

**U.S. Department of Education**  
**2022 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet[X] Choice

Name of Principal Dr. Reuben Jones  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Diamond Bar High School  
(As it should appear in the official records)

School Mailing Address 21400 East Pathfinder Road  
(If address is P.O. Box, also include street address.)

City Diamond Bar State CA Zip Code+4 (9 digits total) 91765-2747

County Los Angeles County

Telephone (909) 594-1405 Fax (909) 595-8301

Web site/URL https://dbhs.wvusd.k12.ca.us/ E-mail rjones@wvusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Robert Taylor E-mail rtaylor@wvusd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Walnut Valley Unified School District Tel. (909) 595-1261

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Y. Tony Torng  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 15 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	320	319	639
10	350	311	661
11	344	281	625
12 or higher	307	302	609
<b>Total Students</b>	1321	1213	2534

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
  - 64.1 % Asian
  - 2.1 % Black or African American
  - 18.5 % Hispanic or Latino
  - 0.4 % Native Hawaiian or Other Pacific Islander
  - 7.2 % White
  - 7.6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2020	2519
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Cantonese, Chaozhou, Mandarin, Taiwanese, Farsi, Tagalog, Greek Gujarati, Hindi, Indonesian, Japanese, Korean, Lao, Portuguese, Punjabi, Russian, Spanish, Tamil, Thai, Ukrainian, Urdu, Vietnamese

English Language Learners (ELL) in the school: 5 %  
121 Total number ELL

7. Students eligible for free/reduced-priced meals: 20 %

Total number students who qualify: 515

8. Students receiving special education services with an IEP or 504: 10 %  
266 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>6</u> Autism                  | <u>74</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>12</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>64</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>108</u> Speech or Language Impairment       |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	91
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	17

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	99%	98%	97%	97%	0%
High school graduation rate	98%	97%	97%	98%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<b>Post-Secondary Status</b>	
Graduating class size	610
Enrolled in a 4-year college or university	48%
Enrolled in a community college	13%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	36%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

At Diamond Bar High School our mission is to be a premier school committed to the intellectual, physical, and social development of every student. Diamond Bar is a community where every student's cultural heritage enriches the learning experience for all students. Our school values the five "A's" of Academics, Athletics, Arts, Activities, and Access so that each student will experience a personalized educational program selected from a rigorous, rich, and varied curriculum.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[https://dbhs.wvusd.k12.ca.us/apps/pages/index.jsp?uREC\\_ID=1447883&type=d&pREC\\_ID=1609161](https://dbhs.wvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=1447883&type=d&pREC_ID=1609161)

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Walnut Valley Unified School District accepts district of choice applications between October and December each year. Applications are available online to print or at the district office for pick up. Applications are submitted in person or via U.S. postal mail, at the district office. If we receive more applications than we have seats available for a particular grade level, a random drawing will be held at a WVUSD Board Meeting. Priority will be given to students with siblings already in attendance in WVUSD, children of military service members, and students on free/reduced price meals. You do not need to be present at this meeting. Acceptance notifications will be mailed out by February to parents and WVUSD will notify the home district.

## **PART III – SCHOOL OVERVIEW**

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Diamond Bar High School was founded in 1982. DBHS is one of two comprehensive 4-year high schools in the Walnut Valley Unified School District – WVUSD. DBHS is accredited by WASC – Western Association of Schools and Colleges and recently completed our last WASC Accreditation cycle 2016 - 2022. We are in the process of conducting our Self-Study for our upcoming WASC visit in February 2023.

Our 35 acre school is located in the city of Diamond Bar, California, 35 miles east of Los Angeles. Diamond Bar is a multi-ethnic, upper middle-class bedroom community stretching along the 57 and 60 freeways on the eastern edge of Los Angeles County. In 2019, the population of Diamond Bar was 56,211, the median income was \$119,892, and the median age was 43 years. The city is served by two different school districts, Pomona Unified on the north side and Walnut Valley Unified on the southern side. Diamond Bar is also an affluent and aging community. Since 2018, the segment of the population who ethnically identifies as white increased from 21.7% to 27.7% and the Asian/Pacific Islander population has increased from 53.1% to roughly 64.1%. Compared to the average community in the State of California, Diamond Bar has more foreign born residents (43.3%), more residents who speak a language other than English at home (61%), a higher homeownership rate (76%), more people who have graduated from high school (92.4%), and more residents with a college degree (62%). The city also has fewer people below the poverty line (6.14%).

We have over 2500 students enrolled who are serviced by 106 teachers (including ROP & Special Education) and 36 support staff members. In addition to our regular academic programs, our students have available to them the International Baccalaureate Diploma Program, an extensive Advanced Placement Curriculum, and three Academies which allow them to pursue specialized interests. The three academies are: Pathways Communications Academy, Performing Arts Academy and the Brahma Technology Academy. Diamond Bar High School also offers Project Lead the Way, Health Careers & Business pathways. The Administrative structure at Diamond Bar High School consists of one Principal, one Assistant Principal, three Instructional Deans, nine Grade Level Coordinators, one Intervention Counselor, two School Psychologists, an Operations Manager, Activities Director, Athletic Director and Directors of our Pathways Communications Academy, Performing Arts Academy and Brahma Technology Academy.

A key instructional strategy that we are using school-wide is Sheltered, Instruction, Observation, Protocol (SIOP). SIOP is utilized in all classrooms to support differentiated instruction to encourage and challenge all students to develop their full potential academically. The multi-tiered levels of instruction through SIOP strategies are trained across all staff members to ensure that it is implemented throughout our special education, English Language Development (ELD) sections, all college prep, Advanced Placement, and International Baccalaureate courses.

