Menlo-Atherton High School

WASC Report 2025

MENLO-ATHERTON HIGH SCHOOL
SELF-STUDY REPORT

555 Middlefield Road

Atherton, CA 94027

Sequoia Union High School District

April 14-16, 2025

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Emily Rigotti	Instructional Vice Principal
Maria Luisa De Seta	Administrative Vice Principal
Amy Hanson	Administrative Vice Principal
Elaine Rios	Administrative Vice Principal

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Introduction

- Provide a brief background of the school, a concise description of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.

Menlo-Atherton High School (M-A) is the most socioeconomically and ethnically diverse school within the Sequoia Union High School District (SUHSD). Founded in 1951, M-A serves students from Atherton, Menlo Park, East Palo Alto, Redwood City, and Portola Valley. Located in the heart of Silicon Valley, the school's student population reflects the vibrant diversity of these communities, spanning all socioeconomic and educational levels (boundary zones).

M-A is dedicated to meeting the diverse challenges of its student body by setting high academic expectations and offering high quality instruction alongside robust emotional and academic support. The school's core values are embodied in the acronym **PRIDE**: Patience, Respect, Integrity, Determination, and Empathy. These values guide all members of the M-A community—students, parents, staff, and community partners—in collaboration to support student success.

Parents and local businesses are deeply involved in the life of the school, illustrating the community's strong commitment to public education and the success of all students. M-A boasts support for its various programs from its Foundation, PTA, and Booster groups. A recent Measure W bond proposal for school facilities passed with a 75% vote, showing community support for education.

In recent years, the school's support programs have expanded significantly, particularly during and after the pandemic. Current resources include an online tutoring platform, an Academic Support Center, eight school counselors and two college and career counselors, two Intervention Counselors, and peer tutoring. The school has also opened a new Peace and Wellness Space (PAWS) for mental health support. Multiple community-based organizations also work with students on campus, such as the Boys and Girls Club and the Peninsula Conflict Resource Center (PCRC).

Staff at M-A also participated in site and district-wide training with PCRC in 2023-2024 for restorative practices, further deepening the school's commitment to equity. M-A's partnership with PCRC has continued through the 2024-2025 school year, enhancing these initiatives.

M-A is also committed to diversity, equity, and inclusion. The staff continually engages in activities and trainings that promote equity in the classroom and throughout the school. From 2021 to 2023, M-A's on-site Equity Steering Committee led efforts to identify and address issues with systems and policies. Through community-led discussions and careful examination, the committee promoted self-reflection, personal improvement, and anti-racist practices aimed at fostering a sense of belonging for all. Some staff members have also trained as affinity group facilitators.

The school also celebrates its diverse community through multiple cultural events, including Nuestra Grad, district-sponsored cultural graduations, Black History Month celebration, Cinco de Mayo, Sabor Latino, Día de Muertos, Trick or Treat Street, Lunar New Year, International Week, and AAPI staff recognition with AAPI History Month facts. These events highlight the school's commitment to honoring and celebrating its vibrant student body.

In the past six years, M-A has also continued to expand its curriculum to meet students' needs and

interests. The school offers a comprehensive college preparatory program, including a wide range of visual and performing arts electives and career technical education pathways. Moreover, M-A's elective programs and co-curricular activities consistently receive awards and recognition.

Following the last WASC full visit in 2019 and reaffirmed in 2022, M-A has focused on creating more heterogeneous class structures, especially at the 9th grade level. Science and math classes that did not meet A-G requirements were phased out. The leveled freshman English classes were replaced with Multicultural Literature and Voice (MCLV) for most 9th graders, and Biology was adopted for all freshmen taking a science course. The district also introduced Ethnic Studies as a core social studies course for freshmen, underscoring its commitment to inclusivity. Alongside these changes, some teachers at the school have embraced Equitable Grading Practices and Standards-Based Grading.

- Briefly describe how the faculty and staff and other educational partners were involved and collaborated in the self-study process.

The M-A community began its WASC self-study process in January 2024, dedicating two months to data analysis in order to assess progress towards school goals, identify trends, and address critical areas of need. Staff reviewed demographic and performance data to redefine its profile and evaluate the effectiveness of existing programs.

In April, and May 2024, staff members participated in focus groups to review the WASC process, review school progress on Action Items, and start evidence collection. Focus Groups reviewed sections of chapter 3 in September 2024. Individual reflections were completed in September and November 2024. Also in November 2024, Home Groups met to discuss assessments and curriculum tied to assessments, tying into goals for Chapter 3.D: Assessment. During this time, classified and non-teaching staff met to discuss data for Chapter 3.E: Culture. The Shared Decision Making Council also received WASC updates during the 2024-2025 school years. SDMSC includes admin, staff, families, and students. A dedicated internal website was also created to provide staff with access to all relevant materials, data, and schedules. Lastly, staff reviewed new Action Items and goals in February during a collaboration team meeting.

Parent groups were also routinely engaged in the self-improvement process through committees like the Site Council and Shared Decision Making Site Council. Information about WASC was shared on Bear News, the weekly PTA newsletter. Families were also invited to participate in a survey to reflect on the beginning of the year, leading to some Action Plan Items about student inclusion. Updates about WASC were also presented at SDMSC meetings throughout the 2024-2025 school year.

Chapter I: Progress Report

Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last self-study visit.

Administrative Changes

Since the last WASC review in 2018, Menlo-Atherton has experienced significant changes in its administrative staff. Menlo-Atherton has five administrators (one Principal, one Instructional Vice Principal (IVP), and three Administrative Vice Principals (AVPs). Longtime Instructional Vice Principal Karl Losekoot became Principal in Fall of 2021-2022. Emily Rigotti, formerly an Administrative Vice Principal, transitioned to the Instructional Vice Principal office. Stephen Emmi remained as an AVP and two new AVPs were hired that year, Tara Charles, formerly a teacher at M-A, and Nick Muys, formerly a teacher from Sequoia High School in the district.

In 2022-2023, Mr. Emmi left M-A to pursue a director position at the district office and Ms. Charles left M-A to become IVP at Sequoia High School. M-A hired two new AVPs for the 2022-2023 year, Amy Hanson and Jessica Magallanes. Both came from SUHSD's district-sponsored admin program. Ms. Magallanes left midyear and Mr. Muys left at the end of the year to pursue a position in the district's Middle College program. For the 2024-2025 school year, M-A hired two new AVPs, Tina Smith, formerly from TIDE Academy in the district, and Elaine Rios, formerly an English teacher at M-A. Due to health concerns, Tina Smith went on leave before starting the 2024-25 school year and Maria Luisa De Seta, M-A Latin teacher, stepped in to fill the role.

Despite these myriad administrative changes, M-A has been committed to strong instructional leadership and to building student community.

New Courses Core Content Course Offering Updates

M-A has made significant changes to core course offerings since the last full report in 2019. These changes have allowed greater access to A-G courses and streamlined course offerings so that there is less stratification within levels, especially in the freshmen year.

These changes are in line with the previous Visiting Committee report item #4 (p. 4): *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.*

- **Multicultural Literature and Voice (MCLV) -** Most freshmen at M-A are now streamlined into a more heterogeneous 9th grade course, MCLV - a change from the AS English I and English I courses previously offered. By streamlining to only one mainstream freshman English course, M-A hopes to increase student belonging and engagement. The course teaches the same number of units and skills as the AS English I course and also includes more scaffolds and multiple modes of assessment to remain accessible for all students enrolled.
- The **English Intensive I/II** courses for 9th and 10th grade students reading more than 2-3 years below grade level were redesigned to be standards-based and to teach many of the same A-G

materials as the benchmark level courses. These courses were also split from the corresponding support classes so students are no longer in a double-block schedule. The English Intensive course also receives A-G credit now while the support course remains as elective credit.

- The **English Intervention ELA** course for students needing phonics support was redesigned to focus on high school standards and now receives high school graduation credit instead of only elective credit as in previous years.
- **Ethnic Studies** is now the core freshmen level social studies course. As part of this transition, students who were previously excluded from social studies, ELD students and students in English Intervention classes, are now enrolled in Ethnic Studies with their peers
- In 2019-2020, M-A stopped offering Advanced Integrated Science, a non A-G science course for students who were reading below grade level, and instead enrolled all freshmen students into **Biology**. This means that roughly 100 more students each year are gaining access to A-G content.
- Also in 2019-2020, M-A piloted an **Algebra** Initiative course where students who would have taken Algebra Readiness, a pre-Algebra course which was not A-G, were instead placed in an Algebra class. Now, all students start M-A in an Algebra course or higher, putting them on an A-G pathway for math.
- **AP Psychology** is now offered as a year long course instead of a semester Psychology elective.
- **Freshman Journalism** and **freshman Photography** were introduced for 2024-2025 as freshman-specific electives geared toward increasing student interest in electives and increasing engagement on campus.
- A **Biotech** course was introduced in 2024-2025 to add another CTE pathway. Next year, Biotech II will be offered as a capstone course.
- **Intercultural Leadership** is a new elective promoting multiculturalism at M-A through events and creating spaces and structures for students to connect with each other.

In addition to administrative and curricular changes, at the end of the 2021-2022 school year, in accordance with California Senate Bill 328, a new bell schedule was introduced. It maintained the existing 7 periods in a modified block schedule. Prior to implementing this schedule, the school piloted three different schedules and had multiple meetings and drafts presented to staff and to the Shared Decision-Making Council, SDMSC.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all growth areas for continuous improvement* from the last self-study and all intervening visits.

Menlo-Atherton's Action Plan, Action Items, and work to address these items are listed below:

Action Plan #1: A-G Eligibility and College and Career Readiness	
Revised Action Item # 1 Establish a working group to track progress of and support specific subgroups in the areas of: Grade/GPA Credits, CTE Pathways completion, Graduation rate, A-G. Part of this analysis should include a look at which courses most commonly lead to students missing A through G eligibility. While M-A has different groups and individuals that look at data, we have not yet created a formal school-wide process for looking at data, reflecting what the data says about our programs and processes, and refining our	To meet this action item, M-A has revised the structure of its Site Council which is now the group that regularly reviews schoolwide data. Additionally, M-A has more regular school wide discussions of student grades, graduation rate, A-G rate, and credits. Some presentation examples are from January 2024; February 2024; August 2024.

practices based on the data.	Some reflection activities have been: ● Notices and wonders (group) ● Glows and Grows ● Staff discussions More specific information regarding data discussions can be found in Chapter 3.D of this WASC report.
Revised Action Item # 2 Promote CTE courses and pathways, the skills students can learn by completing a pathway, and the connections to possible careers and post secondary options.	M-A has implemented a number of measures to meet this action item. New freshman electives were started in Fall 2024 for Journalism and Digital Photography. Two CTE pathways are newly dual-enrolled. Digital Filmmaking is enrolled with Skyline and 3-D Modeling and Animation is dual-enrolled with Cañada College. In 2024, M-A added a new Biotech course. The course is currently dual-enrolled with Skyline and will expand in the next two years to add a capstone course. Finally, discussion of courses and CTE options is part of the school counseling curriculum.
Revised Action Item # 3 Support the implementation of accessible yet rigorous curriculum in newly re-aligned courses. M-A has taken tremendous steps towards offering more access to A-G courses and rigorous learning experiences for all students through the realignment of courses like Chemistry to NGSS standards as well as the realignment of English I into our new Multicultural Literature and Voice Class. M-A has done an excellent job integrating students previously enrolled in non A-G courses into Biology and Algebra. M-A needs to continue supporting these courses by providing teachers with collaboration time and professional development in differentiation strategies, equity based grading principles, support of Constructing Meaning strategies, and in the development of meaningful assessments.	As outlined earlier in this section, M-A has taken many steps to make courses more streamlined and accessible. To continue supporting these courses, M-A has offered PD for alignment, curriculum development, and assessment development. Curriculum teams are also working to draft updated scopes and sequences.
Revised Action Item # 4: Continue articulation efforts with middle schools with a focus on: content skills necessary for high school. Now that M-A has three core middle schools, Ravenswood Middle School, La Entrada, and Hillview as our core feeder schools, M-A can streamline articulation efforts by developing clear academic expectations or academic habits for incoming 9th graders in each content area and communicating these expectations to each feeder school.	M-A participates in several articulation events during the year. Events include tabling at Ravenswood Middle School, parent events at RMS, student panels at Hillview, and an athletics evening. M-A also hosts an 8th Grade Info Night for prospective families. There have also been some efforts made for articulation with feeder schools by subject. More information is in Section B1.5. Though M-A has made more efforts with articulation, increasing streamlined articulation with feeder schools remains an area of focus.

Action Plan #2: Increase Performance of Long-Term English Learners, with a Focus on Our Hispanic Subgroup	
Revised Action Item #5: Engage staff in school-wide discussion of LTEL student needs, best practices to support LTEL students in the classroom, as well as LTEL student engagement in both the classroom and the broader school wide community.	One way M-A engages schoolwide discussion of LTEL needs is during staff meetings. An LTEL Data Task Force also meets multiple times per school year to discuss best practices to support LTEL students. Additionally, one of the most recent site-district partnerships is a 10th grade LTEL coach. The LTEL coach shares weekly lesson objectives and sample activities tied to standards and specific ELPAC questions with 10th grade benchmark English and social studies teachers. Another best practice from identified student needs is an ELPAC student report which is shared with EL students in Jan/Feb before taking the ELPAC. This was initiated in 2023, and the LTEL Coach and BRT met with most EL students in small groups during Flex time to review results and test expectations. One area of growth in supporting our EL students is to build more general awareness of LTEL needs and how to modify teaching and learning expectations to match. This has happened at the 10th grade level, but it could expand to the whole staff.
Revised Action Item # 6: Continue to support the completion of Constructing Meaning training by all staff and support implementation in the classroom.	The district has set a goal for all teachers to be trained in EL Achieve Constructing Meaning strategies, the use of backwards planning, and developing speaking and listening frames to engage students. M-A admin has led all staff PD around the implementation of Constructing Meaning Strategies (January 2023) and continues to model these strategies in all staff meetings. Instructional rounds were also held with new teachers focusing on CM strategies in November 2024. While a majority of the teachers at M-A have completed these trainings, some teachers have not, and there is more work to be done around encouraging staff to complete and incorporate these strategies.

Action Plan #3: Increase Performance of Students with Special Needs, with a Focus on Diploma Track Students	
Revised Action Item #7: Continue to Support school-wide differentiation strategies related to serving students with IEPs in general education classrooms, including Constructing Meaning strategies, principles of Equity Based Grading, and also support best practices regarding how and when to offer a modified grade.	District PD has been offered on a range of topics such as Constructing Meaning, equitable grading, behavior support for students with IEPs, Project Based Learning, building tiered vocabulary, and increasing student talk structures. However, these are choice PD sessions. Additionally, structured student talk routines are shared weekly as part of the staff Bear Den communication. M-A could do more to engage all staff in specific differentiation strategies to support students with IEPs and to provide more guidance on when to offer modified grades. We recognize this is a continued need and will work to address these topics at the site-level through our next evaluation period.

Action Plan #4: Increase Student Engagement and Well-Being in School	
Revised Action Item # 8: Continue to develop access to social emotional learning for all students via school wide assemblies, grade-level class visits, access to student support groups, continued development of restorative practices on campus, and the increased awareness of PRIDE values.	M-A has made multiple efforts to develop access to SEL for all students. The Peace and Wellness Space (PAWS) opened in 2024 to support any student needing a check-in or a break during the day. It is staffed with a mental health specialist as well as wellness counselors. M-A brought a .4 Conflict Mediator position back in 2021 and has increased it to a .6 position. M-A also partners with the Peninsula Conflict Resource Center (PCRC) for help building restorative practices on campus and conflict mediation. PCRC has led multiple all-staff meetings at the site and district level about de-escalation and restorative practices. In 2023-2024, M-A included statements about supporting positive language in the classroom during staff PD and asked staff to reinforce this language in the classroom. This was repeated for the 2024-2025 school year. The new Life Skills curriculum in 9th grade also teaches all mainstream students about identity, health, and well-being.
Revised Action Item # 9: Continue reviewing school-wide practices with an equity-based lens, identifying areas where M-A can improve in providing access to rigor, include more student and parent/guardian voice, and ways the M-A community can honor the different experiences and voices that exist on campus.	M-A continues to engage in a variety of activities and trainings to support equity and inclusion. In 2021-2022 and 2022-2023 an onsite Equity Steering Committee involved the staff in the process of identifying needs and strategies to support equity initiatives. Among these initiatives was an anti-bias training in 2021-2022. In 2022-2023, M-A started a partnership with PCRC, as mentioned above, which brought access to more support for students in de-escalation and conflict resolution as well as more support to staff in how to address students who have escalated behaviors. M-A has also committed to its heterogeneous course offerings and has worked to make courses rigorous and aligned to relevant course standards.

Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.

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

Comment on why any growth areas for continuous improvement are not in the current schoolwide action plan/SPSA.

In the 2022-2023 school year, M-A restructured its Shared Decision Making Site Council and Site Council to be more aligned with California Education Code and to provide greater stakeholder involvement in the creation of the School Plan for Student Achievement. This SPSA is aligned to WASC goals and to LCAP goals. A new Site Council structure was created with equal parts school staff and community participation (students and parents), and the council now meets once a month with the explicit goal of reviewing the prior year's SPSA and working to create a new plan for the following year (agendas and minutes). This process has allowed for more consistent community feedback and collaboration regarding the plan.

The creation of the SPSA also involves the review of yearly data around A-G data, CAASPP data, student survey data, suspension data, graduation data, and re-classification data. All such data points are target areas of the Action Plan of our previous WASC visit, our SPSA, and our LCAP goals.

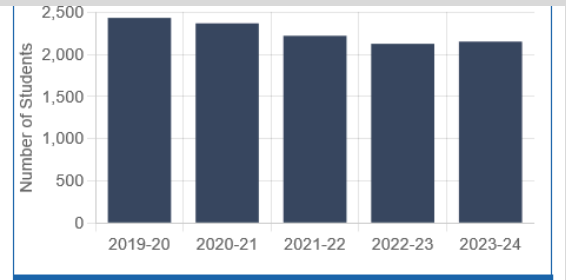
Chapter 2: School Profile and Supporting Data and Findings

Develop a clear profile of your school and students using data and information. Include the following:

- **Provide demographic data about the school including**
  - demographics, enrollment, relevant Dataquest information, course enrollment patterns by student groups, teacher assignment monitoring outcomes (AMO), **link to SARC** and **other relevant data**.
- **Include California School Dashboard Performance Overview and other local measures reflecting student academic progress and social emotional well-being.**

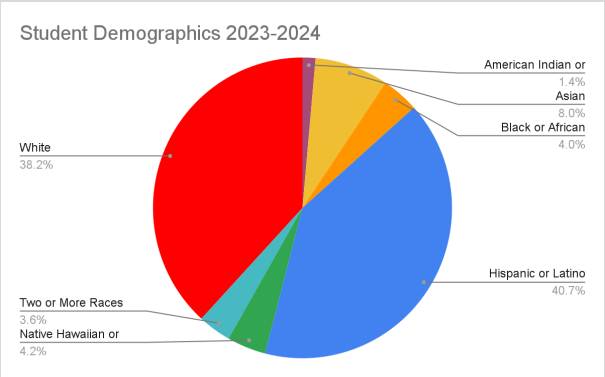
Student Enrollment and Demographics

Data snapshots below. Additional enrollment data linked here.



View Table Data

	2019-20	2020-21	2021-22	2022-23	2023-24
Total	2,433	2,368	2,221	2,125	2,152



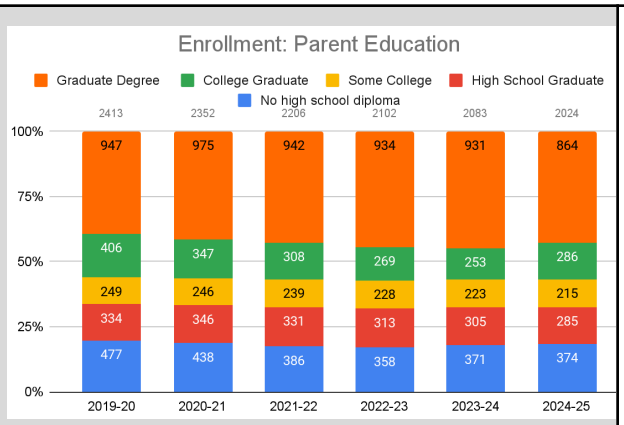
Menlo-Atherton's enrollment numbers have dropped in recent years. Before the pandemic, our enrollment was 2,433 students. However, our current 2024-2025 year enrollment is at 2,152, according to Ed Data. This drop in enrollment was somewhat predicted from lower elementary school enrollment. Additionally, TIDE Academy, a small school that is part of Sequoia Union High School District, opened in 2019 in Menlo Park. TIDE Academy was expected to pull some enrollment from M-A. Some movement out of the area also happened during COVID.

The enrollment drop seems to be consistent between our subgroups. 2022-2023 total enrollment was 95.6% of 2021-2022. 2022-2023 Hispanic student enrollment was 95% of the 2021-2022 numbers while White student enrollment was about 96% of the previous year. The largest drops come from our smaller subgroups of Black and Hawaiian/Pacific Islander populations.

Our overall student demographics by percentage has also remained consistent. Our largest subgroups are Hispanic/ Latino, around 39-40% and White, around 38%. The data also shows a slight increase in our SED population over the past four years as well as an upward trend in enrolled students with disabilities. M-A has also had a slight decrease in overall EL enrollment but an increase in newcomer students.

Parent Demographics

Data snapshots below. Additional parent education data linked here.

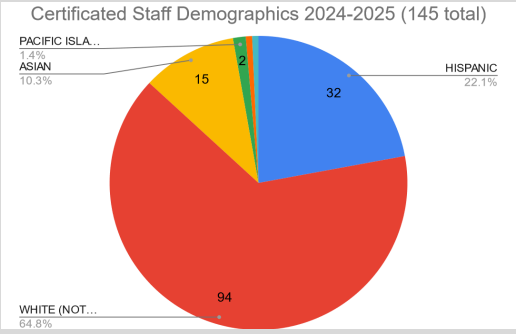


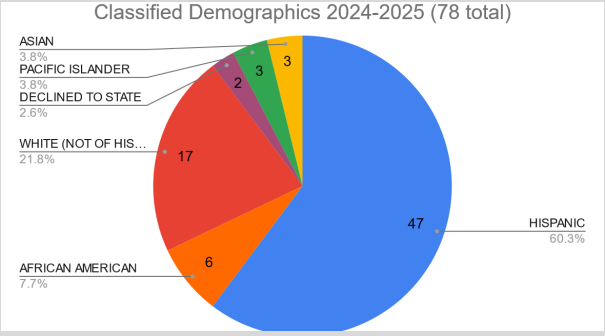
The range of parent education levels at M-A is very broad. Of the 2,024 parents who responded in 2023, 864 have a graduate degree. Our next largest group of 374 parents did not graduate high school. This gap in parent education is largely split across ethnic lines with the majority of our White and Asian parents having a graduate degree or higher.

The percentage of parents who are college grads or have graduate degrees is about the same over the past 7 years. However, a large shift from 2018-2023 is that, though the number of parents with graduate degrees remained steady, their percentage share of the parent population grew. The largest percentage group decrease over the past 6 years is parents who are only college graduates. This could reflect the overall rising cost of living in the area as the cost of home-ownership in the Bay Area continues to increase.

Staff Demographics

Data snapshots below. Additional staff data linked here.





For the 2024-2025 school year, M-A has 145 total certificated teachers. In recent years, M-A's staff has become significantly more diverse. During the 2019 WASC (p. 8), M-A's staff was 75% White. During the 2022 WASC, our staff was 68.7% White. Currently, our staff is now 64.8% White. Some of this diversification comes from district initiatives such as the Developing Our Own program which creates a pathway for our classified staff to become credentialed teachers.

Another key shift in certificated staff demographics is that in 2019, 55% of teachers had been at M-A for more than 10 years. Currently, 60 of 145 teachers, or 41%, have been at M-A for more than 10 years. This shift reflects the rising cost of living in the Bay Area as most teachers who leave M-A are leaving the area completely for areas such as Sacramento, Stockton, and out of state, based on informal interviews.

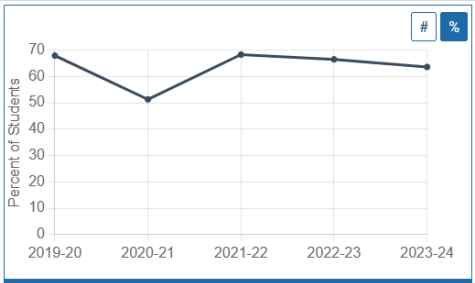
M-A also employs 78 classified staff members. More than half of our classified staff have been with the district for 5+ years.

A-G Data

Data snapshots below. Additional A-G data linked here.

Menlo-Atherton has maintained a mostly steady A-G rate during the past six years around 66-68%. The dip in 2020-2021 on the graph was a clerical error that wasn't caught in time for official reporting, but the actual A-G rate that year is 67.4%. This is increased from the last WASC cycle when the A-G rate was 62.9%. One reason for this maintained increase could be the updated school counselor curriculum in which counselors now meet individually with all freshmen, sophomores, and juniors for course selection. Additionally, a number of grading initiatives such as SBG, grade floors, and revised late work policies after COVID could have contributed to the growth in A-G.

Though there has been growth since the last full WASC cycle, we recognize there is always room for improvement, especially with our subgroups. In 2023-2024, the A-G rate of all seniors was 63.6%, according to Ed Data. Our White students A-G rate was 87% while the A-G rate of our Hispanic group was 36.3%. Even though student performance on standardized tests has gone up for our largest subgroup, this has not translated into A-G success.



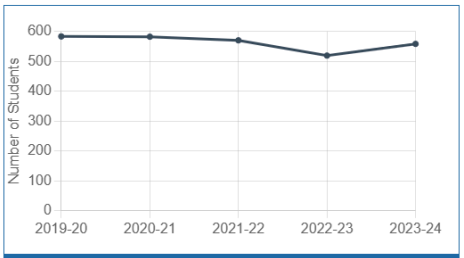
View Table Data

	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	67.9 %	51.3 %	68.3 %	66.5 %	63.6 %

Graduation Data

Data snapshots below. Additional graduation data linked here.

As with A-G numbers, M-A's graduation rate has also remained steady around 90%. In 2021, the district adopted a COVID mitigation plan for graduation. SUHSD has since returned to pre-pandemic graduation requirements. While almost 90% of M-A students meet graduation requirements each year, there is still a disparity between our two largest student subgroups with White students outpacing our Hispanic students by about 16-20%. According to the California Dashboard, in 2023-2024 White students had a 97.3% graduation rate and Hispanic students had an 81.3% graduation rate.



View Table Data

	2019-20	2020-21	2021-22	2022-23	2023-24
All Students	583	582	570	519	558

AP Scores

Data snapshot below. Additional AP data linked here.

	2021	2022	2023	2024
Total AP Students	674	653	727	766
Number of Exams	1,394	1,439	1,679	1,855
AP Students with Scores 3+	549	597	670	719
% of Total AP Students with Scores 3+	81.45	91.42	92.16	93.86

Menlo-Atherton's AP program continues to excel. The number of students taking tests has grown 15% from 2021-2024. The 766 students who took an AP test in 2024 represents approximately 36% of the school population. In 2024, M-A earned a place on the AP School Honor Roll (p. 34) which recognizes "schools that demonstrate a clear and effective commitment to equitable access to advanced coursework."

M-A also offered 33% more tests in 2024 than in 2021. The number of students taking tests as well as the number of tests increased, and the number of passing tests also increased. Notably, 2024 was the first year that students from the streamlined 9th grade English MCLV course took AP Language and Composition. 165 students took the test, the most test-takers the AP Lang class has had in recent years. The total mean score was 4.19, the highest this score has ever been, suggesting that the detracked course is successful in pushing more students to AP courses and passing the test.

A highlight of the AP program is that 2024 is the second year in a row in which more than 30% of all students at the school took an AP test, and of these tests, 40% of all exams resulted in a score of 5.

In terms of course demographics, AP courses skew ever so slightly higher toward females. In 2023-2024, 50.8% of all test-takers were female. In 2022-2023, 51.3% of test-takers were female. Additionally, though Hispanic/Latino students are about 40% of the school's population, they only make up 18% of test-takers in 2023-2024. In contrast, White students are 38% of the population and are overrepresented at 54% of all test-takers.

SAT Scores

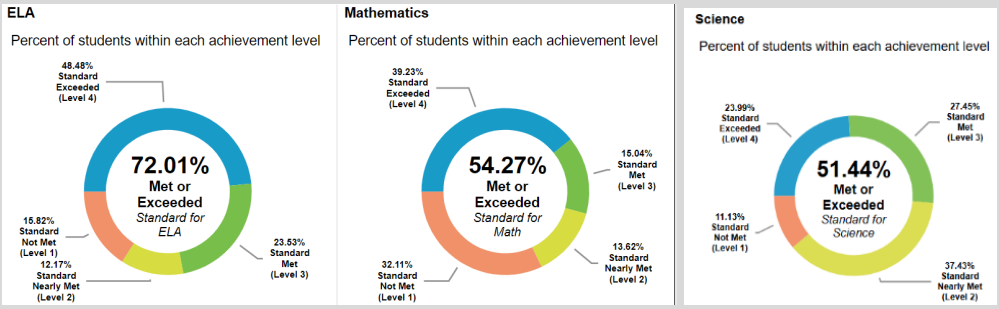
SAT data linked here

From August 2023 to July 2024, a total of 403 SAT tests were taken by 299 unique M-A students. The average score for these 403 tests is 1,342. The national average in September 2024 was 1028, showing that M-A students who take the SAT excel.

The PSAT was administered to most M-A sophomores and juniors during College and Career Day in 2023, totaling 806 tests. Impressively, M-A had 15 National Merit Scholars from this test. The average score for M-A students 1,046, outpacing College Board's reported average PSAT score of 920.

CAASPP and CAST

Data snapshots below. Additional CAASPP data linked here.



Before the COVID shutdown, M-A's CAASPP scores had been rising with an all-time high of 73.8% met/exceeded in ELA and 55.3% met/exceeded in math. M-A has faced many of the same challenges as other schools in the return to testing post-COVID. As a result, M-A has implemented initiatives to help improve student preparedness and readiness, and thus test scores.

During CAASPP testing, M-A has a separate testing block for only juniors on campus in the morning. Previously, all testing happened in English class groups. However, for the 2023-2024 year, testing for English remained with English class groups but testing for math was done in math class groups. The hope was that students would stay more focused if they were in the same class as their usual math schedule and if they had their math teachers nearby.

In addition, both English and math courses updated their test preparation materials. Junior year English teachers reviewed test components in class and additionally presented a quick tip guide for students before the test. The math department created a

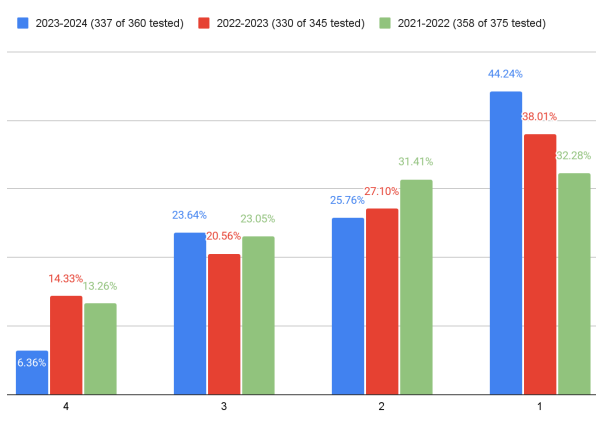
series of SBAC-related mini lessons, and coaches pushed into strategic math classes each week to review material. Lastly, M-A created an incentive program for CAASPP testing to message to students the value of their presence and their work. Students received treats and raffle tickets each testing day, in line with the VC recommendation to build programs that validate student success (p.6). These measures worked to improve scores dramatically in the 2023-2024 school year. M-A improved 4.86% on the ELA test and 7.74% on the math test.

