

# Mt. Diablo High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Mt. Diablo High School
<b>Street</b>	2450 Grant Street
<b>City, State, Zip</b>	Concord, CA 94520
<b>Phone Number</b>	(925) 682-4030
<b>Principal</b>	Dr. Markell McCain
<b>Email Address</b>	mccainm@mdusd.org
<b>School Website</b>	<a href="http://mdhs.mdusd.org">http://mdhs.mdusd.org</a>
<b>County-District-School (CDS) Code</b>	07-61754-0734566

## 2023-24 District Contact Information

<b>District Name</b>	Mt. Diablo Unified School District
<b>Phone Number</b>	(925) 682-8000
<b>Superintendent</b>	Dr. Adam Clark
<b>Email Address</b>	clarka@mdusd.org
<b>District Website</b>	www.mdusd.org

## 2023-24 School Description and Mission Statement

Mt. Diablo High School is one of five comprehensive high schools in the Mount Diablo Unified School District. Established in 1901, MDHS is the oldest high school in Contra Costa County. 38% of students reside locally in the city of Concord, while 61% of students reside in the Pittsburg/Bay Point area.

At MDHS, all of the students belong to one of five academies. Four of the academies are career-themed California Partnership Academies, in which students receive Linked Learning instruction that aims to increase the relevance and depth of learning in traditional core academic subjects — math, language arts, science, and social studies—through connections to the fields of medicine, information technology, engineering, and culinary arts. Through these academies, the school's goal is for more students to graduate on time with transferable career skills sought by industry partners while also preparing them for college or university. The fifth academy is the World Academy which serves high school students who are newly arrived in the United States. The World Academy provides a district hub for these newcomers with a specialized program that focuses on accelerated English language acquisition.

MDHS emphasizes three goals: to increase the academic success rate of freshmen, to broaden the involvement of parents and the community, and to enhance pedagogical strategies for increasing student engagement, understanding, and mastery.

The Mount Diablo High School vision statement: We graduate students prepared for college, career, and civic responsibility.

Our Mission Statement aligns with our Single Plan for Student Achievement (SPSA) Goals and reads as follows:

We will raise all of our students' ability to read, write, and think critically through engaging, rigorous, standards-based instruction.

We will improve all of our students' physical health, emotional well-being, and sense of responsibility to self and the community.

We will instill determination in all of our students to persevere in reaching their goals.

# About this School

## 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
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## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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<b>A. Conditions of Learning</b>	<b>State Priority: Basic</b>  The SARC provides the following information relevant to the State priority: Basic (Priority 1): <ul style="list-style-type: none"><li>• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;</li><li>• Pupils have access to standards-aligned instructional materials; and</li><li>• School facilities are maintained in good repair.</li></ul>
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## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
<b>Total Teachers Without Credentials and Misassignments</b>		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
<b>Total Out-of-Field Teachers</b>		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English: Grade 9 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - Gold - Adopted 2000	Yes	0

	<p>Grade 10 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - Platinum - Adopted 2000</p> <p>Grade 11 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - The American Experience - Adopted 2000</p> <p>Grade 12 - Pearson Prentice Hall: Timeless Voices, Timeless Themes - The British Tradition - Adopted 2000</p> <p>AP English Language and Composition: Bedford/St. Martins: The Language of Composition: Reading, Writing, Rhetoric - Adopted 2012 Bedford/St. Martins: Fifty Essays: A Portable Anthology - Adopted 2012</p> <p>AP English Literature and Composition: Bedford/St. Martins: Literature and Composition: Reading, Writing, Thinking - Adopted 2012</p> <p>English Language Development: ELD Intro, 1, 1A, 2A - Hampton-Brown: Edge: Fundamentals - Adopted 2008 ELD 2 - Hampton-Brown: Edge: Reading, Writing and Language Level A - Adopted 2008 ELD 3 - Hampton-Brown: Edge: Reading, Writing and Language Level B - Adopted 2008 ELD 4 - Hampton-Brown: Edge: Reading, Writing and Language Level C - Adopted 2008 ELD Academic Language (CM Units) 2016</p>		
<b>Mathematics</b>	<p>Algebra A/B - Houghton Mifflin: Algebra I Big Ideas - Adopted 2015</p> <p>Algebra I - Houghton Mifflin: Algebra I Big Ideas - Adopted 2015</p> <p>Geometry - Houghton Mifflin: Geometry Big Ideas - Adopted 2015</p> <p>Algebra II - Houghton Mifflin: Algebra II Big Ideas - Adopted 2015</p> <p>Personal Finance - Glencoe/McGraw Hill: Mathematics for Business and Personal Finance - Adopted 2009</p> <p>Pre-Calculus - Pearson Prentice Hall: Precalculus Enhanced with Graphing Utilities - Adopted 2009</p> <p>AP Calculus - Prentice Hall: Calculus Graphical AP Edition 2007 - Adopted 2009</p> <p>Statistics - Pearson: Elementary Statistics - Adopted 2013</p>	Yes	0
<b>Science</b>	<p>Biology - The Living Earth Biology California, Savvas 2020 - Adopted 2022</p> <p>AP Biology - Pearson/Prentice Hall: Advanced Placement Biology (9th Edition) - Adopted 2013</p> <p>Biotechnology - EMC/Paradigm Publishing: Biotechnology: Science for the New Millennium (2012) - Adopted 2013</p> <p>Chemistry - Experience Chemistry CA, Savvas 2020 - Adopted 2022</p> <p>Environmental Science - Environmental Science Gateway - Adopted 2022</p> <p>Physics - CA Inspire Physics, McGraw Hill 2020 - Adopted 2022</p> <p>Physiology Honors - Essentials of Human Anatomy &amp; Physiology 13th Edition 2022 - Adopted 2022</p>	Yes	0