In addition, we earned a Golden Bell for our award winning Wellness Center. The Diamond Bar High School Wellness Staff is committed to providing wellness education and resources, in addition to trained peer counselors who assist students in a supportive environment in order to empower students to develop healthy strategies for personal management, to improve school climate, and to promote academic success.

During COVID-19, DBHS students and staff connected through Distance Learning on Zoom and Google Classrooms. During the pandemic, our daily interventions ranged from online tutoring to wellness connections to academic cohorts of small group settings for in-person educational support. Grade Level Coordinators - GLC (school counselors) opened communication through Google Chats, email, and the use of Jabber systems to make direct calls to families from their home while also making safe home visits to perform well checks on students. No matter the distance, our student groups were able to continue participating in extracurricular activities online. To name a few, our Mock Trial Team won national recognition, our Key Club continued to participate in virtual and in-person community service, our Performing Arts department held online concerts, plays, musicals, and dance showcases. Our athletic seasons were adjusted in order allow safe competition adhering to all COVID protocols.

During Distance Learning, we held routine drive-thru activities allowing students to safely come to campus



without jeopardizing their health. The drive-thru activities included senior photos, distribution of instructional supplies and technological resources, and our festival of lights "Purple Parade" Graduation Ceremony. School staff created inspirational videos to help boost morale, build culture, and celebrate what it means to be a Brahma. Zoom assemblies were also held for a motivational speaker, a guest speaker on social justice, and preparations for academic plans. Social media also gave an opportunity to share wellness activities, student group celebrations, and teacher messages.

Upon reopening school in the 2021 - 2022 school year, we focused our efforts on reconnecting, reimagining, and restoring "Purple Pride" among our staff and students to achieve our "Gold Standard" of excellence. Through continued use of technological advancements and programs, Diamond Bar High School strives to move forward as innovative leaders in education.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

Diamond Bar High School’s overarching philosophy includes the five A’s: Academics, Athletics, Arts, and Access. Our goal is to provide a top tier educational experience for all students across all subjects, co-curricular, and extra-curricular areas ensuring that all of our students are career and college ready. We value rigor and strive for a campus environment that enables our students to be dynamic, balanced, honorable, and scholastic. Students will be challenged to discover their unique gifts and talents; staff members will support every student in realizing his or her potential. Working in partnership with parents and the community, the Diamond Bar High School staff will provide learning opportunities that reach beyond the boundaries of the classroom and ensure every student a chance for success in college and career, and as citizens and leaders of the 21st century.

In addition, we summarize our student learner outcomes with four words: Dynamic, Balanced, Honorable, and Scholastic (DBHS). These attributes encompass our overall expectations for all students. Dynamic is defined as creative and critical problem solvers in speaking, reading and writing while being positive risk-takers. Balanced, refers to a demonstration of both soft and hard skills, and students who are prepared for college and career success through commitment to personal growth and wellness as a globally aware and informed individual. We expect our students to be honorable, which means to embody honesty through responsibility and integrity. Honorable students will show respect for diversity and will be responsible advocates for their community. Finally, we expect our students to be scholastic. Scholastic students are collaborative, active learners who are technologically responsible and innovative who courageously tackle challenges.

Our curriculum and instruction aligns with the National and State academic standards, including the Common Core Standards (English, Math, and Social Science), Next Generation Science Standards, Career Technical Education (CTE) Model Standards and World Language Standards. Course offerings are regularly reviewed and updated to ensure that our offerings are rigorous and relevant towards preparing our students for post-secondary life.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

Diamond Bar High School students take four years of English Language Arts A-G/UC approved classes. Students can choose to enroll in college prep, Honors, AP and/or IB classes. Teachers in each grade level participate in PLCs (Partner Learning Communities). Each PLC aligns curriculum with current standards and students participate in grade level aligned assessments through CAASPP, Illuminate, and other grade-level assessments. All students have 1:1 devices and all literature resources are available to students in e-version as well as hard copy versions.

Since March/April 2020, teachers at each grade (9-12) and level (college prep, honors, AP/IB) worked collaboratively to determine scope and sequence of standards based learning using multi-tiered levels of instruction by incorporating Sheltered Instruction Observation Protocol (SIOP) strategies, individualized education plans, project based learning opportunities, and direct instruction.

As we returned to in-person education, teachers adapted curriculum, instructional strategies and assessments by incorporating more Social, Emotional Learning (SEL) strategies, more time in class to complete homework, and by providing students with “brain breaks” as it was apparent many students were having difficulty concentrating for long periods of time. Our teachers use formative and summative assessment data to inform instruction and instructional strategies to help increase individual student performance and overall school performance. Specific assessments include but are not limited to: Accelerated reader, literary analysis and rhetorical analysis essays, persuasive essays and speech projects, assessments on Latin and Greek

prefixes, root words and suffixes, oral presentations, recitations of Shakespearean soliloquies and/or sonnets, group presentations on novels, end of unit group projects and AP Classroom assessments. Specific examples include but are not limited to the end of novel unit assessment such as the Great Gatsby tea party, virtual museums, student created videos, student created game boards and teacher created virtual escape rooms.