Additionally, the 2023-2024 test is the first year in which all students from the streamlined 9th grade courses took the test. The scores on this test rival the 2018-2019 scores during which juniors had been in tracked 9th grade courses. These SBAC results coupled with results from national tests such as the AP and SAT suggest that heterogeneous classes are academically successful.

2023-2024 is the first year of official CAST testing. M-A students scored 51.44% met/exceeded. This is an increase of 4.41% over the previous year. Given that it was the first year of official testing, the science department is considering how to interpret scores and how to modify instruction for this coming year. The department discussed CAST sample questions in October and how to better prepare students for the test. The department also looked at more vertical alignment around CAST and will develop a plan of action based on their findings from the sample assessment.

ELPAC Data

Data snapshot below. Additional ELPAC data linked here.

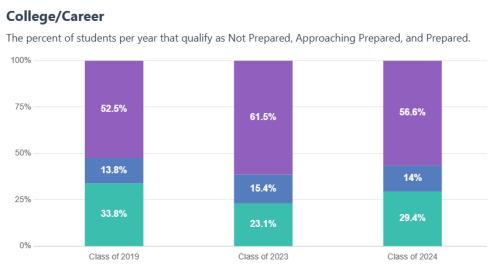


In 2023, 38% of our students scored a 1 on the tests compared to 32% in 2022. These scores are in large part due to shifts in our EL population. In February 2023, 126 of our 345 (36%) EL students were newcomers. Of these newcomers, 48 were in ELD 1, 41 were in ELD 2, and 24 were in ELD 3. By contrast, in 2022, 113 of 375 (30%) were newcomers. Of these students, 39 were in ELD 1, 31 were in ELD 2, and 30 were in ELD 3. This current year, our September numbers show the largest newcomer population we've had in the last 7 years. The number of EL students enrolled in US schools between 0-3 years has almost doubled from February 2022 to September 2024. Of these students, 41 are in ELD 1, 50 are in ELD 2, and 51 are in ELD 3 as of September 2024. As the ratio of EL students in our newcomer classes increases versus EL students in our mainstream courses, it is expected that the number of 1's on the ELPAC would increase over the years.

College and Career Readiness

Data snapshot below. Additional College and Career data linked here.

M-A has worked in recent years to expand program offerings to provide multiple pathways for college and career readiness. For 2023-2024, the graduation rate for M-A was 90.7% and the A-G rate was 64.1%. The AP pass rate was 94%. However, the CCI index for the class of 2024 shows that only 56.6% of students graduated as College and Career Ready. This is a decrease from 61.1% for the class of 2023. M-A has made increasing performance on the CCI indicator a target focus and is looking to identify the gaps in student performance with overall college and career readiness.



Suspensions and Expulsions

Data snapshot below. Additional suspension and expulsion data linked here.

Year (Total Enrollment)	18-19 (2471 st)	19-20 (2429 st)	20-21 (2358 st)	21-22 (2226 st)	22-23 (2123 st)	23-24 (2144 st)
Total Referrals	2458	1661	N/A	1547	1091	958
Total Suspensions	285	104	N/A	165	104	80
First time suspended	170	78	N/A	100	73	64
% of students suspended at least once	6.90%	3.20%	N/A	4.50%	3.50%	N/A
Expelled	4	0	N/A	2	2	0

M-A is committed to targeted behavior support of students who need it most. M-A has implemented a number of measures to better support students who get referrals. We have revamped our Saturday school program and other ATS programs. Though overall suspension and expulsion numbers are down, there is a demographic mismatch in students suspended versus overall school demographics. In 2022-2023, Black students were suspended 15.2%, Hispanic/Latino students suspended 5.4%, and Pacific Islander students suspended 8.7%. Most of these suspensions have been for violence or drugs.

M-A staff and the community is very aware of this demographic disparity, and while we applaud the overall decrease in suspensions, we are working to further support our students of color through restorative practices. One such measure has been to bring back the role of conflict mediator. Another has been to partner with a community-based organization, Peninsula Conflict Resource Center (more information in section 3.E). We have also increased Saturday school efforts. The district has also partnered with M-A for training on restorative circles. No one solution seems to be working perfectly, but we are committed to addressing the needs of our students and our community and will continue to search for solutions.

Co-Curriculars

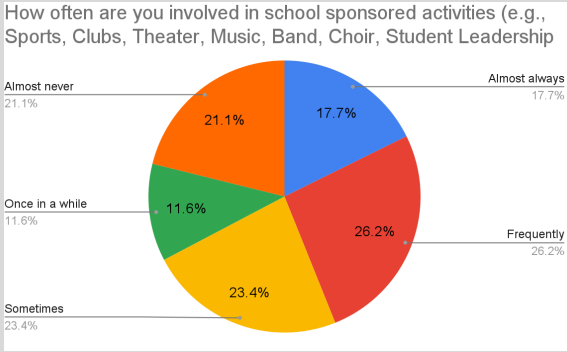
Data snapshot below. All co-curricular data linked here.

M-A has a robust co-curricular program. In 2023, 1339 of 2,152 students responded to our district Strategic Plan survey. Of these students, 78.9% reported some involvement in co-curricular activities at the school.

Additionally, data from our sports program in the Winter 2023-2024 to Fall 2024-2025 school year shows 953 unique student participants in sports, more than 40% of all students. More students would have participated in sports had they not been cut during tryouts. Many students continue playing sports in college.

Data from September and October club reports in 2024 show 733 unique student participants in clubs.

The demographics of our sports and clubs does skew more heavily toward our White student populations with about 54-55% of participation in both of these co-curriculars versus ~38% of enrollment. Asian students make up 21% of club enrollment despite being 8% of the school. Hispanic students have about 18% representation in both co-curriculars but make up ~40% of the student body. One way to increase sports involvement could be to include more no-cut sports.



Chapter 3:

WASC Criteria and Indicators

Category A: Organization for Student Learning Vision and Purpose, Governance, Leadership, Staff, and Resources

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards, congruent with research and school practices, and aligned with district goals for students.

M-A's mission statement, ESLRs, and core values (PRIDE) are posted in classrooms and are often used to engage in schoolwide discussions. Students also get refreshers in beginning of the year assemblies and lessons about the need to act with PRIDE. Additionally, M-A has kept the goals established in our last six year WASC review central in the development of the School Plan for Student Achievement. M-A reviews goals and action items annually to ensure they match the district's goals for students and the LCAP.

M-A's vision, values, and goals for student well-being are enacted through a series of initiatives and action items. M-A has worked to develop a safe and positive environment by creating a Peace and Wellness Space (PAWS) and offering a variety of wellness services. M-A has also contracted with the Peninsula Conflict Resolution Center (PCRC) to increase our ability to resolve conflicts constructively as a community. M-A's initiatives for building community and belonging and expanding opportunities for restorative conversations aligns with the district's strategic plan for student safety, well-being, and connection.

M-A also continues to develop more opportunities for students to engage in the school community. A recent initiative is expanding our athletic offerings to offer Freshmen Boys and Girls soccer as well as Girls Flag Football. M-A has also expanded elective offerings through the creation of an Intercultural Leadership class and freshman-specific offerings in digital photography and Journalism.

These goals for student engagement, student belonging, and student learning are also reflected in staff

initiatives. For example, the push for teachers to develop positive rituals in the classroom and to build community and belonging in the classroom connect to both M-A's vision Statement and the district's new Strategic Plan. For the past three years, M-A has also focused on an academic goal of increasing the frequency of and improving the quality of student-to-student academic talk in the classroom (slides 2-3). Structured-talk strategies are messaged to teachers each week in the staff newsletter, the Bear Den.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

The vision statement of M-A explicitly states that M-A will create equity for all students in accessing curriculum and ensuring a safe and positive learning environment. The vision statement also states that students will be held accountable to high academic standards. This is in line with the mission statement which states that M-A will foster academically prepared and socially responsible students.

To help achieve this vision, M-A has increased access to A-G classes through more heterogeneous course offerings and streamlined course offerings in English, social studies, math, and science, as outlined in Chapter 1 and explained further in Chapter 3.C.1. The curricular changes increase student access to core curriculum and increase the sense of community and belonging on campus as students of all backgrounds are now in many freshman classes together.

M-A also enacts this vision for equity by continuing to build an inclusive and safe community. In 2021-2022, M-A began a relationship with PCRC to help build in more restorative practices and increase our ability to resolve conflicts before they escalate. M-A also built relationships with the Fresh Lives for Youth, or FLY program, through San Mateo County, and with Live in Peace, an organization in East Palo Alto. M-A's partnerships with these community based organizations have helped dramatically decrease the number of suspensions, keeping more students in school and in the classroom.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

The vision and purpose for M-A was created with all major stakeholders. Most recently, M-A staff reflected on the ESLRs, the vision statement, and the mission statement in small groups. After discussion, staff filled out a form indicating whether the individual parts of these documents resonated with staff and were still applicable. Of the 17 groups, 16 said these statements still resonate, and only two staff members expressed interest in revision of the statement, which was not enough to warrant a revision of the vision statement.

Additionally, in 2023-2025, the district created a new Strategic Plan with the input of all major stakeholders. This plan includes a newly created Portrait of a Graduate. More than 100 staff, parents, students, and community members participated throughout the 2023-2024 school year to help draft the vision for the district which now guides all schools.

Though this comprehensive plan exists for the district and impacts M-A, the plan needs to be communicated more effectively to ensure that all stakeholders are aware of the plan and so it can be reviewed as necessary.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

M-A uses a variety of methods to communicate with all stakeholders. Students and staff receive information in trainings, meetings, and assemblies. For example, in August of each year, the administrative team communicates to teachers the schoolwide vision and goals for the year (August 2023; August 2024). These goals are reiterated in staff meetings throughout the year (August 2023; September 2024). Students also attend grade-level assemblies for schoolwide norms and expectations.

To communicate with community members, the Principal sends biweekly emails. A weekly newsletter is also emailed by the PTA every Sunday. Additionally, a number of community meetings are held throughout the year. The Principal welcomes new parents/guardians to the school through a parent meeting during freshmen transition (Freshmen Parent Welcome). At Back to School, the principal hosts a special 9th grade parent session to orient new families to M-A's goals and opportunities at the school (Back to School Night Welcome). In October, M-A hosts an 8th grade Info Night in which families from our feeder schools are invited to learn about the school, the vision, and goals. Smaller community meetings hosted by M-A are: Parent-Ed Series; Latino Parent Series; ELAC; SDMSC - shared decision-making council; Site Council; parent projects in Spanish; and roundtable discussions with the Principal. M-A also has two community liaisons. One of these positions is funded by the district to follow up on attendance and truancy.

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship Between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Many in the M-A community are aware of the role of the governing board and how the board's decisions guide the work of the school. Board meeting reminders are emailed regularly and agendas are sent to staff members as well. Staff and students are also encouraged to attend board meetings to voice concerns when appropriate. Governance goals are also shared with staff and the community. Additionally, over the past three years, several board study sessions have involved discussions of district course pathways and a shift to more heterogeneous courses in the 9th and 10th grade years. The school board's review of data, discussion, and decisions regarding course pathways continue to drive M-A's academic program.

SUHSD's board-adopted vision is also repeated in every professional development session as are the key instructional approaches for equity and achievement. Teachers are regularly asked to reflect on the district's vision and how it relates to student well-being (slides 9-11). When applicable, board policies are also discussed as a whole staff, such as in a recent meeting where M-A discussed the Board policy around addressing controversial topics in the classroom (slides 30-32). The district's Governance Goals and the Local Control and Accountability Plan, LCAP, also drives discussion in M-A's Site Council and the creation of action items in the School Plan for Student Achievement. These goals and action items specifically address improving academic achievement and student well-being, such as action item LCAP 2.1 to support students on CAASPP Assessments, or LCAP goal 1.2 to develop systems that reduce suspensions of our BIPOC student subgroups.

Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

Data drives much of the policies at M-A. For example, the 2024-2025 school year opened with a staff data presentation about data from the previous year including referrals and suspensions and AP data highlights. Staff also review data for enrollment and A-G, graduation, CCI, and CAASPP (math example) regularly, and are asked to reflect on student needs and how to best support students given the data. Most recently, teaching staff reviewed SBAC test results and test questions with an opportunity to modify lessons based on student need. Additionally, staff regularly review fall grade data (English department example). By reviewing such information, staff members naturally reflect on best practices and how to offer consistent student experiences across teams.

Data is also used to shape the Site Plan and School Plan for Student Achievement, which will be discussed in the next section.

Examples of M-A using data to assess programs can be found in the review of our LTEL coaching position, review of programs like conflict mediation and the use of Peninsula Conflict Resolution Center, review of data related to our heterogeneous classes, and review of class enrollment and success of new classes like Intercultural Leadership. Each of these programs reflects an initiative that grew out of analyzing needs and brainstorming action items, and M-A has continued to evaluate the effectiveness of such programs.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

In the 2022-2023 school year, M-A restructured its Shared Decision Making Site Council and Site Council to be more aligned with California Education Code and to provide greater stakeholder involvement in the creation of the School Plan for Student Achievement. A new Site Council structure was created with equal parts school staff and community participation (students and parents), and the council now meets once a month with the explicit goal of reviewing the prior year's SPSA and working to create a new plan for the following year. This process has allowed for more consistent parent, student, and staff feedback and collaboration regarding the plan.

The plan and agenda are emailed out before each meeting so that all staff are aware of what is in the plan and have the opportunity to attend the meeting and provide feedback. Additionally, the plan is presented to the ELAC parent committee early in the year so their input can be incorporated. The SPSA is also presented to our SDMSC, where members also brainstorm goals and action items.

The creation of the SPSA also involves the review of yearly data around A-G data, CAASPP data, student survey data, suspension data, graduation data, and re-classification data. Additionally, the SPSA is

specifically aligned with the district's governance goals each year and the district LCAP. During the first semester of each year, Site Council reviews the plan and progress on action items from the previous year, and in the second semester Site Council builds the SPSA for the following year (agendas and minutes).

In addition to M-A's Site Council, M-A's Shared Decision Making Site Council, or SDMSC, meets monthly to discuss schoolwide climate and culture as well as policies and practices that affect the school experience for both student and staff. SDMSC has at least one staff member from each department. Staff are sent agendas for SDMSC and invited to attend (sample agenda). SDMSC members also solicit input at department meetings. SDMSC makes recommendations about the school calendar, school best practices, and new course proposals. SDMSC also creates guidelines for collaboration proposals that teachers submit and complete outside of school hours. Collaboration proposals are reviewed and approved by SDMSC to ensure that school priorities around student learning drive the focus of staff development.

Staff also participate in continual reflection through a variety of mechanisms, such as the review of grade data, assessment data, and teaching best practices, as mentioned in the previous section.

These conversations based on data keep student achievement and student success in the forefront of many decisions at M-A. For example, grade data has led to whole-staff, department, and curricular team discussions around the meaning of a "zero" in the gradebook. It has led some teachers to adopt Standards-Based Grading. It has led to initiatives around common units and assessments (Biology example).

An area of growth is a more targeted vision of what to do with all of the information in the data. For example, when departments are asked to discuss grade data, staff could be given a concrete next step beyond discussion and reflection. Staff also express they want more training on how to understand and interpret the data with a focus toward next steps.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

As discussed in the previous sections, the School Plan for Student Achievement is developed with a close review of key data points such as graduation data, CAASPP data, reclassification data for English Learners, ELPAC data, suspension and referral data, California Dashboard data, and student survey data. All data is disaggregated by significant subgroups where appropriate and noted on the plan itself with a reference to past performance. Additionally, the SPSA is directly connected to LCAP goals and identified needs, which are also based on statewide dashboard data. In the current SPSA there are at least two action items directly connected to LCAP goals related to increasing performance on the CAASPP exams and decreasing suspension rates for our identified subgroups. The School Board also regularly evaluates the LCAP in collaboration with district and site leadership and reviews goals to meet the identified needs.