<b>History-Social Science</b>	World History - Holt McDougal: Modern World History: Patterns of Interaction - Adopted 2015 U.S. History - McGraw Hill: United States History and Geography - Adopted 2015 AP U.S. History - W. W. Norton: Give Me Liberty - Adopted 2015 Economics - Houghton Mifflin: Economics: Concepts and Choices - Adopted 2014 U.S. Government - Pearson: Magruder's American Government - Adopted 2015 AP U.S. Government - American Politics Today - Adopted 2018 AP World History (Ways of the World, Bedford Martin) 2014 AP Psychology (Myers Psych) 2015	Yes	0
<b>Foreign Language</b>	Spanish for Spanish Speakers II - En Vos Alta, Carnegie Learning 2023 - Adopted 2022 Spanish I - Que Chevere, Carnegie Learning 2020 - Adopted 2022 Spanish II - Que Chevere, Carnegie Learning 2020 - Adopted 2022 Spanish III - Que Chevere, Carnegie Learning 2020 - Adopted 2022 AP Spanish Language and Grammar - Pearson: Abriendo Paso - Adopted 2014 AP Spanish Literature - Wayside: Azulejo - Adopted 2014 French I - T'es Branche, Carnegie Learning 2019 - Adopted 2022 French II - T'es Branche, Carnegie Learning 2019 - Adopted 2022 French III/AP French - T'es Branche, Carnegie Learning 2019 - Adopted 2022	Yes	0

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Year and month of the most recent FIT report**

12/15/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: A-2: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. SINK BASIN IS EXTREMELY DIRTY. 9. SINK IS NOT DRAINING PROPERLY. ADMIN: 2. HEAT IS NOT WORKING THROUGHOUT ADMIN BUILDING. ELL OFFICE: 2. OLD THERMOSTAT COVER IS MISSING.

## School Facility Conditions and Planned Improvements

			<p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 10. EVACUATION MAP NOT PRESENT.</p> <p>OFFICE: 2. OLD THERMOSTAT COVER IS MISSING. 4. CEILING TILES ARE LOOSE. HOLE IN CEILING. WALL IS DAMAGED NEAR DRINKING FOUNTAIN.(HALLWAY)</p> <p>REST ROOM: 2. DIRTY VENT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p> <p>REST ROOM: 2. VENT COVER IS MISSING. 4. WALLPAPER IS TORN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>SHOP 98: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL LIGHT DIFFUSERS ARE MISSING. 15. DRY ROT AT BASE OF DOOR. DOOR CLOSER COVER IS MISSING.</p>
<p><b>Interior:</b> Interior Surfaces</p>		<p>X</p>	<p>A-1: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 9. FAUCET IS MISSING.</p> <p>A-11: 4. CEILING TILE IS MISSING. CEILING TILES ARE DAMAGED. PENCIL SHARPENER COVER IS MISSING. LOCKER IS DAMAGED. 5. ROOM IS EXTREMELY UNKEPT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A-12: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM IS CLUTTERED. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>A-13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A-14: 4. RUBBER MOULDING IS CHIPPING/LOOSE.(HALLWAY) 5. ROOM IS CLUTTERED.</p> <p>A-3: 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 9. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW AND ARE DAMAGED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>A-4: 4. CEILING TILES ARE TORN. RUBBER MOLDING IS MISSING. WALL TRIM IS BROKEN.(HALLWAY)</p> <p>A-5: 4. FLOOR TILES ARE LIFTING. 11. PAINT IS PEELING ON BASE BOARDS.</p> <p>A-8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 5. ROOM IS OVERLY CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A-9: 4. WALL PAPER IS TORN. CEILING TILES ARE DAMAGED. CEILING TILE IS MISSING. 7. ELECIRICAL COVERIS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>AC-51: 4. CEILING TILE HAS A WATER STAIN.</p>



## School Facility Conditions and Planned Improvements

AC-52: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

AC-53: 4. CEILING TILE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW FRAMES ARE DAMAGED.

AC-54: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

AC-57: 4. CEILING TILES HAVE WATER STAINS.

AC-59: 4. FLOOR TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

AC-60: 4. CEILING TILE IS LOOSE.

AC-61: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR LOCK COMES OUT OF DOOR HANDLE.

AC-64: 4. CEILING TILES ARE LOOSE. WALLPAPER IS TORN. 10. FIRE EXTINGUISHER IS MISSING.

BOYS REST ROOM: 4. HOLE IN WALL. WALL TILE IS MISSING. MIRROR IS BROKEN. 5. GRAFFITI THROUGHOUT RR.8. ONE STALL IS UNABLE TO BE SECURED. ONE TOILET SPRAYS AT FITTING.

BOYS REST ROOM: 4. STALL PARTITION IS BROKEN.

BOYS REST ROOM: 4. WALL VENT IS RUSTED. 5. FECES LEFT IN TOILET. 9. ONE FAUCET HAS A LOW FLOW.

BREAK ROOM: 4. CEILING TILES HAVE WATER STAINS.