During Distance Learning, English teachers adjusted instruction in many ways such as the quantity of literary works and writing assessments assigned. For example, in lieu of the traditional number of novels/literary works studied and writing assessments assigned, teachers created opportunities for literary depth and assessment in a variety of creative ways such as group projects and essays, peer break out rooms and individual tutorial sessions for struggling students. Teachers also utilized zoom breakout rooms enabling students to work in small groups for individualized peer review on projects and essays, and to create opportunities for students to socialize with one another thus creating a “normalized” educational setting. Also during Distance Learning, Honors and AP English teachers collectively decided to eliminate all assigned summer reading homework; a practice that has continued into in-person learning.

Positive changes resulting from Distance Learning include digital assessments, teacher feedback via Google Classroom, and student scores are delivered through a digital format while still retaining opportunities for in-person hand written work, group projects, and oral presentations.

### **1c. Mathematics curriculum content, instruction, and assessment:**

Diamond Bar High School students take three or more years of A-G/UC approved Math classes. Students can take courses ranging from Intro to Algebra through Calculus BC. We also offer higher level IB math courses, AP statistics and Trig summative. Currently we are growing our math offerings to include additional classes beyond traditional math pathway that interest students like Advanced Algebra with Financial Applications and Statistics Through Sports.

Students have multiple math pathways that are tailored to address the needs of all students. Students have the option to accelerate their math pathway by attending summer school for Algebra I, Geometry or Algebra II. Teachers in the math department work in subject-alike Professional Learning Communities (PLC’s) to plan instruction and create common assessments. Each PLC aligns the curriculum using the common core state content standards within each content area and uses vertical articulation between courses and middle schools. Teachers within the math department use a variety of instructional strategies daily. While direct instruction is common, some teachers have moved in the direction of flipping the classroom and using Edpuzzle to reinforce concepts.

The use of technology in the classroom has increased since distance learning and teachers regularly use technology to make lessons relevant. Teachers also use gamification in the classroom with activities through Kahoot and Quizlet. Assessments are given in a variety of ways including ALEKS, Delta Math, Illuminate and alternative testing options. Teachers also meet within a district curriculum council to create common benchmarks that are given district wide in Algebra I, Geometry and Algebra II. Teachers meet regularly to assess students progress and understanding of math concepts and standards covered. Data from assessments is used to direct instruction further and make adjustments for future years. During Distance Learning teachers created videos to supplement lessons, used Google Classroom to share content and review work and met virtually with students in the afternoon to provide math tutorial support after the traditional school day.

After returning from Distance Learning the need for additional math help was still a priority. Our Math department developed a monthly Saturday math boot camp available to all students. This four-hour class is taught by Diamond Bar High School math teachers and focuses on foundational concepts with which students struggle. Students currently enrolled in classes from Intro to Algebra through Calculus attend the Saturday math boot camps. Multiple classes have been created for each Saturday and they are specifically designed to address the needs of the students who sign up to attend. Students are able to work in small groups on foundational math concepts and receive one-on-one support from teachers.

Mathematics Competition (AMC). In the California Math League, Diamond Bar placed first in the region. For the AMC we had 92 students take the AMC A and 40 students take the AMC B. Of those students, eight students qualified for the American Invitational Math Exam.

#### **1d. Science curriculum content, instruction, and assessment:**

We offer a variety of science courses to appeal to all students. Students have the option to take two or more courses of Science while enrolled at Diamond Bar High School. From Biology, Chemistry and Physics to specialty classes like Chemistry through Forensics and Earth Science. Diamond Bar High School also offers AP and IB classes in each of the areas above and AP Environmental Science. Teachers are also using additional materials beyond the textbook to help meet the Common Core and Next Generation Science Standards requirements. Since 2015, Next Generation Science Standards have been adopted at all K-12 levels along with the adoption of new textbooks.

The science department collaborates within PLC's to create common labs and experiments within each subject area. PLC's also collaborate vertically so that students are receiving foundational content before moving on to higher level AP courses. During distance learning teachers incorporated technology through virtual labs and gave assessments with Edulastic. Teachers continue to use Edulastic for assessments to evaluate student performance and make data informed decisions. Teachers across the department collaborate on many projects throughout the year. AP Environmental Science classes create "Your World Projects" where students are given the task of developing a non-profit based team which promotes the vision of making our campus more environmentally sustainable. Past projects include electric car charging stations, water refilling stations and this year planting milkweed plants around the school campus to bring back butterflies and promote biodiversity in our community. Chemistry Through Forensics classes recreate crime scene labs to investigate, do projects on toxicology involving famous people in history and conduct labs involving fingerprinting. AP classes have daily labs so students can get hands-on experience and see real application of the concepts they are learning.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Diamond Bar High School students are required to take World History, United States History, Civics and Economics to meet graduation requirements. Additional elective and Advanced Placement course offerings in Social Sciences include AP European History, AP Human Geography, AP Government, AP Economics, AP Psychology. These courses foster civic mindedness and social awareness through just, equitable and inclusive education. Social Science instructors work collaboratively in Professional Learning Communities to construct common pacing guides, scope and sequence documents and benchmark exams. Assessments include both formative and summative exams as well as project-based learning.

Whenever possible, instructors work collaboratively to design interactive experiences for students to fully engage in their learning, while also preparing showcases for the larger campus to enjoy. For example, our senior AP Government classes host the Bi-Annual Voting Registration Drive, preparing student-led presentations for all 11th and 12th grade history classes, providing a historical overview of US voting rights and culminating in registering and pre-registering all eligible voters. Similarly, students in our Pathways Communications Academy work in their US History and Government classes to prepare the annual 9-11 Memorial Presentation held in the front entrance to the DBHS campus. This event includes the creation of visual displays and interactive informational presentations aimed at educating students and community members about the events of September 11, 2001 and honoring the victims of that tragic day.

