to give presentations about their colleges and answer questions from parents and students.</p> <p>For students with IEPs, through the district's Special Education Department, a Transition Specialist is assigned to M-A to help support students explore college and career opportunities. This includes planning vocational school visits for students with higher needs. In specified fields such as visual and performing arts, instructors encourage students to attend art forms at higher education and professional levels.</p> <p>More specifically to this section, students at Menlo-Atherton have many opportunities to engage in career preparedness activities. Menlo-Atherton employs a work study coordinator who helps students get job permits and informs students of the rights they have as well as the regulations for student-workers. Through the work study coordinator, students also have the opportunity to volunteer for Outdoor Ed and gain experience as counselors to local primary schools.</p> <p>Additionally, the Computer Academy at M-A is well-positioned to give students access to career exploration. The Academy is a specially designed program for targeted students within Menlo-Atherton High School committed to developing the academic, personal, and critical thinking skills needed for them to achieve success in both post-secondary education and securing quality employment in today's information-based society. The Academy Mentor program provides one-on-one support for 10th and 11th graders. Mentors help students with resumes, cover letters, interview skills, and goal setting. The program emphasizes community-building, academic incentive and career oriented field trips. In the program, students learn skills such as MS. Word, MS Excel, MS Powerpoint, HTML, Dreamweaver, PhotoShop,</p>	<ul style="list-style-type: none"> <li>- <a href="#">Academy - Age of Reason Brochure</a></li> <li>- <a href="#">Academy Photoshop Lesson</a></li> <li>- <a href="#">Academy Aquarium Field Trip Picture</a></li> </ul>
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<p>Adobe Flash (animation), Fireworks, iMovie and Final Cut Express. Recently, students in the Academy who achieved a 3.0 GPA or higher took a field trip to the Monterey Bay Aquarium.</p> <p>Within the Social Studies Department, the quarter-long 9th grade Life Skills curriculum includes various college readiness topics, as well as focusing on the multitude of skills necessary for success in society. All course levels focus heavily on skills that translate beyond the History content. Digital citizenship is included in the 9th grade curriculum which allows students to build their digital knowledge while also discussing appropriate ways to use that technology.</p> <p>A full year of a CTE course is a mandatory requirement for graduation at Menlo-Atherton. As mentioned in section B2.1, all CTE courses do career exploration in their field, and some do career ready activities, like resume writing and interview practices. Some CTE students also participate in the district wide Career Fair with mock interviews, career panels, and job and course simulations. CTE pathways are available in all CTE courses with level I, level II, and level III courses. Teachers are exploring a way to indicate the completion of a pathway, and translate that completion into evidence of pre-technical training, with the goal of producing career-ready graduates.</p> <p>While we have many initiatives and efforts in place to help students transition out of M-A, the pathways that M-A showcases tend to be limited by the demands and expectations of the Silicon Valley. We have lost many CTE pathways such as in the fields of automotive and mechanical skills. More courses have been added in the computer fields and we now offer three levels of Computer Science. While the emphasis on technological training reflects our school's location and the immediate resources available, this does limit exposure to different job pathways for all students.</p>	
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### ***ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs***

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

#### **Summary (including comments about the preliminary identified critical learner needs)**

Menlo-Atherton has many programs in place to meet student learning needs in the area of instruction. The highly qualified teachers at M-A undergo multiple trainings and professional development sessions aimed at improving communication, standardizing student learning goals, and creating curriculum. Some recent initiatives to accomplish these tasks are the district's push for Constructing Meaning training and the schoolwide Cycle of Inquiry process. The district and school are also putting more emphasis on creating curriculum that addresses multiple areas of depth of knowledge.

The data reports for Menlo-Atherton suggest two critical areas of need: supporting students with disabilities and students from our significant subgroups. While the school is making many efforts to close the achievement gap between our students coming from Menlo Park and Las Lomitas with those students coming from Ravenswood, the gap continues to persist.

The district and the school are addressing this gap by giving teachers additional training in Constructing Meaning and modeling of instruction, offered through the EL Achieve program. Constructing Meaning training is available to all teachers, with the goal to have 100% participation of teachers in the next few years. Some tenets of Constructing Meaning are creating multiple scaffolded access points for students to develop ideas and to provide explicit language instruction across subjects. Students are taught the bricks of fundamental concepts for each course and provided the mortar to put these bricks together. The program also stresses the importance of transferable skills so an idea-building lesson in English using mortars of subordinating phrases, which can also be used in science lab reports. Additionally, the program follows the model of teachers as coaches who set up students for success through the direct instruction of multiple reading and writing strategies with explicit questioning and writing frames. The intent is a gradual release of responsibility where students might start with more structure but learn to break away from the structures once they are able to apply skills independently.

The district not only provides the initial trainings but also provides additional paid curriculum building time and curriculum cohorts for Constructing Meaning. Through this optional process, teachers develop units and reflect on the process, culminating in a presentation on their work and the data they have collected.

Cycle of Inquiry also meets the critical learner needs of Menlo-Atherton as the process is intended to create curriculum with common instructional goals. Curriculum groups started the year by choosing target CCSS standards. Then, the teachers created curriculum and a common assessment together to teach these standards. This process helps teachers align with each other and helps ensure that students are being taught the same skills across classes at the same level. While the process in practice is not followed with as much fidelity as hoped in some groups, administration is looking into how to further leverage this cycle to strengthen instructional practices.

Instructional Rounds are another means by which teachers receive professional development. During Instructional Rounds, teachers observe the classes of peers on campus. The model is not meant to be judgmental or punitive. Teachers are to track classes for depth of knowledge and rigor. After Instructional Rounds, a debrief is held to discuss what was observed and takeaways.

M-A is also committed to providing instruction on post high school transitions. This includes access to technology through Chromebook carts and various web apps such as the Google Suite for Education. It



also includes maintaining College and Career Day and the multiple opportunities to meet with guidance staff.

The processes in place to improve and create instruction help meet the critical learning needs of supporting students with special needs and supporting our students from significant subgroups achieve high school success.

**Prioritize the strengths and areas for growth for Category C.**

**Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- Variety of Teaching Strategies
  - Staff at Menlo-Atherton display a variety of teaching strategies to meet student need and to stay current with educational practices. In addition to traditional lecture-based lessons, all teachers use some elements of groupwork or pairwork to foster conversation and practice. More classes are adopting lessons that involve technology, such as the [video project in ELD](#) in which students describe their journeys to Menlo-Atherton (and America) or a [Virtual Reality Assembly](#) for an Environmental Chemistry class that was a collaboration between our SDMSC and WeLens, a local nonprofit.
- Opportunities for Collaboration and Training
  - In keeping current with education and improving practices, staff at Menlo-Atherton have many opportunities for collaboration and training. Cycle of Inquiry is a mandatory meeting time twice a month for staff to create lessons and modify practices. Additionally, the Foundation funds more informal collaboration between teachers to ensure that students are receiving high quality instructional material. The district also provides multiple training sessions on current and research-based educational practices.
- College and Career Day
  - College and Career Day is a great opportunity for students to prepare for college and to explore jobs. By visiting local universities, students can see students of all backgrounds on college campuses enjoying the experience. College students will sometimes stop to talk to our students, and graduates of M-A will often meet the tour and give information about their experience as well. Additionally, M-A pays for students to take the PSAT twice so all students have equal access to practice before the SAT. And finally the career panels for seniors are a great experience for students as they learn about different careers available and hear the different pathways each panelist took to reach their current job. College and Career Day is a positive way for all students to learn about post high school transitions.

**Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- Increase Instructional Rounds
  - One professional development model adopted in the 2017-2018 school year involved teachers in a given department making "instructional rounds" to observe their colleagues pedagogy. Instructional Rounds were set up to be non-evaluative but to foster discussion. Many teachers who completed these rounds liked the experience. Currently, five departments, Math, Social Studies, English, Science, and World Languages have completed instructional rounds. All teachers and all departments should participate in this process. Instructional rounds are planned for English, math, social studies, and science for first semester of 2018. District level rounds will also occur with teachers and administrators and include administrator training.



- More Meaningful Depth of Knowledge (DOK)
  - Teachers at Menlo-Atherton create a lot of curriculum, and to ensure appropriate rigor and appropriate access to rigor, teachers should get more training in meaningfully applying depth of knowledge. A level 1 or level 2 activity in itself is not a bad lesson; however, the level 1 or level 2 activity should be pushing toward level 3 and level 4 to promote critical thinking skills. As such, M-A should work with staff to continue to build strategies of Components of Rigor, such as structured note-taking, structured student talk, AVID WICOR strategies, and Constructing Meaning. Many teachers already have lessons incorporating the different levels of DOK, but work can be done to have a more consistent application.
- More Focused Trainings
  - As mentioned in the strengths section, teachers and staff at Menlo-Atherton have multiple opportunities for collaboration and training. Teachers have expressed however that because there are so many options, it is difficult to know which to focus on. A more conscious effort should be made by departments and administration to meaningfully choose certain methodologies and follow through on them rather than continually suggesting all of them. For the 2018-2019 school year, the professional development focus is Components of Rigor. One goal is to have all teachers attend Constructing Meaning Training at the district over the next 3 years. To complement this, PD will focus on writing, inquiry, organization, collaboration, and reading.





# Category D: Standards-based Student Learning: Assessment and Accountability





## D1. Using Assessment to Analyze and Report Student Progress Criterion

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

### Indicators with Prompts

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
<p>Menlo-Atherton High School uses various standardized assessments such as:</p> <ul style="list-style-type: none"> <li>- Gates-Macginitie Reading Test (GMRT)</li> <li>- Diagnostic Online Reading Assessment (DORA)</li> <li>- Diagnostic Online Math Assessment (DOMA)</li> <li>- Reading Inventory (RI)</li> <li>- Phonics Inventory</li> <li>- Physical Fitness Test (PFT)</li> <li>- Mathematics Diagnostic Testing Project (MDTP)</li> <li>- Interim CAASPP</li> <li>- CAASPP</li> <li>- CELDT (no longer used as of 2018-2019 school year)</li> <li>- ELPAC</li> <li>- PSAT</li> <li>- SAT</li> <li>- AP</li> </ul> <p>Many results for these tests are mailed home directly, such as the PSAT, SAT, CAASPP, and AP results. Results for tests not mailed home such as the GMRT, DORA, RI, MDTP, and PFT, which are used internally for student placement and for tracking growth are posted to Infinite Campus (IC) and are available for staff, parents, and students to see.</p> <p>Additionally, some aggregated assessment data is shared with stakeholders via official school reports. Some graduation, SAT, and GPA information is available in the School Profile on the M-A website. Dashboard data and the School Accountability Report Card are also available through the district website and hard copies are mailed upon request.</p> <p>Select data is shared with teachers through staff meetings. At the end of every fall semester, teachers are given an anonymous breakdown of student performance by the classes they teach. For example, all of the Algebra I</p>	<ul style="list-style-type: none"> <li>- <a href="#">IC test scores screenshot</a></li> <li>- <a href="#">School Profile</a></li> <li>- <a href="#">California Dashboard</a></li> <li>- <a href="#">SARC</a></li> <li>- <a href="#">Process for Reviewing Grade</a></li> </ul>



<p>teachers get a breakdown for percentages of students who received an A, B, C, D, or F. While the teacher names are anonymous, the data is sorted by teacher, and staff can see if classes have similar pass rates and discuss discrepancies. This information for grades is also shared during our Shared Decision Making Site Council (SDMSC) meetings with the various department, guidance, administrative, classified, parent, and student representatives. Regular review of grade distribution data by course within the department prompts reflection, conversation, and adaptation. Grades are an important metric of performance data and an ongoing area of professional interest throughout the school.</p> <p>A less formal but perhaps more important method of disseminating data is through Canvas, our Learning Management System. Per district requirement, all teachers post grades and assignments to Canvas on a regular basis. Canvas is accessible to both students and parents as a means to monitor progress. Monitoring through Canvas gives parents and students more information to make decisions regarding appropriate level placement in courses. Set grading periods every six weeks assure that parents get notice of student grades, especially when students are at risk for earning failing grades. Formally, students and parents receive official mailed progress reports for every quarter and official report cards every quarter, and these grades are also posted online through Infinite Campus. Teachers are required to send a progress report for any student who is in danger of failing the class, with a marker to alert the parents. All teachers complete official quarter and semester report cards.</p> <p>In the Academic Resource Department (SPED), resource teachers who work with students with specialized academic support use data that is available to create IEP goals that are monitored and reviewed annually. These IEP goals are then shared with teachers of students. To promote self-advocacy, students usually share the goals and accommodations they have in a personal introduction email at the beginning of the year. Case managers also do triennial assessments.</p>	<p><a href="#">Data</a></p> <ul style="list-style-type: none"> <li>- <a href="#">Grade breakdown by "gatekeeping" course - 2017</a></li> <li>- <a href="#">2017 Sem 1 Grades by course</a></li> <li>- <a href="#">2016 Sem 2 Grades by teacher</a></li> <li>- <a href="#">SUHSD Learning Management System posting requirements</a></li> </ul>
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### **Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Initial student placement at Menlo-Atherton is largely determined by district placement charts. Guidance counselors determine 9th grade placement by assessment scores as they fall on the charts. While teachers have some input in the creation and implementation of these placement levels, final say comes from the district.</p> <p>Staff at Menlo-Atherton have multiple opportunities to discuss the basis for students' grades, growth, and performance. One such opportunity is during Cycle of Inquiry meetings. Cycle of Inquiry is a model adopted by the school</p>	<ul style="list-style-type: none"> <li>- <a href="#">English Placement Chart</a></li> <li>- <a href="#">Math Placement Chart</a></li> <li>- <a href="#">Science, Social Studies, PE Placement</a></li> </ul>



<p>in the 2016-2017 school year during which groups of teachers meet multiple times a month around a common learning objective or essential question for students. The cycle requires observation of student work and adapting material to meet student needs, which often include collaborative discussions on specific metrics for assessment to ensure consistency in expectations for student performance and assessment. For example, some teams meet to create and grade common assignments. During a November 2017 minimum day meeting, all Cycle of Inquiry teams were required to choose a standard and bring in samples of assignments that exceeded, met, and did not meet standards. Then, as a team, the group had to determine the indicators for exceeding, meeting, and not meeting standards for the chosen standard. The following day, teams met once more to create a tool to help students meet standards. Some teams continued this practice through future cycles of inquiry. All teams worked on this exercise, though some teams did not complete the form. Some representative samples of completed forms are available from multiple departments in the Supporting Evidence section. A focus for Cycle of Inquiry in the 2018-2019 school year is the creation of common assessments.</p> <p>The English Department has some additional opportunities for vertical teaming. Many teachers in the English Department common grade practice AP exams to calibrate grading. Teachers meet in teams to calibrate grading with rubrics and discuss student writing. Some teachers are also released two times a year for grade-level collaboration meetings that are led by an English coach. The purpose of these release days is to discuss and evaluate students' responses to a common writing assignment with the same rubric as well as plan standards-based assessments and align curriculum to the standards. Some grade-level teams meet to assess work on a more consistent basis: The AS English I team grades essays to determine and calibrate letter grades approximately three times a semester. This ensures that each member of the team holds each student to the same level of rigor and academic accountability; the AP Language team meets a few times a semester to grade each other's essays with a rubric to calibrate scores and ensure consistency; the AS English II team met twice in the 2018-2019 school year with common prompts and common rubrics to calibrate scores. The English Department acknowledges that teams should meet more often to assure consistency and vertical alignment as well as horizontal alignment. The same assessments or similar assessments could be given before and after a lesson/unit to measure growth. Some department members have expressed desire to meet with grade-level teams more frequently and to discuss standards-based grading.</p> <p>Common grading is not limited to English. U.S. History teachers assign a common research essay, then meet to take turns grading student samples. In this meeting, teachers discuss which standards are being met and how to align their understanding of what qualifies as Advanced, Proficient or Basic/Below Basic in various skills categories of a common rubric. The U.S. History Cycle of Inquiry group shares exemplars for the research paper to help teachers gauge student work that meets and exceeds the standard. Cycle of Inquiry groups calibrated student work during the minimum day Cycle of Inquiry meeting time on November 7, 2017 in the activity described above. Some specific links to social studies meetings are provided in this section's supporting evidence. The department acknowledges that it is</p>	<ul style="list-style-type: none"> <li>- <a href="#">November Cycle of Inquiry Agenda</a></li> <li>- <a href="#">November Cycle of Inquiry Evidence Form</a></li> <li>- <a href="#">November Cycle of Inquiry Evidence Examples</a></li> <li>- <a href="#">2018 Practice AP Grading Sign-Up</a></li> <li>- <a href="#">AS English II Cycle of Inquiry</a></li> <li>- <a href="#">US History Cycle of Inquiry (from Nov 7)</a></li> <li>- <a href="#">Modern Euro Cycle of Inquiry (from Nov 7)</a></li> </ul>
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<p>critical to ensure that students are growing and improving in their historical thinking abilities throughout their high school career. Many social studies teachers agree that vertical alignment is necessary to meeting this goal. This allows teachers and students to assess ways to improve instruction and reteach concepts or skills as needed. One tool for analyzing student assessments and for reteaching is a student exam analysis form. For further professional development, many teachers in the department would like specific professional development opportunities to align curriculum to the new History/Social Science Framework and employ standards-based grading practices.</p> <p>The Math Department utilizes pacing guides in some subject areas, including Geometry. Grading is calibrated using rubrics in Algebra I. Algebra Readiness uses computer-based assessments to provide data for progression within the curriculum. A similar model for measuring growth could be used across the department, measuring learning through similar/same pre- and post-assessments in each unit.</p> <p>The Physical Education Department develops a department-wide course rules and expectations handout that is distributed to all students. This handout is given to all students at the beginning of the year with the expectation that students and parents read and sign the contract and return it to their teacher. The department also analyzes grades and discusses findings. The department will continue to develop ways to analyze students' fitness improvement throughout the quarter to guide instruction and areas of focus.</p> <p>The SPED Department uses a variety of assessment data to drive all decisions with regard to placement of students in the general education setting (least restrictive environment). Standardized assessments (MDTP, GMRT, DOMA, and DORA) scores are utilized to determine appropriate academic level of placement. Case managers would benefit from more time built into their day to work with teachers for the purpose of modifying curriculum, implementing accommodations, and collaborating with general education teachers. Individual student needs vary greatly and the amount of time case managers have to support needs is limited when case managers also have to co-teach, facilitate IEPs, conduct study skills classes, attend transition meetings, and monitor student progress. Co-teachers would also benefit from increased release time to collaborate for the purpose of differentiating the curriculum effectively. The current allotted time is helpful but insufficient.</p> <p>While there has been some time to talk about common assignments, common assessments, and common grading, especially with Cycle of Inquiry, this is still an area of growth for M-A across departments. Discussions about grading, consistency, and mastery must continue in departments and in interdepartmental contexts. Evaluating the impact of zeros in grading and/or standards-based grading could be implemented by willing Cycle of Inquiry Teams. Teachers also acknowledge that data discussions are helpful, but because data is presented once a year and anonymously, there is little oversight in place to ensure teachers reflect or adjust policies and standards. Some teachers report wanting more direction and feedback on the process.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Government Cycle of Inquiry (from Nov 7)</a></li> <li>- <a href="#">Sample Exam Analysis</a></li> <li>- <a href="#">Algebra Pacing Guide 2018</a></li> <li>- <a href="#">2017 Sem 1 Grades by course</a></li> </ul>
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November 2017 minimum day meeting, all Cycle of Inquiry teams were required to choose a standard and bring in samples of assignments that exceeded, met, and did not meet standards. After evaluating samples, all teams met the next day to create a tool to help students who did not meet the standards to arrive at meeting standards.