C-1: 4. HOLE IN FLOOR TILE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

C-12: 4. WALLPAPER IS TORN.(HALLWAY) CEILING TILE IS LOOSE.(HALLWAY) 10. EVACUATION MAP IS NOT POSTED.

C-13: 4. PENCIL SHARPENER COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

C14: 4. CARPET IS WORN.

C-6: 4. LOCKERS ARE DAMAGED THROUGHOUT HALLWAY) 10. FIRE EXTINGUISHER IS MISSING.

C-8: 4. SECTION OF RUBBER MOULDING IS MISSING. 9. SINK IS OUT OF ORDER. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER.

CAREER CENTER: 4. RUBBER MOLDING IS MISSING. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL BOX IS LOOSE FROM WALL. LIGHT DIFFUSER IS MISSING.

COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE DAMAGED. 7. ETHERNET BOXES ARE LOOSE. ACCESS TO ELECTRICAL PANEL IS BLOCKED.

## School Facility Conditions and Planned Improvements

CUSTODIAL: 4. FLOOR TILES ARE DAMAGED.(HALLWAY)  
 CUSTODIAL: 4. STEPS ARE BROKEN ON STAIRWELL. HOLE IN WALL EXPOSING METAL.(STAIRWELL)  
 E - STORAGE: 4. WATER DAMAGE TO WALL. 7. ELECTRICAL COVER IS LOOSE.  
 E-7: 4. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS RUSTED MOUTH GUARD (IN HALLWAY). 10. EVACUATION MAP IS NOT POSTED.  
 EXERCISE ROOM: 4. HOLE IN WALL.(ALSO IN HALLWAY) WATER DAMAGE TO WALLS. 7. ELECTRICAL COVER IS MISSING.  
 HE-2: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS CHIPPING. 10. FIRE EXTINGUISHER IS MISSING.  
 HE-3: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. RUBBER MOULDING IS LOOSE. WALL TRIM IS MISSING IN RR. 9. FAUCET LEAKS AT HANDLE.  
 HE-4: 4. CEILING TILES HAVE WATER STAINS. SECTION OF RUBBER MOULDING IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.  
 HE-5: (ROOM HAS A STRONG ODOR UNABLE TO COMPLETE INSPECTION.) 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.  
 HE-6: 4. FLOORING IS DAMAGED. 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 12. CRACK IN CEILING.  
 LAB 1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN.  
 LAB 2: 4. CEILING TILE HAS A WATER STAIN. 14. TRIP HAZARD ON WALKWAY.  
 LAB 3: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES.  
 LECTURE ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 15. DOOR KNOB IS LOOSE. HOLE IN DOOR.  
 LOCKER ROOM: 4. CEILING TILE IS LOOSE. CEILING TILES ARE MISSING.  
 M-1: 4. WALLPAPER IS TORN. 5. LADDER IS UNSECURED.  
 M-2:  
 M-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET IS LOOSE AT BASE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP NOT POSTED. EMERGENCY EXIT DOOR IS BLOCKED.  
 OFFICE: 2. OLD THERMOSTAT COVER IS MISSING. 4. CEILING TILES ARE LOOSE. HOLE IN CEILING. WALL IS DAMAGED NEAR DRINKING FOUNTAIN.(HALLWAY)  
 OFFICE: 4. CEILING TILES HAVE WATER STAINS.  
 OFFICE: 4. FLOOR TILES ARE BROKEN AT ENTRY.

## School Facility Conditions and Planned Improvements

			<p>P-2: 4. WALL PAPER IS TORN. CEILING TILE IS MISSING.</p> <p>P-3: 4. WALL PAPER TORN. 7. EXTENSION CORD PERMANENTLY USED. CORD CREATING A TRIP HAZARD. 15. DOOR CLOSER COVER IS MISSING.</p> <p>P-5: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CARPET IS STAINED. WALL PAPER IS TORN.</p> <p>P-7: 4. WALL PAPER IS TORN. HOLE IN COUNTERTOP. 7. OUTLET COVER IS BROKEN.</p> <p>PRINCIPAL: 4. CEILING TILES ARE DAMAGED.</p> <p>REST ROOM: 2. VENT COVER IS MISSING. 4. WALLPAPER IS TORN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>S1: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED (SITE MAP). EMERGENCY EXIT SIGN IS BROKEN.(HALLWAY)</p> <p>S10: 4. CEILING TILE IS LOOSE. CEILING TILE HAS WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>S3: 4. CEILING TILES HAVE WATER STAINS.</p> <p>S4: 4. CEILING TILES HAVE HOLES. 10. EVACUATION MAP IS NOT POSTED.PLUG IN AIR FRESHENER IS PRESENT.</p> <p>S5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>S6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>S7: 4. CEILING TILES HAVE WATER STAINS.</p> <p>S9: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCETS HAVE NO FLOW.</p> <p>SHOP 1: 4. WALL IS DAMAGED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>SHOP 2: 4. TRIM IS MISSING ON COUNTERTOP. DRYWALL IS CHIPPING EXPOSING METAL. WALL IS DAMAGED. 7. CORDS ARE CREATING TRIP HAZARDS.OUTLET COVER IS MISSING.</p> <p>SHOP 3: 4. CEILING TILES HAVE WATER STAINS.</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS. 15. DOORFRAME IS DAMAGED AT BASE.</p> <p>STAFF LOUNGE: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS MISSING.</p> <p>STAFF LOUNGE: 4. RUBBER MOLDING ON STAIRWELL IS CHIPPING.</p> <p>STUDIO: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>A-10: 5. ROOM IS CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A-11: 4. CEILING TILE IS MISSING. CEILING TILES ARE DAMAGED. PENCIL SHARPENER COVER IS MISSING. LOCKER IS DAMAGED. 5. ROOM IS EXTREMELY UNKEPT. 10. FIRE EXTINGUISHER IS MISSING.</p>

## School Facility Conditions and Planned Improvements

A-12: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM IS CLUTTERED. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

A-13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A-14: 4. RUBBER MOULDING IS CHIPPING/LOOSE.(HALLWAY) 5. ROOM IS CLUTTERED.