This spring we held "The Open Letter Project," a live reading of Martin Luther King Jr.'s letter from Birmingham Jail. In this activity, over 50 students collaborated on this cross-curricular presentation of this historical document reflecting on the experiences of Black Americans during the 1960's and the implications for today's challenges. Through these types of projects and activities, our Social Science department works to develop students' skills in the areas of critical thinking, collaboration, creativity and civic-mindedness.

#### **1f. For secondary schools:**

Through our partnership with San Gabriel Valley ROP, Diamond Bar High School offers eight career technical education (CTE) pathways for students seeking hands-on, engaging, and career centric courses. These pathways include: Digital video, Commercial Music, Business Management Entrepreneurship, Stagecraft, Manufacturing and Product Development, Public Service, Architectural Design and Engineering, and Health Careers. Over the past few years the CTE team has worked to secure University of California A-G approval on these courses as well as create articulations with Mt. San Antonio Community College. In addition to gaining real-world hands-on experience, our students also have the opportunity to earn certifications through examination. The CTE program also offers additional enrichment through Career Technical Student Organizations (CTSOs) which include, Future Business Leader of America, Distributive Education Clubs of America (DECA), Skills USA and Health Occupation Student Association (HOSA). Our students have secured State and National awards through participation in these competitive programs.

Currently the CTE team is implementing a new pathway: Entrepreneurship and Manufacturing. The vision is to create a DBHS manufacturing hub using the latest technology (laser engraving, 3D printers, CNC machining, etc.). This manufacturing hub will give students access to the latest technology and provide additional resources to the whole school community. To support this initiative, we have secured the Specialized Secondary Programs Grant through the CDE to fund implementation of this innovative program in the 2022-2023 school year with two new courses: Industrial Design Engineering Academy I & II. Both courses will be articulated with Mount San Antonio Community College (Mt. SAC), with plans for Dual Enrollment course offerings the following year.

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

Pathways Communications Academy (PCA) is an award winning school-within-a-school, supported by the California Partnership Academies grant and the Dept. of Education. PCA was created to assist students who were looking for more than the traditional high school model. Student schedules include four PCA courses during sophomore and junior years and three to five PCA courses their senior year. These courses incorporate the concepts of multiple intelligences, career guidance, interactive instruction and cooperative learning, applied learning, and interpersonal relationships into their broad spectrum of college prep and career technical electives. PCA has partnerships with local businesses and educational institutions so that students will have "real life" experiences which will help them to be competitive in the job market through mentorship, internships and exploration of career opportunities. PCA, currently services 60 students in grades 10-12, follows the school-within-a-school model, and offers Common Core curriculum infused with a technical education focus. The PCA curriculum incorporates cross-curricular courses, occupational preparation in the form of mentoring, college visits, job shadowing, and project-based learning.

Since 2005, the International Baccalaureate (IB) Program has provided our students an international curriculum focused on solving global problems while earning an International Diploma. At the ninth and tenth grade levels hundreds of students take preparatory coursework for the IB Diploma Program. During the eleventh and twelfth grade students begin the IB program and work toward completing three Standard Level and three Higher Level courses to earn the diploma. Students outside of the IB program have the opportunity to take advanced courses such as HL Math and HL Music Theory. Currently, there are 15 senior and 18 junior IB Diploma Candidates. Though the program is small, it allows for a committed group of students to receive a unique global education, while it enables DBHS to stay competitive with area schools, contributes to maintaining our student enrollment, and continues to improve instructional strategies and materials.

The Brahma Tech Program is a four-year curriculum-driven, academic certificate and diploma program with an emphasis on the relevance and application of science, technology, engineering and math (STEM) in a global society. The Brahma Tech curriculum, under the auspices of its teacher/director spans four years of high school, consists of an entry-level course called Computer Systems, an articulated course with Mount San Antonio Community College, followed by designated course pathways in computer science,

engineering (Project Lead the Way), graphic arts and manufacturing. Brahma Tech students complete a 150-hour internship in a related field during the summer before their senior year. Students who successfully complete the program receive a STEM certificate in addition to a diploma from Diamond Bar High School.

The Performing Arts Academy Advanced Music Program offers a thorough and comprehensive curriculum aimed at developing a high level of musicianship for young musicians committed to the field of music. The program is designed to serve as a pre-college prep program for those who have the potential to pursue music at the university level. It also provides a conservatory experience for those who are devoted to music but have interests in different fields for their career. Students are accepted into the program based on a performance audition, interview, and theory tests. Priority is given to artistic and technical merit with only a limited number of highly qualified individuals accepted.

The Visual Art department offers a wide range of electives for students to choose from beginning with a foundational skills class to higher levels of AP and IB HL Art. Each class is UC A-G approved and taught by highly skilled credentialed art teachers. The Visual Arts sequence of classes includes an exploration of a variety of experiences in imaginative and creative thinking. Students focus on the acquisition of technical skills utilizing a wide variety of media, to include history and cultural context. Students participate in hands on creative design through drawing, painting, two-dimensional and three dimensional design, computer graphics, photography and multimedia exploration. Students learn about the elements and principles of art by analyzing and evaluating professional work. In addition, students incorporate the principles of their studies in art theory classes through the study of movement, line, color, composition, rhythm and space. DBHS Art students develop critical thinking skills through varied projects to include multi-media presentations; digital media art displays; participation in cross-curricular projects with drama, stagecraft, and yearbook to name a few; and research projects in the higher level art classes. Each art class offers students the opportunity to express their own creativity and to research and present on current career opportunities in the creative industry. The art classes offered at Diamond Bar High School include but are not limited to: Fundamentals of Art, Studio Art, Studio Art AP, Introduction to 3-D Design, AP Art History, Visual Art IB SL, Visual Art IB HL1, Animation, Photography I and II, Stagecraft and Computer Graphic Design.