Aside from teacher-centered monitoring, students and parents can access grades regularly in Canvas to monitor progress, and progress reports are sent home periodically as more formal reports of student performance. Also from section D1.1, students and parents receive official mailed progress reports for every quarter and official report cards every quarter. These grades are also posted online through Infinite Campus. Teachers are required to send a progress report and indicate when a student is “in danger of failing” at progress report time. All teachers complete official quarter and semester report cards.

In terms of monitoring growth through standardized assessments, SAT and PSAT prep courses are also offered free of charge to any interested students. English and math teachers teach these courses on campus. Moreover, all juniors take the SBAC assessment in the spring to demonstrate their mastery of skills in the areas of math and English Language Arts. As practice, all math and English teachers grades 10-11 give district-created Interim Assessments to assess student progress toward meeting expectations on the SBAC. The Interim Assessment is used by the district to track performance of students, and teachers are given reports of their students’ performances. In the past, the district tested for some styles of questions that confuse students most, such as having to choose two correct answers. However, as of the 2018-2019 school year, the district has decided to implement full Interim Assessments (ICA) in math and English. While these Interim Assessments are good practice in experiencing the format of the test, many teachers express frustration that the Interim does not seem to be meaningful aside from teaching students how to navigate the test. Teachers express that the test is not always related to content for their specific classes, such as a student in pre-Algebra required to answer Algebra II questions. Some teachers also say opportunities are lost for meaningful practice with the content they teach and would like a more direct connection, such as SBAC style questions for a class novel.

After administering the ICA, the district led professional development on assessing results. Teachers analyzed student areas of strength and areas for improvement. Then, teachers created action plans for next steps based on the data.

Aside from the ICA, a district initiative is underway to create benchmarks for Algebra I students that teachers can use to monitor mastery of content standards that lead to meeting expectations on SBAC.

In regards to monitoring college and career readiness, M-A has many programs that help students meet college and careers readiness standards and transition to life after high school. Through College and Career Day, all 9th graders visit a college campus and all 10th and 11th grade students take the PSAT. 12th graders attend college workshops and career panels.

- [ICA Presentation](#)
- [ICA Action Plan](#)

- [Guidance Course Selection](#)





<p>More information about College and Career Day can be found in section B2.4 Post High School Transitions.</p> <p>Guidance counselors have set a goal in which 70% of all 9th grade students are on track to meet A-G eligibility. Students meet with advisors multiple times annually to choose courses and discuss academic progress. Guidance counselors schedule meetings two to four times a year with students in all grade levels. Ninth graders meet with their counselors three times in groups and also have a brief individual check-in to select tenth grade courses. Tenth and eleventh graders have two group visits with counselors each year in addition to individual sessions for course selection. Most twelfth graders meet with counselors at the beginning and end of the school year, with additional individual meetings scheduled as needed.</p> <p>For the SBAC, M-A is in the early stages of aligning course outcomes to the SBAC and of backwards planning curriculum from the SBAC. Many teachers agree that as a school, M-A needs to improve alignment of rigor and focus to the performance standards of the SBAC. Attempts have been made at this goal using Interim Assessments, but they have proven to be limited in scope and not necessarily aligned to courses. The shift to a more comprehensive Interim will hopefully address some of these concerns. The district is also pushing for more SBAC alignment in English common units, and district coaches are working with staff to update curriculum to include practice SBAC-style questions. In addition, although some departments are in alignment in terms of common assessments and course outcomes, not all departments have met this goal. An area for growth would be to have all departments have consistently aligned grading and learner outcomes.</p>	<a href="#">Schedule</a>
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### Assessment of Program Areas

**D1.4. Indicator:** The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the processes that the school leadership and instructional use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>From section B1.2, all teachers at Menlo-Atherton are expected to teach material aligned to national standards - Common Core, NGSS, AP, etc. Administrators check that lessons for teacher evaluations are tied to standards. New teachers get training on aligning their courses to standards through the district. The district also provides content-specific coaching in the subjects of English, math, and science. These coaches help teachers at all sites develop curriculum aligned to standards and help develop best practices for the district. Additionally, all courses at M-A that are A-G eligible are subject to the UC course approval process. All requirements meet state or national standards in order to align with community college and A-G eligibility. All AP classes also align to the AP test and AP syllabi are submitted to the College Board annually. Course submissions are updated</p>	<ul style="list-style-type: none"> <li>- <a href="#">Observation Lesson Plan Template</a></li> <li>- <a href="#">Teacher Evaluation Standards</a></li> <li>- <a href="#">New Course</a></li> </ul>





<p>annually.</p> <p>Each student's individual progress towards meeting credit and course requirements is reviewed multiple times each year with guidance counselors. From the above section, for 10th and 11th grade students, guidance counselors meet individually with the students to discuss progress toward graduation and goals and to select future classes. Ninth grade students meet with advisors four times a year in small and large groups. These multiple meetings help identify whether students are on track for graduation with course selections, credits, and grades.</p> <p>All departments participate in Cycle of Inquiry meetings where they focus on specific issues within their departments related to curriculum and assessment (including some who do data analysis). During department meetings, course offerings, pathways, grade distribution, homework policies, graduation requirements, and curriculum, are reviewed and discussed periodically to find areas of growth and needs for improvement. For both Cycle of Inquiry and department meetings, administrators and counselors periodically attend in order to be a part of the discussion as well as to clarify school and district policies. The school rigor chart is updated periodically by department to reflect the difficulty of courses for students. The rigor chart is helpful for both staff and students to gauge the difficulty of each course. Some staff members express that the rigor chart could be updated more frequently.</p> <p>In terms of assessing programs, many of the ideas to change curriculum or program areas (such as the new Freshmen Biology class or the need for a Math Success Coach) have come out of team meetings. These ideas were then brought to the entire departments for more discussion during department meetings. This process eventually led to the implementation of some of these ideas that the department decided were more effective than current models. The meeting times have been helpful to not only disseminate information, but also brainstorm ideas and share concerns.</p> <p>While staff at M-A do often assess and propose changes to program areas, staff are also limited by district requirements. For example, many teachers of intervention level courses claim that the programs are not as effective as they could be in their current model. Some also disagree with the hard cut-offs for placing students without also taking into account teacher input. However, the placements are mandated by a district codex and teachers can do little about student placement in those classes. Additionally, the courses have mandated instructional minutes for certain tasks, such as the requirement that 80% of texts taught in an English Intervention class come from the Read 180 curriculum. This prevents students from reading many of the grade-level texts of their peers, even when teachers feel it would be effective to teach them. Moreover, students in Intensive English Intervention and Algebra Readiness only receive elective credit for their classes. This means they have two periods of "English" or two periods of "math" but do not receive even high school English or math credit for the classes. Many students in Intensive English are in the Algebra Readiness class. This scheduling affects A-G rates as if students start in Algebra Readiness, there is little chance of becoming A-G eligible because getting to Algebra II would take an additional year of math (5th year of math). Though concerns have</p>	<p><a href="#">Proposal Template</a></p> <ul style="list-style-type: none"> <li>- <a href="#">Guidance Curriculum</a></li> <li>- <a href="#">Guidance Course Selection website</a></li> <li>- <a href="#">Sample Course Selection Sheet</a></li> <li>- <a href="#">Rigor Chart</a></li> <li>- <a href="#">District Placement Charts</a></li> </ul>
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<p>been raised annually about these policies by individual teachers and by department heads in meetings at the district and to board members, little has been changed at the district level. It is widely understood that there is no easy solution to this problem as the students in the support classes do indeed need the supports as they are often more than 4 grades below grade level. These concerns have been raised with partner schools about math and English levels of incoming students, but progress has not been as fast as teachers would like.</p> <p>Graduation requirements are set by the district, though some workarounds have been instituted after multiple requests from teachers. One such workaround involves those students described above as receiving a majority of elective credits if they are in 4 periods of electives each day. The district requirement is for 3.5 years of history, but students in multiple support classes do not have room in their freshman schedules for history. The district has agreed to waive its freshman history requirement for these students. Additionally, the district recently agreed to allow the third level or higher of a world language class meet the CTE requirement for graduation. CTE teachers report that this has had a serious impact on enrollment in their courses.</p> <p>A common theme among departments seems to be how grading policies are affecting student success and matriculation through the department course pathways. Multiple teacher-driven conversations have been held about this concern and the meaning of a grade of “zero”. There have been whole-staff and small group meetings. The most recent conversation around zeros was held on 2/28/2017 for teachers new to the school in the past three years who have not previously participated in the training. A whole-school training was held in 2014. Teachers have also discussed how grading practices affect graduation rates. However, while discussions have been held, no schoolwide grading policies have been adopted and concerns are raised that it would be difficult to implement a schoolwide grading policy due to union concerns.</p> <p>Additionally, as mentioned above, course teams discuss grade distributions that are compiled by the Instructional Vice Principal (IVP). This is done to foster discussion about grading practices and curriculum rigor. However, some faculty members have expressed concerns about discussing grade distribution and the purpose and effectiveness of these conversations. Some staff members like the discussions as they are, some want more structure to the discussion, and some staff members do not think discussion is helpful. The conversation could have clearer framing from administration.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Graduation requirements and college requirements</a></li> <li>- <a href="#">Zero Alternatives article</a></li> <li>- <a href="#">Effective Grading Practices article</a></li> <li>- <a href="#">The Third Rail article</a></li> </ul>
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### Schoolwide Modifications Based on Assessment Results

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

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to*



*support student achievement and their needs.*

Findings	Supporting Evidence
<p>Using evidence that smaller classes improve student success, Menlo-Atherton has targeted courses with statistically higher failure rates for smaller class sizes. The M-A Foundation helps with funding for these smaller classes. The school should evaluate the results of this initiative for smaller classes in order to determine if a greater number of students are achieving higher success rates. For example, the Foundation funds additional guidance counselors so students can be served more individually; class caps for high-impact courses like English; additional sections of AP and AS courses; and homework centers.</p> <p>Assessment results are used to help close the achievement gap between those students who have access to private tutoring versus those who don't. In the English Department, for example, assessments showed that students were unprepared for writing. In order to help those students who do not have access to private tutoring, the school secured funding from the Foundation for a teacher-staffed Writing Center. Having access to resources is a priority in order to help students.</p> <p>Some English teachers have also expressed interest in standards-based grading after assessing student work. To start discussion toward standards-based grading, at least 8 teachers from Menlo-Atherton attended a district training, including 4 English teachers and the principal. More M-A specific professional development in this area could help determine if this would be a successful project for all staff.</p> <p>Staff members have often brought up the inequity in support for students from different backgrounds and the availability or lack of private tutoring. Teachers noticed that students who received private tutoring generally received higher grades and that skills improved more quickly. To offset the disparity, the M-A Foundation and PTA generously agreed to fund support tutoring and homework center programs. A general homework center had been in place for years, but a specific freshman support program was started in the 2016-2017 school year which was broken down by subject and staffed by M-A teachers in those subjects. The program is no longer freshman-specific and is staffed by teachers of English, math, science, and world language. Teachers agree about the benefits of these resources; yet, some of these programs have lower participation than desired. The school should continue to evaluate and improve these programs to increase student participation.</p> <p>Additionally, it was noted that some sports players, notably football, had difficulty keeping grades up. An after school football homework support center was expanded and now runs daily with help from the athletic boosters. Moreover, many teachers have brought up on multiple occasions how after school sports matches affect student grades. Students are always given opportunities to make up work, but missing class time still had detrimental impact on grades. Partly in response to this, M-A implemented a new bell schedule for the 2018-2019 school year. The school tried out two different schedules in the 2017-2018 school year and surveyed students, staff, and parents after each trial period. The chosen schedule includes a flex time</p>	<ul style="list-style-type: none"> <li>- <a href="#">Foundation Funding</a></li> <li>- Establishment of writing center</li> <li>- <a href="#">Writing Center Report</a></li> <li>- <a href="#">After school supports</a></li> <li>- <a href="#">2017-2018 Athletics GPA</a></li> <li>- <a href="#">Bell Schedule</a></li> </ul>



<p>period to help students make up work. Additionally, the days of the block schedules flipped so that students who had Tuesday and Thursday matches, such as all baseball students, would not miss two 6th period classes a week and would instead miss one 5th and one 6th period. The school is hopeful that this new schedule, especially with the added flex time, will help students reduce stress levels and give students more opportunities to talk to teachers.</p> <p>Another initiative implemented is a restorative justice model that was rolled out to a group of volunteer teachers in the 2016-2017 school year. This program was brought on campus because many teachers noted that students should learn accountability and impact as well as develop more buy-in to the community to reduce infractions on campus. A professional trainer worked with teachers to establish restorative justice practices in the classroom. This program is currently available to teachers who volunteer for it, and it might be helpful to implement specific practices schoolwide. The school is also implementing 9th-grade discussions around common topics as of the 2019-2020 school year. These discussions will mainly be carried out in English classes. During the summer of 2018, a team of 9th grade English teachers discussed implementing two discussions in a Socratic format. All teachers at the discussion expressed interest in participating in this project, though it has not yet come to fruition. This common conversation idea comes from multiple teachers who have expressed that all students should be taught to critically think about topics such as individual v. community and what it means to be an individual in a diverse community.</p> <p>Through Cycle of Inquiry teams, teachers collaboratively evaluate student work. This has resulted in changes to (1) both the presentation and the content of assignments, (2) building student support tools, and (3) developing course-wide rubrics to ensure all students are being assessed on the same learning expectations. An example of this is that the Math Department created an internal website with resources for all students. Another example is a tool US History created for a writing checklist after their November 7 Cycle of Inquiry Meeting or the writing brainstorming sheet from the AS English II Cycle of Inquiry meeting (from section D1.2).</p> <p>In examining placement of students in courses, some departments found that student failure often correlates to lack of preparation. Departments have developed tools to help students and parents understand the level of background skills and knowledge necessary to succeed in courses. Some of these resources are online, and in the future M-A should analyze traffic at these sites to determine how many students are using them.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Restorative Justice at M-A</a> (from student publication)</li> <li>- <a href="#">Common Core Math Site Screenshot</a> (website restricted to district accounts)</li> <li>- <a href="#">US History Nov 7</a></li> <li>- <a href="#">US History Writing Checklist</a></li> <li>- <a href="#">AS Eng II Nov 7</a></li> <li>- <a href="#">AS Eng II Brainstorming</a></li> </ul>
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**D1.6. Indicator:** The school periodically assesses its curriculum and instruction review and evaluation processes.