A-15: 5. ROOM IS EXTREMELY CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

A-2: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. SINK BASIN IS EXTREMELY DIRTY. 9. SINK IS NOT DRAINING PROPERLY.

A-8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 5. ROOM IS OVERLY CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING.

AC-52: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

BOYS REST ROOM: (NO ACCESS CONSTANT STUDENT USE.) 5. GRAFFITI THROUGHOUT ROOM AND ROOM ID. 8. TOILET IS OUT OF ORDER. 9. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW.

BOYS REST ROOM: 4. HOLE IN WALL. WALL TILE IS MISSING. MIRROR IS BROKEN. 5. GRAFFITI THROUGHOUT RR.8. ONE STALL IS UNABLE TO BE SECURED. ONE TOILET SPRAYS AT FITTING.

BOYS REST ROOM: 4. WALL VENT IS RUSTED. 5. FECES LEFT IN TOILET. 9. ONE FAUCET HAS A LOW FLOW.

BOYS REST ROOM: 5. ROOM HAS A STRONG URINE ODOR. GRAFFITI THROUGHOUT RR.

BOYS REST ROOM: 5. GRAFFITI ON THROUOUT RR. 8. ONE URINAL DOES NOT FLUSH.

GIRLS REST ROOM: 5. GRAFFITI THROUGHOUT RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)

HE-5: (ROOM HAS A STRONG ODOR UNABLE TO COMPLETE INSPECTION.) 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

M-1: 4. WALLPAPER IS TORN. 5. LADDER IS UNSECURED.

M-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET IS LOOSE AT BASE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP NOT POSTED. EMERGENCY EXIT DOOR IS BLOCKED.

## School Facility Conditions and Planned Improvements

			<p>S4A: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>S6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>S9A: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS OUTDATED. (JULY/9/2021)</p> <p>SHOP 98: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL LIGHT DIFFUSERS ARE MISSING. 15. DRY ROT AT BASE OF DOOR. DOOR CLOSER COVER IS MISSING.</p> <p>WOOD SHOP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT FIXTURES ARE OUT. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING.</p>
<p><b>Electrical</b></p>		<p>X</p>	<p>A-3: 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 9. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW AND ARE DAMAGED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>A-9: 4. WALL PAPER IS TORN. CEILING TILES ARE DAMAGED. CEILING TILE IS MISSING. 7. ELECYRICAL COVERIS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>AC-55: 7. ELECTRICAL COVER IS MISSING IN CEILING.</p> <p>AC-59: 4. FLOOR TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>AC-61: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR LOCK COMES OUT OF DOOR HANDLE.</p> <p>C-10: 7. LIGHT DIFFUSERS ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C-4: 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR GOUGES FLOOR.</p> <p>C-7: 7. ELECTRICAL PANEL IS COVERED BY POSTER.</p> <p>CAREER CENTER: 4. RUBBER MOLDING IS MISSING. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL BOX IS LOOSE FROM WALL. LIGHT DIFFUSER IS MISSING.</p> <p>COMPUTER LAB: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE DAMAGED. 7. ETHERNET BOXES ARE LOOSE. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>DANCE STUDIO: 7. CLOCK IS NOT FUNCTIONING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>E - STORAGE: 4. WATER DAMAGE TO WALL. 7. ELECTRICAL COVER IS LOOSE.</p> <p>E-2: 7. OUTLET COVER IS BURNT. 10. PLUG IN AIR FRESHENER IS PRESENT.</p>

## School Facility Conditions and Planned Improvements

E-3: 4. GRAFFITI ON WALL. 7. TWO LIGHT DIFFUSERS ARE BROKEN (HALLWAY). OUTLET IS MELTED. ELECTRICAL COVER IS MISSING. ELECTRICAL CONDUIT IS LOOSE FROM WALL. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

E-5: 7. CLOCK IS NOT FUNCTIONING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

E-6: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.

EXERCISE ROOM: 4. HOLE IN WALL.(ALSO IN HALLWAY) WATER DAMAGE TO WALLS. 7. ELECTRICAL COVER IS MISSING.

HE-1: 7. ELECTRICAL BOX IS LOOSE FROM WALL. 10. FIRE EXTINGUISHER IS MISSING.

EVACUATION MAP IS NOT POSTED.

IMC: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. CORDS ARE CREATING TRIP HAZARDS. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.

MENS LOCKER ROOM: (NO ACCESS STUDENTS PRESENT.) 7. SENSOR LOOSE FROM WALL.

P-3: 4. WALL PAPER TORN. 7. EXTENSION CORD PERMANENTLY USED. CORD CREATING A TRIP HAZARD. 15. DOOR CLOSER COVER IS MISSING.