Our Physical Education program aims to support all students (grades 9 – 12) in developing healthy lifestyles, while enrolled at Diamond Bar High. Physical Education is a required class for all freshmen and sophomores, and is available as an elective course for all juniors and seniors. Two years are required for graduation. The PE program aims to develop physical and sports skills along with instilling the desire to use those skills for recreation and leisure in their future adult lives. Our PE course offerings include Kinesiology I & II, Strength Training, Total Body Fitness, Dance, Athletic Conditioning, as well as 19 varsity-level competitive athletic programs. In addition to the emphasis on individual and dual sports explored in Kinesiology I, all ninth grade students participate in benchmark testing in preparation for the annual Physical Fitness Testing, as measured by the FitnessGram assessment, as well as a weekly classroom session exploring the Fitness for Life curriculum. To provide access and inclusion for all students, DBHS has two adaptive PE instructors who support students from our moderate-severe special education program with integrated instruction in our PE classes. Our PE programs provide full access to all athletic facilities, including our gymnasium, aerobics room, free-weight room, fitness lab, and aquatics center. Beyond physical fitness, all students complete a single-semester Health course, which includes units on nutrition, character development, personal wellness, human sexuality and substance-abuse avoidance.

The World Language Departments offers a prolific range of classes for all Diamond Bar students to choose from to include: Chinese, French, Korean, and Spanish. All DBHS World Languages are offered at every level such as college-prep, honors, AP and/or IB HL1, or IB HL2. First year World Language students are taught in the target language 80% of the time. Second year language courses are taught in the target language 90% of the time. Third and fourth year courses are taught nearly 100% of the time in the target language. The World Language department consists of eleven professional educators who strive to educate and motivate students to become global citizens in an increasingly complex and changing world through the study of languages and cultures other than their own. We believe that exposure to World Languages strengthens and broadens students' academic performance across subjects, and helps students to learn to communicate across cultures as an imperative life skill. A Diamond Bar High School World Language student learns to comprehend and interpret authentic material at their appropriate level of proficiency,

present relevant material using multiple media, communicates effectively with diverse audiences in various real-world situations, and makes connections between their world and other cultures and civilizations.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Students performing below grade level are supported by research based academic interventions including, Student Study Teams, Academic Support (Study Skills), One-on-One Counseling (with GLCs), Summer School, Credit Recovery, and Peer Tutoring. Our Student Study Team allows progressive monitoring in partnership with all stakeholders provided through the intervention counselor. Students work with their Grade Level Coordinators for academic counseling and enroll in one of the five sections of “Academic Support” within the school day for small group study skills periods and/or self-access the “collaboration” room for separate setting accommodations. DBHS offers after school peer tutoring in all subject areas for all students. Students low on credits are referred to Credit Recovery through Edgenuity where students can work after school with a credentialed teacher to make up credits. Summer school is another avenue for students to remediate classes. Our intervention counselor monitors students who have a 504 plan or Individualized Education Plan to meet graduation requirements.

Our long range action plan is to close the achievement gap in response to 2020-2021 distance learning. In order to continue the progress in decreasing D and F rates DBHS has adopted the Sheltered Instruction Observation Protocol (SIOP) strategies for cross-curricular implementation and Grade Level Coordinators monitoring the progress on their caseload students. The SIOP method utilizes the objectives of each lesson to link information through vocabulary, building schema, and scaffolding by practice and application. Through Professional Learning Communities, our staff builds more collaboration for dialogue to revolve around intervention strategies, implementation reflection, level alike pacing, lesson delivery and vertical articulation. Currently we hold once a month late start days, make efforts to have program collaboration prep periods, and departments within the same building for accessible collaboration. Next steps will be in building multiple tiers of leveled supports so that there is access and equity in progressive interventions to meet every student’s needs.

#### **3b. Students performing above grade level:**

Diamond Bar High School offers 26 different Advanced Placement and 19 International Baccalaureate courses on our campus. These courses range from Advanced Math, Science, English and History courses as well as electives that include World Languages, Art and Music. Advanced Placement and International Baccalaureate courses allow students to take college level courses while still attending high school. At the end of the year they can take an exam covering the course content and with a passing score they will receive college credit. Last year, during distance learning, we had 1025 students take a total of 2419 AP exams and received an average score of 3.5 and a 77% pass rate. Of the 1025 students, 474 of them received a special distinction as an AP Scholar. This year we have 1193 students signed up to take 2608 AP exams in May.

To support students interested in advancing their coursework, three summer school programs are offered on the DBHS campus through our partnerships with Mt. San Antonio Community College (Mt. SAC), Walnut Valley Unified School District, and Dedicated to Learning, Inc (a Private Fee-based program). These programs offer approximately 14 courses for advancement in the areas of Social Studies, Science, Math, Computer Science, Digital Media, Health and Career Explorations. Additionally, DBHS has established articulation agreements with Mt. San Antonio Community College, enabling students to receive college credit for successfully completing coursework and earning passing scores on end-of-year assessments in the following courses: Computer Systems, Health Careers, Sports Medicine, Photography, Digital Electronics, Principles of Engineering, Electronic Design & Development, Product Innovation & Design, and Advanced Architecture.