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile 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.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

SUHSD and M-A understand that having qualified teachers and staff on campus is a necessity to providing students with the best learning experience. As such, 98% of M-A teachers are highly qualified for the subjects they teach. 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. Additionally, all new-hires to the district are provided paid training sessions during a pre-service Teacher Orientation Week to ramp up to district goals and initiatives such as best practices for the classroom, use of the Canvas LMS, equitable grading conversations, and community-building tools. The district also offers credential clearance through the Teacher Induction Partnership for Success (TIPS).

The district is committed to cultivating and hiring from within our community. The Developing Our Own program supports some classified employees from the district through a teacher credentialing program, and the district covers tuition and fees for all employees accepted. This program was a result of the need to give students support from qualified staff who are from their own communities.

Once hired, new certificated staff are on a two-year evaluation cycle during which they are evaluated three times per year in accordance with the California Standards for the Teaching Profession. Classified staff are evaluated annually by their supervisor. After teachers receive tenure, teachers are evaluated every other year. Once teachers have exceeded nine years in the district, they can move to a three-year evaluation cycle. Evaluation procedures and forms are reviewed annually by the union and district staff to ensure that staff have appropriate guidance to meet the standards for teaching, the goals of the school, and student needs.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career readiness expectations.

M-A supports professional development in a variety of ways: district supported in-service days; pre-school PD days organized by M-A each semester; staff meetings; structured collaboration time in the school day twice a month; paid collaboration time for staff interested in collaborating outside of school; release days to support implementation of school goals; and opportunities to attend professional conferences. Each professional development opportunity is aligned with the goals and action items outlined in the SPSA and geared towards facilitating student achievement on academic standards, student well being, and/or student college and career readiness.

The district provides two all staff professional development days a year, one in the fall semester and one in the spring semester (ex: Quarter 1 PD offering). During each of these days, teachers have the opportunity to

attend PD that is tied to district and school site goals. Additionally, the district provides individual coaching through the Personalized Assistance and Confidential Coaching (PACC) program to support experienced teachers hone their craft. The district also offers instructional coaches for specific subjects who meet with teachers and teams to ensure that staff are supported in providing the best experiences possible for students. The district also offers trainings every month that staff can attend for units, timesheet hours, or credential clearance (September offerings).

At the site level, M-A provides professional development during two in-service days each year in addition to scheduled minimum days and PD provided at regular staff meetings. Depending on the goal or action item for the year, the PD offered at the site has varied. In 2023-2024, M-A contracted with Peninsula Conflict Resolution Center (PCRC) to provide a series of trainings on developing community in the classroom, building positive relationships with students, and holding restorative conversations with students (January 2024 PD Agenda). In the 2022-2023 school year, M-A administrators provided a two hour training on effective Student to Student Talk Strategies. And in the 2021-22 school year, M-A staff provided a variety of PD offerings for staff to choose from such as student to student talk strategies, community circles in the classroom, and developing equitable classroom practices (January 2022 PD Agenda).

Staff at M-A also meet twice a month in small group collaboration time which is central to their professional development and alignment as a team of educators. Goals are formed at the start of each year which align to our SPSA goals and action items. Most recently, goals have been set around horizontal or vertical alignment and the development of common assessments. Additionally, the Foundation for the Future supports small groups of staff collaborating outside of contract hours. Goals are set for these collaboration proposals that are in line with our SPSA goals and action items (sample collaboration proposals and collaboration Evidence).

And lastly, M-A has one staff meeting every month during which important information, best practices, and upcoming events are shared.

A4.3 Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

The staff handbook is updated every year. Staff also do activities to go through the handbook and review important material at the beginning of the year. The handbook outlines staff procedures and policies such as attendance, emergency situations, expectations for communication with parents, and student support services. Staff also receive admin responsibility charts every year.

M-A also has an internal website that houses relevant information for staff in one place, such as forms, support links, and tech resources. Key policies and procedures are then reviewed at the start of each school year (August 2022; August 2023; August 2024) with all staff in attendance and reiterated as needed in staff meetings (September 2024, Controversial Topics Policy; February 2024, Hate Speech).

Criterion A5: Resources

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 student goals/graduate profile, academic standards, and college and career readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

Resources for Menlo-Atherton are allocated through the LCAP and the development and approval of the School Plan for Student Achievement (SPSA) by M-A's Site Council. Priorities for funding are developed through a discussion of both the district's LCAP goals, a discussion of school data (both California Dashboard data and student survey data), and a discussion/evaluation of action strategies necessary to meet our goals. Funding is then allocated based on these discussions and decisions.

Additionally, department chairs receive a percentage of the discretionary budget to spend on books and supplies for their department. Department chairs also are involved in staffing discussions and section allotments for their departments in conjunction with the Instructional Vice Principal.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

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.

The Site Council bylaws are posted on the school website and reviewed annually by members of the council. Meetings are also open to the public. The Site Council meets and discusses both action items and the necessary budget expenses to support the action items. The budget is then built around the approved action items in collaboration with the school treasurer.

The Board also approves major financial decisions such as financial reports and budgeting (ex: Mar 20, 2024 meeting; June 7, 2023 agenda) school site plans (May 22, 2024 agenda), site field trip and textbook funding (June 7, 2023 agenda), and review of school financial reports (April 24, 2024 agenda). Financial reports for the district are posted here.

Additionally, the district accounting and purchasing departments monitor all school expenditures which go through an approval process. Each school site treasurer also monitors ASB accounts in collaboration with student leaders and student activity directors.

Finally, 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 at all school board meetings where budget and priorities are discussed.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

Sites report each year to the district on the sufficiency of textbooks and instructional material, in accordance with EdCode. 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 necessary materials for the courses they are taking.

Each department also has a budget for supplies. Teachers can also purchase some supplies and submit for reimbursement as necessary and with approval. Additional funds also supplement materials for departments: CTEIG funds are available for CTE credentialed teachers who teach CTE pathways, and recently passed Proposition 28 money from the state supports additional supplies for the Visual and Performing Arts Department. The school treasurer manages all accounts.

Teachers at M-A who are part of the PTA are also eligible to apply for PTA mini-grants for anything not covered by department funds or the site. Some examples are field trips to buy books for students in intervention classes and tech subscriptions.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

There is deep public support for facilities in the SUHSD school district. Multiple construction bonds have been passed to build and update facilities. Most recently, the new S-Wing includes state of the art science facilities and a maker-space. The community also recently passed Measure W which will lead to further facility improvement throughout campus.

In the 2021-2022 school year, SUHSD moved to a one-to-one device policy and started providing a Chromebook for each student, should they need one. The district also supports the Google Suite for education and multiple ed-tech platforms. Each classroom has a desktop computer and either a Smartboard or short throw digital projector. The district is currently piloting two different types of interactive flat panels to update the digital technology in the classroom. More information can be found in section C2.3.

M-A's campus is maintained with 12 total custodians, and the facilities are supported with a maintenance department at the district office. Each year, M-A funds two or three small upgrade projects around campus. In the 2023-2024 school year, M-A funded the refurbishment of the girls softball infield and draining system, and in the 2022-23 school year, M-A and the district funded a new computer lab in the I-Wing.

ACS WASC Category A. Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Restructured Site Council has created a more collaborative process for the review of school data and the development of the school's School Plan for Student Achievement
2. Consistently aligned vision as outlined in the SPSA with LCAP and district goals along with PD offerings and the structure of staff meetings and collaboration time.
3. Access to professional development, at both site and district levels.

Areas of Growth

1. Work with the District to improve communication by adopting a text function so that we can send out text messages about events and opportunities to engage in the M-A community.
2. Streamline communication between PTA Bear Notes and biweekly principal's update
3. Regular vision updates for staff so that data is tied to growth targets and active school initiatives on a regular basis

Category B: Rigorous and Relevant Standards-Based Curriculum

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

M-A has made major changes to make curriculum as a whole more relevant, coherent, rigorous, and effective. A highlight is the more heterogeneous 9th grade curriculum and continued efforts to streamline some courses in 10th grade such as in chemistry. More information on this is available in section C.1.

M-A uses current educational research in all core curriculum areas, as well as in areas of academic support. Curriculum is aligned to state standards and has been evaluated and adapted to aid students in developing foundational skills that will promote higher education skills and career skills. Moreover, almost all of our classes are UC approved and meet "A-G" requirements (24-25 course handbook).

All curricular areas are also supported by district coaching and professional development. District training is offered multiple times each year to further instructional guidance. SUHSD holds in-service days in August, Quarter 1, and Quarter 3 (ex: Quarter 1 PD offering). These trainings focus on improving the performance of students by providing strategies for engaging students, increasing student participation, increasing rigor for students meaningfully, and increasing equitable grading practices. The district also has ongoing training throughout the year, as outlined in section A4.1.

In addition to the district's vision to improve student performance and increase rigor, M-A has recently focused on horizontal and vertical alignment. Two collaboration meetings are dedicated each month for teams to develop units around common goals and common assessments (examples: Algebra; Biology; Spanish). Additionally, ELA common units exist at the district-level, created by teams at each site (sample unit). Though not all teachers use these lessons, they are available as models of best practices.

One area of growth is that while we have created solidly aligned horizontal teams, there is room for growth in creating vertical alignment around key standards. This vertical alignment should help students respond to increasingly challenging tasks in a course sequence.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

M-A's schoolwide learner goals are to prepare students to be independent and socially responsible individuals who (ESLRs):

- 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

The ESLRs align with the College and Career Readiness indicators of:

- SBAC results Met or Exceed
- AP Scores
- English Language Progress Indicator (ELPI)
- College and Career indicator (CCI)
- Meet A-G Requirements
- State Seal of Biliteracy

In order to meet and exceed academic standards, our school uses current educational research and standards-based curriculum in all core curriculum subjects. As mentioned in the previous section, teams in all departments collaborate regularly to develop rigorous standards-based content (2023-2024 teams; 2024-2025 teams). Teams determine goals around alignment and reflect on their goals regularly. After these meetings for horizontal alignment in collaboration teams, teachers meet in vertical teams to select core skills for each grade level and to logically build a sequence of these skills (English example). These efforts culminate in a department discussion about alignment and next steps (examples: History alignment; English alignment).

To prepare students for the SBAC, the district has developed interim assessments in math and English to be given every year. These assessments model the types of questions students see on the SBAC and give students practice with online test-taking skills. Results are then shared and discussed in departments (example debrief). More information about assessments is available in section D.

Specific measures are also taken to boost the performance of EL students. The district initiative of EL Achieve is one such measure focusing on engaging and supporting EL students through specific strategies such as note-taking and developing brick and mortar vocabulary. Additionally, an LTEL coach was introduced in the 2023-2024 school year to work primarily with LTEL students in 10th grade. Standards-based lessons were shared with all English and history teachers of college prep 10th grade classes. Additionally, M-A has fully implemented AB 2121/714 graduation plans for newcomer students arriving as juniors and seniors who do not have sufficient time to complete all graduation requirements. One area of growth in supporting our EL students is to build more general awareness of language expectations for English Learners and to align teaching and learning expectations to match.

School counselors also meet with students multiple times each year to review academic progress, course selection, 4-year plans, and a career inventory. Moreover, the school employs two college and career advisors who help students research and apply to prospective colleges and apply for financial aid. A teacher also works with students who need work permits.

M-A also offers CTE pathways in four sectors. Each of these pathways builds student skills and introduces students to a variety of career options through career research and guest-speakers. Currently, two of our pathways are dual enrolled courses with a local community college, and students who complete these pathways are then designated as College and Career Ready by the CCI indicator on the California dashboard. M-A is also working on expanding the number of pathways offered. More information is available in section C3.1.

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

All courses at M-A that are A-G eligible are subject to the UC course approval process and as such 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. Administrators conduct regular evaluations of teachers which emphasize rigorous lesson planning and a consistent

expectation for standards-based curriculum. Teachers also review CAASPP expectations. Lastly, the district provides content-specific coaching and PD on standards-alignment, as outlined in section A4.1.

Students who are not in our A-G courses, such as students in our Independent Living Skills (ILS) program also have access to curriculum and experiences that meet graduation requirements. When possible, students in ILS take mainstream courses, especially in our elective program. Students in ILS also have the opportunity to compete in district events that encourage teamwork and communication such as a Special Olympics and Super Sports Day. Students also meet with TRACE for post-secondary preparation.

Additionally, dual enrollment increased 300% since the last WASC report in 2019 (24-25 dual enrollment course list). This has allowed more M-A students to receive college credit for their M-A coursework and thus get a head start toward college and career readiness. The CTE department has also worked to increase access to pathways and capstone courses for students.

In regards to AP exams, M-A has steadily increased the number of tests administered each year, as outlined in chapter 2. In 2022, 1,439 tests were administered to 653 students. In 2023 there were 1,679 tests taken by 727 students. And in 2024, 1,855 AP tests were taken by 766 students, representing more than a third of our total student body.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

As stated in section B1.1 and B1.2, most courses at M-A meet A-G requirements with a focus on relevant standards, and staff collaborate both horizontally and vertically. Also stated in section B1.2, courses at M-A strive to meet college and career readiness indicators and students receive preparation for the SBAC, receive college counseling, and take career inventory surveys. A-G completion rate, especially among our significant subgroups, has also been a focus of multiple measures both at the site and at the district.

Admittedly, our messaging toward A-G completion is much stronger than the messaging toward post high school opportunities for students who don't meet A-G completion. Of 1,346 students who responded to our Panorama survey in winter 2024, 36% report feeling "quite prepared" for post high school life whereas 35% feel "somewhat prepared" and 13% feel "slightly prepared."

An area of growth could be to increase the number of CTE pathways and transition opportunities for students who will not attend a 4-year university and to conduct exit interviews of seniors. A shift for College and Career Day (CCD) for freshmen is a series of lessons on making money choices, creating a 4-year plan with a focus on electives, and completing a choice board about either their goals, a career interest profile, or a personality analysis. The hope with this change is to expand student knowledge of life beyond high school (more about CCD in the next section).

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

College and Career Day (CCD) is a major event on campus in which community partners and volunteers speak to seniors on career panels. Sophomores and juniors have traditionally taken the PSAT on this day.

As of 2024, sophomores who are not considering a direct university pathway may opt to go on field trips to local community and 4-year colleges. All freshmen opting into CCD used to go on college visits, but as of 2024, freshmen receive instruction as outlined in the previous section.

In regards to articulation with feeder schools, the Special Education department holds individual Transition meetings with all incoming students in the M-A attendance area who have an IEP. The SAAP Coordinator holds multiple transition meetings with Cesar Chavez Ravenswood Middle School - RMS (one of the major feeder schools) and with relevant stakeholders to identify special needs for incoming 9th graders. Moreover, all new M-A teachers are invited to visit the main feeder schools in the spring of their first year at M-A in order to understand the background of the student population so the exchange of information goes both ways.

Additionally, for all incoming 9th grade students, M-A holds optional coordinated Shadow Days. M-A hosts 8th Grade Info Night, open to all incoming 9th graders. M-A also participates in several middle school events to meet with potential incoming students and present information about course pathways, support programs, and extracurricular activities. Events include tabling at Ravenswood Middle School, parent events at RMS, student panels at Hillview, and an athletics evening. Another targeted support for incoming 9th graders is Compass, a summer bridge program that acclimates students to M-A while also providing targeted instruction in the core subjects of English, math, and science. Students who successfully complete the program receive five elective credits.

There have also been some efforts made for articulation with feeder schools by subject. MCLV (9th grade) English teachers have met and coordinated with Hillview Middle English teachers in 2023. English articulation was also coordinated by the district with multiple feeder districts in February 2024. Teachers in the Visual and Performing Arts have informal collaboration with feeder sites as well. Increasing middle school articulation remains a goal, and we hope to do more in upcoming years. Some teachers have noted that there seems to be more articulation and more information available from our feeder schools but that information can be hard to find and the processes need to be more streamlined.

In regards to articulation from M-A, the College & Career Center (CCC) coordinates visits from college representatives for students on the A-G path. The CCC also hosts a community college fair during spring semester for seniors and their parents. The Special Education department also works with the Transition Specialist to coordinate visits and registration with select schools for students with IEPs who choose to attend a local community college. The Bilingual Resource Teacher also coordinates optional college visits for small groups of interested EL students. Select community colleges have also hosted registration events on campus to support the registration and enrollment process.