**D1.6. Prompt:** *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>As previously mentioned in B1.2 and D1.4, all teachers at Menlo-Atherton are expected to teach material aligned to national standards - Common Core, NGSS, AP, etc. Administrators check that lessons for teacher evaluations are tied to standards. New teachers get training on aligning their courses to standards through the district. The district also provides content-specific coaching in the subjects of English, math, and science. These coaches help teachers at all sites develop curriculum aligned to standards and help develop best practices for the district. Additionally, all courses at M-A that are A-G eligible are subject to the UC course approval process. All requirements meet state or national standards in order to align with community college and A-G eligibility. All AP classes also align to the AP test and AP syllabi are submitted to the College Board annually. Course submissions are updated annually.</p> <p>As mentioned in D1.3 and 1.4, students meet multiple times each year with their guidance counselors. Guidance counselors also meet often to discuss the effectiveness of their practices. Some changes that have been made in recent years from evaluating the process of communicating with students: implementation of one-on-one check in meetings with juniors starting 2016-2017; the addition of one-on-one check in meetings with sophomores in 2017-2018; a change from elective presentations to an elective video; and a change to an online pre-registration for courses. The shift to one-on-one meetings has been a positive change for students as they get more individual face-time with guidance counselors and have more personal coaching on course selection.</p> <p>Additionally, counselors use reports to analyze student progress reports for graduation progress and A-G requirements, looking for trends. Guidance counselors mark for each student whether requirements for graduation and A-G are met. Advisors also work with students who are behind to find options to catch up. Further study is done at the district level which confirms numbers with our guidance department and our IVP.</p> <p>Also from section D1.4, the school rigor chart is updated periodically by department to reflect the difficulty of the course for students. The rigor chart is helpful for both staff and students to gauge difficulty of the course, and it could be updated more frequently. This chart is updated after discussion as a team about the amount of homework assigned and the types of work done in class, especially in comparison to other courses on campus for comparative rigor.</p> <p>Moreover, as discussed multiple times, staff meet often to discuss the effectiveness of their own courses and programs. This is done through department meetings, staff meetings, Cycle of Inquiry meetings. Again as discussed earlier, all teams review grade data annually for students. Some</p>	<ul style="list-style-type: none"> <li>- <a href="#">Guidance Course Selection Schedule</a></li> <li>- <a href="#">Guidance Course Selection website</a></li> <li>- <a href="#">Sample Course Selection Sheet</a></li>   <li>- <a href="#">Rigor Chart</a></li> </ul>



<p>teams extend discussion, such as the M-A Math Department which participates in a grade analysis each year to see how many students in each course are passing, failing, or exceeding expectations and discuss the reasons behind those grades. Math teachers extend the discussion to the repercussions of those grades, including implications for graduation and college eligibility rates. Again from an earlier section, reactions to grade reviews are mixed, but most staff recognize some merit to the process, even if it is not always carried out in a way they want.</p> <p>Furthermore, most staff are evaluated every two years. This evaluation process of the staff is under constant assessment by the union, and union representatives reach out to staff members to ensure that they know their rights.</p>	
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## ***D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion***

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

### **Indicators with Prompts**

#### **Appropriate Assessment Strategies**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

<b>Findings</b>	<b>Supporting Evidence</b>
<p>At Menlo-Atherton High School we use a variety of assessment methods to collect information on a variety of subject areas across our diverse campus. Campus-wide, teachers use a variety of technologies for informal assessment such as Quizziz, Quizlet, Kahoot, Google Forms quizzes, etc. to develop student fluency and determine next instructional steps. Information on these informal assessments also helps structure formal assessments. As an example, an informal Kahoot review in a Spanish class might inform teachers as to which skills students have learned and which they need more practice on to guide the next day's lesson.</p> <p>In specific subject areas, the assessments used are specific to the goals of student achievement. There are many different types of assessment used in the departments at Menlo-Atherton. In English, there are some common assessments in the subject area, such as a common 9th grade essay or a common practice AP test. Common AP tests are graded together by most English teachers to calibrate grading. These common assessments help maintain some consistency in the curriculum and in grading. Teachers in</p>	





English admit that they do not want every assessment to be the same and that they have different teaching styles, but that some commonality is helpful. At the Intervention level, the Reading Inventory is administered 5 times a year. Additionally, students take the DORA and some students take the GMRT. Based on score results, students can move out of the Intervention level. Teachers of these Intervention classes all say that in addition to test scores, teacher recommendation, student work ethic, and student motivation should play some role in moving students out of the classes as well. Teachers have noticed that some students on the cusp of passing out of an intervention level class could succeed in higher level classes because of their work ethic but that a rigid adherence to placement charts at the district level prevents these students from opportunities.

In math, common benchmark tests and finals are used to collect data and to have discussions about best practices and areas of most difficulty or need for students. Students participate in placement testing through the DOMA to gauge level of mathematical readiness which is used to place students in appropriate 9th grade math classes.

The results of all placement and benchmark tests are shared with stakeholders through Infinite Campus, as reported in section D1.1. Additionally, aggregated data from all schools is collected at the district level and presented to the district teams to inform discussion about the classes.

On top of summative written assessments, science has implemented assessments gauging ability and skill in use of scientific concepts, as guided by the Next Generation Science Standards, which include evaluation of Science and Engineering Practices. Skills are built into individual lessons in science and culminate in larger projects and assessments. Lab science courses such as Biology and Chemistry perform labs on most block days and some smaller labs throughout the week. All labs build on knowledge taught in the previous weeks in the class and are generally part of the culminating work on a unit.

In areas such as special education, formal assessments are available to evaluate students regularly. Students with IEPs participate in cognitive and developmental skills inventories every three years to see if students still qualify for special education services and progress on academics.

Informal and formal assessments can help inform teaching practices and M-A and provide trends in data across departments. The data collected can help departments to look at specific lessons or units and determine the needs of students based on the results. Formal assessments can help determine the best educational options for the student's academic success. Discussed multiple times, teams also look at student work in Cycle in Inquiry groups as well as grade distributions. It is at the discretion of the teacher and the team to determine assessment type and frequency, and a spirit of open discussion helps teachers compare and adopt best practices.

Standardizing assessments in a variety of subject areas could be helpful in looking for departmental trends of students over several years. Chapter tests and quizzes can be standardized in subject areas, departments, and grade levels and could help to provide useful long-term data. Having assessments to



evaluate students of specific grade levels campus wide could be helpful in placing 9th grade students in the math and sciences. Having more time to collaborate on aligning assessments would help teachers achieve these goals.	
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### **Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Across departments, Menlo-Atherton has launched an initiative to foster collaboration and support within departments to analyze student performance on assessments and to use that data to identify student needs. Departments have worked together to redirect the curriculum to ensure the success of all students.</p> <p>Mentioned multiple times, Cycle of Inquiry teams are a bi-monthly process of coming together in small groups as professionals to assess the effectiveness of instruction, create common curriculum based on reflection, and grade common assessments for the purpose of further discussing and reflecting on what is effective in the classroom. As noted in section D1.2, 1.3, and 1.5, Cycle of Inquiry teams focus on an essential question or a specific area of instruction to be addressed. The November 2017 meeting specifically assessed student work and used the information learned to create a tool for students. Cycle of Inquiry for the 2018-2019 school year is focused on common skills and assessments with each team choosing specific standards and creating assessments for those standards.</p> <p>Additionally, after Interim SBAC testing the district office used to present -results to staff during a staff meeting. At this meeting, staff look at specific questions and focus on the test from the perspective of a student. Then, staff are asked to write their own SBAC-style question and how they might teach the material. This meeting has been led for the last two years by our district assistant superintendent of instruction and an instructional coach from the district. For the 2018-2019 school year, a more formal process of interim test debrief was adopted as CAASPP results become more of a focus for the district. Teachers created formal action plans after reviewing data.</p> <p>As mentioned in previous sections, teachers at M-A also review grade distribution data and use data as a springboard for discussion of the reasons behind those grades and what each grade means.</p> <p>Menlo-Atherton offers multiple opportunities to review assessments and modify instruction as necessary. However, some staff has noted in focus group meetings that the uses of these structures are inconsistent. Many teachers are using the Cycle of Inquiry time to align assessment with the</p>	<ul style="list-style-type: none"> <li>- <a href="#">November Cycle of Inquiry Evidence Examples</a></li> <li>- <a href="#">Common Core Math Site Screenshot</a></li> <li>- <a href="#">US History Nov 7</a></li> <li>- <a href="#">US History Writing Checklist</a></li> <li>- <a href="#">AS Eng II Nov 7</a></li> <li>- <a href="#">AS Eng II Brainstorming</a></li> <li>- <a href="#">Feb 2018 Staff Meeting Agenda</a></li> <li>- <a href="#">ICA Presentation</a></li> <li>- <a href="#">ICA Action Plan</a></li> </ul>



Common Core standards. However, there are still discrepancies within departments in terms of applying the standards; the matching of the standards to assessments is uneven. Work needs to be done in this area to ensure homogeneity in terms of expectations and grading. Additionally, Cycle of Inquiry teams often focus on same-level teacher groups, and teachers would benefit from further focus on vertical alignment among grade levels to promote curriculum creating and reflection across grade level.	
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### **Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Menlo-Atherton has several methods for using assessment to monitor and modify learning in the classroom. The strategies vary by department and within departments based on grade level and skill level. For the strategies that are working, M-A would like to offer them more broadly, however in several instances funding is prohibitive.</p> <p>As mentioned previously, students and parents receive official progress reports and report cards. Teachers also use Canvas to communicate grades and academic progress to students and parents. The newly adopted schedule which includes Flex Time is intended to give students more time to make up work or meet with teachers for extended time. Because Canvas provides grades in real time, students are expected to check their progress and make appointments with teachers during Flex as necessary.</p> <p>Many English teachers use student-teacher conferences and refer students to the writing center. Most teachers also give individualized comments on essays and use of a rubric that students are given access to use. Class size caps also allow teachers to meet with students and provide this direct feedback. Additional formative assessments are also used to ensure students understand material such as reading quizzes or recap discussions at the beginning of a class before a lesson on analysis. Such reading quizzes or discussions help teachers clarify information before moving on.</p> <p>As a best practice, math teachers provide students with practice tests or study guides with answer keys to help inform students of their strengths and weaknesses. Teachers give feedback during formative assessment and use this feedback to inform future instruction.</p> <p>In social studies, common assessments are given across grade levels; however, there is an opportunity for discussing how the skills needed to be</p>	<p>- <a href="#">District LMS Requirements</a></p>



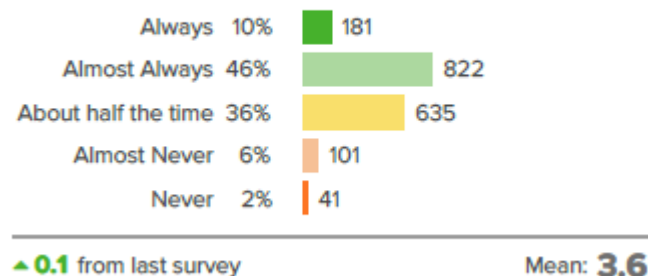
successful on the common assessment are being practiced in daily instruction. Government teachers are creating a Bill of Rights unit that utilizes common primary/secondary sources and a common assessment

The Science Department uses common rubrics for projects and lab reports to communicate expectations on how assignments will be graded and also provides students with ways to improve their work.

For visual and performing arts, informal critiques and discussions in small groups can help students receive timely feedback when working on an assignment.

From a student perspective, of 1,802 students who responded to the Panorama survey in 2018, 56% of students report they know the objective of a lesson always or almost always and 36% report knowing the objective about half time.

**Q.5: In classes, how often do you know the goal (objective) of a lesson?**



This is a growth of .1 in the mean responses since the 2017 survey which 1,737 students participated in.

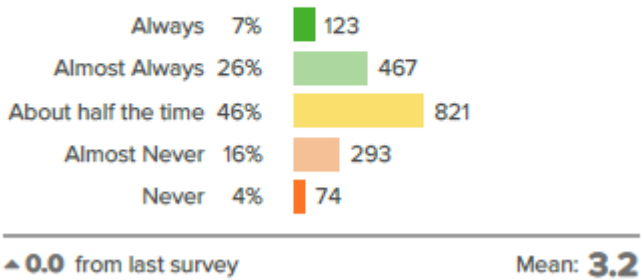
Additionally, 33% of students report that teachers check for understanding before moving on always or almost always and 46% report that teachers check about half the time. The mean score on this question is the same as the test in 2017.

#### Panorama Surveys

- [Student 2017](#)
- [Student 2018](#)

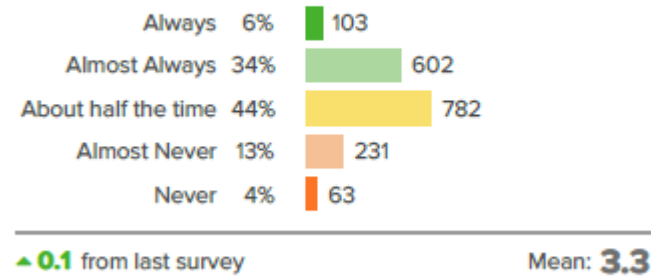


**Q.7: How often do teachers check to make sure you understand what has been taught before moving on to the next idea?**



Moreover, about 40% of students report understanding why they are learning certain material always or almost always and an additional 44% report understanding about half the time. This is an improvement of .1 in the score from the previous year.

**Q.6: In classes, how often does it make sense why you are learning the material being taught?**



Another area of growth on the Panorama survey is with our Limited English Proficient (LEP) population. There was growth in 4 of 5 categories for our LEP group including in the category of School Engagement. Other groups showed less change overall.



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

Group Name	Group Size	Additional questions				
		School Belonging	School Climate	School Engagement	School Safety	
All respondents	1,802	3.2	3.0	3.4	2.8	3.7
ELL Status						
EO	1,088	-0.1	0.0	0.0	0.0	-0.1
IFEP	106	-0.1	0.0	0.0	0.0	+0.1
LEP	228	+0.2	+0.2	+0.1	+0.1	-0.1
Pending	10	+0.3	-0.1	+0.1	+0.3	-0.1
RFEP	370	0.0	+0.1	0.0	-0.1	+0.1

Full results from the Panorama survey are linked in the Supporting Evidence section.

There are several areas that would help Menlo-Atherton better communicate learning goals and objectives for students and decrease the “almost never” or “never” percentages of the questions above. While there is targeted class size reduction in many courses at M-A, classes are not reduced across the board. Smaller class sizes would allow teachers to spend more time with students in small groups to better facilitate interviews and dialogue with students. Students could also get better feedback from teachers if teachers had smaller sections. Additionally, many departments feel that a conversation needs to occur between lower level course teams and upper level course teams to discuss how to better vertically align common assessments and how the skills required to be successful on them are being delivered to students.





### ***ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs***

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

#### **Summary (including comments about the preliminary identified critical learner needs)**

Menlo-Atherton has many programs in place to track standards-based student learning through assessment and accountability.

In terms of classroom instruction and teacher-created assessments, Cycle of Inquiry meets the critical learner needs of Menlo-Atherton as the process is intended to culminate in a common assessment. Curriculum teams choose target standards to ensure that students are being taught the same skills across classes. The teams then create a common assessment. This common assessment can take the form of an identical test or different tests per teacher but with questions all on the same skills and in the same format. Teachers are also encouraged to make common lessons and practice exercises leading to the assessment. While the process in practice is not followed with as much fidelity as hoped in some groups, administration is looking into how to further leverage this cycle. Most curriculum teams are following through with the goals and creating at least one common assessment. Some curriculum groups also have opportunities for release days to have further norm grading practices through common grading of specific projects, papers, or practice AP tests.

The school also addresses standardized testing by offering multiple opportunities for practice. Per district initiative, all sophomores and juniors are required to take a full practice SBAC 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. This practice is intended to familiarize students with the testing process and the format of the CAASPP.

District-wide, teachers also reflect on the ICA. Teachers write about and discuss trends as well as reflect on which questions seemed most difficult or which standards students seemed to struggle with most. Teachers also did this process for positive results on the ICA. Teachers then had to come up with a next step for growth regarding specific aspects of their ICA results.

In addition to the CAASPP, the school also provides support for the SAT. During College and Career Day, all 10th and 11th grade students take the PSAT free of charge. By giving all students multiple opportunities to take the PSAT, the school is helping prepare students for the actual SAT. PSAT and SAT prep classes are also offered free of charge to all students. These classes are taught by math and English teachers on campus and funded by the Foundation for the Future.

The data reports for Menlo-Atherton suggest critical learner needs in supporting students with disabilities and in supporting students from our significant subgroups. While the school is making many efforts to close the achievement gap between our students coming from Menlo Park and Las Lomas and our students coming from Ravenswood, the gap continues to persist.

The school initiatives help address this gap by providing access to test preparation free of charge. All students should have multiple opportunities for practicing tests, not just students who can afford tutoring. Additionally, M-A has multiple homework and tutoring centers open that are staffed by teachers. With these resources, the school provides all students with help from highly qualified staff members.

These measures to help students are intended to increase high school graduation rates and A-G eligibility of our significant subgroups and our students with special needs. One part of the Action Plan proposed for



this WASC cycle is to better leverage all of the supports and programs available at M-A through targeted outreach of students who are not meeting credit requirements and to students who may need extra support based on test scores.