#### **3c. Special education:**

The Special Education department consists of eight education specialists, fifteen instructional aides, two speech language pathologists, a Transition/Workability specialist and three psychologists. The department services 136 students with IEPs of which 113 are enrolled in at least one general education class and 69 are enrolled in all general education academic classes. Instructional aides are assigned to different teachers in general and special education to provide equitable access and inclusion for educational accommodations.

The specialized academic instruction (SAI) courses include English, History, Math, Science and Transition/Advanced Career Education Development (ACED). Students enrolled in SAI English participate in an intensive and structured reading curriculum, Language!. Students have the opportunity to move into a co-taught English course (Expository Reading and Writing Course) their senior year or a bridge English class offered within the special education department to prepare for post secondary success through literacy. The Transition/ACED course is designed to give students instruction in essential life skills through work experience, time and money management, social skills, independent living, problem solving, and self-care. The Advanced Career Education Development (ACED) course is designed to work with the Department of Rehabilitation for post secondary partnerships. All students with IEPs have access to the Workability program which assists in helping them find and maintain employment while in high school, as well as, college application assistance.

Diamond Bar High School houses an Autism Spectrum Disorder (ASD) & ASD intermediate program, in collaboration with our Special Education Local Plan Area. The ASD and ASDi programs have their own dedicated psychologist, instructional aides and speech language pathologist. ASD classes are designed to specialize in methods for functional academics, communication, evidence based instruction, behavior support, social skills and sensory integration.

### **3d. English Language Learners, if a special program or intervention is offered:**

English Language Learners are enrolled in designated English Language Development (ELD) classes, as well as, integrated college-prep A-G/UC approved English Language Arts classes. We currently have two Co-Coordinator that provide additional support through extra English classes (ELD I, II, III), EL (English Language) aides in the classrooms and grade monitoring. Our ELD Coordinators are trained in SIOP (Sheltered Instruction Observation Protocol) strategies and continuously train our entire staff on these strategies through period by period staff meetings. In addition to designated ELD classes, Bilingual Paraprofessionals serve as intervention specialists in integrated classrooms for additional academic support. Students have access to after-school bilingual tutoring services Monday through Thursday.

Each month, parents and/or guardians of English Learner students are invited to attend the English Learner Advisory Committee (ELAC) meetings to learn more about services for their student and the way they can access resources. Resources for parents/guardians are also available for connections at home to further the English language development. In addition, all English Learner students have access to wellness support services on campus, as well as, clubs to integrate interests and confidence through their daily activities. Wellness Center Peer Counseling support can be provided in their native language for an inclusive experience for social-emotional support.

Academic Intervention Support and Student Success Team (SST) meetings are initiated through benchmark assessments and progress monitoring by their Grade Level Coordinators. Assessments include reading, writing, gradebook monitoring for global academic progress, and an annual English Language Proficiency Assessment for California. Students are re-designated by multiple measures in combination with the assessments, teacher recommendations, and the ELPAC scores. To best serve our community, our teachers have vertical and horizontal articulation to align curriculum that can accommodate English Language Learners across all subject areas.

### **3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

Various Assembly bills allow our Other populations (immigrant, foster, and homeless) to graduate with reduced credits of 130 versus 220 (the minimum state requirements), and students are provided with: Nutrition Services, school supplies, transportation, initiation of mental health services, referrals to



community agencies and resources, and coordination of community services and supports. Each student works with their Grade Level Coordinator (counselor) to access educational experiences and resources for inclusive and equitable opportunities. Grade Level Coordinators (GLC) can also help guide students toward wellness, academic, and fiscal support through fee waivers for SAT and college applications, as well as tickets to school activities.

Students who are in foster care or are homeless in California have special rights to help them remain on track for high school graduation. Under Assembly Bills (AB) 216, 167, 1806, 2306 and 2121 foster, homeless, juvenile court pupils, migratory and newly arrived youth who are not on track for high school graduation, and transfer after their second year of high school, may be eligible to graduate by completing the minimum state requirements which includes a fifth year-long courses.

In response to COVID-19, Diamond Bar High School has made available California State Bill AB 104. Through AB104 we have been able to support students with possible retention if they failed ½ of their classes. We also offered our students the ability to change passing grades to a "P" and failing grades to "NP" during the year of 2020-2021. Finally, we have the ability to use the California minimum high school graduation requirements over local graduation requirements.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Diamond Bar High School strongly encourages and celebrates student participation in multiple areas such as athletics, performing arts, and extracurricular clubs.

United Student Body (USB) supports over 80 active clubs led by over 70 staff members who oversee and advise those clubs. Our USB program organizes all-school pep rallies, Renaissance giveaways, House of Representatives monthly meetings, and Inter Organizational Council (IOC) Club while maintaining school culture and climate. Grade Level Google Classrooms is used to disseminate grade level specific information regarding academics and activities.

Athletics are inherently educational and provide valuable lessons— teamwork, sportsmanship, and perseverance. Brahma coaches and athletes ascribe to the “Purple Pride, Gold Standard.” Our athletic programs specifically focus on character development, good sportsmanship, and athletic excellence.

DBHS has a prolific performing arts program. In anticipation of the grand opening of our new state of the art Instrumental Music Center we plan to house our Performing Art Academy, Thundering Herd Marching Band, Colorguard, Drumline, Orchestra, Wind Ensemble, and Concert Band in the three-story music studio and concert hall. We offer a skill-based tiered levels of Choir, Dance, and Drama, Commercial Music Rock Band and Stagecraft. The performing arts program is proud of the whole school spring musical, our Commercial Music Rock Band performances during lunchtime and games, in addition, to our dance team who performs at school activities and state/national competitions.