P-7: 4. WALL PAPER IS TORN. HOLE IN COUNTERTOP. 7. OUTLET COVER IS BROKEN. PSYCH 1: 7. LIGHT COVER IS MISSING.

PSYCH 2: 7. ETHERNET COVER IS MISSING.

S8: 7. CONDUIT IS LOOSE FROM CEILING. ELECTRICAL BOXES ARE LOOSE FROM WALL. 10. EVACUATION MAP NOT POSTED (SITE MAP) .

SHOP 1: 4. WALL IS DAMAGED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.

SHOP 2: 4. TRIM IS MISSING ON COUNTERTOP. DRYWALL IS CHIPPING EXPOSING METAL. WALL IS DAMAGED. 7. CORDS ARE CREATING TRIP HAZARDS. OUTLET COVER IS MISSING.

SHOP 5: 7. ETHERNET COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

SHOP 7: 5. ROOM IS OVERLY CLUTTERED. UNSECURED ITEMS STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR CLOSER COVER IS MISSING.

SHOP 8: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER IS PRESENT. 15. DOOR CLOSER COVER IS MISSING.

SHOP 98: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL LIGHT DIFFUSERS ARE MISSING. 15. DRY ROT AT BASE OF DOOR. DOOR CLOSER COVER IS MISSING.

STORAGE: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.

## School Facility Conditions and Planned Improvements

			<p>WOOD SHOP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT FIXTURES ARE OUT. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>A-1: 4. CEILING TILES ARE LOOSE. FLOOR TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 9. FAUCET IS MISSING.  A-12: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM IS CLUTTERED. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.  A-2: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. SINK BASIN IS EXTREMELY DIRTY. 9. SINK IS NOT DRAINING PROPERLY.  A-3: 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 9. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW AND ARE DAMAGED. 10. EVACUATION MAP IS NOT POSTED.  BOYS REST ROOM: (NO ACCESS CONSTANT STUDENT USE.) 5. GRAFFITI THROUGHOUT ROOM AND ROOM ID. 8. TOILET IS OUT OF ORDER. 9. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW.  BOYS REST ROOM: 4. HOLE IN WALL. WALL TILE IS MISSING. MIRROR IS BROKEN. 5. GRAFFITI THROUGHOUT RR.8. ONE STALL IS UNABLE TO BE SECURED. ONE TOILET SPRAYS AT FITTING.  BOYS REST ROOM: 4. WALL VENT IS RUSTED. 5. FECES LEFT IN TOILET. 9. ONE FAUCET HAS A LOW FLOW.  BOYS REST ROOM: 5. GRAFFITI ON THROUOUT RR. 8. ONE URINAL DOES NOT FLUSH.  C-8: 4. SECTION OF RUBBER MOULDING IS MISSING. 9. SINK IS OUT OF ORDER. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER.  E-4: 9. DRINKING FOUNTAIN HAS NO FLOW AND HANDLE IS MISSING.(HALLWAY) 10. EVACUATION MAP IS NOT POSTED.  E-7: 4. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS RUSTED MOUTH GUARD (IN HALLWAY). 10. EVACUATION MAP IS NOT POSTED.  GIRLS REST ROOM: 5. GRAFFITI THROUGHOUT RR. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)  GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)  GIRLS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILET SEAT IS LOOSE. 9. DRINKING FOUNTAINS HAVE NO FLOW.(HALLWAY)  GIRLS REST ROOM: 8. ONE TOILET DOES NOT FLUSH PROPERLY. MENSTRUAL PRODUCTS ARE</p>

## School Facility Conditions and Planned Improvements

			<p>NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET HAS A LOW FLOW.</p> <p>HE-3: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. RUBBER MOULDING IS LOOSE. WALL TRIM IS MISSING IN RR. 9. FAUCET LEAKS AT HANDLE.</p> <p>M-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET IS LOOSE AT BASE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP NOT POSTED. EMERGENCY EXIT DOOR IS BLOCKED.</p> <p>MENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE.)</p> <p>P-6: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>REST ROOM:</p> <p>REST ROOM: 2. DIRTY VENT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p> <p>REST ROOM: 2. VENT COVER IS MISSING. 4. WALLPAPER IS TORN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR KNOB IS LOOSE.</p> <p>S9: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCETS HAVE NO FLOW.</p> <p>SHOP 8: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER IS PRESENT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>STAFF LOUNGE: 9. FAUCET HAS A DRIP.</p> <p>WOMENS REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)(RR IS SINGLE USE.)</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A-10: 5. ROOM IS CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A-11: 4. CEILING TILE IS MISSING. CEILING TILES ARE DAMAGED. PENCIL SHARPENER COVER IS MISSING. LOCKER IS DAMAGED. 5. ROOM IS EXTREMELY UNKEPT. 10. FIRE EXTINGUISHER IS MISSING.</p>



## School Facility Conditions and Planned Improvements

A-12: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM IS CLUTTERED. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

A-13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

A-15: 5. ROOM IS EXTREMELY CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

A-3: 4. CEILING TILES HAVE WATER STAINS. 7. ETHERNET COVER IS MISSING. 9. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW AND ARE DAMAGED. 10. EVACUATION MAP IS NOT POSTED.

A-5: 4. FLOOR TILES ARE LIFTING. 11. PAINT IS PEELING ON BASE BOARDS.

A-8: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 5. ROOM IS OVERLY CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING.