Criterion B2. Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs — Full Range of Choices: 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 career technical options for all students.

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 the general education program. M-A offers 30 entry level electives, dual enrollment options, AVID, Academy, Leadership, and freshman-specific electives.

As stated in section B1.2, school counselors meet with students multiple times each year. Students will see their counselor around nine times before graduation. Students can also make individual appointments with counselors throughout the year as individual needs arise. Through these meetings, school counselors get a better understanding of students and are able to provide more tailored assistance to ensure students make appropriate choices and have agency in their course selections. Students also complete course selection sheets each year, and emphasis is made to point out graduation and A-G eligibility in this process. Students also have access to a rigor chart for classes and a description of electives courses. Moreover, some teams and departments organize visits to classes to encourage enrollment, such as the AS English II team visiting MCLV courses.

M-A also offers a variety of elective courses. Beginning in their freshmen year, students can choose to take a CTE course such as digital filmmaking, in addition to courses like Orchestra, Jazz Band, Leadership, and Drama. M-A recently made available three additional elective courses freshmen could take as a 7th class: Digital Photo, Intercultural Leadership, and Journalism. In addition to electives, M-A has specialized programs such as the Computer Academy and AVID.

Our specialized courses and pathways offer career exploration and career-ready activities like resume writing and interview practice. This includes CTE courses, VPA courses, AVID, and the Academy. Students in these programs have access to career panels/fairs, job research activities (Biotech example), college exploration (AVID students at Davis), and mentorship programs (Academy). The Life Skills curriculum was also updated for 2024-2025 and students now spend three weeks learning about options for postsecondary education.

The SPED Department also 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. TRACE also works with students to give them training necessary for post-secondary options.

Additionally, as mentioned in section B1.5, College and Career Day is an annual event that engages students and emphasizes engagement and choice.

An area of growth is to expand elective offerings, especially through CTE pathways. A survey was sent out in 2024 to staff about interest in creating pathways. Additionally, it is difficult for some students in our ELD and SPED programs to access available courses due to schedule constraints, and we can look at how to make CTE pathways fit their schedules and needs.

B2.2 Access to Curriculum, Including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Courses at Menlo-Atherton offer rigorous and relevant curriculum that meets the needs of students and prepares them for the real world. Many teachers include problem sets and discussion activities that help students appreciate real-life contexts for skills learned. Some courses have also increased project-based learning assignments. Teachers understand that 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 (science example; ELD/ELA example; PE example; Ethnic Studies example).

A focus since the last WASC full review has been on a more common 9th grade experience (more information below in C 1.1). This has removed some courses that did not receive A-G credit such as Advanced Integrated Science and Algebra Readiness, and it has created more heterogeneous classes that reflect the diversity of our community, such as Multicultural Literature and Voice (MCLV), Biology, and Ethnic Studies; almost all students participate in these common 9th grade courses along with PE, a math class, and a language class or elective course.

The rationale for this move to streamline classes was to give all 9th grade students a common experience to orient them to M-A and to create heterogeneous courses that reflect the student body. An additional goal was to increase a sense of belonging for all students with the hope of increasing engagement in their courses of study.

In many classes across disciplines, students are taught skills to help apply to and interview for jobs, to navigate social media and news sources, and to prepare for post-high school life. 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.

As mentioned in previous sections, CTE and VPA courses also offer pathways for continued development in real-world skills while reinforcing academic skills. Drama stages multiple performances throughout the year that simulate professional and semi-professional experiences and includes coaching and direction from practicing professionals. Music classes often travel to adjudicated music festivals that provide valuable feedback. These festivals also offer workshops from various college level instructors along with practicing professional artists. M-A's music program has won many accolades, including opportunities to travel and perform in places such as Carnegie Hall.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Our school collaborates with parents/guardians, students and staff to prepare students for their future career and college goals. For instance, most teachers post grades and assignments to Canvas on a regular basis, which both students and parents/guardians can access to monitor course progress and to make decisions regarding appropriate level placement in courses. Set grading periods every six weeks ensures that parents/guardians get notice of student grades, especially when students are at risk for earning failing grades. The MCLV (English I) team now sends a biweekly newsletter in English and Spanish about units, texts, and skills covered in the class. Special programs such as AVID and the Academy also hold parent meetings as necessary.

Parents/guardians and students can also communicate with teachers through Canvas or via email. All teachers are available for meetings with students and parents/guardians for assistance and guidance. The school also has Back-to-School Night in the fall and Open House in the spring, where parents/guardians and students are encouraged to meet with teachers to see what students are learning and how students can be successful.

Several departments also send representative teachers to articulation meetings and parent info nights to help incoming students choose appropriate courses. Parents/guardians also have access to a number of informational sessions including a parent education series and 8th Grade Info Night on the M-A campus as well as multiple meetings at our partner schools. A parent series is also held in Spanish.

M-A also is home to a number of parent groups such as the Foundation for the Future, PTA, and ELAC. Parents/guardians are also represented in our SDMSC and Site Council. Each of these groups meets monthly with school staff. However, some parent populations are more heavily represented than others in meetings. We have tried measures such as online meetings, providing transportation, offering food, and meeting in the community, with mixed results. We understand that this is definitely an area of need as we continue forward. One specific area of need is a text-based system to communicate with parents and guardians.

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Heterogeneous courses are increasing access to state standards and A-G courses as well as creating courses that reflect M-A's diversity and build community and belonging for all students
2. Strong Horizontal alignment amongst course level teams
3. M-A offers a wide range of course options to all students

Areas of Growth

1. Increase the number of CTE Course Pathways that are dual enrolled with college courses in order to provide more students the opportunity to be College and Career Ready
2. Continue to improve on the vertical alignment of key standards across course sequences to foster smoother transitions between course sequences and to communicate clear expectations as to how students progress through M-A's program and become College and Career Ready.
3. Greater integration of the language expectations or ELD standards in all ELD/ EML courses and courses with LTEL students enrolled in them.

Category C: Learning and Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting schoolwide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

Teachers at Menlo-Atherton are committed to providing students with challenging and relevant work in an equity-centered learning environment. As mentioned in section B, teachers have a variety of PD offerings to choose from every year supporting initiatives such as Constructing Meaning, Universal Design for Learning, NGSS implementation, equitable grading practices, and curriculum design.

Elective courses at M-A have also expanded their pathways offerings since the 2019 WASC report. Two CTE pathways are newly dual-enrolled: Digital Filmmaking is enrolled with Skyline for a maximum of 12 units over two years, and 3-D Modeling and Animation is dual-enrolled with Cañada for a maximum of 7.5 units over two years. In 2024, M-A added a new Biotech course. The course is currently dual-enrolled with Skyline and will expand next year to add a capstone course.

A major change since the last WASC visit is the creation of a more heterogeneous 9th grade experience. Changes in course offerings started primarily with a move to eliminate Western Civilization from 10th grade history during years prior (from 2019 WASC). After this change in 10th grade, the initiative shifted to 9th grade, starting with the Biology team (Board study session on streamlined courses).

The district pushed for a Biology-for-all approach in the 2019-2020 school year. This removed AS Biology from our freshman program and made our Biology program heterogeneous and aligned to NGSS. The Science department further shifted to a more heterogeneous 10th grade Chemistry course aligned to NGSS instead of the leveled courses that had previously been offered. Also in 2019-2020, a district initiative for an Algebra (or above) model for all 9th graders was implemented. This initiative was in response to some students being unable to meet A-G standards if they started in the previous Algebra Readiness course.

Following science and math, the English Department also planned a merge of two existing freshman English courses, AS English I and English I. Multicultural Literature and Voice emerged in 2021 as a result, covering the same texts and number of units as the AS English course and with more scaffolds for all students. Lastly, given the new graduation requirement for Ethnic Studies, 9th grade World History shifted to Ethnic Studies, a course all freshmen are enrolled in. While there still remain tracked English Intervention courses for about 50 students in 9th grade, these programs were reviewed in 2024 to fully align the courses with CCSS grade level standards.

This push for a more common 9th grade experience was supported by district initiatives, district PD, and collaboration at the site level to ensure that courses would still remain rigorous for students who would have taken AS courses and yet be accessible for students who would have been in intervention level courses otherwise. PD was provided around scaffolding and differentiation at the district level, and teams at M-A took advantage of collaboration hours funded by our Foundation for the Future to develop

curriculum. Many teachers for these new heterogeneous courses also received training in SBG, project-based learning, and student-talk routines to promote access to content without sacrificing rigor.

Along with this move for streamlined courses in 9th grade was a schoolwide initiative for vertical alignment. Departments worked to vertically align skills and goals for students, as mentioned in section B 1.1. This vertical alignment helps to ensure that students in our general education program have access to challenging and relevant coursework.

These course shifts have not been without challenges. M-A and the district as a whole faced pushback in the 2023-2024 school year for its decision to streamline freshman courses, mainly around the introduction of Ethnic Studies and MCLV. One way M-A is addressing this issue is with a biweekly MCLV newsletter to families outlining content being covered. Additionally, Ethnic Studies teachers in the district have had to comply with a Public Records Act Request from community members. They have had to submit their teaching materials for the course. The course is currently being reviewed at the district level.

Data assessing these course shifts show success in the heterogeneous 9th grade model with increased pass rates in freshman year English (board presentation data on pp. 40-47; independent report of streamlined offerings). Moreover, 2023-2024 was the first year in which students from our mostly streamlined program took the SBAC assessments, and M-A has had the highest test scores in English and Math since the 2018-2019 school year, as mentioned above. Additionally, AP scores across the board have improved, including a pass rate of 96% in AP Comp, 97% pass rate in AP World, and a 99% pass rate in AP US History from our first year MCLV cohort.

One area of growth for M-A also stems from the newer heterogeneous courses - how best to support students who are still struggling in the courses. While teachers receive training on differentiation and models of support, some teachers say that our most struggling learners find it difficult to gain traction in the course. For example, with the elimination of Algebra Readiness, students who need more work with number sense are in Algebra classes. M-A does have an Algebra Restart course for students who do not pass semester 1 of Algebra. However, as a district, we need better ways to help these students who need the extra support beyond after school support centers.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Many efforts are made across all subject areas to ensure students are aware of the standards and performance levels they are expected to attain. Also previously mentioned, students meet regularly with school counselors to review progress toward graduation and college-and-career readiness indicators. Students who are in specialized programs such as AVID, the Computer Academy, and SAAP also receive support in understanding expectations of performance levels and college and career readiness. In class, most teachers also post daily assignments and agendas for students in the classroom and/or on Canvas, the district's Learning Management System. Efforts have been made at the 9th grade level to ensure that students are able to access Canvas and that they check it regularly in the beginning of the school year. These habits carry forward in future years.

At the beginning of the year, teachers distribute a syllabus that covers unit plans, levels of mastery based on standards, and expected norms. Some teachers develop norms with students as well. All syllabi are

submitted to the Instructional Vice Principal (2024-2025 syllabi).

For many individual assignments, explicit rubrics detail expectations for the assignment. Rubrics in general-ed classes are aligned to CCSS, NGSS, or AP requirements. Additionally, in multiple departments, teachers use common assignments with the same rubric, such as the Name Narrative in 9th grade English or soap-making in Chemistry (Ex: English rubric; Chemistry rubric; Spanish II rubric). Horizontal alignment has also increased collaboration, and many teachers develop shared rubrics for larger projects. Feedback on most assignments is tied to the rubric. Though these common assignments and rubrics exist, not all teachers on individual teams use them. An area of growth could be increased use of these rubrics.

In addition to increased collaboration and alignment, some teachers at M-A have adopted Standards-Based Grading or grading practices reflective of SBG to focus more on mastery of content and recovery opportunities. Some departments have also aligned their SBG to the same grading scale. However, a significant challenge is that not all teachers and not all teams have adopted SBG, so it is confusing for some students to understand what one grade means in one class versus another. Additionally, not all teachers have adopted SBG in the same ways. Community members have also expressed some confusion and concern on this same topic. While the push for SBG is embraced as one that promotes equity, more work could be done to clarify what these changes mean in each course, and more clarity could be provided for students in understanding how the grading scale works in each of their classes.

Lastly, 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. Most case managers require students to email their teachers at the beginning of the year with self-introductions and a list of their accommodations. Most students with IEPs are 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 (Teacher Feedback Form).

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

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies to promote student learning and encourage student agency.

Teachers use a variety of strategies to promote student learning and encourage student agency. The district has set the goal for all teachers to be trained in EL Achieve Constructing Meaning strategies, the use of backwards planning, and developing speaking and listening frames to engage all students. Many teachers have completed this training thus far, though not all teachers. However, many CM strategies like backwards planning and scaffolding instruction are embedded into curriculum development PD at M-A.

M-A has also focused recently on developing strategies to build student-centered practices. For example, math teachers in foundational courses like Algebra and Geometry have shifted instruction towards math practices that emphasize student-centered classrooms. This includes teaching at the speed of learning and a growing emphasis towards having students engage in math thinking as opposed to memorization of math steps (Math Initiative). Students now regularly engage in completing complex math tasks and are presented with more contextualized word problems than in prior years. Students learn to approach problems through inquiry, apply good math routines, and explain their math thinking in writing.

In science, teachers have aligned Biology, Chemistry, and Physics to Next Generation Science Standards. These courses now embed in all units the three tenets of NGSS: Cross Cutting Concepts, Scientific Engineering Practices, and Disciplinary core ideas (Incorporating NGSS into Curriculum). Similar to changes in math, students are learning to explore through inquiry practices, and then they apply scientific practices to explore their hypotheses.

At the core of each of these structural and instructional changes has been development of instructional practices that incorporate student-to-student talk strategies to engage students with rigorous thinking prompts and language support to support participation. In recent years, M-A has supported the implementation of effective student talk strategies by presenting and supporting professional development for all teachers (January 2022 Staff PD) (10 Talk Strategies) and by articulating a clear goal for teachers to develop a language goal or practice in their classroom (improve and increase student to student talk). Administrators also model talk strategies in staff meetings (October 4th Staff Meeting; September 5th Staff Meeting; Instructional Rounds Nov 13).

Through M-A's Foundation for the Future, teachers also have the opportunity for paid collaboration hours to develop curriculum around this goal. Some other strategies teachers at M-A use for language production are equity cards, "I do, we do, you do" models, scaffolds/reducing scaffolds, and leveled sentence frames in daily class activities such as Socratic seminars, debates, and presentations (ex: student news segments). Some teachers also explicitly teach how to effectively hold a group discussion. Scaffolds are also provided for many written assignments (Biotech example).

Some teachers also attend trainings with outside agencies, such as the Stanford World Language Project, the National Science Teaching Association, Stanford History Education Group, Innov8 Conference, the

College Board, (NCTM), Expository Reading Writing Course (ERWC), Bay Area Bioscience Education Community (BABEC), and CUE Conference.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

Student voice and agency are valued at M-A both in class and outside of class. As mentioned in section B1.2, students meet with school counselors multiple times each year to select courses and engage in decision making about their own learning. M-A also offers a vast course list from which students can choose electives such as Digital Filmmaking or Guitar. Also mentioned previously, M-A has added new courses to meet need and interest such as freshman electives in journalism and photography and other courses such as Film as Literature, Academy BioTech, AP Psychology, and Intercultural Leadership. Intercultural Leadership in particular was designed to expand the capacity of the leadership program and provide structural support for all of the cultural activities students hold on campus.

In class, most teachers offer tools such as leveled sentence frames and choice activities for students to express their voice (US History choice board; Ceramics choice project; English Support current events). Activities such as these give students agency while still following standards and remaining part of a larger scope of curriculum sequence. M-A's goal to increase student to student talk also helps to promote student voice in class discussions.

Students are also given voice and agency outside of classes. M-A offers a wide selection of clubs and sports, including some no-cut sports. Club Rush is held twice a year, and students are encouraged to join any of the over 90 clubs on campus. In recent years, with the support of M-A's leadership classes, club events have expanded on campus to include cultural events and festivals such as the Black History Month celebration, Lunar New Year, Sabor Latino, and International Week. These celebrations are primarily proposed, planned, and driven by students.