We celebrate our students in multiple ways which include: Students of the Month, Athletic Student of the Month, and “Caught in the Act” raffles for performing good deeds. Recognized students are celebrated through luncheons, Diamond Bar gear, social media celebrations and all school announcements.

An important part of student engagement includes our Peer Counseling and Wellness Program. Our Wellness program hosts lunchtime activities creating opportunities for students to get involved. Our Wellness program has a partnership with Pet Prescriptions; a volunteer program where dogs and students can safely interact. All students are invited to attend “Thrive:” A Wellness Forum which focuses on teaching students strategies for addressing social emotional development. Another part of our wellness program includes a volunteer Teacher Student Mentor program. This mentor program supports students who may be experiencing difficulty connecting to or engaging in a large comprehensive high school by meeting with teachers in a lunch bunch. Students are referred by their Grade Level Coordinators (GLCs) for another opportunity to build relationships on campus.

### **2. Engaging Families and Community:**

Since 1982, Diamond Bar High School has been fortunate to have involved, supportive, and caring parents. Our community has shared the school's goals and values of providing a high quality education throughout Diamond Bar High's history. While many other schools also have parent support, Diamond Bar High School values unique relationships with its parent groups, the "Magnificent Seven." These groups include Brahma Boosters, Brahma Foundation, Chinese American Parent Association (CAPA), Council of African American Parents (CAAP), Hispanic Organization of Parents and Education (HOPE), Korean American Parent Association (KAPA), and South Asia Parent Association (SAPA). These parent groups have given generously to provide important upgrades and resources for our school including, teacher appreciation, Rodeo Round-up, Back-to-School Night, and numerous fundraisers.

Every month our Magnificent Seven gets together with our site administrators to discuss important school events and share upcoming news. This monthly meeting allows our parent groups to connect, strategize and contribute fiscally to the school. This year, CAPA donated \$25,000 in mini grants to student clubs, performing arts programs and graduation.

To ensure our stakeholders are updated on all school activities, the Brahma Briefing is provided as a weekly newsletter directly from the principal. In addition Diamond Bar High School has a Facebook, Twitter and Instagram accounts where informational posts from the school are shared. Our many campus programs also post on social media such as specific sports teams, USB, Drama, Dance, etc. Some of the key events open to the community include Rodeo Round Up (fall sports celebrations), Back to School Night, 8th Grade Parent night, Open House Showcase, All School Awards Night, Athletic events, Performing Arts events, Parent and Student workshops and clinics. Additionally, facilities are used for community events including Chinese Saturday School, Local Miss Diamond Bar Pageant, Junior Athletics Programs, Music Performances, Pacific Crest Drum and Bugle Corps and athletic facilities. Diamond High School also hosts the PSAT/ACT regularly.

### **3. Creating Professional Culture:**

Professional culture at Diamond Bar High School includes high levels of academic curriculum, instruction, assessment and climate. Our administrative team supports teachers with an instructional leadership approach as teachers have a direct impact on student achievement. We strive to support and inspire staff to achieve a common set of goals established through Professional Learning Communities (PLCs) within departments, period-by-period meetings that allow expanded instructional training, and instructional preparation through Structured Instruction Operation Protocol (SIOP) training which includes multi-tiered levels of instruction, lesson reflection, decision making and social, emotional learning strategies.

In addition, staff members who teach AP and/or IB courses attend workshops to provide professional development preparation directly impacting culture. Our WASC Focus Groups and WASC Home Groups meet regularly to gather information, disseminate information and put professional collaborative teaching practices in place. In addition, our Data Team meets monthly to ensure that school-wide decisions are data driven and accountable to measurable growth. We believe in five (5) pillars of focus when practicing our professional culture through 1) building relationships, 2) academic achievement, 3) leadership development, 4) safety and wellness, and 5) fiscal stability for all stakeholders groups.

Creating Professional Culture must include building relationships and creating wellness opportunities for staff. In order to help facilitate a healthy staff culture, we celebrate staff through our weekly "Staff Spotlight." Our Staff Spotlight's consist of individual 8 1/2 by 11 digital posters created for all staff members. The "Spotlights" have a photo of the staff member, short biography and interesting personal facts. The "Spotlights" are shared on social media, Principal's Brahma Briefing, and the Instructional Dean's weekly updates. The "Spotlights" encourage camaraderie and are a special ways to connect with one another.

In addition, social connections and wellness is provided through "Grub Club." All staff are invited to participate in this monthly bonding activity promoting social connection with one another while creating various crafts or participating in learning activities. Relationship building and social bonding activities promote overall professional culture. A part of our professional supportive culture includes supporting school pride. We encourage all staff members to wear purple every Friday and support students by attending extracurricular activities such as athletic events or Performing Arts performances.

### **4. School Leadership:**

The Walnut Valley Unified School District and Diamond Bar High School philosophy of leadership ascribes to Steve Zuieback's Green Line Theory which include Structure, Processes (operations), Patterns (strategies) "above the green line" and Information, Relationships and Identity "below the green line." This leadership philosophy reflects the nature of how information is shared, how it is utilized in decision-making, and how transparent the critical information is to all stakeholders in the system. The DBHS Leadership team embraces the belief that all stakeholders are interconnected and vital to the well being of the whole. In essence, we utilize "circles of influence," and value all feedback from all stakeholders in a collaborative decision making process.