A-9: 4. WALL PAPER IS TORN. CEILING TILES ARE DAMAGED. CEILING TILE IS MISSING. 7. ELECYRICAL COVERIS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

AC-52: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

AC-53: 4. CEILING TILE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW FRAMES ARE DAMAGED.

AC-54: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

AC-59: 4. FLOOR TILE IS MISSING. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

AC-61: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR LOCK COMES OUT OF DOOR HANDLE.

AC-62: 10. FIRE EXTINGUISHER IS MISSING.

AC-63: 10. EVACUATION MAP IS NOT POSTED.

AC-64: 4. CEILING TILES ARE LOOSE. WALLPAPER IS TORN. 10. FIRE EXTINGUISHER IS MISSING.

C-1: 4. HOLE IN FLOOR TILE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

C-10: 7. LIGHT DIFFUSERS ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING.

C-12: 4. WALLPAPER IS TORN.(HALLWAY) CEILING TILE IS LOOSE.(HALLWAY) 10. EVACUATION MAP IS NOT POSTED.

## School Facility Conditions and Planned Improvements

C-13: 4. PENCIL SHARPENER COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

C-2: 10. FIRE EXTINGUISHER IS MISSING.

C-3: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

C-4: 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR GOUGES FLOOR.

C-5: 10. EVACUATION MAP IS NOT POSTED.

C-6: 4. LOCKERS ARE DAMAGED THROUGHOUT HALLWAY) 10. FIRE EXTINGUISHER IS MISSING.

C-8: 4. SECTION OF RUBBER MOULDING IS MISSING. 9. SINK IS OUT OF ORDER. 10. EVACUATION MAP IS NOT POSTED. PLUG IN CANDLE WARMER.

C-9: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

E-1: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

E-2: 7. OUTLET COVER IS BURNT. 10. PLUG IN AIR FRESHENER IS PRESENT.

E-5: 7. CLOCK IS NOT FUNCTIONING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

E-6: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.

E-7: 4. CEILING TILE IS LOOSE. 9. DRINKING FOUNTAIN HAS RUSTED MOUTH GUARD (IN HALLWAY). 10. EVACUATION MAP IS NOT POSTED.

E-8: 10. FIRE EXTINGUISHER IS MISSING. GIRLS LOCKER ROOM: (NO ACCESS STUDENTS PRESENT) 11. PAINT PEELING FROM HAND DRYER.

HE-1: 7. ELECTRICAL BOX IS LOOSE FROM WALL. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.

HE-2: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS CHIPPING. 10. FIRE EXTINGUISHER IS MISSING.

HE-4: 4. CEILING TILES HAVE WATER STAINS. SECTION OF RUBBER MOULDING IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.

HE-6: 4. FLOORING IS DAMAGED. 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 12. CRACK IN CEILING.

IMC: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. CORDS ARE CREATING TRIP HAZARDS. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.

KRAMER GYM: 10. FIRE EXTINGUISHER CASE HANDLE IS MISSING. 15. DOOR CLOSER COVERS ARE MISSING.

LAB 3: 4. CEILING TILES HAVE WATER STAINS. 11. IMPROPERLY STORED CLEANING SUPPLIES.

## School Facility Conditions and Planned Improvements

LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 10. EVACUATION MAP NOT PRESENT.

M-2:

M-3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET IS LOOSE AT BASE. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP NOT POSTED. EMERGENCY EXIT DOOR IS BLOCKED.

P-6: 9. DRINKING FOUNTAIN HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.

P-8: 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 15. DOOR CLOSER COVERS ARE MISSING (LEAK IS PRESENT).

REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

RM 3: (NO ACCESS SESSION IN PROGRESS) 11. PAINT IS PEELING ON INTERIOR WALL.

S1: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED (SITE MAP). EMERGENCY EXIT SIGN IS BROKEN.(HALLWAY)

S10: 4. CEILING TILE IS LOOSE. CEILING TILE HAS WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.

S15/ CUSTODIAL: 10. NO ROOM ID.

S4: 4. CEILING TILES HAVE HOLES. 10. EVACUATION MAP IS NOT POSTED.PLUG IN AIR FRESHENER IS PRESENT.

S6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT.

S8: 7. CONDUIT IS LOOSE FROM CEILING. ELECTRICAL BOXES ARE LOOSE FROM WALL. 10. EVACUATION MAP NOT POSTED (SITE MAP) .

S9A: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS OUTDATED. (JULY/9/2021)

SCHOOL NURSE: 11. PAINT IS PEELING ON DOORFRAME.

SECRETARY: 10. CANDLE WARMER PRESENT. PLUG IN AIR FRESHENER.

SHOP 5: 7. ETHERNET COVER IS MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED.

SHOP 8: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER IS PRESENT. 15. DOOR CLOSER COVER IS MISSING.

SMALL GYM: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 15. DOOR CLOSER COVERS ARE MISSING.

SPEECH: 11. PAINT IS PEELING ON CEILING.

WOOD SHOP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT FIXTURES ARE OUT. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING.