**Prioritize the strengths and areas for growth for Category D.**

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Practice PSAT
  - Students have the opportunity in the sophomore and junior years to take the PSAT for free during College and Career Day. Giving this opportunity to students helps reduce the disparity on campus between the various groups of students.
- Common Assessments During Cycle of Inquiry
  - The 2018-2019 year brings a new component to Cycle of Inquiry: creating common assessments as part of the cycle. These common assessments can be same tests for the same chapters or they can be skills based, such as all 9th grade English teachers testing for the same skills using similarly worded questions. A focus for Cycle of Inquiry for the 2018-2019 school year is creating a common assessment or an assessment of the same skills for each group.
- Interim Assessments
  - While teachers have mixed feelings about the effect of the Interim Assessment (to be addressed below), this assessment is good practice for students to get used to the testing format. Because students will have completed 3 practice sessions before taking the SBAC itself, there is less confusion on testing day about how to sign in or how to navigate the test on a screen.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Integration of Interim Assessments
  - As stated above, teachers have mixed feelings about the effectiveness of the Interim Assessment. Additionally, the results of the Interim Assessment are only discussed briefly as a staff. While practicing the format is recognized as a strength, some teachers have expressed interest in more specific test questions directly related to content. Some students are not taking this practice test seriously because it does not reflect the content of their academic courses. There are common units for English at the 9th, 10th, and 11th grade levels and common math texts across the district. The district also has several instructional coaches in various subjects, including math and English. Some teachers have expressed interest in district-creation of short SBAC style question sets that could be worked into these existing units, whether this be full creation by the district or creation by teachers with district guidance.
- More Structured Discussion of Data and Follow Up from Data
  - At Menlo-Atherton, tools and structures are in place for looking at assessment and data such as the rigor chart, Cycle of Inquiry, grade discussion, post-interim discussion. However, this time is not used consistently and staff could benefit from more structure or more consistent discussion and focus. In addition to structured conversation regarding data, there should be a next-step process after looking at that data. Teachers should be using the data to inform pedagogical practices in the classroom and change practices or modify curriculum as necessary.



- More Alignment in Grading and Grading Policies
  - Given the relative newness of the SBAC, the elimination of the CAHSEE, and the elimination of CST scores, grades and class performance are becoming a key factor for determining student success at Menlo-Atherton. To that end, it is imperative that teachers calibrate grading and ensure that their grading practices are similar to other peers of the same course. As a school, Menlo-Atherton did an activity around this in November of 2017 as teachers chose a standard and brought in assignments that reflected Exceeds/Meets/Does Not Meet Standards. Teachers then discussed why assignments were in each category. This kind of discussion needs to be expanded and held more regularly to ensure that students are being assessed to the same standards. Some teachers have expressed interest in Standards Based Grading and though the district offers some training, more can be done to address this interest at the site-level.



# Category E: School Culture and Support for Student Personal and Academic Growth





## **E1. Parent and Community Engagement Criterion**

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

### **Indicators with Prompts**

#### **Regular Parent Involvement**

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Menlo-Atherton High School communicates with parents and community members through a number of ways. One of these methods is regular newsletter, "Bear Notes," which come out every Sunday. These newsletters are translated into Spanish as well.</p> <p>M-A employs a full-time bilingual parent outreach coordinator who not only coordinates parent meetings but also helps translate concerns for teachers. Among other things, the parent outreach coordinator helps parents access Canvas and Infinite Campus in English and in Spanish. Parents can set up meetings with her to learn how to navigate school technologies. She also takes initiative in asking parents during parent meetings if they know how to check student grades. The school also offers teachers a form, readily accessible on Inside M-A Bears (the internal M-A website for teachers), to fill out if phone calls or emails need to be sent home in Spanish. Teachers report a quick turnaround time for this translation or messaging process.</p> <p>Menlo-Atherton has three separate parent groups. The Foundation for the Future is M-A's main fundraising arm. Most if not all of the 30+ members of the Foundation board are parents of M-A students or former parents/relatives of M-A students. The Foundation is based on parent and community fundraising and funds major school initiatives such as reduced class sizes and additional guidance counselors. M-A also has a strong PTA which organizes events such as mini-grants for teachers, teacher appreciation, Grad Night, Arena Check-In, and more. Additionally, the English Learners Advisory Committee (ELAC) is a parent advisory group made up of primarily Spanish-speakers committed to supporting English Learners. Through the program parents can learn about school initiatives, learn how to volunteer on campus, and voice their concerns.</p> <p>In addition to these parent groups, there are also strong booster groups at M-A. Athletic Boosters, Drama Boosters, and Music Boosters help fundraise for the various programs under their direction. The Athletic Boosters organize the Big Bear Run, an annual community 5k which is a large fundraiser for the athletics programs. M-A has a strong music program, and its Music Boosters' fundraisers have helped send groups to perform at Carnegie Hall,</p>	<ul style="list-style-type: none"> <li>- <a href="#">Bear Notes Example</a></li> <li>- <a href="#">Foundation</a></li> <li>- <a href="#">M-A PTA</a></li> <li>- <a href="#">ELAC</a></li> <li>- <a href="#">Boosters</a></li> </ul>



<p>Washington DC, and Anaheim in the past. Drama Boosters help organize school performances and advertise.</p> <p>Menlo-Atherton also has strong community partnerships which will be discussed in the next section.</p> <p>Stakeholders on campus hold informational meetings at least once a year for various programs including SPED parents night, AVID parent meetings, Back to School Night and Open House, and all of these meetings are translated into languages such as Spanish, and American Sign Language to maintain communication between parents and school personnel. Additionally, our parent outreach coordinator communicates regularly with parents and coordinates a quarterly Parent Education Series that provides parents with knowledge and strategies to assist their children with emotional and academic well-being.</p> <p>Parents also regularly volunteer on campus. Some of our most consistent volunteers are in the English Language Development classes where one day per week a group of 20 parents leads small clusters of students in discussion to help develop speaking skills. These meetings are held in ELD 1, 2, and 3 courses. Parents and community members also serve as mentors for our Computer Academy and for our Sequoia Aspirations Advocacy Program (SAAP). In both programs, students are individually paired with a designated mentor who provides one-on-one support.</p> <p>To complement these existing programs, one idea to further increase parent awareness and involvement is to have recordings of information that would be given at meetings and place them on the M-A website. A number of our parents on campus do not have the schedule to be able to attend meetings and the school needs to be aware of their availability and provide more outlets for obtaining important information. Some parents have offered to help teachers broadcast lessons, and they could be a resource to help broadcast parent meetings.</p> <p>Another resource at M-A is an informational night for parents of students with disabilities, and case managers reach out consistently to parents on their caseload. However, some teachers agreed in a focus group meeting that a more extensive parent outreach for parents of students with special needs would be helpful.</p>	<p>- <a href="#">Parent Education Series</a></p>
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## **Use of Community Resources**

**E1.2. Indicator:** The school uses community resources to support student learning.

**E1.2. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

<b>Findings</b>	<b>Supporting Evidence</b>
M-A has strong community partners who participate in school events and	





<p>initiatives to foster a better learning environment. Some of our community partners and events include:</p> <ul style="list-style-type: none"> <li>- <b>Ecumenical Hunger Program</b> - Starting in the 2017-2018 school year, Ecumenical Hunger has teamed up with M-A to provide snacks to students. Snacks are donated once a week with the aim of reducing hunger and increase focus on learning. Teachers can pick up these snacks in B-20 and distribute them to students.</li> <li>- <b>Canned Food Drive</b> - Leadership has partnered with Ecumenical Hunger to feed over 700 families in the local area through the annual Canned Food Drive. In 2018, the award-winning program received 265,000 pounds of food donations from students. Leadership then organizes a distribution day to distribute supplies to families for the holidays. Of the families helped, more than 250 were Menlo-Atherton families.</li> <li>- <b>Sprint 1 Million Project</b> - This project offers free wi-fi and devices for students who need the service from Sprint.</li> <li>- <b>Kepler's Bookstore</b> - 20% of proceeds from English curriculum books go to the English Department. Kepler's also places orders of books for teachers by request and gives all teachers a 20% discount. This makes it easy for all students to quickly obtain texts needed for class. In 2018, Kepler's also delivered books summer reading books directly to teachers' classrooms, streamlining the process of book ordering.</li> <li>- <b>Menlo Arts and Frames</b> sponsors an annual M-A student art show, "Creative Self-Expressions."</li> <li>- Various retail stores at <b>Stanford Mall</b> participate in the Senior Fashion Show, a PTA fundraiser.</li> <li>- <b>KQED</b> - In 2018, some students from the ELD 3 course were selected to participate in "#YouthTakeOverKQED." This cemented the language and discussion strategies they were already learning in their coursework while also providing podcasting and radio career practice.</li> <li>- <b>Menlo Park Fire Department</b> partners with PE to teach CPR.</li> <li>- <b>Facebook</b> funded part of a computer lab and donated devices for M-A's Video Production class. Facebook also partners with the Black Student Union, offering students tours of the Facebook campus and hosting lunch discussions on M-A's campus for students interested in startup or computer science careers.</li> <li>- <b>Electronic Arts (EA)</b> hosts students from the Computer Academy on field trips and also judges some videos from the Digital 3D Modeling &amp; Animation class.</li> <li>- Many volunteers come to <b>College and Career Day</b> to serve as panel members for seniors. More information is found in section B2.4</li> <li>- During College and Career Day, <b>San Jose State, San Francisco State, Cal State East Bay, Menlo College, and Santa Clara University</b> host students from M-A.</li> <li>- <b>Menlowe Ballet</b> performs on the M-A stage and regularly invites students to special free matinee events put on specifically for students during school.</li> <li>- Environmental Chemistry students go on a field trip to <b>Recology's</b> transfer station in San Carlos.</li> <li>- <b>Amici's Pizza</b> in Menlo Park regularly works with various teams and school programs to offer a percentage of proceeds to the group.</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Sprint 1 Million Project</a></li> <li>- <a href="#">KQED Lowdown</a></li> <li>- <a href="#">KQED Segment 1 - Music</a></li> <li>- <a href="#">KQED Segment 2 - Physicist</a></li> <li>- College and Career Day Gallery</li> </ul>
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<ul style="list-style-type: none"> <li>- <b>Angelica's</b>, a restaurant in Redwood City, hosts student performances for Choir and Guitar.</li> <li>- <b>Stanford</b> students present Stanford Sleep Study information annually to freshmen.</li> <li>- Many local businesses are sponsors for the <b>Big Bear Run</b> and other school initiatives.</li> <li>- Many local businesses and individuals also sponsor the <b>Foundation for the Future</b>.</li> <li>- <b>Stanford Research Institute (SRI)</b> allows for overflow parking during back to school and open house</li> <li>- <b>The Boys and Girl Club</b> works directly with M-A and offers an on-site program after school. One example is the Future Grads program that provides social support and college application support for 9-12 grade students who would be the first in their family to go to college. Future Grads students meet once a month on campus.</li> <li>- <b>Hack the Hood</b> is another Boys &amp; Girls Club program that teaches kids how to design websites for small businesses in their community. Students may participate in a six-week bootcamp or attend afternoon sessions over the course of 10 weeks. Students that complete the program may receive a chromebook at the end of the bootcamp.</li> <li>- <b>AIM High</b> is an enrichment program that provides opportunities for low-income students to get internships in the community as well as access to free summer learning.</li> </ul> <p>The above list comprises a large section of community involvement at M-A but other people and organizations also donate time and resources. Through all of these community partners, students receive a more enriched education. For example, Ecumenical Hunger, a local food bank, is working with the school directly to help eliminate hunger. Ecumenical Hunger realizes the importance of physical nourishment as a precursor for mental nourishment. Similarly, the Canned Food Drive is the school's biggest student fundraiser and in 2018 the school donated more than 265,000 cans of food. Students and parents also volunteer to pack and distribute food to the community at Ecumenical Hunger. Students learn to take care of the community as they are being taken care of.</p> <p>Through community partnerships, students also learn real world skills such as communication with local partners to ask for sponsorships fundraising, such as Amici's Pizza or presenting professional projects for judging at EA. Having community members overseeing such efforts helps students develop skills in speaking, presenting, and professionalism.</p> <p>The number of school and community programs for student support also helps students develop as lifelong learners, as they have a number of resources to turn to if they need help. Students might attend the Boys and Girls Club or MyLife after school for community support or homework help. They can also attend the school homework centers, which are funded by the Foundation. Having these resources available is an important step in supporting students.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Big Bear Run</a></li> <li>- <a href="#">Canned Food Drive</a></li> </ul>
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## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

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

**E2.1. Prompt:** *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
<p>Menlo-Atherton has committed many resources to ensure a safe, clean, and orderly environment that nurtures learning. In total, M-A has 9 custodians who maintain a clean and working campus. Custodial staff works through the day -- before, during and after school hours-- to provide a clean campus and classrooms. Classrooms are cleaned on a daily basis and deeper cleaning, including mopping is done weekly. Custodians also help maintain campus culture as students who do community service on campus are often paired with custodians who train students in cleaning the campus and maintaining the environment. Some students become close to the custodians they help and build rapport.</p> <p>M-A also has trash cans and recycling cans in strategic locations around campus to minimize trash. A number of water bottle filling stations have also been installed to help cut down on waste.</p> <p>M-A staffs 5 campus aides. Campus aides are assigned a section of campus they patrol and maintain. Campus aides make sure students out of classrooms have passes, help escort students as necessary, and in general watch for concerns. Campus aides are instrumental in keeping order on campus. As a commitment to M-A's safety and order, funds were used in the 2017-2018 school year for an additional campus aide to offset the increased growth in the student population.</p> <p>M-A has many programs for social and emotional supports for students. One such program is conflict mediation. The conflict mediation program is intended to help students work out differences under the guidance of a neutral third party staff member and to address problems before escalation. The program is headed by a teacher who has a 60% release for the position. Teachers can recommend students anonymously for a check in. Students can also get walk-in support. Students might also be referred from an Administrative Vice Principal (AVP) as part of a behavior resolution.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Custodial Route</a></li> <li>- <a href="#">Social and Emotional Supports</a></li> </ul>



<p>Moreover, a model for restorative justice was raised by the Instructional Vice Principal (IVP) in 2016 and select teachers have trained in the model to use restorative justice practices when facing issues in the classroom. This training has been offered multiple times throughout the 2016-18 school years, with future options already in motion for additional teachers interested in this classroom community strategy. Finally, the school also has an Alternative to Suspension (ATS) program for students.</p> <p>Outside of support programs, Menlo-Atherton has also tried some systematic changes to help students emotionally. There is a new bell schedule for the 2018-2019 school year that includes Flex Time. Flex Time allows students thirty minutes on block days to check in with teachers one on one, building relationships with staff and reducing stress regarding challenging courses. Most days start later with this new schedule than the previous schedule, though M-A already had late start days. Feel Good Fridays also take place every quarter with extended lunches that include activities such as farmers markets, yoga, coloring, sports, etc.</p> <p>To maintain safety, the school also has regular earthquake, fire, and lockdown drills. On April 4, 2018, M-A underwent a pre-emptive lockdown at the request of the Atherton Police. In this real lockdown situation, every teacher expressed how students knew exactly what to do, including building barricades, turning off lights, and sitting quietly in secured parts of the classroom. Teachers also appreciated the maturity with which students composed themselves. The school had completed a lockdown drill on March 21, 2018, and the practice meant students knew how to handle themselves in a situation no one expected or wanted.</p> <p>M-A also had a non-threatening Shelter in Place called by Atherton Police on October 17, 2018 as the police department looked for an adult in the area. Students and staff during this event were better prepared because of the lockdown the previous year. Teachers also reported student maturity at this time. While communication was clearer with this event than during the lockdown, many teachers express frustration at the lack of real-time information and say that communication could be more effective. One problem that came up was a breakdown in communication among police departments. Because of the unique location of M-A and a street that runs through multiple precincts, 2 different police precincts and the county sheriff's department came to M-A for the shelter in place. All 3 brought different definitions and response protocols for a shelter in place. Thus, this incident on campus served as a learning experience for all.</p> <p>With regards to internet safety, the school has a zero tolerance policy on cyber bullying. Students are reminded of this in an assembly at the beginning of every year along with other school rules. Additionally, the life skills classes in the 9th grade have a digital citizenship component and students learn about cyber bullying and its effects as well as resources for countering it. Cyber safety was also a flex time lesson at the beginning of second semester for all students. Students also learn about mindful use of the Internet and general digital citizenship. Another component of the life skills unit is mental health and drug awareness.</p> <p>One increasing problem on campus is the use of drugs. The use of vapes on</p>	<ul style="list-style-type: none"> <li>- <a href="#">Restorative Justice at M-A</a> (from student publication)</li>                       <li>- <a href="#">Cyber Safety Presentation</a></li> </ul>
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<p>campus has increased dramatically. Staff were given instructions on what to look for with vapes and juuls. However, many students informally report seeing other students vape on a daily basis. This is an ongoing concern on campus and needs to be addressed on a more systematic level. One outcome of the vaping concern is a schoolwide closed FLEXtime lesson on vaping on January 16, 2019. All teachers of 4th period students gave a lesson on vaping and its effects. Students also participated in discussions about vaping during this time with their peers.</p> <p>Additionally, M-A's BSU has plans for the 2019 spring semester to partner with the San Mateo County Tobacco Prevention Program and the San Mateo County Tobacco Education Coalition in Youth Advocate roles. At the time this WASC report was being submitted, students were filling out their applications. If chosen for the program, students will create social media campaigns and speeches about the emotional, mental, and physical consequences of vaping. Particularly influential students may get the opportunity to speak with city council members about their campus work.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Vaping presentation</a></li> </ul>
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### High Expectations/Concern for Students