Diamond Bar High School's Administrative Leadership Team consists of the Principal, Assistant Principal, and three Instructional Deans, and uses a collaborative leadership approach. Through our Coordinating Council, the administration team coordinates all site efforts with the Operations Manager, Technology Coordinator, IB coordinator, Brahma Tech Coordinator, Pathways Communication Arts Coordinator, Wellness Coordinator, Athletics Directors, Performing Arts Academy Coordinator, Nutrition Services Director, Grade Level Coordinators (GLC = School Counselors), Activities Director, and the Office Administrative Assistant. Each of these site leaders provide expertise and guidance in ensuring the DBHS campus meets the needs of all stakeholders. Through the collaborative efforts of this dynamic team of stakeholders, decisions are made in alignment with our mission and vision to support our students.

Our school leadership team ensures school-wide initiatives include the input of all staff members through the use of Professional Learning Communities, feedback surveys, division and departmental meetings, personal professional growth plans and teacher observations, data team meetings, Western Association for Schools and Colleges (WASC) Focus Groups, WASC Home Groups, and the Wellness Team.

This model of leadership is replicated by our student leadership program, United Student Body (USB). The representative group is run by a student-elected Executive Board of student leaders who oversee school-wide activities which extends to 80 active clubs, performing arts programs, and all athletics. School leadership is distributed through various opportunities through both macro and micro levels to include organizations, departments, and clubs; this includes community liaisons and parent groups that help to support instructional staff and school programs.

## **5. Culturally Responsive Teaching and Learning:**

Diamond Bar High School is a diverse community, built on the belief that all students should feel safe and have a sense of belonging and ownership of the school inside-and-outside of the classroom. Our teachers are committed to incorporating multi-ethnic and culturally diverse learning opportunities which reflect our diversity. Examples include choice of literary novels, performing arts expressions through choir, dance, music, and drama, and multicultural food fairs. Students have access to clubs, cultural presentations, assignments that are designed for storytelling, and family partnerships.

Our curriculum is determined by our Governing Board. The Board approves curriculum that follows state standards and frameworks which is then distributed to departments for teachers to determine the essential standards. In response to recent legislation requiring students to complete an Ethnic Studies course as a requirement for graduation, we are pleased to revisit and update the curriculum used in our previously offered Multicultural Studies course. Working collaboratively with instructors from across the Walnut Valley Unified School District, Social Science and English instructors will review model curriculum provided by the California Department of Education to construct and formally adopt the curriculum for this course. Implementation of this course will begin during the 2023-2024 school year.

The Diamond Bar High School staff recognizes that culturally responsive opportunities come from the relationships built between our staff, students and community. Teachers, club advisors, and staff are able to implement culturally responsive teaching and learning opportunities through utilizing common standards, planning groups through PLC, and building relationships with students throughout various campus activities. Efforts are made to strategically select instructional materials constructed by diverse authors and creators, showcasing a variety of perspectives, cultures and traditions. Students are also encouraged to create authentic works of literature, music, digital media and artwork that celebrate their unique identities and backgrounds.

Beyond the classroom, students and parents celebrate cultural diversity through participation through numerous parent organizations, including: Hispanic Organization for Parents and Education, Chinese American Parent Association, Korean American Parent Association, Council of African American Parents, South-East Asian Parent Association, Black Student Alliance, and Muslim Student Association. Our administration, staff, and parent groups recognize that family norms, beliefs, and practices impact the unique makeup of a child who deserves a safe space to express and exchange ideas from various points of view.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Our most instrumental all-school strategy is our approach to student and staff wellness. Our school wellness approach incorporates all aspects of Social Emotional Learning and wellness is infused into each area of our school culture. Our teachers utilize "Mood Meters" as routine parts of instruction and mental preparation. Our Grade Level Coordinators (school counselors) utilize a holistic approach to counseling, which includes the academic, emotional, and social components of wellness. Our Athletics programs reinforce the importance of emotional wellbeing in the context of athletic competition. Wellness is a pillar of our values, and we are proud to prioritize emotional wellbeing.

According to our research, our Wellness Center, (founded in 2016) was the first student-led peer counseling program in the nation which offers social emotional supports to students by other trained Wellness Consultants (second-year peer counselors) during the school day. Our trained peer counselors assist their peers in a supportive environment in order to empower them to develop healthy strategies for personal management, to improve school climate, and to promote academic success. We incorporate research-based social emotional tools such as the Seven Dimensions of Wellness, the RULER Model (Yale University, Dr. Marc Brackett) and Doug Fisher's All Learning is Social and Emotional. Our students are empowered to be self-aware, socially aware, and how to regulate both aspects of emotional intelligence. As we transitioned into Distance Learning, and now back to in-person instruction, our focus remained fixed on student wellness and the importance of social emotional learning.

Our staff agrees that in order for our students to be effective learners and to grow into productive, well-adjusted adults, social emotional initiatives are vital to be able to model healthy emotional habits for our students. As such we work hard to address the wellness of our staff in the work environment. We remodeled our "Chuck Wagon" teacher lounge with Social Emotional Learning resources. Creating a space that is more personal and engaging for teacher relationships. During Distance Learning, we delivered "Hero Works Here" signs to our staff at their homes, and supplied extra computer monitors, head phones, or tablets for home instruction. We held routine virtual meetings to connect with each other. As we reopened school, we continued to encourage the use of the Wellness Center for staff wellness and provided a "Wellness Professional Day" in February for all-staff to practice self-care. And, as mentioned above, our staff "Grub Club" is aimed at creating a culture of kindness and care for one another that reinforces our ability to directly care for our students.

Thank you for considering our application!