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	<p>AC-53: 4. CEILING TILE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW FRAMES ARE DAMAGED.</p> <p>AC-61: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR LOCK COMES OUT OF DOOR HANDLE.</p> <p>C-1: 4. HOLE IN FLOOR TILE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C-4: 7. CORD IS CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR GOUGES FLOOR.</p> <p>DANCE STUDIO: 7. CLOCK IS NOT FUNCTIONING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>E-3: 4. GRAFFITI ON WALL. 7. TWO LIGHT DIFFUSERS ARE BROKEN (HALLWAY). OUTLET IS MELTED. ELECTRICAL COVER IS MISSING. ELECTRICAL CONDUIT IS LOOSE FROM WALL. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>E-4: 9. DRINKING FOUNTAIN HAS NO FLOW AND HANDLE IS MISSING.(HALLWAY) 10. EVACUATION MAP IS NOT POSTED.</p> <p>KRAMER GYM: 10. FIRE EXTINGUISHER CASE HANDLE IS MISSING. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>LAB 2: 4. CEILING TILE HAS A WATER STAIN. 14. TRIP HAZARD ON WALKWAY.</p> <p>LECTURE ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 15. DOOR KNOB IS LOOSE. HOLE IN DOOR.</p> <p>M-2:</p> <p>P-1: 15. DOOR CLOSER COVER IS MISSING.</p> <p>P-3: 4. WALL PAPER TORN. 7. EXTENSION CORD PERMANENTLY USED. CORD CREATING A TRIP HAZARD. 15. DOOR CLOSER COVER IS MISSING.</p> <p>P-8: 10. EVACUATION MAP IS NOT POSTED (SITE MAP). 15. DOOR CLOSER COVERS ARE MISSING (LEAK IS PRESENT).</p> <p>REST ROOM:</p> <p>REST ROOM: 2. DIRTY VENT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR KNOB IS LOOSE.</p> <p>SHOP 6: 15. DOOR CLOSER COVER IS MISSING.</p>

## School Facility Conditions and Planned Improvements

			<p>SHOP 8: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER IS PRESENT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>SHOP 98: 2. VENT COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ALL LIGHT DIFFUSERS ARE MISSING. 15. DRY ROT AT BASE OF DOOR. DOOR CLOSER COVER IS MISSING.</p> <p>SMALL GYM: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS. 15. DOORFRAME IS DAMAGED AT BASE.</p> <p>WOOD SHOP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT FIXTURES ARE OUT. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING.</p>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	27	38	46	46	47	46
<b>Mathematics</b> (grades 3-8 and 11)	9	13	35	36	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					



## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	11.90	11.60	29.32	30.54	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2022-23 Career Technical Education Programs

### Digital Media

Multimedia I - A-G; Early College Credit  
Multimedia II - A-G  
Multimedia III - A-G

### ICT

Art Design A/B - A-G; Early College Credit  
Coding & Gaming - A-G; Early College Credit  
Website Design - A-G; Early College Credit  
Digital Design & Innovation - A-G

### Engineering

Civil Engineering & Architecture -A-G

### Construction

Woodworking Tech  
ROP Construction Technology - A-G

### Health Care

Medical Science & Terminology - A-G; Early College Credit  
Health Care Essentials - A-G; Early College Credit  
Health Science and Emergency Medicine - A-G; Early College Credit

### Biotechnology

Medical Science & Terminology- A-G; Early College Credit  
Biotechnology - A-G  
ROP BioScience Lab - A-G

### Culinary & Tourism

Food Service & Hospitality - International Cuisine - A-G  
Culinary Arts - A-G  
Foods & Nutrition - A-G  
Culinary Arts and Management A-G

### Food Service & Hospitality - International Cuisine - A-G

Hospitality and Tourism Management - A-G

### Other CTE Courses not in a pathway

AP Computer Science Principles A-G  
AP Computer Science A A-G  
Photo Arts I  
Art II Graphic Design

The Career Technical courses provide students real world experiences that make what they learn more relevant. Students are exposed to possible careers in the different industry sectors they are pursuing through meaningful work based learning such as guest speakers, field trips, job shadows, and internships. This exposure to possible careers enables students to begin to see a connection to their academic courses and their career interests. It also helps students develop a pathway from MDUSD schools to college, career training and/or employment.

All students have access to the career pathway courses, including special populations. Students within the career pathway courses also have access to meaningful work based learning experiences, including guest speakers, field trips, job shadows and internships.

Measurable outcomes for the career pathway program includes rate of pathway completion, graduation rate, A-G completion, early college credit, and participation in meaningful work based learning experiences.

Heather Fontanilla, Administrator of Career Pathways, is in charge of the Mt. Diablo Business Education Alliance (MDBEA), the district advisory committee. Industry sectors involved are education, health care, culinary & tourism, engineering, building

## 2022-23 Career Technical Education Programs

trades, transportation, digital media and information communication technology. MDHS teachers, Alena Mandel, lead Culinary & Hospitality teacher, and David Pintado, lead Health Care teacher assist in organizing and facilitating the meetings.