Students are also encouraged to join SDMSC or M-A's newly configured Site Council. In 2023-2024, M-A had to hold elections to fill spots because of increased interest in joining. Also empowering agency and voice, students with IEPs and 504s have access to a fully staffed testing center. Students are encouraged to communicate their accommodations with their teachers in a timely manner to get access to resources.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems

As previously mentioned, the biggest pieces of technology used by the school are Chromebooks and 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 many digital applications. The district also provides free licenses to many online platforms. Some popular digital learning tools used by teachers include the Google suite, Adobe Creative Cloud, PearDeck, EdPuzzle, Canva, Desmos, Kahoot, Turnitin, Flipgrid, Gizmos, and Loom.

Many of these tools are used in conjunction with longer projects or pair/group lessons that allow for students to gain skills in time management, problem solving, and communication (AP CSP example).

Freshman English classes also spend time teaching students how to draft professional emails. This skill is also reinforced in most Study Skills classes. Some other examples of tech lessons are a storytelling and remembrance project, Gizmos lab, and Desmos polar graphing.

To support the use of technology in learning, the district has shifted to a one-to-one model of Chromebooks/devices for students. All students are offered a free Chromebook, though they are welcome to use their own devices. However, the process is not without hiccups. Some students forget their devices or otherwise don't have a device during the day, thus the program isn't truly one-to-one in practice. All teachers can receive a few Chromebooks to keep in their rooms to lend out, but some classes need more than are available. Eight Chromebook carts are now available for check-out should teachers have lessons that require every student use a device.

Additionally, there exists some disparity as some students bring personal devices such as Macbooks while others rely on school Chromebooks. One solution could be to require only the use of school-issued devices. Discussions are currently being held at the district level about how to make technology truly one-to-one, but in the meanwhile, there are some shortcomings with access to hardware itself.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Students at M-A have many opportunities for learning beyond the classroom. One such example is College and Career Day which reaches all students, as mentioned previously. The College and Career Center also actively works with students in researching their college choices, completing college applications, and completing financial aid applications.

There are a number of other initiatives on campus to meet this goal as well. The Academy program on campus has a mentoring program to connect students to local professionals. The Academy also takes students on multiple field trips each year, such as a community-building trip to Land's End and a reflective trip to Shoreline. The AVID program also has opportunities for students to engage beyond the classroom such as a mock college fair and multiple college trips with reflection activities. Field trips are also taken in other classes like Biology, AP Environmental Science, and Art History.

Some teachers engage students beyond the textbook through virtual field trips (world history example; English example). Some courses also do research projects using resources such as the library and online websites to synthesize information. One particularly successful endeavor has been the National History Day competition. In 2024, thirteen projects from M-A were chosen as finalists. M-A also holds a STEM fair for all students interested in participating. M-A is the only high school in the Bay Area to hold a STEM fair. Finalists go on to compete at the Golden Gate Stem Fair.

Students also have opportunities to extend their learning in other courses, such as our student film festival, band and orchestra trips, guitar and choir concerts, drama productions, and art shows.

Finally, students have the opportunity to participate in many clubs on campus. Many clubs prepare students for college and careers, such as Debate, Robotics, Care Bears and Journalism. M-A's Service Learning Center also empowers students to find purpose by serving the community and hosts a variety of service days and field trips in the community.

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Development of inquiry-based teaching and learning in core 9th and 10th grade math and science classrooms with strategies aligned to Common Core Math standards and Next Generation Science Standards.
2. Development of new 9th grade curriculum in social studies and English that reflects the broader experience of our students and provides a common, relevant experience for all students.
3. Rich opportunities for students to engage in activities that develop student voice and agency.

Areas of Growth

1. Continued focus and support on developing higher quality and more frequent student-to-student talk in the classroom.
2. Maintain consistent fidelity to stated lesson objectives with frequent checks for understanding
3. Continue to focus on activities that are accessible for students but have a high ceiling in that they challenge students with rigorous thinking tasks.
4. Consistently engage students in thinking about post secondary options and connecting their learning to post secondary options.

Category D : Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. 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.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

Menlo-Atherton staff members regularly engage in collaborative discussions about data, and the school values making adjustments as needed to support students. As mentioned in section A1.3, one major data review comes in the spring semester (English department example). All departments review fall semester grade data by team. The data is also presented at SDMSC. For further debrief, curriculum teams often use this data to discuss grading practices, student performance, and course expectations. As stated in B1.1, another major point of data is our Interim Assessment (ICA). Students across the district take this test every year as an indicator of SBAC performance (English ICA debrief; math ICA debrief).

M-A staff members also regularly review other data. Staff started the 2024-2025 school year with a brief data presentation of CCI indicators, AP scores, campus climate, and EL data. Staff also had a data presentation in February 2024 about Graduation Rates and A-G eligibility rates. Staff received information about enrollment and student demographics at this meeting. In Spring of 2024, staff reviewed ELA and Math CAASPP Data, and in each of these situations, staff completed reflections based on the information.

This data also drives individual departments and individual course teams to do additional data analysis. For example, many AP teachers post previous score results for students to see (comp sci example). The math department uses results of the ICA to create plans for future instruction, and specific math teachers push into classes strategically before CAASPP to review key concepts, sample performance tasks, and writing structures. After analyzing the ICA for most commonly-missed questions, junior English teachers have created practice questions in SBAC format and a practice performance assessment.

As mentioned in section A, schoolwide data is also shared with stakeholders in both our Site Council meetings and in our Shared Decision Making Site Council. The data is used to review programs and inform adjustments in the School Plan for Student Achievement.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

As outlined in sections B1.1 and C1.1, M-A has focused the past four years on vertical and horizontal alignment. Through these discussions, departments have selected focus standards and expectations for students at each grade level. Syllabi are also submitted to the IVP annually. As stated in B1.1, a major goal of these alignment discussions is common assessments and common rubrics. M-A's Foundation for the Future supports these initiatives with extra PD funding, and PD evidence is shared at SDMSC meetings.

Collaboration meetings in the 2024-2025 school year have furthered progress on consistency. The goal for this year's collaborative cycle is to put in practice the work of previous years to develop common pacing guides for standards and assessments. While common unit calendars are encouraged, they are not required; thus, the degree to which they are fully implemented or used varies by team. However, teachers within a team should present similar material around the same time, and the assessments for these units should be similar (ex: mitosis is taught semester 1 in all biology classes; the play unit in English II is assessed with an argument essay).

The push toward common timings and assessments is in recognition of the fact that in the absence of such commonality, students might be getting vastly different educational experiences depending on their teachers. M-A recognizes the need for students to have equitable experiences in terms of course content. Progress toward this measure has sometimes been slower than desired, but the school as a whole has been moving in this direction for years and will continue to do so.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

This section was addressed in D1.1 and D1.2. It is also covered in the next section, D1.4. This work is done through whole-staff, department, and team collaboration meetings, and through broader discussions with all stakeholders present in M-A's Site Council. This work is also supported by the Foundation for the Future through PD funding matching site-plan goals. School teams also receive support through district PD.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

School and district leadership regularly meet to discuss assessment results and determine curricular vision. At the broadest level, district LCAP goals and progress toward goals is evaluated annually in partnership with district leadership and site leadership. Next steps are then outlined through the action plan, and school leadership brings this back to sites.

Site leadership uses information from the district as well as site information to develop the site plan. Site plan goals and action items align with district LCAP goals and the WASC action plan. These site plan goals direct initiatives for the school, such as collaboration team goals of alignment and Foundation funding of curricular projects meeting these goals. The site plan also provides a curricular focus for the school (2024 goal to improve and increase student-student talk). One of the most recent site-district partnerships is a 10th grade LTEL coach, a position proposed by site leadership and funded by the district to help improve LTEL student performance on the ELPAC. The district has also supported initiatives to provide engagement opportunities for freshmen students. District funding supports two new freshman electives: Digital Photo and Journalism. Funding also exists for co-curricular activities that support freshmen like Robotics and Speech and Debate.

Moreover, the district examines instructional initiatives such as the Math Initiative, Heterogeneous

Groupings in the freshmen and sophomore years, and the implementation of Ethnic Studies. Evaluation findings are shared with both the school board and the district, and findings continue to inform educational decisions. The district also continues to provide professional development through yearly Constructing Meaning cohorts, Math Initiative training, and quarterly Ethnic Studies release days.

The district also shares its instructional vision through meetings with department heads and instructional leaders. This information is then brought back to teachers. This recursive work ensures that student performance, student needs, and student goals are kept at the forefront of all decisions.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

As mentioned in previous sections, M-A focuses on monitoring students progress by looking at grades, progress toward graduation and A-G requirements, ELPAC scores, scores on AP exams, and performance levels on the Interim Assessment and SBAC scores. These studies are done in staff meetings, department meetings, and curricular team meetings at various times throughout the year.

Student progress in each course with regard to academic standards and schoolwide learner outcomes is most easily monitored by looking at grades, especially during our annual grade distribution conversations. Though it is up to each department to determine exactly how to look at this data and next steps, it is required of each department to conduct this study. One area of growth could be a more common goal in which all departments looked at grade data for a common purpose.

Also discussed previously, M-A has focused extensively on vertical and horizontal alignment in recent years. One expectation is common assessment types, and many curriculum teams meet to discuss student results on these assessments and next steps. A most recent initiative this year is requiring every curricular team to link their scope and sequence as well as standards map. A future goal will be to look at these course overviews as a whole to determine how well the department is monitoring and meeting student goals toward academic standards and college and career readiness expectations.

Aside from teacher-centered monitoring, students and parents can access grades regularly in Canvas, and progress reports are sent home periodically. 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.

Teachers also monitor student growth toward SBAC assessments through the district interim assessment. After administering the ICA, teachers analyze student areas of strength and areas for improvement. Then, teachers create action plans for next steps based on the data.

School counselors are also invaluable in monitoring student progress through their multiple meetings with

students each year. Lastly, informal student progress reports are completed by many students in sports as a way to get conversations started about grades with teachers, and freshmen are invited to check their grades and attendance progress with staff members during some Feel Good Fridays - extended lunches at the end of the quarter.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

Menlo-Atherton has several methods for using assessment to monitor and modify learning in the classroom. 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.Because Canvas provides grades in real time, students are expected to check their progress and make appointments with teachers during Flex as necessary.

Teachers also use formative and summative assessments to check with students about understanding. Some strategies observed in classrooms are fists of 5, thumb's up/down, exit tickets, pair-shares, etc. to check in real-time if students understand material. Teachers who have moved toward Standards Based Grading also give feedback with each graded assignment about student progress toward standard mastery.

Many teachers also incorporate explicit feedback and work with rubrics into their daily lessons. This can take the form of written feedback on assessments, daily warm-ups for skills practice, reteaching after assessments, surveys, etc. Some specific lesson examples are: English short answer analysis; Multimedia reflection and peer-review; Algebra II task analysis; Ceramics rubric.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

This question is addressed in multiple different sections throughout this chapter. For reference, please refer to D1.1 about data review and D1.4 about modifications based on data review. Please also refer to C1.1 about the move toward more heterogeneous classes and standards-based grading for some courses. Some teachers also conduct unit or course surveys from students to better inform future instruction.

This assessment analysis is also part of our alignment process in which we determine how students performed each year and make recommendations to the next team and adjustments to curriculum as necessary (Spanish III vertical alignment; English team reflection; math SBAC plan).

One specific assessment analysis teachers completed was in Home Groups in November. Teachers reviewed sample test questions from all three SBAC assessments and reflected as a department on students strengths and areas of growth. Teachers then worked in collaboration teams to create lessons based on identified skill areas. Some lessons are: Marine bio echinoderms; math area of hexagons; social studies portable question sets; world language cultural comparison; Study Skills reading comprehension.

As stated in the section above, most teachers also use assessments to guide, modify, and adjust curriculum on a more informal daily basis through formative and summative assessments, review and reteaching, and student check-ins as necessary.

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. M-A has developed consistent methods for analyzing student learning, through the yearly examination of both classroom grade data and schoolwide data.
2. A focus on alignment has resulted in strong horizontal alignment in many departments
3. There is strong alignment between district and site regarding instructional initiatives, data review and evaluation, as well as support for needed adjustments.

Areas of Growth

1. Developing consistent grading practices within course level teams to better be able to assess student learning within and across grade level teams.
2. Developing common rubrics for unit assessments in grade level teams
3. More training for staff interested in implementing or thinking about standards based, or equity based, grading practices.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement

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

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

As mentioned in section A1.4, Menlo-Atherton High School communicates with families and community members through a number of ways. Menlo-Atherton has three separate parent groups. The Foundation for the Future is based on parent and community fundraising and funds major school initiatives such as reduced class sizes, additional school counselors, and PD for teachers based on Site Plan goals. 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-speaking school staff and parents committed to supporting English Learners.

A weekly newsletter, Bearnotes, is sent out by the PTA with information regarding upcoming events and news for the school. The PTA works closely with the principal in crafting each weekly message.

Repeated from earlier sections, M-A regularly engages the community through 8th Grade Info Night, a Back to School Night Welcome, ELAC meetings, SDMSC meetings, Site Council meetings, and Open House. Moreover, the principal hosts a series of roundtable discussions to elicit more feedback from the community (Agenda Slide Show for 11.17).

Lastly, parents also regularly volunteer on campus. Some of our most consistent volunteers are in some ELD classes where a group of parents leads small clusters of students in discussion to help develop speaking skills. Parents and community members also serve as mentors for our Computer Academy.

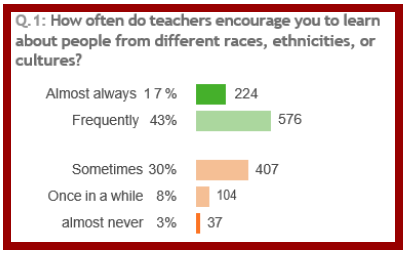
To complement these existing programs, one idea to further increase parent awareness and involvement is to have text-based messaging systems for families in multiple languages. Some family members have reported difficulties with getting school messages, like auto-attendance calls, only in English.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

One addition to the school program since the last WASC visit is a second student leadership class - Intercultural Leadership. This class has helped diversify the leadership program, which is reflective of the increased number of cultural events that are hosted on campus.

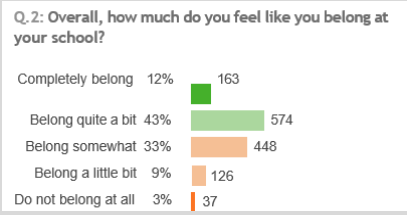
As mentioned in C2.2, students are also given voice and agency through clubs and school-sponsored events. In

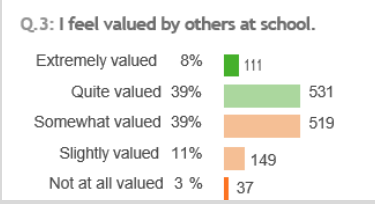
recent years, club events have expanded on campus to include cultural events and festivals such Black History Month celebration, Lunar New Year, Sabor Latino, International Week, and AAPI History Month staff showcases. These events are primarily proposed, planned, and driven by students, though often in conjunction with staff members. Family and community members are always encouraged to participate in these events as well.



With regards to teaching and instruction, Panorama survey data of 1,339 students from the 2023-2024 school year shows more than half of the students feel their teachers engage in discussions about culture and inclusion frequently or almost always. Only 3.4% of students say these conversations almost never happen in classes.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.





M-A strives to be an inclusive community, and curricular efforts have been made specifically around identity and belonging. The 2024 Panorama survey shows that 88% of students report feeling as if they belong at least "somewhat" on campus with 55% reporting belonging "quite a bit" or "completely." Additionally, 86% of students report being at least "somewhat valued" on campus.

However 2023-2024 also saw some tension in the M-A community and the SUHSD community as a whole. These conflicts came up during the pandemic school closure from a vocal group of community members who wanted schools to reopen faster. The tensions grew during the debate about the implementation of the streamlined 9th grade courses and also reached into the Ethnic Studies course.