**E2.2. Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>Due to increased efforts by the Administration team, Restorative Justice trainings and Conflict Mediation have been a focus by the school to help reduce detention, suspension, and expulsion rates. To continue to work toward this goal, Restorative Justice techniques need to be more widely utilized throughout the school. To start, staff need a clearer understanding of what the practice is and its benefits. There is also some work that still needs to be done to ensure that students are all being given equitable restorative opportunities prior to detention/suspension/expulsion. Overall, there has been a decrease in the number of suspensions and expulsions at M-A. At a recent Zap the Gap summit in San Mateo in April 2018, M-A was selected as a model school for the San Mateo County office for Achievement in Motion for the decreased rate of suspensions with active use of the Alternative to Suspension program, SAAP, and Conflict Mediation.</p> <p>The Sequoia Aspirations Advocate Program (SAAP) is now in its fifth year. The target population for this program is freshmen most at risk of being expelled or dropping out as determined by 8th grade staff recommendation, 9th grade behavior and truancy, and first quarter failing grades. Staff also have the opportunity to nominate students throughout the academic year. M-A has been successful in substantially reducing or suspension and expulsion rate and raising graduation rates for these students. These</p>	<ul style="list-style-type: none"> <li>- <a href="#">Restorative Justice at M-A</a> (from student publication)</li> <li>- <a href="#">Zap the Gap M-A Summary Report</a></li> <li>- <a href="#">Zap the Gap Summit Information</a></li> </ul>



<p>students have intense needs and complex histories that M-A works diligently to support. They are often served by multiple people and programs as well as additional outside agencies in collaboration for the success of one student. This SAAP program and the program of conflict mediation in the above section were also recognized at the Zap the Gap summit in San Mateo. More information about these programs are in the M-A summary in the Supporting Evidence section.</p> <p>Students are encouraged to engage in their community through a variety of clubs and activities on campus, starting with Freshman Transition programs and Challenge Days. Challenge Day is run by a third party and encourage students to discuss their family and cultural backgrounds in an emotionally safe setting. Throughout the year, there are events hosted by clubs and leadership during the school day as well as in the evenings to not only engage the community but honor the various cultural backgrounds represented on campus. International Week is hosted annually by the clubs to celebrate diversity.</p> <p>The Computer Academy and AVID continue to offer support for all students enrolled in the programs, regardless of cultural, ethnic, and economic background. The Academy seniors are currently offered a CTE Web Design and Development course. The Academy history and English teachers have developed two cross-curricular units (Race and Gender) to better engage the students, and provide more substantial opportunities for higher level critical thinking skills. These units have each culminated in a joint research paper. The Academy Mentor program provides one-on-one support for 10th and 11th graders. Mentors help students with resumes, cover letters, interview skills, and goal setting. The AVID Program continues to support students “in the academic middle” as they continue to challenge themselves with a rigorous course load. The AVID Core Team meets every four weeks and the AVID Site Team meets quarterly to discuss the students’ progress and create new ways to incorporate AVID curriculum schoolwide. AVID needs to continue to push for schoolwide implementation with the support of administration and the district office to maintain AVID certification.</p> <p>M-A’s Student Support/Mental Health Services have grown to address the growing needs of our expanding student population. The program provides crisis assessment, mental health counseling, case management, mentoring, family support and referrals to community agencies by partnering with multiple community based organizations such as Starvista, Acknowledge Alliance, Insights, CORA, RTS, SMC BHRS, SMC PRIDE Center, One EPA, YCS and BGCP.</p> <p>Though a lot of work has been done in bridging diverse groups and offering supports, there still seem to be separate communities on campus, so more work could be done to create connections between them. Both students and staff acknowledge that this is still a problem. A series of articles has been published by students in the M-A Chronicle, the school’s online newspaper, in an effort to make the issue more present in conversations and to bring student perspectives to light. A schoolwide presentation and discussion about strength in diversity was also implemented during a closed Flex Time session in January 2019 in which students were asked the value of diversity and were asked to reflect on how they perceived diversity or lack of diversity at M-A.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Clubs at M-A</a></li>            <li>- <a href="#">Social and Emotional Supports</a></li>   <li>Student articles regarding diversity:             <ul style="list-style-type: none"> <li>- <a href="#">Strengthening Diversity - Where M-A Falls Short</a></li> <li>- <a href="#">Under Our Skin</a></li> <li>- <a href="#">Math at M-A</a></li> <li>- <a href="#">Strength In Diversity Presentation</a></li> </ul> </li> </ul>
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## Atmosphere of Trust, Respect, and Professionalism

**E2.3. Indicator:** The school has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
<p>There are multiple forms of communication at Menlo-Atherton including electronic communication and staff meetings. For the most part, staff receive information about school news through monthly all-staff meetings and monthly department meetings. Information is also shared through official all-staff e-mails. Department meetings are also held every month.</p> <p>For most classes, teachers and staff are given some autonomy in determining how they will implement their duties. There are some set district guidelines such as posting assignments on Canvas and posting lesson objectives. Additionally, the district has two common units for grade level classes in English that teachers are strongly encouraged to teach. Teachers are also encouraged to have closely aligned curriculum and assessment. However, when it comes to the day to day creation of material and teaching, teams and teachers largely decide their own curricula. As discussed, Cycle of Inquiry teams collaborate on work, but even Cycle of Inquiry teams are mostly chosen by individual teachers with the exception of some target groups formed by administrators, such as junior English teachers to work on SBAC preparation.</p> <p>In regards to evaluation, teachers are assessed on three standards. Usually, the administrator chooses one standard but teachers are able to choose the other two. There is also advance notice of formal observations. Teachers can bring union representatives to these meetings for additional support.</p> <p>At M-A, there are also many opportunities for stakeholders to voice their concerns. Staff can bring up concerns at department meetings, and department representatives can voice them at the Shared Decision Making Site Council (SDMSC) or at Subject Area Council (SAC) meetings at the district. Teachers are also welcome to schedule time with administrators to raise concerns directly. The administration team also hosts a Conversation and Collegiality meeting every quarter as open time for staff to drop by and talk.</p> <p>Parents can also raise concerns through SDMSC and the parent representatives on the team. A separate Site Council is in place consisting of parents, students, teachers, and school administrators for making financial decisions and approving the site plan.</p> <p>Many parents at M-A also reach out to teachers and administrators directly. There is a district requirement for teachers to respond to parents within 48 hours of receiving communication. Parents are also updated on budget concerns and program changes. These communications happen both in</p>	<ul style="list-style-type: none"> <li>- <a href="#">SDMSC Agendas</a></li> <li>- <a href="#">Collegiality and Conversation</a></li> <li>- <a href="#">Site Council Meeting Agendas</a></li> <li>- <a href="#">District LMS Requirements</a></li> </ul>



<p>English and Spanish. Official e-mails are sent out weekly to parents and community members who sign up through BearNotes. Information in BearNotes includes a message from the principal, a calendar of upcoming events, and additional notes from the PTA and community. BearNotes are translated into Spanish. Additionally, parents receive official notifications on Canvas through the Canvas messaging system.</p> <p>Community stakeholders are also welcome to attend board meetings and raise concerns at the district level. Moreover, board meeting notes and agendas are available on the district website. District budget information is available on the website. The board is also held accountable to the community as they are voted in place. In 2016, after warning of a lawsuit if the board did not change the election of its members from “at-large” to “by-district” as per California Voting Rights Act of 2001, the board decided to move forward with changing its election process. Community members and staff were invited to speak on the issue and give input.</p> <p>There are many moving parts that have to work in coordination to make M-A work and the school is always looking for more streamlined and effective ways to communicate whether using e-mail systems or student information systems. Though all of these communication measures are in place, as stated in section A2.2, families, students, and staff feel as if they do not give much input in decision-making at the site. This was identified as an area of growth for section A as the school reassesses its means of communication.</p>	<ul style="list-style-type: none"> <li>- <a href="#">ELAC Meeting Schedule</a></li> <li>- <a href="#">BearNotes Example</a></li> <li>- <a href="#">Board Agendas</a></li> </ul>
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### ***E3. Personal and Academic Student Support Criterion***

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### **Indicators with Prompts**

##### **Adequate Personalized Support**

**E3.1. Indicator:** The school has available and adequate services to support student’s academic and personal needs.

**E3.1. Prompt:** *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Our support and mental health services have expanded over the last several years. From section E 2.2, M-A’s Student Support/Mental Health Services have grown to address the growing needs of our expanding student population. We provide crisis assessment, mental health counseling, case management, mentoring, family support and referrals to community agencies by partnering with multiple community based organizations such as Starvista, Acknowledge Alliance, Insights, CORA, RTS, SMC BHRS, SMC PRIDE Center, One EPA, YCS and BGCP. In collaboration with the Peery Foundation, the school hosts two partnership summits a year to bring all community-based organizations</p>	<ul style="list-style-type: none"> <li>- <a href="#">Social and Emotional Supports</a></li> </ul>



<p>together to discuss how services are impacting students and what areas we can improve in.</p> <p>Our Student Support Services Coordinator confirms that there is increased participation in all of these services, especially StarVista, M-A's community-based counseling service. This increase in the number of students seeking services echoes the rise in mental health awareness in the overall community. Other factors for this increase are more awareness of services provided, better outreach to students, and a reduced stigma in accessing mental health services. Teachers also know to recommend students to these services after recognizing warning signs of mental health challenges, as learned in mandated trainings in the first two months of the school year.</p> <p>The school also has a number of academic services. Should students need extra support in their classes, M-A offers subject-based homework centers staffed by teachers after school. M-A has a writing center available after school and one day a week before school to help students develop skills in writing for any of their classes. The writing center staffs current M-A teachers. These academic support centers are fully funded by our Foundation.</p> <p>Regarding individualized learning plans, the school has a process for tracking and evaluating students. The process usually starts with a recommendation for evaluation by the Student Risk Assessment Team (SRAT). Students might be recommended for a SRAT for a number of reasons - mental health, need for an accommodation, learning disability, etc. The team, consisting of guidance counselors, select staff members, and student support services team members, evaluates the concern and decides next-steps, whether it is to watch and check in again or further recommend for a service like a 504 or an IEP. 504 plans on campus are managed by our Student Support Coordinator.</p> <p>IEPs are managed by individual case managers in the SPED Department. Almost all students with an IEP are enrolled in a Study Skills class during which they receive extra support on campus. The class usually helps with homework. Though some recent moves have been made to have a more standardized curriculum moving beyond homework help, a set curriculum is not yet in place.</p> <p>In terms of career and academic counseling, the school employs a full-time College and Career Advisor and a part-time College Information Specialist. Through the College and Career Center (CCC), the school offers a number of student and parent meetings to help with the college application process. Every year the CCC hosts 150-175 visits from college representatives around the world. Students are able to meet with these representatives to learn more about these institutions. The CCC offers individual appointments to juniors and seniors for personalized advice on the college search and the application process. Advisors also help students through summer application bootcamps; weekly open college application workshops; college essay and application advice and review throughout the fall; and Flex Time presentations for juniors on college topics. The CCC also hosts monthly College Club meetings at lunch, targeting 9-10 grade first-generation students. The College Club introduces these students to the resources at the CCC, steps they can take to be prepared for college, and pathways to college. Additionally, the school offers free SAT preparation classes multiple times each semester to help students prepare for college. Students also meet multiple times each year with their own guidance</p>	<ul style="list-style-type: none"> <li>- <a href="#">College and Career Calendar</a></li> <li>- <a href="#">Post Secondary Guidance</a></li> </ul>
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<p>counselors for academic counseling.</p> <p>For parents, the College/Career Center holds parent information presentations on the college application process throughout the year (simultaneous Spanish translation provided by our bilingual parent outreach coordinator). There are 10th grade and 12th grade Parent College Info Nights; two 11th grade Parent College Info Nights; a College Admissions Test Info Night; a Community College Night; and a Financial Aid Information Night. The Guidance Office also provides a FAFSA/Dream Act Workshop in which families fill out financial aid forms with the help of bilingual financial aid counselors from local community colleges. At Community College Night, seniors and their parents are invited to learn about career/vocational programs and all other academic pathways provided at five of our local community colleges whose representatives attend and present information at this event.</p> <p>As previously mentioned, the school also hosts a College and Career Day, created on Menlo-Atherton's campus in 2014 to promote college and career awareness for all students. During a minimum day in fall, freshmen students are offered visits to colleges, sophomores and juniors take free PSAT tests, and seniors participate in career panels and/or get help on their college applications. College and Career Day's program goal is to increase graduation levels through engaging students in college options.</p> <p>Some students also find support through services and programs such as SAAP (described in E2.2), AVID, and the Computer Academy. These programs do require enrollment, however, so the supports found here are more limited.</p> <p>One area of concern for the school is that though we have a full-time health clerk, the school's district nurse is only on site Thursdays and Fridays. As a school of 2400+ students, many staff members feel that we should have a full-time school nurse on campus. However, this is a district position.</p>	
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### Support and Intervention Strategies Used for Student Growth/Development

**E3.2. Indicator:** Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

**E3.2 Prompt:** *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
<p>The multi-tiered intervention approach at Menlo-Atherton starts before students arrive on campus. Through our award-winning articulation and transition program at the school, staff try to prepare students for the expectations of high school before starting 9th grade. More specific information about our articulation and transition program can be found in section B1.5.</p> <p>As part of the transition to M-A, many 9th graders enroll in our Compass program. The main emphasis of Compass is to provide incoming 9th grade</p>	<p>- <a href="#">M-A Summer</a></p>



<p>students with the opportunity to acclimate to their new high school environment through both academic and social interaction. Students also have the opportunity to complete their summer reading and related academic activities. Students who complete the program are eligible to receive up to five elective credits toward high school graduation. Students who are socially and emotionally at-risk are pre-identified by feeder school principals and given support through Team Ascent, a summer program that enhances the existing Compass and Honors Institute programs. The Team Ascent Program develops student relationships and designs positive experiences on campus for students who have been disconnected from school in the past. Our support coordinator also receives information about these students so they start the year with access to our various supports. Many Team Ascent students also roll over to the caseload of the SAAP Coordinator.</p> <p>The Sequoia Aspirations Advocate Program (SAAP) was established in Fall 2014 and is supported by the Sequoia District at all four comprehensive high schools. Students identified for SAAP did not graduate from 8th grade, have multiple SSTs in K-8, have poor attendance patterns, and are behaviorally and/or academically at-risk. The program also includes students who are identified as homeless/ foster youth, or are on probation. The program coordinator does outreach for these students and follows their progress throughout their freshman year. She helps resolve behavior concerns, provides support, and makes sure students have access to services. In 2016, the SAAP program coordinator at M-A won an Emily Garfield award from the San Mateo County District for her work in positive youth development.</p> <p>On a curricular level, students who require support and intervention are identified by the district through a number of tests, usually in math and English. Students are placed into support level classes based on their test scores. Support classes are usually a separate subject-specific class for extra practice of material, such as English support with a focus on English skills, Algebra support, English Intervention Support, etc. Teachers of district-mandated support level classes receive extra training for the programs they use, such as Read 180 and Math 180. The support program is also supported by a district instructional coach who organizes the testing schedule and trainings. The hope is that students in support classes who follow the model with fidelity will have the extra time and skill-building lessons to advance. Reactions to the district model are mixed. Teachers agree that students need extra support but would like more freedom in developing curriculum or supporting actual class content, such as supporting novels read in English class, instead of standalone activities as happens with some of the support classes, such as English support. However, change at the district level for these courses is not as fast to implement as teachers would like.</p>	<p><a href="#">Programs</a></p> <ul style="list-style-type: none"> <li>- <a href="#">Student Support Services</a></li> <li>- <a href="#">2016 Emily Garfield Award Description</a></li> <li>- <a href="#">English Placement Chart</a></li> <li>- <a href="#">Math Placement Chart</a></li> <li>- <a href="#">Science, Social Studies, PE Placement</a></li> </ul>
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## Support Services – Multi-Tiered Interventions and Student Learning