The advisory committee is made up of the following organizations:

### Construction/Manufacturing/Engineering

Tim Lipscomb – Northern California Carpenters Regional Center  
Brian Mapel – BMA Construction Engineers  
Nichol Carranza - Marathon  
Ivan Elizondo – Dow Chemical  
April Treece – Bay Area LEEDs  
Doug Bleakly – Sustainable Contra Costa  
John Pock – Northern California Carpenters Regional Council  
Rashid Yahya – Pacific States Aviation  
Todd Bradford – ENGE0  
Xin Chen – Zen Toolworks  
Kyle Swarens – Northern California Carpenters Union

### Arts, Media & Entertainment/ICT

Nancy Sinsel – Red Dog Graphics  
Lynn Koellermeier – Signature d’Sign  
Chris Verdugo – Contra Costa Television  
Mark Hall – Net Solutions  
Martin Rollinson – Rollinson Advertising  
John Ferrante – Community Member  
Melissa Rea, Concord Chamber of Commerce

### Health Care

Shannon Ladner - Beasley - Contra Costa County Health  
Teresa Dade Boone - Contra Costa County Health  
Sharon Jenkins – John Muir Health  
Eli Gilbert – East Bay CPR  
Zulay Loftin – Loftin Dental  
Caroline Kindrick – StatMed  
Izaak Ramirez – LifeLong Medical  
Jamie Elmasu – John Muir Health  
Caroline Kindrick, – Stat Med

### Hospitality & Culinary

Ben Palazzolo – Pacific Coast Farmers Market Association  
Doug Marsh – Sysco  
Joe Stein – Sunrise Bistro  
Nicole Szilagyi – Crowne Plaza Hotel  
Doug Bleakly – Sustainable Contra Costa  
Hector Barragan t – Los Rancheros Market  
Ben Lavender – Central Sanitation  
Brian Adkins – Sysco  
Mark Howard -- Sysco

### Education

Ilana Samuels - Sandy Hook Promise  
Cristene Burr – Junior Achievement

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	75.2%	91.4%	91.0%	92.1%	94.7%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

We welcome parent involvement and have the following organizations for parent participation:

ELAC (English Learner Advisory Committee) - monthly

## 2023-24 Opportunities for Parental Involvement

SSC (School Site Council) - monthly

ELAC- Monthly

Coffee with the Counselors - monthly

Athletic Directors meeting - Two times a year

MDHS has a full-time bilingual Parent Liaison to support and assist parents in the front office.

Contact information pertaining to organized opportunities for parental involvement: Contact school at (925) 682-4030.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	13.6	12.6	20.1	10.6	8.3	13.3	9.4	7.8	8.2
<b>Graduation Rate</b>	84.7	83.6	77.7	84.3	88.3	85	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.18	7.85	11.51	0.04	3.07	3.98	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.24	0.00	0.00	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2023-24 School Safety Plan

The Safety Plan addresses disaster procedures, routines, emergencies, all planned lock down, and evacuation procedures. The plan includes school and district student policies regarding student behavior, which could lead to suspension and expulsion. Student/Parent handbooks at both the school and district level communicate these expectations as well. Admin and campus supervisors have taken a more proactive role in keeping the campus safe. Admin reviewed have begun tardy sweeps, implemented ISS and have been proactive of being visible and walking campus between classes. This includes an "all-hands-on-deck" approach to passing periods and getting students to class. Admin has yet to gather data for this newly implemented approach; it seems to work for all stakeholders. There has been less suspension and disciplinary issues with these new systems in place. This has been our focus this year getting students in class and making sure the campus is a safe place. Sart, and Care team referrals are all about the same as last year. Sarb has increased due to working with the district and finding the students who were on the books but not attending school and focusing on what needs to be done with these students. Drugs (mainly vape) has still been an issue however the good news is violence and fights at down significantly from last year



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	27	36	11
Mathematics	28	14	19	20
Science	27	7	31	
Social Science	26	13	11	19

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	24	36	13
Mathematics	25	18	22	15
Science	23	13	23	
Social Science	26	11	20	15

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	26	45	6
Mathematics	27	14	19	16
Science	22	12	23	0
Social Science	26	16	12	20

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 14,530.58	\$ 6,459.85	\$ 8,070.73	\$ 63,226.83
District	N/A	N/A	\$ 8,304.45	\$83,724
Percent Difference - School Site and District	N/A	N/A	-1.1	-200.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

## Fiscal Year 2022-23 Types of Services Funded

Types of services funded include: CPA Grants for Academies, Special Education, English Language Learners, reading and math interventions, Diablo Community Center Counseling Services, Link Crew, Mental Health Collaborative, Drug/Alcohol/Tobacco prevention programs, supplemental curricular materials for English Learners and Special Education students, Student Resource Officer, Parent Liaison, counselors.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	15.3
-----------------------------------	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	2
Mathematics	1
Science	1
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	12

## Professional Development

Professional development opportunities at Mt.Diablo are tailored to support the school's Single Plan for Student Achievement improvement goals. The district has allotted three "Buy Back Days" for professional development for teachers. Adjusted Wednesdays each month are set aside to train staff on best practices for meeting the identified needs of our students and for collaboration within our school's PLCs (Professional Learning Communities).

The district's professional development programs are The Art and Science of Teaching, Constructing Meaning, and Positive

## Professional Development

Behavior Intervention Systems. CCASN (College and Career Academy Support Network) is a regular provider of professional development to support the MDHS wall to wall academy structure. MDHS teachers participate in Instructional Rounds, teacher-principal meetings, department meetings, academy meetings, and WASC focus group meetings to examine student performance and to use student performance data to make instructional decisions in their respective areas. These initiatives have been in place for the past three years. Last year, staff inserted guiding principles to help ensure all decisions reflect (Student-centered, High Expectations, Parent Involvement, and Cultural Competence)

The MDHS faculty examined student achievement data in the spring of 15-16 and chose Constructing Meaning as the school-wide professional development for the 16-17 school year. New teachers are required to attend CM training offered through the district. Teachers that were trained in CM are offered refresher training as well as support from a site based TOSA.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3		