The school has responded to these tensions by meeting with families, publishing the biweekly MCLV newsletter, and opening the school to visits by board members and district staff. The district has responded to these concerns with presentations about student performance as well as reviewing curriculum for the courses in question.

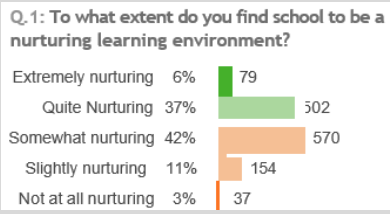
M-A has strong community partners who participate in school events and initiatives to foster a better learning environment. M-A also employs two community liaisons who support students through case management and connect students to support programs. Some of our community partners and community events include: Canned Food Drive, Peninsula Conflict Resolution Center (PCRC), Boys and Girls Club of the Peninsula, Live in Peace, FLY, College Track, Friends for Youth, Stanford HAAS Center, StarVista, and Kara Grief.

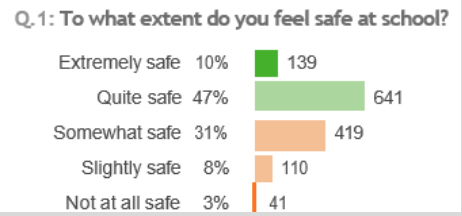
Partnerships with organizations like Live in Peace or FLY have resulted in staff from these organizations having regular roles on campus. This bridges resources and organizations in the community at large with students and the M-A community. Additionally, partnerships with organizations like Peninsula Conflict Resolution Center have resulted in additional professional development for staff around teaching with empathy and developing stronger individual relationships with students and community as a whole.

Criterion E2: School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

E2.1 Policies and Resources: The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.





Menlo-Atherton has committed many resources to ensure a safe, clean, and orderly environment. M-A has multiple custodians who maintain a clean and working campus. M-A also employs 5 campus aides and will hire a 6th on a short term basis when needed or when funds allow. To maintain safety, the school also has regular earthquake, fire, and lockdown drills, and students receive instruction on The Big Five. Students also have access to our relatively new anonymous reporting system. Additionally, the district recently expanded our contract with Atherton Police to employ an SRO who is assigned to M-A on a full time basis of four days per week on campus. The school also has a zero tolerance policy on cyber bullying. Students are reminded of this during annual assemblies. Additionally, the Life Skills classes in the 9th grade have a digital citizenship component. 61.4% of students say they find the campus quite safe or extremely safe.

M-A has many programs for social and emotional supports. One such program is conflict mediation, which is run by a teacher during two release periods. M-A also contracts with PCRC, an outside CBO that helps lead restorative conversations with students. Another social-emotional wellness space is our PAWS center where students have access to wellness counselors as needed. 44.9% of students say they find school to be quite nurturing or extremely nurturing and another 41.1% say it is somewhat nurturing. Only 3% of students say M-A is not nurturing at all.

One increasing problem on campus is the use of vapes. Despite zero tolerance policies, some students are still using drugs on campus. One measure M-A has implemented is suspensions for drugs and alcohol at after school events like games and dances. Another area of growth for M-A is having a more robust tardy and truancy policy. Many teachers voice concerns over the frequent tardies, and there is no one universal prevention or consequence system other than automatic calls home. The same can be said for student bathroom use. The school has a rule for not allowing students to use passes in the first and last five minutes of class, but not all teachers follow this policy. Lastly, some teachers have also voiced the need for a universal cell phone use policy. A teacher-driven pilot is in place currently testing different classroom phone policies.

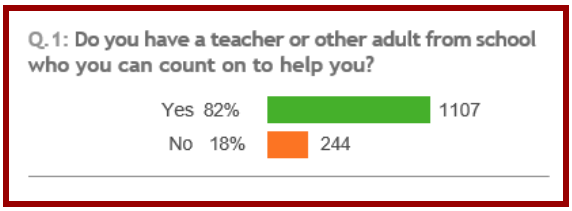
E2.2 Trust, Respect, and Equity: The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

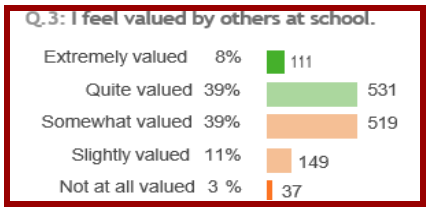
As explained in section C.1.1, M-A has worked toward a heterogeneous 9th grade program to value student inclusion and belonging while maintaining high learning expectations. There are also a number of

wellness resources on campus, as stated in section E2.1. And from section E1.2, many teachers frequently encourage students to learn about different races, ethnicities, and cultures.

These efforts have led to a caring environment conducive to learning, as 82% of students say they have an adult on campus they can count on for help. In the same survey, 92% of students say they have a peer who can help them, which also speaks to the relationship-building efforts of the school. Additionally, 86% of students at M-A report feeling at least somewhat valued on campus, though the survey question does not indicate if students are valued by school staff or peers.

While the ideal would be for 100% of students to have an adult they can count on and a peer who can help them, we recognize that a goal of 100% is unrealistic. However, we do believe we can improve student perception with more opportunities for student-to-student talk, participation in clubs and school events, and continued heterogeneous courses.





E2.3 School Culture: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

There are many moving parts that have to work in coordination to make M-A work, and the school is always looking for ways to respect the voices of stakeholders with trust, respect, equity, and professionalism. Most communication to teachers, staff, and students happen electronically through email, Canvas, and PTA BearNotes. Important announcements for students are also shared on M-A Today. Teachers receive a weekly newsletter from administration.

For most classes, teachers and staff are given some autonomy in determining how they will implement their duties. In regards to evaluation, teachers are assessed on three standards, one of which is chosen by the teacher. There is also advance notice of formal observations. Teachers can bring union representatives to these meetings for additional support.

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 SDMSC or at Subject Area Council (SAC) meetings at the district. Teachers are also welcome to schedule time with administrators to raise concerns directly. Families can also raise concerns through SDMSC and the parent representatives on the team. Many parents at M-A also reach out to teachers and administrators directly. The school also has a Spanish phone call request form for teachers to communicate to families in Spanish.

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.

Staff members who have concerns also have some agency to address these issues, such as the teacher-driven cell phone pilot from the previous section.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Supports

All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

M-A is committed to serving all students though multi-tiered instructional approaches. Some students start at M-A through Compass, a summer bridge program. Should students need extra support in their classes, M-A has an academic support center and a writing center staffed by teachers after school. Additionally, M-A has a peer tutoring program during Flex times. Students are matched up with peer volunteers who can help in all subject areas. Our football program also has a tutoring center after school.

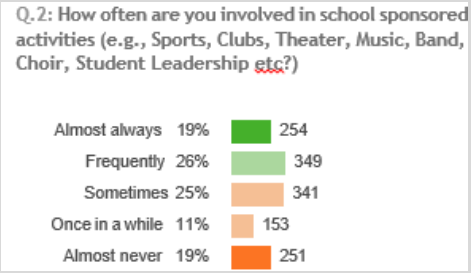
Regarding individualized learning plans, the school has a process for tracking and evaluating students. The process usually starts with a recommendation for evaluation by the Student Success Team (SST). The team, consisting of school counselors and select staff members, evaluates concerns and decides next-steps. IEPs are managed by individual case managers in the SPED Department. M-A also has two dedicated intervention coordinators for 504s as well as an alternative testing center.

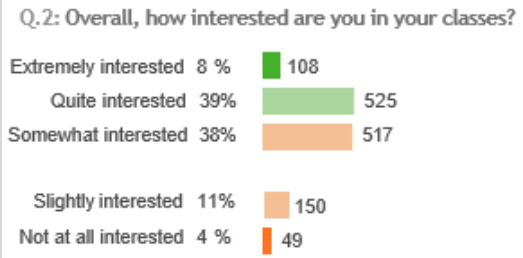
Other supports for students outside of our mainstream program include a BRT for our newcomers; STARS (Successful Transition Achieved with Responsive Support) case managers and staff for students with extra emotional needs as per the IEP; SAC (Social Academic Class) for students on the autism spectrum or as necessary; and ILS (Independent Living Skills) for students with moderate-severe needs who cannot access general-ed curriculum.

Our support and mental health services have expanded over the last several years. Students have access to our PAWS center, counseling services, and conflict resolution assistance as outlined in A1.1. M-A also follows the district MTSS plan. Additionally, M-A utilizes ATS options such as counseling, restorative conversations, detentions, and Saturday school. One benefit of the MTSS and ATS plans is a recent reduction in suspensions and expulsions. M-A also has a dedicated teacher on release for the Sequoia Aspirations Advocate Program (SAAP) who supports at-risk freshmen who struggle to access other resources on campus.

These supports are regularly assessed each year as they come up for review in funding. For example, it was found that the increasing number of 504s warranted an additional staff member to help implement the plans, so the 2024-2025 school year has two people dedicated to this job. After analysis of the need for additional conflict mediation, M-A brought back a staff conflict mediation role in 2021-2022 and then increased the staffing of this position to 60% in 2023-2024. Funding was also reallocated from staff professional development to PCRC to assist with conflict mediation and restorative justice initiatives. The PAWS center was revamped in the 2023-2024 school year with feedback from staff and students. An LTEL coach position was introduced in the 2023-2024 school year to assist efforts of the BRT in pushing students toward measured growth on the ELPAC. Peer-tutoring was started as a staff initiative to fill a gap during Flex Time sessions.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.





The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals, thegraduate profile, academic standards, and college and career readiness.

In the 2023-2024 Panorama Survey, 70% of students reported having at least some involvement in school activities. Of students surveyed, 85% express at least some interest in classes as well. Additionally, 774 individual students attended a club meeting in September of 2024. And from Winter 2023-Fall 2024, 967 individual students participated in a sport.

M-A also has multiple programs for success through high school to reach post-secondary goals. M-A offers programs such as AVID and the Academy. We also have opportunities such as College and Career Day and the Service Learning Center, as mentioned earlier in the report. The College and Career Center is available to all students as well. M-A also works with the community around the school to help support students, such as the Boys and Girls Club.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Students have multiple opportunities to deepen their sense of self and make personal and community connections to become their own advocates. Some curricular supports are in the 9th grade Life Skills curriculum which now has a unit on community and identity building as well as personal and community well-being. Freshmen are also offered a school planner, and students are encouraged to check Canvas for assignments and grades. The introduction of Flex Time is also an opportunity for students to advocate for their instructional needs by making appointments with teachers. Many teachers also offer revisions on assessments and conferences as needed.

M-A has also started a new initiative for freshmen students with the goal of providing more options for students to get involved and find their passion. In the 2024-2025 school year, M-A used proposition 28 money to open a freshman Digital Photo class in addition to a freshman Journalism. There is an intention to open up a Speech and Debate class and to also make Leadership available to freshmen.

M-A also has a Service Learning Center (SLC), which empowers students of all backgrounds to find purpose by serving the M-A community. Students who go on field trips with the SLC learn about the principles of ethical service and about the positive effects service can have on an individual and group.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. M-A has grown the number of electives and co-curricular opportunities for all students.
2. M-A has grown the number of support services available to students in the areas of conflict mediation and social emotional services through the new Peace and Wellness Space.
3. M-A has a consistent decline of both referrals from class and suspensions from school.

Areas of Growth

1. Continue to support the implementation of our new Leadership class, intercultural leadership
2. Develop practices to reduce the suspension rates of subgroups
3. Develop activities that appeal to a wide range of students so that all students are able to engage and feel belonging in the M-A community.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas.

- Improve lines of communication with stakeholders, including looking at options for text messages.
- Increase opportunities for students to engage in courses that meet CCI, with a focus on expanding CTE pathways.
- Develop consistent grading practices within course level teams, and develop more low-floor yet high-ceiling activities to engage students across skill levels.
- Develop activities that appeal to a wide range of students with a focus on student involvement in co-curricular activities and campus events.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

- Insert the table with prioritized strengths and growth areas.
- Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.

	Category A	Category B	Category C	Category D	Category E
Strength	Consistently aligned vision - goals outlined in the SPSA align with LCAP and district goals and are supported with PD offerings. The structure of staff meetings and collaboration time also match the vision of the SPSA and LCAP goals.	Variety of courses and increased heterogeneous courses are increasing access to state standards and A-G courses. These courses reflect M-A's diversity and build community and belonging for all students.	Development of inquiry based teaching and learning in core 9th and 10th grade math classes aligned with Common Core Math standards and science classes aligned with Next Generation Science Standards.	Consistent methods for analyzing student learning, through the yearly examination of both classroom grade data and schoolwide data.	Increased support services available to students in the areas of conflict mediation and social emotional services through staffing for conflict mediation and the new Peace and Wellness Space.
Growth	Work with the District to improve communication by adopting a text function so that we can send out text messages about events and opportunities to engage in the M-A community. Streamline communication between PTA Bear Notes and biweekly principal's update.	Increase the number of CTE Course Pathways that are dual enrolled with college courses in order to provide more students the opportunity to be College and Career Ready	Continue to focus on activities that have a low floor, or are accessible for students, but a high ceiling in that they challenge students with rigorous thinking tasks.	Develop common rubrics for unit assessments in grade level teams and develop consistent grading practices within course level teams to better be able to assess student learning within and across grade level teams.	Develop practices to reduce the suspension rates of subgroups.

Analysis of our programs confirms our identified student learner needs as identified below:

1. While we have made great progress in developing heterogeneous courses in the 9th and 10th grade classes, we need to continue vertical alignment efforts to ensure that student learning is maintained on a trajectory of gradual release of responsibility through tasks of increased rigor at each level progression.
    - Evidence to support this finding is from staff reflection in Chapter 3. Staff members note that we have long worked on horizontal alignment and that vertical alignment is just as necessary to develop strong curriculum for our students. Course enrollment patterns also suggest this is an area of need as students who feel underprepared are more likely to drop advanced courses in subsequent years. This student learning need is also affirmed through community engagement during board meetings and in requests to administrators.

2. English learner students are less likely to meet expectations on the CAASPP and other standardized testing, and they are less likely to meet graduation and A-G rates than other subgroups. Given many English Learners at M-A are new to the country, some of these results can be rationalized. The California Dashboard's new ELPI (English Learner Progress Indicator), however, allows us to measure English Learner Progress in becoming more proficient in English, no matter how long the student has been in the country. Making sure our curriculum is aligned to language demands and expectations on the ELPAC exam should help more students advance on the ELPI and progress towards graduation and post secondary options.
    - This finding is supported through A-G rates, graduation rates, SBAC scores, and AP test scores. Our current enrollment is 2,162 students. Of these students 360 are English Learners.
    - On the 2024 California Dashboard only 33.7% of our English Learners made progress on the ELPAC, a decline of 4.5% from the previous year.
    - While overall graduation rates have been steady around 90%, EL graduation rates are significantly lower at 73% in 2023-2024. Our EL demographics have shifted in recent years to include more newcomers, especially students with no prior English education. While these students are generally in sheltered courses for their first three years in America, we need to further work to help students understand and meet graduation requirements, should this pathway be feasible given their time in high school.

3. While we have robust A-G opportunities for students, we need to expand other pathways to meet college and career readiness, especially for students who are not meeting the A through G eligibility. We need to explore creating more CTE pathways and encouraging students to complete these pathways, in addition to connecting students to a range of post secondary options.
    - This finding is supported through A-G rates, graduation rates, the CCI indicator, dual enrollment, CTE pathway completion rates, and student surveys.
    - The A-G completion rate of students has consistently been approximately 65% at M-A. However, the CCI indicator for 2023 was 62% and the most recent indicator for 2024 is 57%. Moreover, student survey data from Chapter 3 indicates only 47% of students feel quite prepared or extremely prepared for their post secondary pathways. More work

needs to be done to help students understand expectations beyond high school as well as the transition process they will need to take.

4. We need to continue creating meaningful opportunities for student and community engagement in order to increase a sense of belonging for all students.
    - This is evidenced through student survey results, student participation in co-curricular activities, staff feedback, and community engagement feedback.
    - While student suspensions from school have consistently declined over the past few years, M-A still needs to address the disproportionate suspension rates of significant subgroups.
    - One area of need regarding this finding is a lack of text-based communication with families. Many staff members and community members have voiced a need to have a texting system of communication as families are sometimes hard to read by phone and might be more likely to respond to texts.