**E3.3. Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

**E3.3. Prompt:** *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>As discussed in an earlier section, the school has a process for tracking and evaluating students. The process usually starts with a recommendation for evaluation by the Student Risk Assessment Team (SRAT). Students might be recommended for a SRAT for a number of reasons - mental health, need for an accommodation, learning disability, etc. The team, consisting of guidance counselors, select staff members, and student support services team members, evaluates the concern and decides next-steps, whether it is to watch and check in again or further recommend for a service like a 504 or an IEP. 504 plans on campus are managed by our Student Support Coordinator. 504 plans are reviewed annually by parents/guardians and the Student Support Coordinator and teachers are informed of the accommodations/modifications in place.</p> <p>IEPs are managed by individual case managers in the SPED Department. Almost all students with an IEP are enrolled in a Study Skills class during which they receive extra support on campus. When possible, students with study skills are placed in the study skills class of their case managers. IEPs are updated annually and a full evaluation is done every three years. Transition meetings are also held for all students with IEPs before they start M-A to ensure a smooth move.</p> <p>Additionally, teachers can recommend students to StarVista counseling anonymously. After counselors meet with students, the teacher is given a follow-up regarding the concern. Students can choose to continue meeting with StarVista, and the StarVista counselor will often reach out to students again after the initial meeting to check in and monitor if the student does not return. Though student visits to StarVista are anonymous, there are procedures in place to contact parents if a concern escalates or is thought to require immediate attention.</p> <p>Another place students can access support is the Student Support Center (B-20). In this space students can find trusted adults for a myriad of services, including Mental Health, snacks, housing, guidance, and scholarship information. The Parent Liaison provides guidance to parents who are new to M-A or may not be native English speakers, and provides instruction on using Canvas and Infinite Campus. The Student Support Services Coordinator is also housed in B-20. She oversees all of the student services M-A provides and in addition is the 504 Plan Coordinator. She is a great resource for staff, parents, and students alike.</p> <p>Recently, M-A's new bell schedule was enacted to meet student learning</p>	<ul style="list-style-type: none"> <li>- <a href="#">Student Support Services</a></li>            <li>- <a href="#">Student Support Services</a></li> </ul>





<p>needs. About nine years ago, a late start bell schedule was implemented in accordance with many models for student sleep patterns. One of the unintended consequences was how many students missed classes for athletics as division game times did not change. This year, our new bell schedule eliminates a 20 minute SSR time attached to 3rd period on non-block days and replaces this time with two 30 minute Flex Time periods on block days. The Flex periods are attached to lunch and are not with a set teacher. Students can go to any class as long as it is a teacher they currently have. Students who miss class often use the 30 minutes of Flex and 25 minutes of lunch to have a 55 minute period to make up work for a class, such as a test, lab, etc. Flex Time is a better alternative for students who need more one-on-one time with teachers as well, and the hope is that a longer period of time with a choice of teacher will help students get specific help they need. The schedule also flipped the block days with the 1, 3, 5 block on Thursday and the 0, 2, 4, 6 block on Wednesday to accommodate for certain sports that miss every Tuesday and Thursday so that students were not missing multiple periods of the same class every week.</p>	<p>- <a href="#">Bell Schedule</a></p>
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### Equitable Support to Enable All Students Access to a Rigorous Curriculum

**E3.4. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.4. Prompt:** *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Menlo-Atherton's student population is diverse; yet, there is no question that there is a divide in student population in course enrollment. The Multivariable Calculus class looks very different from an Algebra Topics class. Much of this can be attributed to student-preparedness upon entering 9th grade, as some of our feeder districts do not offer Algebra and some of our feeder districts send us students ready for Algebra II at the start of freshman year. More information can be found in our <a href="#">AS/AP class data reports</a> and <a href="#">by looking at our partner district SBAC results</a>.</p> <p>While the educational gap exists before students get to M-A, we as a school are committed to bridging this gap as much as possible. Compass and Honors Institute were started as a means to bridge the gap. Serving students mostly from the Ravenswood City School District, this summer program before 9th grade introduces students to schoolwide supports, student behavior expectations, and curricula such as math review, summer reading, and science lab work. In English summer classes, students read <i>Ender's Game</i> by Orson Scott Card. This book is required summer reading for all incoming ninth graders. Students write essays and engage in thoughtful literary discussions to prepare them for their high school English class. Through the program, students also learn positive student habits such as homework completion and self-advocacy. In this way, M-A is trying to catch students up before entering 9th grade and ensure first-day preparedness. A team has been put together this school year to assess the efficacy of these</p>	<p>- <a href="#">Compass</a></p>



summer programs and identify if changes need to be made to be a more effective program.

Another benefit of Honors Institute is that students who are enrolled in AS classes or honors level classes and finish Honors Institute are grouped together with one teacher. This helps students as they have some familiarity with other students in the class and are used to working together. Previously, the Honors Institute English teacher also taught AS English I.

More recent systematic changes to address the disparity in classes was the change in social studies to remove leveling in 9th grade. All 9th grade students who take social studies are enrolled in the same course. In 2016, this model was spread to 10th grade as well. Where there were previously three levels of 10th grade social studies, there is now only Modern European History and AP European History. 95% of 10th graders are in the same social studies course.

This push to remove leveling at the 9th grade level also spread to Biology in the 2017-2018 school year. Previously, there had been separate Advanced Biology classes and regular Biology classes. The Biology team chose to pilot a Blended Biology model to eliminate separate AS and non-AS classes. There is still an AS Biology course and a non-AS Biology course but they are in the same class and students can choose after some weeks in the course which level they want to take. The hope is that students from all backgrounds will attempt the course appropriate to their levels without consideration of who is in the class. A further hope is that students who find success in this model who might not have considered an honors level class will continue on this path.

The district has also adopted a co-taught model for Special Education classes and many students with IEPs are pushed into general education classes instead of separate RSP courses. These classes have two teachers, one general ed and one special ed. There is a district cap on SPED students in co-taught classes so that no more than  $\frac{1}{3}$  of the co-taught course will be students with IEPs. This effort ensures that the course is more diverse.

Additionally, given the economic gap on our campus and the advantage students who can afford private tutoring have, our Foundation funds on-campus homework and tutoring centers that are staffed by M-A teachers and staff members. The tutoring center employs teachers of science, math, social studies, world languages, and English. The homework center is less structured but students who need more subject-specific help can be referred to the tutoring center. There is also a designated Writing Center. Students can choose to go to the Writing Center after school for support; teachers can also recommend specific students for support. The Writing Center Coordinator also has a release period and can offer push-in or pull-out support to help these individual students. For example, a teacher of AS English I can recognize that a student needs extra support to achieve success in the class and arrange for tutoring during Flex Time or during a separate class lesson to work on analytical writing skills or revision. The Writing Center periodically emails teachers a list of their students who have used the afterschool service.

- [After School Supports](#)



Though many supports exist at M-A for students and efforts are actively made to increase diversity in classes, it is true that some courses are less diverse than others. The school is working to bridge this gap but the gap still persists. The Ravenswood City School District recently opened a middle school in 2017. M-A and the Sequoia Union High School District are working to support this middle school through multiple articulation efforts. A designated SUHSD math teacher is assigned to the school to help increase high school preparedness. The hope is that students transitioning from the Ravenswood Middle School will have less of a jump to high school than students who attended the previously K-8 elementary schools.	
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### **Co-Curricular Activities**

**E3.5. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.5. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The Menlo-Atherton School ESLRs are:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Menlo-Atherton High School will prepare all students to be academically prepared individuals who:</p> <ul style="list-style-type: none"> <li>• Meet or exceed national, state, and district academic standards</li> <li>• Succeed in their course work in order to graduate and achieve post-high school success</li> <li>• Communicate ideas through written, oral, and artistic presentations</li> <li>• Assess, analyze, synthesize, and evaluate ideas from a variety of sources</li> <li>• Use technology to enhance learning and engagement</li> </ul> </div> <p>Menlo-Atherton gives students opportunities for support in a dynamic way and throughout their entire career, from before they begin as freshmen through graduation.</p> <p>As previously mentioned in this report, Menlo-Atherton provides support during the summer through the Honors Institute and Compass for some incoming freshmen. Programs to support students who struggle or need extra help with content through the Writing Center and multiple homework centers where content-area teachers are available to help. Programs to support students who are at risk for staying in high school with SAAP. These programs at M-A link directly to the schoolwide learner goals of meeting or exceeding standards and succeeding in coursework.</p> <p>M-A also has multiple programs for success through high school to reach post-secondary goals. M-A also offers programs such as AVID and the Academy. A free SAT Prep class is available to students, and the College and Career Center is available to help all students reach their goals. There also is a schoolwide program where all students participate in a College and</p>	<ul style="list-style-type: none"> <li>- <a href="#">After School Supports</a></li> <li>- <a href="#">Student Support Services</a></li> </ul>



## Menlo-Atherton High School ACS WASC/CDE Self-Study Report

<p>Career Day. Freshman visit Bay Area colleges. Sophomores and Juniors take the PSAT, and Seniors have a career day where they get to listen to speakers on panels. M-A also has the National Honors Society. These programs link directly to the ESLR of achieving post-high school success.</p> <p>M-A also work with the community around the school to help support students. Representatives from the 49ers Academy work on campus throughout the day and can support students. The Boys and Girls Club Future Grads Program is also available on campus. The Academy Mentorship Program connects Academy students with community mentors.</p> <p>Additionally, each semester students are encouraged to start new clubs based on interest. Training is provided for leaders of new and existing clubs before Club Rush is held to recruit new members. M-A has over 100 student clubs. By organizing and participating in Club Rush, and by participating in club events on a regular basis, students learn to communicate ideas with their peers, meeting one of our ESLR goals.</p> <p>M-A has a growing Performing Arts program that actively seeks participation from our diverse student body. This year VPA chose a main-stage musical, <i>Hairspray</i>, that provides many opportunities to showcase our students of diverse ethnicities and cultures. A special matinee performance was put on for students from our Ravenswood partner district.</p> <p>Finally, M-A has a robust athletics program. More than 1,100 students participate on 54 athletic teams. This program has high expectations for students, parents, and staff. Students are required to keep at least a 2.0 GPA to participate in a sport. All of our sports programs are well above 2.0 for an average GPA. Student-athletes are also taught skills in sportsmanship and communication. These efforts directly link to the ESLRS of succeeding in coursework, meeting standards, and communication. In 2017, the M-A athletics program was honored by Prep2Prep as NorCal Public School of the Year for Athletic Achievement. M-A has also won the Peninsula Athletics League Commissioner's Cup for sportsmanship and athletics for the last 10 years in a row and 11 of the 12 years the award has been offered.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Clubs</a></li>   <li>- <a href="#">2017-2018 Athletics GPA</a></li>   <li>- <a href="#">Athletics Parent Meeting Presentation</a></li>   <li>- <a href="#">Prep2Prep Winner</a></li>   <li>- <a href="#">PAL Cup</a></li>   <li>- <a href="#">M-A Fact Sheet</a></li> </ul>
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### ***ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs***

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.**

**Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical learner needs (Task 2, Chapter II).**

#### **Summary (including comments about the preliminary identified critical learner needs)**

Menlo-Atherton provides many supports to students for personal and academic growth. Targeted outreach of students happens before students arrive at M-A. Some of these supports are:

- Partner District Articulation
  - M-A has an award-winning articulation program. Supported by the Sequoia Union High School District, Ravenswood District teachers have participated in some SUHSD district trainings.
  - All new teachers to M-A visit feeder schools
  - Ravenswood teachers have the opportunity to participate in site visits at M-A
  - Subject-specific articulation has occurred in all major subjects
  - English teachers from the Menlo Park School District and the Las Lomas School District have had specific meetings with 9th grade English teachers
  - SUHSD supports a math teacher on full release at the Ravenswood Middle School.
  - Departments have shared best practices, sample assignments, and rubrics with partner feeder schools
- Targeted Support
  - Based on reports from feeder schools, the most at-risk students have a special case manager who helps support the students and the families both academically and socially. Once on campus, all students have access to confidential counseling services and conflict mediation.
  - Compass and Honors Institute are academic programs during the summer to help students further develop skills before high school. Students in both programs read the summer reading novel, take a math class, and learn leadership skills.
  - Students from Ravenswood receive a copy of the summer reading book for free. This program is jointly funded by the M-A PTA and the Ravenswood District.
  - A parent liaison is on staff to organize meetings, translate, and be a general point of contact for parents.

Supports are also available to students once they come to M-A. Services are offered both for academic needs and for emotional concerns. Some opportunities available to students are:

- After school tutoring center, homework center, writing center
  - All of these centers are staffed by M-A teachers
- StarVista Counseling
  - Students can request services or be referred. The program is anonymous.
- Multiple guidance counselor meetings
  - Students meet with guidance counselors 3-4 times per year

In addition to supporting students through outside programs, M-A has also made some ideological program shifts such as

- Flex Time
  - Open periods on block days for students to request help from specific teachers
- Restorative Justice
- Additional guidance staffing
- Additional AVP



- Additional College and Career Center staff
- Detracking social studies and Biology
- Reduced class sizes

M-A also provides many opportunities for students to voice their opinions and participate on campus through sports, clubs, Leadership classes, and school events such as International Day and Feel Good Fridays.

The data reports for Menlo-Atherton suggest critical learner needs in supporting students with disabilities and in supporting students from our significant subgroups. While the school is making many efforts to close the gap between students coming from Menlo Park and Las Lomitas and students coming from Ravenswood, the gap continues to persist. Moves have been made toward detracking, such as in social studies and in Biology. The additional guidance staff ensures students are able to see counselors more frequently and get one-on-one check-ins.

However, as can be seen readily during a walk-through of classes, many classes are still not fully diverse and parts of campus look different from others. In addition to articulation efforts, M-A needs to better leverage its many resources to help support students achieve academic success once they reach M-A. Students should be encouraged more to attend homework centers and a system should be in place to target outreach for students not on track to graduate. Addressing these concerns is a goal of Action Items 1, 2, and 3.

#### **Prioritize the strengths and areas for growth for Category E.**

##### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength**

- After School Support Programs
  - Menlo-Atherton has a robust after school support program to provide individual help for students from certificated content teachers on campus. The 9th and 10th grade tutoring center staffs teachers from five different subject areas and the homework center in the library is also staffed by school personnel. Additionally, a separate writing center is available for students to receive help with writing in various subjects. In addition to after school academic support programs, M-A partners with various community groups such as Boys and Girls Club and MyLife to host groups of students on campus as they complete homework and take part in club activities.
- Community Involvement
  - The local community has great interest in Menlo-Atherton and helps M-A serve the needs of all our students. There is tremendous community involvement from the Foundation, PTA, and other parent involvement to partnerships with the local food bank and local businesses to even additional parking spots for Back to School and Open House. The support of our community partners helps ensure students have access to basics such as food and internet and business experience. Additionally, students in Leadership serve their community in service projects with local police Departments, parks and recreation Departments, and various other organizations along the Bay Area peninsula.

##### **Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth**

- Increase Student Diversity in Classes
  - As noted by both students and staff, while “Strength in Diversity” is the motto of Menlo-Atherton, in practice the campus is not as diverse as one would hope. The student body is itself diverse and many efforts have been made to create clubs that bridge the





various groups on campus. However, the classes at M-A remain less diverse than we would like. This is by no means a new problem to M-A. However, while it is inarguable that many students from our different partner districts enter M-A with vastly different skill sets, the problem with a lack of diversity on campus cannot solely rest on feeder schools. M-A must take action once the students get to this campus. Some positive steps have been made such as the detracking of 9th and 10th grade history (with the exception of AP Euro). Another stride has been made with the blended biology model. Some discussions have occurred in the English Department to detrack at the 9th grade level. Systematic efforts have also been made through extensive articulation with feeder schools. However, the problem still persists and the gap still needs to be bridged.

- Increase Student Engagement
  - Students at Menlo-Atherton High School have numerous ways to stay connected to the campus and to their own educations; however, there needs to be more active engagement on campus. One major effort to address this is an expanded PRIDE building effort based on the M-A Core Values of Patience, Respect, Integrity, Determination, and Empathy. A PRIDE-building committee has been formed to try and increase student engagement in these values and to the school community as a whole so more students feel connected. During the opening weeks of school, students participate in PRIDE activities to familiarize themselves with the school's values.



# Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Continue Development of Common Units and Assessments
- Increase Alignment Horizontally and Vertically
- More Meaningful Depth of Knowledge (DOK)
- More Structured Discussion of Data and Follow Up from Data
- More Alignment in Grading and Grading Policies
- Increase Student Diversity in Classes
- Increase Student Engagement
- Develop More Measures of Success
- Increase Awareness of College and Career Pathways
- Increase Instructional Rounds
- More Focused Trainings
- Integration of Interim Assessments to Curriculum
- Additional Formats for Involving Stakeholders





## Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs



Photo credit: Jim Shorin  
Palo Alto Online



**WASC Criteria:**

**Summarize the identified critical student learning needs based on profile and Focus Group findings.**

Menlo-Atherton is committed to the education of all students. From profile data and Focus Group findings for this WASC cycle, it is clear that more work must be done to ensure that all student learning needs are met. These critical student learning needs are:

**Critical Student Learning Need 1:**

**A-G Eligibility and College and Career Readiness with a Focus on Specific Subgroups**

**Indicators from Profile Data**

- Since the class of 2013, White A-G completion has ranged from 82.9% to 88.9%
- Since the class of 2013, Asian A-G completion has ranged from 82% to 100%
- Since the class of 2013, SPED A-G completion has ranged from 17.4% to 30%
- Since the class of 2013, Hispanic A-G completion has ranged from 34.8% to 49.2%
- Since the class of 2013, EL/RFEP A-G completion has ranged from 26.5% to 33.7%

**Indicators from Focus Groups**

- Teachers are working to meet the schoolwide and districtwide push for adoption of some common assessments and some curriculum sets. However, individual teacher participation in this movement is varied. Teachers also report more time necessary for this project.
- Staff recognizes the challenges of teaching students with such disparate skills from incoming 9th graders in Algebra Readiness to incoming 9th graders in AS Algebra II. Staff would like more targeted training on how to bridge this gap.
- Articulation efforts are made to help prepare students for high school. With a new Ravenswood Middle School, and subsequently 3 major middle school feeders, articulation efforts may need restructuring.
- The CTE Pathways are relatively new and a tracker could help students meet CTE pathways.

**Summary:**

One of the most glaring challenges at Menlo-Atherton is the performance gap which persists between students coming from Menlo Park and Las Lomitas and students coming from Ravenswood. This is seen in test results and in AS/AP class enrollments. With this performance gap from feeder districts comes a gap between White and Asian students and students of significant subgroups such as English Learner, African-American, and Pacific Islander. This disparity in performance has endured through multiple endeavors to stem it, and it naturally affects A-G and College and Career Readiness for all students.

M-A's commitment to A-G Eligibility and College and Career Readiness for all students is shown through programs such as in-house tutoring centers, Cycles of Inquiry, and Constructing Meaning. However, M-A also has areas for growth and could better leverage the systems it already has in place such as specific targeted assignment of Flex times or homework center meetings for 9th grade students who are not on track to attain 60 credits by the end of freshman year.





M-A's articulation program won a Kent Award from the San Mateo County of Education. While it is successful, large gaps still persist in the preparedness of our students from Ravenswood and our students from Menlo Park and Las Lomitas, primarily across racial lines. An area of focus for the coming WASC cycle could be how to continue articulation efforts and make them more effective, especially with the establishment of a middle school in Ravenswood. Of our three largest partner districts, what can M-A do with three middle school partners now that it could not with two middle schools and five separate elementary schools? How can M-A continue supporting all of these students as they transition to high school and continue on toward graduation and being college and career ready? Answering these questions must be a focus for the coming years and for our next WASC cycle to ensure that students enter M-A prepared for high school and become college and career ready.

### Critical Student Learning Need 2:

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

#### Indicators from Profile Data

##### A-G

- Since the class of 2013, White A-G completion has ranged from 82.9% to 88.9%
- Since the class of 2013, Asian A-G completion has ranged from 82% to 100%
- Since the class of 2013, SPED A-G completion has ranged from 17.4% to 30%
- Since the class of 2013, Hispanic A-G completion has ranged from 34.8% to 49.2%
- Since the class of 2013, EL/RFEP A-G completion has ranged from 26.5% to 33.7%

##### Credits

- End of 9th grade GPA overall for 2017-2018 is 3.01. 78.9% of students received 60 credits or more. **For LTEL:**

2013-2014 freshmen	2014-2015 freshmen	2015-2016 freshmen	2016-2017 freshmen
GPA: 2.08	GPA: 2.09	GPA: 1.74	GPA: 2.11
60 Credits: 55.0%	60 Credits: 52.5%	60 Credits: 40.79%	60 Credits: 53.1%

- End of 10th grade GPA overall for 2017-2018 is 2.90. 73% of students received 120 credits or

#### Indicators from Focus Groups

- Many support programs are in place to help all students, such as homework centers, after school programs, and guidance resources. These existing programs can be used to better help LTEL students through active tracking and active intervention rather than reports run at the end of the semester or end of the year.
- Data reports are also run for class passing rates and gate-keeping courses. While there is some data discussion, a more targeted approach for discussion related to LTEL students would help focus the conversation.
- Cycle of Inquiry is an existing process for teacher collaboration and could be used to target groups of students around a common goal, such as increasing scaffolds for LTEL students.
- A district initiative is in place to have all teachers complete Constructing Meaning Training focused on helping EL students access curriculum.



more. <b>For LTEL:</b>			
2013-2014 soph	2014-2015 soph	2015-2016 soph	2016-2017 soph
GPA: 2.24	GPA: 2.20	GPA: 2.00	GPA: 1.76
120	120	120	120
Credits: 66.7%	Credits: 51.2%	Credits: 51.4%	Credits: 35.8%

- 2016-2017 LTEL full year period attendance 81.5%
- 2016-2017 LTEL 5.1% suspension rate of 249 students

**Summary:**

As noted in this WASC report, the students come to M-A with vastly different levels of preparation, as shown through our partner district SBAC results and in other placement tests. The difference in levels is directly split along socioeconomic lines, which are also correspond to racial lines at the school. Students from the Menlo Park and Las Lomitas schools are predominantly White while students from the Ravenswood schools are predominantly Hispanic/Latino.

The group that needs the most support are long-term English learners. These students have been in the country for at least six years, though many have been in school in California since kindergarten. The 2017-2018 enrollment of our EL and RFEP subgroup was 56.1% of our students. Of these students, our LTEL students are outperformed by almost every other subgroup including short term EL and SPED in most measures including A-G completion, average GPA, credits earned, and graduation rates. They also have a higher rate of suspension than almost every other group on campus.

Some measures M-A has taken to increase the success of our LTEL students are:

- Compass and Honors Institute - summer bridge programs targeted toward students from Ravenswood
- Increased articulation with all partner districts but especially with Ravenswood
- District-supported articulation with Ravenswood - a Sequoia Union High School District teacher is a math instructional coach at the new middle school in Ravenswood and Ravenswood attends some SUHSD professional development
- After school tutoring and homework centers
- Sequoia Aspirations Advocate Program (SAAP) - targeted support of 9th graders based on middle school reports for truancy, multiple failing grades, behavior, etc
- Shifts to class structures from:
  - Heavily tracked classes to less heavily tracked classes
  - Targeted grouping of students in classes
  - Various district-level support models for course structure
  - Increased Instructional Aide support in classes
  - Push-in writing support
  - Restorative justice practices
  - Reduced class sizes
- Support for the new middle school in Ravenswood
- Increased mental health services
- Outside programs such as BUILD, MyLife, Boys and Girls Club

Some of these measures are still in existence and some have fallen by the wayside after multiple years of implementation. Despite these measures, LTEL students underperform at M-A and the school must





reevaluate its supports and identify how to support and increase performance of this group. Thus, a critical student learning need is to improve performance for our significant subgroups, as measured by graduation rate, A-G eligibility, and standardized test scores. The hope is that increasing performance in these subgroups will naturally lend to increased participation in advanced level courses as students master skills necessary to succeed in AS and AP courses.

**Critical Student Learning Need 3:**

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

Indicators from Profile Data

**A-G**

- Since the class of 2013, White A-G completion has ranged from 82.9% to 88.9%
- Since the class of 2013, Asian A-G completion has ranged from 82% to 100%
- Since the class of 2013, SPED A-G completion has ranged from 17.4% to 30%
- Since the class of 2013, Hispanic A-G completion has ranged from 34.8% to 49.2%
- Since the class of 2013, EL/RFEP A-G completion has ranged from 26.5% to 33.7%

**Credits**

- End of 9th grade GPA overall for 2017-2018 is 3.01. 78.9% of students received 60 credits or more. **For SPED:**

2013-2014 freshmen	2014-2015 freshmen	2015-2016 freshmen	2016-2017 freshmen
GPA: 2.48	GPA: 2.41	GPA: 2.14	GPA: 2.40
60 Credits:	60 Credits:	60 Credits:	60 Credits:
72.6%	67.3%	69%	69.4%

- End of 10th grade GPA overall for 2017-2018 is 2.90. 73% of students received 120 credits or more. **For SPED:**

2013-2014 soph	2014-2015 soph	2015-2016 soph	2016-2017 soph
GPA: 2.28	GPA: 2.22	GPA: 2.24	GPA: 2.24
120 Credits:	120 Credits:	120 Credits:	120 Credits:

Indicators from Focus Groups

- The SPED model has seen many changes over the past 6 years and more specific internal measures are necessary to gauge success of students.
- Students in the SPED program need additional indicators of success rather than just A-G which should be tracked comprehensively on campus, such as graduation rate and enrollment in community college or career readiness.
- Many support programs are in place to help all students, such as homework centers, after school programs, and guidance resources. These existing programs can be used to better help SPED students through active tracking and active intervention rather than reports run at the end of the semester or end of the year.
- Data reports are also run for class passing rates and gate-keeping courses. While there is some data discussion, a more targeted approach for discussion related to SPED students would help focus the conversation.
- Cycle of Inquiry is an existing process for teacher collaboration and could be used to target groups of students around a common goal, such as increasing scaffolds for SPED students.
- SPED teachers have started the process for a comprehensive Study Skills curriculum and the course will benefit from continuing this process with vertical alignment.



66.1%	61.8%	59.3%	59.3%	
<p><b>Summary:</b>            There have been many changes to the SPED model at M-A in the past 6 years. With these changes, it has been difficult to track data for SPED consistently. While SPED numbers had been holding steady above 20% for A-G eligibility, the drastic drop to 5.9% in the 2017-2018 school year is troubling. Part of this decrease is in district redesignation of students who do not have a study skills class. Acknowledging that the SPED program has students with disabilities that make learning more difficult, the school needs to identify better measures for success in the program. While everyone is in agreement that A-G is a good high bar measure of student performance, if A-G is not the best measure for success of all students in the SPED program, the school and the program should identify alternative indicators of success. Some suggestions have been community college attendance of graduates or emphasis on graduation rates rather than A-G rates.</p> <p>Additionally, students in the SPED program could utilize the supports already available at M-A to become more college and career ready. M-A hired an additional College and Career Center staff member in the 2018-2019 school year. A tracker should be created indicating specific skills for college and career readiness, such as ability to complete projects independently and ability to research information. Students in the SPED program could meet more regularly with CCC staff with vertically aligned programs to increase career readiness as well as college readiness. Study Skills classes could also be better leveraged to support students in building the skills indicated.</p>				

**Critical Student Learning Need 4:**

Increase Student Engagement and Well-Being in School

Indicators from Profile Data

**Panorama Survey responses from 2018-2019**

Student survey results from 1,802 students	Parent survey results from 598 parents
<ul style="list-style-type: none"> <li>- How positive or negative is the energy of the school? - 3.5/5</li> <li>- How often are students asked to give input in district or school decisions? - 2.4/5</li> <li>- How often do you feel what you are learning in school is relevant to your own life?</li> </ul>	<ul style="list-style-type: none"> <li>- To what extent do you think children enjoy going to M-A? - 3.6/5</li> <li>- How motivating are lessons at your child's school? - 3.3/5</li> <li>- How well do administrators at M-A create a school environment that helps children learn?</li> </ul>

Indicators from Focus Groups

- A new bell schedule was adopted in 2018 with the inclusion of a FLEX time model for students to get help on campus
- Quarterly Feel Good Fridays offer students extended lunch and activities on campus
- PRIDE building lessons reinforce school values
- Campus events such as International Day
- Robust athletics program including state championship football team. In December, the football team had a small parade on campus after winning the championship game and the city of Menlo Park held a parade for the players on 1/12/2018.



<ul style="list-style-type: none"> <li>- 2.8/5</li> <li>- How connected do you feel to adults at your school?</li> <li>- 2.6/5</li> <li>- How much do you matter to others at this school?</li> <li>- 3.1/5</li> <li>- How much do you feel like you belong at your school?</li> <li>- 3.3/5</li> <li>- How interested are you in your classes?</li> <li>- 3.1/5</li> </ul>	<ul style="list-style-type: none"> <li>- 3.6/5</li> <li>- How much respect do you think teachers at the school have for students?</li> <li>- 3.8/5</li> </ul>	
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**Summary:**

Menlo-Atherton is continually updating its model to include more student engagement and well-being. Recently, M-A has adopted a new bell schedule. This bell schedule keeps the late-start schedule the school had and changed the 3 SSR periods to 2 FLEX periods. The net extra work time for students is still 60 minutes of work time, FLEX allows students longer chunks to make up work or seek specific help. This schedule was adopted with input from all stakeholders, though it will have to change once more for the 2019-2020 school year based on union bargaining.

Additionally, M-A has added quarterly Feel Good Fridays with extended lunches and activities for students to do. The hope was that these Friday sessions would help students decompress and increase both student engagement and well-being. During Feel Good Friday, there is a farmers' market with free produce for students, mindfulness sessions, sports events, etc.

M-A also has a strong athletics program, winning highest honors in the Peninsula for the last 10 years. Most recently, the football team won the state championship for the division. Other teams on campus regularly make play-offs. Despite the all-around excellence of sports on campus, attendance at events is varied. M-A could do more to encourage student attendance of sporting events.

M-A's PRIDE building committee is focused on increasing student engagement on campus, specifically in relation to PRIDE. A closed Flex Time lesson on Strength in Diversity was presented by teachers in January of 2019. Video competitions were also proposed to showcase elements of PRIDE. More work can be done at M-A to reinforce these ideas on a continual basis.

Restorative Justice is also relatively new to M-A. Currently, the program is voluntary for teachers. If teachers who have completed the voluntary training are finding success, best practices could be shared with all staff or the training can be expanded to include more teachers.



# Chapter V: REVISED Schoolwide Action Plan



**WASC Criteria:**

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

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

## Action Plan #1: A-G Eligibility and College and Career Readiness

Critical Student Learning Need 1	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.
Rationale	Menlo-Atherton High School has a consistent graduation rate above 89% for the last five years and above 91.7% for the last two years. However, during this time our A-G completion rate has been between 58.1% and 67.6%. There has been a general upward trend in our A-G rate, and the achievement gap is closing. We would like to work on closing this gap even more, especially with regards to our significant subgroups. Concurrently, we would like to track students who are college and career ready according to the California Dashboard and increase eligibility.
Supporting Evidence	<ul style="list-style-type: none"> <li>- Since the class of 2013, White A-G completion has ranged from 82.9% to 88.9%</li> <li>- Since the class of 2013, Asian A-G completion has ranged from 82% to 100%</li> <li>- Since the class of 2013, SPED A-G completion has ranged from 17.4% to 30%</li> <li>- Since the class of 2013, Hispanic A-G completion has ranged from 34.8% to 49.2%</li> <li>- Since the class of 2013, EL/RFEP A-G completion has ranged from 26.5% to 33.7%</li> </ul>
Targets	<ol style="list-style-type: none"> <li>1. Maintain or increase A-G completion rate of our White and Asian students around the 90% mark.</li> <li>2. Increase A-G completion rate of specific subgroups with the goal of ... <ol style="list-style-type: none"> <li>a. Hispanic at ~50-55%</li> <li>b. SPED at ~30-35%</li> <li>c. EL/RFEP at ~40-45%</li> <li>d. African-American and Pacific Islander improvement every year (it is difficult to put a specific number on these groups because these</li> </ol> </li> </ol>





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	subgroups are small and thus have more fluctuation in percentages)
ESLR Addressed and Impact on Student Learning	<ol style="list-style-type: none"> <li>1. Students are academically prepared to meet or exceed national, state, and district academic standards.</li> <li>2. Students will succeed in course work in order to graduate and achieve post high school success.</li> </ol>
Measures to Monitor Progress	<ul style="list-style-type: none"> <li>- Dashboard Data</li> <li>- California College and Career Dashboard</li> <li>- CTE Pathways Completion Rate</li> <li>- PSAT Score Reports</li> <li>- Credits Earned Report</li> </ul>

### **Action Items**

#	Action Item	Staff Member(s)	PD Resources	Measure/ Follow Up	Time-line
1	Teachers will complete district Constructing Meaning training through EL Achieve	All teachers	District PD	Enrollment count Coaching follow up	2022
2	Promote CTE pathway with a focus on concentrator and capstone courses and create tracker to measure CTE pathway completion	CTE Department, IVP, Guidance Department	Collaboration time	Completion of tracker	2020
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.	Administration, teachers	School PD, Collaboration time, Staff meetings	Completion of training; completion of data-driven discussions	2020
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	Department chairs, all teachers	Department meetings, School PD, Collaboration time, Staff meetings	Completion of documented standards and skills vertical alignment	2020
5	Establish a working group to track progress of and support specific subgroups in the areas of: <ul style="list-style-type: none"> <li>- Grades/GPA</li> <li>- Credits</li> <li>- CTE Pathways completion</li> </ul>	IVP, Bilingual resource teacher, SPED department chairs, Guidance,	Collaboration time	Implementation of task force and specific trackers/tools	2021 and ongoing





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	<ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- A-G</li> </ul>	district dashboard			
6	Continue articulation efforts with middle schools with a focus on: <ul style="list-style-type: none"> <li>- Content skills necessary for high school</li> <li>- Soft skills necessary for high school (self-advocacy, studying stamina, etc.)</li> <li>- Student skills necessary for high school (homework completion, behaviors, etc.)</li> </ul>	Articulation coordinator, administration, 9th grade team, partner schools	Collaboration time, articulation funding	Updated articulation calendar	2021
7	Continue implementing Instructional Rounds to observe best practices and depth of knowledge and student engagement	All teachers	Release days, department meeting time	Teacher participation in instructional rounds	2019
8	Develop homework best practices by department	All teachers	Department meeting time, collaboration time, PD	Development of best practices sheet	2019