Priorities for schoolwide growth areas for continuous improvement based on self-study findings:

1. Increase opportunities for curricular alignment to ensure student instructional experiences follow a trajectory that builds on previous coursework. Instructional material should emphasize a gradual release of responsibility and increased levels of rigor in progression. These expectations should be implemented across all content areas and subjects.

2. Improve efforts to support EL students in accessing the curriculum and demonstrating mastery of both content and language skills. Students might need additional scaffolds and targeted instruction, but they should have access to the same content as all other peers in the same level of courses. Increased access to standards-based coursework and instructional practices will lead to improved measures of CAASPP exams, graduation rates, AP participation and AP pass rate, and ELPAC results for EL students.

3. Increase student preparedness for post-secondary success for both college-bound and career-bound students. Students should leave high school with an awareness of options for next steps. Every student should have an opportunity to meet with college and career counselors and school counselors regarding pathway options, and they should be given opportunities to explore such options.

4. Continue to grow a positive school environment where all students and community members feel they belong and where students feel they can engage in their own education.

Chapter 5: Schoolwide Action Plan/ SPSA

1. **State any additional specific strategies to close achievement gaps of student groups in the schoolwide action plan/SPSA.**
2. **Revise the schoolwide action plan/SPSA and ensure the plan is aligned with the LCAP goals. (Provide link.)**
3. **Describe the process to monitor student learning based on the major student learner needs, the schoolwide learner goals, academic standards, and the progress for each area in the schoolwide action plan/SPSA.**

Action Plan Goal #1

Increase academic success for all students as measured by:

- CAASPP exam scores
- Graduation rates
- AP participation and pass rate
- ELPAC
- ELPI

in order to address identified growth areas 1 and 2 of ensuring all students have access to equitable curriculum and equitable learning experiences that builds upon prior knowledge.

Critical Student Learner Needs

Improving student success is a key goal for Menlo-Atherton High School. While graduation rates have held steady around 90% schoolwide, achievement gaps exist within significant subgroups. These gaps also exist in CAASPP scores as well as AP course participation. Additionally, we must work to ensure that our EL students are consistently improving in their use of academic English each year.

Evidence of Need:

CAASPP: From CAASPP

Percent Met/Exceeded in 2023-2024		
Whole School English: **72%**	Whole School Math: **54%**	Whole School Science: **51%**
EL: 5% SED: 42% IEP: 33%	EL: 0% SED: 16% IEP: 10%	EL: 2% SED: 21% IEP: 9%

Graduation Data: From Ed Data

2022-2023: 91.5% (whole school)	2023-2024: 90.8% (whole school)
EL: 71% SED: 83.8% IEP: 80.6% African American: 93.1% Asian: 97.8% Hispanic/Latino: 82% Pacific Islander: 88.9% White: 98.5%	EL: 73% SED: 82.6% IEP: 85.2% African American: 91.3% Asian: 100% Hispanic/Latino: 80.5% Pacific Islander: 100% White: 97.3%

AP Participation: From College Board

In 2023-2024, 766 students took a total of 1,855 tests. 719 students passed at least one test.

ELPI: From ELPI

33.7% of EL students made progress on ELPAC in 2023-2024.

Alignment with LCAP and SPSA Goals

LCAP Goal #1:

The district will improve preparation for college, career, adult, and civic responsibilities for all students by strengthening quality curriculum and instruction, including building on innovative practices developed during distance learning.

Menlo-Atherton's SPSA will be revised in coming months to be aligned to WASC goals.

#	Action Items	Implementation Plan	Student-Focused Outcomes
1	Continue to support horizontal alignment by creating common quarterly assessments and rubrics in each subject area and streamlining grading practices across course level	Developed scope and sequence for each course ● ***All teaching staff by Fall 2026*** Facilitate yearly course-level conversations about grading systems, including gradebook weights and scales ● ***Course level teams by Fall 2026*** Common quarter/ unit assessments for all course levels ● ***Course level teams by Spring 2028*** Common rubrics for major assignments ● ***Course level teams by Spring 2028***	Equity of curricular experiences across course level. Increased team-standardized assessments with a focus on skills for CAASPP and ELPAC.
2	Increase vertical alignment by demonstrating the clear learning expectations around subject area standards from one course/ grade level to the next	Develop and implement use of a vertical alignment tool that tracks scope and sequence for major assignments and assessments. The tool will also track gradual release of responsibility through tasks of increased rigor at each level progression. ● ***Administration team and department heads by Spring 2026*** ● ***All teaching staff by Spring 2028***	Equity of curricular experiences across departments. Increased alignment and progression in curriculum leading to improved student performance in grades, graduation, A-G, and testing.
3	Build assessments that align to and emulate the language and expectations of CAASPP and ELPAC questions and tasks	Provide staff training and time to include examples questions in curriculum ● ***Administration team by Spring 2026*** Build unit assessments that include practice for CAASPP and ELPAC questions ● ***Course level teams by Fall 2026***	Increase CAASPP pass rate by 1% on each subtest by 2030. Increase ELPI progress to 40% by 2030.
4	Implement targeted efforts to support English Learners in both ELD/EML courses and English Learners in general education classes	Provide uniform language expectations that are aligned to ELPAC and ELD standards in all ELD/ELA and EML courses ● ***Administration and BRT by Fall 2026*** Develop a scope and sequence for each EML class that supports EL learners in both content mastery and language development. Curriculum will be aligned with the scope and sequence of the non-EML class equivalent while also including additional language expectations, academic resources, and necessary modifications ● ***BRT and course teams by Fall 2028***	Increase ELPI progress to 40% by 2030. Increase graduation rate of ELs to 75% by 2030.

		Provide annual schoolwide presentations regarding EL needs in the classroom and means of support, both for students and staff ● ***Administration and BRT annually***	
5	Explore adding courses that appeal to a wide range of students	Work with teachers, counselors, and administrators to add one or two new course offerings each year ● ***Administration, counseling team, and department heads by Fall 2028***	Increase opportunities for students to engage in and have agency over educational choices
6	Provide professional development around strategies to support students with disabilities in the classroom	Provide instructional support for differentiation strategies, such as Constructing Meaning strategies ● ***Administration by Fall 2028*** Include staff-wide professional development on how to provide and support modified grades ● ***Administration and SPED department by Fall 2026***	Ensure equity and access to instruction for all students

Action Plan Goal #2

Increase student preparedness for post-secondary success as measured by:

- A through G scores,
- College and Career Indicator
- CTE pathway completion
- Dual Enrollment

in order to address growth area 3 of increasing opportunities for students to develop college and career readiness.

Critical Student Learner Needs
While the M-A graduation rate remains steady around 90%, M-A's A through G rate is much lower at approximately 65%. There is also a gap between the graduation rate and the CCI indicator.

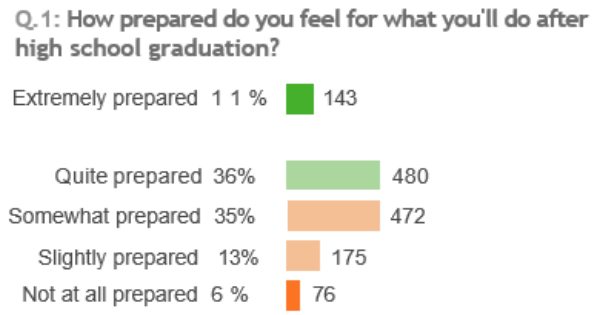
Supporting Evidence:
A through G - From EdData

2022-2023: 66.5% (whole school)	2023-2024: 63.6% (whole school)
EL: 18.3% SED: 31.3% IEP: 31% African American: 29.6% Asian: 90.9% Hispanic/Latino: 35.8% Pacific Islander: 18.8% White: 90.3%	EL: 13.6% SED: 34.3% IEP: 24% African American: 42.9% Asian: 92% Hispanic/Latino: 36.3% Pacific Islander: 16% White: 87%

College and Career Indicator: From CA Dashboard

2022-2023	2023-2024
62%	57%

Student Survey Data



Alignment with LCAP and SPSA Goals

LCAP Goal #1:

The district will improve preparation for college, career, adult, and civic responsibilities for all students by strengthening quality curriculum and instruction, including building on innovative practices developed during distance learning.

Menlo-Atherton's SPSA will be revised in coming months to be aligned to WASC goals.

#	Action Items	Implementation Plan	Student-Focused Outcomes
7	Facilitate college and career meetings with every junior with a goal of developing a post-secondary plan	Develop a post-secondary plan document as part of counseling and College and Career Center curriculum • ***Counseling and College and Career Center staff by Fall 2028*** Structure the capacity of counselors to meet with students. • ***Counseling and College and Career Center staff by Fall 2028***	Increase College and Career indicator to ~65% by 2030 - matching A-G rate
8	Increase CTE pathways and develop pathways that have connections to local community college programs	Work with teachers, counselors, and administrators to offer and develop two additional CTE pathways • ***Administration by Fall 2030*** Support teachers starting new pathways • ***Administration and department heads as necessary*** Track the number of students who are completing a pathway. • ***Counseling department by Spring 2028***	Increase College and Career indicator to ~65% by 2030 - matching A-G rate
9	Strengthen partnerships with school programs and community based organizations that support first generation students meeting A through G requirements	Track and prioritize increased enrollment in AVID through increased outreach efforts and student communication • ***AVID team by Fall 2029*** Track and prioritize increased enrollment in the Academy through increased outreach efforts and more student communication • ***Academy team by Fall 2029*** Develop a plan to track student enrollment in CBOs such as Future Grads and College Track. Identify ways to support staff from programs in assisting students by utilizing Flex Times, after school sessions, online meetings, etc. • ***Administration by Spring 2028***	Increase student participation and engagement in structured support programs on campus to boost college and career readiness

10	Prioritize student enrollment in either A through G pathways and/or at least one CTE pathway	Analyze semester grade data to identify courses where students are struggling to earn A through G ● ***Administration and counseling team by Spring 2028*** Develop a process for prioritizing enrollment in pathways for targeted students. ● ***Administration and counseling team by Fall 2028***	Increase A-G rate and/or completion of CTE pathways to boost College and Career indicator
11	Increase parent and student education around post secondary options.	Hold one meeting a semester for parents of SED students covering post secondary options, understanding graduation credits, and the course selection process. ● ***Administration by Spring 2028*** Continue student education through the creation of four year school plans during College and Career Day and facilitating more awareness of graduation credits and A through G eligibility requirements every year. ● ***Administration and College and Career planning team by Fall 2029***	Improve student understanding of postsecondary options and give students more agency in decision-making
12	Systematize field trips for SPED and EL students to local community colleges	Organize field trips at least twice a year to local community colleges. ● ***BRT, SPED department, and administration by Fall 2028*** Research trips that involve exploration of career programs available to students. ● ***BRT, SPED department, and administration by Fall 2028***	Improve student understanding of postsecondary options and give students more agency in decision-making

Action Plan Goal #3

Continue to grow a positive school environment where all students feel they belong as measured by:

- Increasing student participation in a variety of school activities
- Supporting/expanding existing academic and socioemotional supports for students
- Student survey results
- Suspension and referral rates

in order to meet growth area 4 of increasing belonging and engagement as a school community.

Critical Student Learner Needs

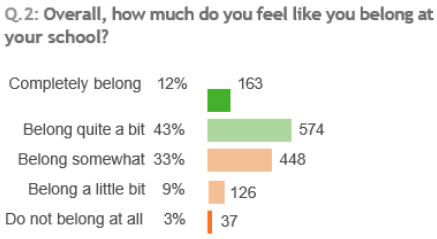
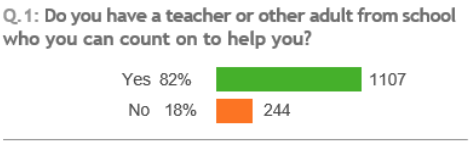
Student belonging and engagement remains an important goal for M-A. M-A offers many co-curricular options, but there is a gap in student involvement based on subgroups. Additionally, while many opportunities exist for student participation, they can be more streamlined. Increasing student wellbeing is also a target. This includes direct instruction on related topics as well as maintaining or increasing the

Supporting Evidence:

Club and sports data: from internal records and reporting

2023-2024: 34% of all students participate in at least one club
African American: 1.1% Asian: 21.6% Hispanic/Latino: 18% Pacific Islander: 2.2% White: 54%

2023-2024: 44% of all students participate in at least one sport
African American: 3.6% Asian: 15.6% Hispanic/Latino: 18.5% Pacific Islander: 4.4% White: 55.5%

school's mental health and MTSS offerings.	**Panorama Survey:**  

Alignment with LCAP and SPSA Goals

LCAP Goal #3:

The District will ensure the well-being of students and students will receive appropriate academic, behavioral, and socioemotional supports, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District.

Menlo-Atherton's SPSA will be revised in coming months to be aligned to WASC goals.

	Action Items	Implementation Plan	Student-Focused Outcomes
13	Evaluate current conflict mediation and restorative justice models and continue to refine practices in order to meet the school's needs around developing student agency in conflict resolution	Look at data of students served and meet with PCRC to evaluate options ● ***Administration by Fall 2025*** Offer staff training on running more community circles and restorative justice practices in classrooms ● ***Administration by Spring 2026***	Improve student engagement in making positive and informed choices
14	Support the creation and integration of our third leadership class, Intercultural Leadership	Support collaboration between leadership teachers around recruitment, website, and at least two collaborative events per semester. ● ***Administration and leadership staff by Spring 2026*** Develop a consistent calendar of activities for the new Intercultural Leadership class. ● ***Leadership staff by Spring 2026***	Increase student engagement and participation in campus events
15	Through Bond Measure W, expand and coordinate social emotional counseling services and activities so they are more centralized and connected to the wellness space, PAWS	Collaborate and develop a vision of PAWS and the coordination of office space for providing social emotional learning. ● ***Administration, PAWS staff, district wellness coordinator by Spring 2027*** Collaborate and develop a vision for coordinating space for Community Based Organizations as well as for expanded leadership space. ● ***Administration by Fall 2028***	Improve access to social and emotional wellness services
16	Improve and systematize communication with families as well as communication	Coordinate messaging between PTA Bear Notes and Principal's community messages ● ***Administration by Spring 2026***	Improve engagement with community to match updated/ more

	about student events, activities, and resources that are available for all students	Explore options for text-based messaging system ● ***Administration by Spring 2026*** Explore development of a school social media page where activities can be advertised and aspects of M-A celebrated ● ***Administration by Spring 2026***	modernized outreach options
17	Continue to support parent outreach and parent education around school resources, processes, and student expectations	Evaluate current parent education courses and outreach models to assess areas of need/growth and areas of strength. Evaluate ways to reach more parent and community groups. ● ***Administration and community liaisons by Fall 2027***	Increase community understanding of school resources and expectations
18	Continue to foster strong partnerships with community based organizations that provide SEL learning and academic support for M-A students	Continued relationships with a variety of community based organizations and have signed MOU agreements aligned to school policies. ● ***Administration by Fall 2027*** Creation of space to support CBO work on campus ● ***Administration by Fall 2029***	Increase student participation and engagement in structured support programs
19	Hold consistent student focus group meetings with significant subgroups who are experiencing disproportionate suspension rates	Hold quarterly meetings with significant subgroups ● ***Administration by Fall 2026***	Increase understanding of student perception and need

Appendix

A. Local Control and Accountability Plan (LCAP): This includes an annual update at the beginning of the LCAP. The district LCAP is posted on each district's website; provide link
B. California School Dashboard Summary performance indicators
C. Results of student questionnaire/interviews
D. Results of parent/community questionnaire/interviews
E. The most recent California Healthy Kids Survey Summary Results
F. Master schedule
G. Approved AP course list
H. UC A–G approved course list
I. Additional details of school programs, e.g., online instruction, college and career readiness programs, partnership academies, AVID
J. School accountability report card (SARC)
K. Graduation requirements
L. Summary of School Budget
M. Glossary of terms unique to the school
N. Site Plan
O. Any additional local data.
    a. District dashboard