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

Critical Student Learning Need 2	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.																
Rationale	The 2017-2018 enrollment of our EL and RFEP subgroup was 56.1% of our students (Dashboard). Of these students, our LTEL students are outperformed by almost every other subgroup including short term EL and SPED in most measures including A-G completion, average GPA, credits earned, and graduation rates. They also have a higher rate of suspension than almost every other group on campus.																
Supporting Evidence	<p><b>LTEL</b></p> <ul style="list-style-type: none"><li>- End of 9th grade GPA overall for 2016-2017 is 3.01. 78.9% of students received 60 credits or more. <b>For LTEL:</b></li></ul> <table><tr><td>2013-2014 year freshmen</td><td>2014-2015 year freshmen</td><td>2015-2016 year freshmen</td><td>2016-2017 year freshmen</td></tr><tr><td>GPA: 2.08 60 Credits: 55.0%</td><td>GPA: 2.09 60 Credits: 52.5%</td><td>GPA: 1.74 60 Credits: 40.79%</td><td>GPA: 2.11 60 Credits: 53.1%</td></tr></table> <ul style="list-style-type: none"><li>- End of 10th grade GPA overall for 2016-2017 is 2.90. 73% of students received 120 credits or more. <b>For LTEL:</b></li></ul> <table><tr><td>2013-2014 year soph</td><td>2014-2015 year soph</td><td>2015-2016 year soph</td><td>2016-2017 year soph</td></tr><tr><td>GPA: 2.24 120 Credits: 66.7%</td><td>GPA: 2.20 120 Credits: 51.2%</td><td>GPA: 2.00 120 Credits: 51.4%</td><td>GPA: 1.76 120 Credits: 35.8%</td></tr></table> <ul style="list-style-type: none"><li>- 2016-2017 LTEL full year period attendance 81.5%</li><li>- 2016-2017 LTEL 5.1% suspension rate of 249 students</li></ul>	2013-2014 year freshmen	2014-2015 year freshmen	2015-2016 year freshmen	2016-2017 year freshmen	GPA: 2.08 60 Credits: 55.0%	GPA: 2.09 60 Credits: 52.5%	GPA: 1.74 60 Credits: 40.79%	GPA: 2.11 60 Credits: 53.1%	2013-2014 year soph	2014-2015 year soph	2015-2016 year soph	2016-2017 year soph	GPA: 2.24 120 Credits: 66.7%	GPA: 2.20 120 Credits: 51.2%	GPA: 2.00 120 Credits: 51.4%	GPA: 1.76 120 Credits: 35.8%
2013-2014 year freshmen	2014-2015 year freshmen	2015-2016 year freshmen	2016-2017 year freshmen														
GPA: 2.08 60 Credits: 55.0%	GPA: 2.09 60 Credits: 52.5%	GPA: 1.74 60 Credits: 40.79%	GPA: 2.11 60 Credits: 53.1%														
2013-2014 year soph	2014-2015 year soph	2015-2016 year soph	2016-2017 year soph														
GPA: 2.24 120 Credits: 66.7%	GPA: 2.20 120 Credits: 51.2%	GPA: 2.00 120 Credits: 51.4%	GPA: 1.76 120 Credits: 35.8%														
Targets	<ol style="list-style-type: none"><li>1. Improve average GPA</li><li>2. Increase number of credits earned</li><li>3. Improve graduation and A-G completion rate</li><li>4. Improve consistent attendance</li></ol>																
ESLR Addressed and Impact on Student Learning	<ol style="list-style-type: none"><li>1. Students are academically prepared to meet or exceed national, state, and district academic standards.</li><li>2. Students will succeed in course work in order to graduate and achieve post high school success.</li></ol>																
Measures to Monitor	<ul style="list-style-type: none"><li>- Dashboard Data</li><li>- California College and Career Dashboard</li></ul>																



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Progress	<ul style="list-style-type: none"> <li>- Credits Earned Report</li> <li>- Attendance Report</li> <li>- Suspension Report</li> </ul>
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### Action Items

#	Action Item	Staff Member(s)	PD Resources	Measure/ Follow Up	Timeline
9	Teachers will complete Constructing Meaning training at the district	All teachers	District PD	Enrollment count	2022
10	Implement pilot of ELD co-taught bio and ELD co-taught history for students in ELD 3	ELD/LEP teachers	Collaboration time	Course creation	2019
11	Increase on-campus schoolwide teacher training on differentiating instruction and components of rigor	Administration	School PD, Collaboration time, Staff meetings	Completion of training	2020
12	<p>Establish a working group to track progress of specific subgroups in the areas of:</p> <ul style="list-style-type: none"> <li>- Grades/GPA</li> <li>- Credits</li> <li>- CTE Pathways completion</li> <li>- Graduation rate</li> <li>- Year on year progress</li> </ul> <p>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.</p>	Bilingual resource specialist, Guidance, Administration, SAAP coordinator, HW Center Coordinator	Collaboration time Guidance Cycle of Inquiry	Implementation of working group and creation of specific trackers/ tools: personalized invites to HW center; pull-out support; etc.	2021 and ongoing
13	Modify current data analysis practices and implement additional schoolwide data analysis to include specific discussion of LTEs and next-steps to inform their classroom practices and increase student achievement	IVP, bilingual resource specialist, all teachers	Department meetings, School PD, Collaboration time, Staff meetings	Implementation of data analysis activity	2020 and ongoing
14	Structure Cycle of Inquiry to include targeted support of significant subgroups	IVP, department chairs, all	Cycle of Inquiry	Cycle of Inquiry evidence	2019 and ongoing



		teachers			
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### Action Plan #3: Increase Performance of Students with Special Needs, with a Focus on Diploma Track Students

Critical Student Learning Need 3	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.
Rationale	<p>Increasing performance of SPED students was an Action Plan item for our last WASC cycle. The measures for this past cycle were grades in general-education classes and on standardized test scores from the CAHSEE and CST. One major component of measurement was made unavailable with the change to the SBAC and the elimination of the CAHSEE. Additionally, since the last full WASC visit, our district has implemented a SPED co-teaching model, moving away from SDC classes. Thus, it has been difficult to track the performance of our students with special needs consistently.</p> <p>Concurrently, the number of students with special needs at M-A have increased from 12.1% of our population in 2014-2015 to 13.1% in 2017-2018. During this time, the number of credits earned and A-G completion rate for our SPED population has shown an inconsistent but downward trend.</p> <p>Since our 2013 WASC report, M-A and the Sequoia Union High School District have implemented major shifts in special education, including the co-taught model and the introduction and removal of an internship course. Additionally, the district has become more stringent about conditions for keeping students in Special Education. In particular, the district in 2016 required that all students in Special Education be enrolled in a Study Skills class. "Watch and Monitor" is no longer an option. Higher performing students who did not need or want a Study Skills class were then exited from the program. During this time, the program also grew in numbers and more students qualified for this more restrictive setting of support with a required Study Skills class.</p> <p>Because of the major changes to the SPED model and the inconsistent performance of students across the department in general-education classes, we are including this goal to focus our efforts.</p> <p>To that end, it is also important that the SPED Department track not only A-G but also graduation and promotion to community college and college-career readiness as a sign of success.</p>



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Supporting Evidence	- A-G Completion overall is 66.9% for the class of 2017. For SPED:										
	<table><tr><td>Class of 2014</td><td>Class of 2015</td><td>Class of 2016</td><td>Class of 2017</td><td>Class of 2018</td></tr><tr><td>27.3%</td><td>23.8%</td><td>30%</td><td>22.7%</td><td>5.9%</td></tr></table>	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	27.3%	23.8%	30%	22.7%	5.9%
	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018						
	27.3%	23.8%	30%	22.7%	5.9%						
	- End of 9th grade GPA overall for 2016-207 is 3.01. 78.9% of students receive 60 credits or more. For SPED:										
	<table><tr><td>2013-2014 year</td><td>2014-2015 year</td><td>2015-2016 year</td><td>2016-2017 year</td></tr><tr><td>GPA: 2.48 60 Credits: 72.6%</td><td>GPA: 2.41 60 Credits: 67.3%</td><td>GPA: 2.14 60 Credits: 62.9%</td><td>GPA: 2.40 60 Credits: 69.4%</td></tr></table>	2013-2014 year	2014-2015 year	2015-2016 year	2016-2017 year	GPA: 2.48 60 Credits: 72.6%	GPA: 2.41 60 Credits: 67.3%	GPA: 2.14 60 Credits: 62.9%	GPA: 2.40 60 Credits: 69.4%		
2013-2014 year	2014-2015 year	2015-2016 year	2016-2017 year								
GPA: 2.48 60 Credits: 72.6%	GPA: 2.41 60 Credits: 67.3%	GPA: 2.14 60 Credits: 62.9%	GPA: 2.40 60 Credits: 69.4%								
- End of 10th grade GPA overall for 2016-207 is 2.90. 73.0% of students receive 120 credits or more. For SPED:											
<table><tr><td>2013-2014 year</td><td>2014-2015 year</td><td>2015-2016 year</td><td>2016-2017 year</td></tr><tr><td>GPA: 2.28 120 Credits: 66.1%</td><td>GPA: 2.22 120 Credits: 61.8%</td><td>GPA: 2.24 120 Credits: 59.3%</td><td>GPA: 2.24 120 Credits: 59.3%</td></tr></table>	2013-2014 year	2014-2015 year	2015-2016 year	2016-2017 year	GPA: 2.28 120 Credits: 66.1%	GPA: 2.22 120 Credits: 61.8%	GPA: 2.24 120 Credits: 59.3%	GPA: 2.24 120 Credits: 59.3%			
2013-2014 year	2014-2015 year	2015-2016 year	2016-2017 year								
GPA: 2.28 120 Credits: 66.1%	GPA: 2.22 120 Credits: 61.8%	GPA: 2.24 120 Credits: 59.3%	GPA: 2.24 120 Credits: 59.3%								
Targets	<div><div>1. Improve average GPA</div><div>2. Increase number of credits earned</div><div>3. Improve graduation and A-G completion rate</div><div>4. Implement system to track consistent enrollment in community college and college-career readiness</div></div>										
ESLR Addressed and Impact on Student Learning	<div><div>1. Students are academically prepared to meet or exceed national, state, and district academic standards.</div><div>2. Students will succeed in course work in order to graduate and achieve post high school success.</div></div>										
Measures to Monitor Progress	<div><div>- Dashboard Data</div><div>- California College and Career Dashboard</div><div>- Credits Earned Report</div><div>- Attendance Report</div><div>- Suspension Report</div><div>- Internal Tracking from SPED Department</div></div>										

### Action Items

#	Action Item	Staff Member(s)	PD Resources	Measure/Follow Up	Timeline
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15	Increase number of 11th and 12th grade students who meet with Transition Specialist and Department of Rehab	11th and 12th case managers; Transition Specialist	Study Skills time; meeting time	Meeting schedule and takeaways sheet	2019
16	Implementation of a comprehensive 9-12 college-career preparation program, such as: <ul style="list-style-type: none"> <li>- 9th: Before/after activities for College and Career Day</li> <li>- 11th-12th: meetings with College/Career Specialist</li> </ul>	All case managers; College and Career Specialists	Meeting times; collaboration	Creation of lessons across grade levels	2020
17	Creation of common Study Skills curriculum addressing student behaviors and academic skills necessary for success, such as: <ul style="list-style-type: none"> <li>- Note-making</li> <li>- Effective study strategies</li> <li>- Literacy skills</li> </ul>	All case managers	Meeting times; collaboration	Creation of graduated lessons in topics across grade levels	2020
18	Increase number of case managers who attend Constructing Meaning	Case managers; department chairs	PD sessions	Teachers attend training	2021
19	Increase the number of students who are college-career ready per a tracker to be created indicating skills necessary to meet this goal	Case managers; College and Career Center Specialists; Guidance	Study Skills	Creation of college-career readiness tracker	2022
20	Identify measures of success that supplement A-G such as: <ul style="list-style-type: none"> <li>- Systematically tracking graduation rates over time</li> <li>- Systematically tracking grades on co-taught courses and GPA</li> <li>- Systematically tracking community college enrollment after high school</li> <li>- Systematically tracking college-career readiness</li> </ul>	Case managers; IVP; Guidance	Meeting times; collaboration time	Creation of these trackers and diligent upkeep	2021
21	Identify ways to support 11th and 12th grade students who need more direct academic instruction	Case managers; Department chair; Administration	Meeting times	Identification and implementation of supports	2022





## 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.	
Rationale	Overall suspension rates have dramatically decreased in the past 6 years. However, referral data from teachers in the classroom has not dropped which suggests there are still struggles in the classroom with off-task behavior. As a school, both suspensions and referrals should be targeted to improve the learning environment. M-A can work on building a stronger community in the classroom as well as on the school campus.	
Supporting Evidence	Panorama Survey responses from 2018-2019	
	<p>Student survey results from 1,802 students</p> <ul style="list-style-type: none"> <li>- How positive or negative is the energy of the school? - 3.5 out of 5</li> <li>- How often are students asked to give input in district or school decisions? - 2.4 out of 5</li> <li>- How often do you feel what you are learning in school is relevant to your own life? - 2.8 out of 5</li> <li>- How connected do you feel to adults at your school? - 2.6 out of 5</li> <li>- How much do you matter to others at this school? - 3.1 out of 5</li> <li>- How much do you feel like you belong at your school? - 3.3 out of 5</li> <li>- How interested are you in your classes? - 3.1 out of 5</li> </ul>	<p>Parent survey results from 598 parents</p> <ul style="list-style-type: none"> <li>- To what extent do you think children enjoy going to M-A? - 3.6 out of 5</li> <li>- How motivating are lessons at your child's school? - 3.3 out of 5</li> <li>- How well do administrators at M-A create a school environment that helps children learn? - 3.6 out of 5</li> <li>- How much respect do you think teachers at the school have for students? - 3.8 out of 5</li> </ul>
Targets	<p>Suspension rate consistently below 2.5% with an overall decrease in significant subgroups.</p> <p>Increased participation in Panorama Survey</p> <p>Increased averages in Panorama Survey</p> <p>Increased PRIDE lessons</p>	



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ESLR Addressed and Impact on Student Learning	Students are independent and socially responsible.
Measures to Monitor Progress	<ul style="list-style-type: none"> <li>- Panorama Survey Results</li> <li>- Suspension Analysis</li> <li>- Referral Analysis</li> </ul>

### **Action Items**

#	Action Item	Staff Member(s)	PD Resources	Measure/ Follow Up	Timeline
22	Implement 9th Grade Common Discussions	IVP, 9th grade English teachers	Socratic Training	Completion of cycle	2020
23	Continue schoolwide restorative justice trainings for teachers.	Admin	Collaboration time, PD Days, Meeting time	Completion of training	2020
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.	Admin, Flex Time Committee, PRIDE Committee, District Health and Wellness Coordinator	Meeting time	Creation and implementation of lessons	2019
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	AVPs, all staff	Meeting time	Creation and implementation of behavior data analysis	2019
26	Create and implement PRIDE initiatives to increase student engagement and well-being	PRIDE Building Committee	Collaboration Time	Creation and implementation of PRIDE activities	2019



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27	Continue staffing attendance Community Liaison to identify students struggling to attend school and follow up	Admin	Foundation for the Future	Staffing	2020
28	Continue student focus group panels	Admin	FLEX Time	Establishi ng meeting times and recruitmen t of students; creation of agendas	2020



## Appendix:

**A. Local Control and Accountability Plan (LCAP):** This includes a five page summary at the beginning of the plan. The district LCAP is posted on each district's website; provide link

- [2018-2019 LCAP](#)

**B. Results of student questionnaire/interviews**

- [Student Panorama 2017-2018](#)
- [Student Panorama 2018-2019](#)
- [Student Bell Schedule Survey 2018](#)
- [Transportation Survey 2017-2018](#)

**C. Results of parent/community questionnaire/interviews**

- [Parent Panorama 2017-2018](#)
- [Parent Panorama 2018-2019](#)
- [Parent Bell Schedule Survey 2018](#)

**D. The most recent California Healthy Kids Survey**

- [2014-2015 Report](#)

**E. Master schedule**

- [Master Schedule](#)

**F. Approved AP course list:** <https://apcourseaudit.epiconline.org/ledger/>

- [M-A Courses](#)

**G. UC A-G approved course list:** <https://doorways.ucop.edu/list/app/home/>

- [M-A Courses](#)

**H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**

- [Staff Bell Schedule Survey](#)
- [Staff Panorama 2017-2018](#)
- [Staff Panorama 2018-2019](#)
- [English Placement Chart](#)
- [Math Placement Chart](#)
- [Social Studies, Science, PE Placement Chart](#)
- [Special Education Co-Teaching Codex](#)

**I. California School Dashboard performance indicators**

- [California Dashboard - District](#)
- [M-A Dashboard, January 2018](#)

**J. School accountability report card (SARC)**

- [2017 SARC](#)

**K. CBEDS school information form**

- [Summary Form](#)



**L. Graduation requirements**

- [Graduation Requirements and College Requirements Chart](#)

**M. Any pertinent additional data (or have on exhibit during the visit)**

- [Class of 2018 Graduate Destinations](#)
- [Class of 2015-2018 Graduate Summaries](#)

**N. Budgetary information, including school budget**

- [Site Plan](#)
- [Site Plan Funding](#)

**O. Glossary of terms unique to the school.**

- [Terms](#)

