MONTA VISTA HIGH SCHOOL

SELF-STUDY REPORT
21840 McClellan Road
Cupertino, CA 95014

Fremont Union High School District

March 23-25, 2020

Monta Vista Administrative Team

Ben Clausnitzer, Principal

Janice Chen, Assistant Principal

Michael Martinez, Assistant Principal

Michael White, Assistant Principal

Nico Flores, Assistant Principal

WASC Team

Sushma Bana, WASC Coordinator

Focus Group Leads

A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
Julia Satterthwaite

B: Standards-based Student-Learning: Curriculum
Debbie Frazier

C: Standards-based Student-Learning: Instruction
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D: Standards-based Student-Learning: Assessment and Accountability
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E: School Culture and Support for Student Personal and Academic Growth
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Preface

In February 2018, Monta Vista High School (MVHS) started its Focus on Learning Self-Study process by selecting the coordinator and the focus group leads. Each focus group had one lead, with the exception of the School Culture group with co-leads. From there, all certificated and classified staff were surveyed and provided an opportunity to request their focus group top choices. The principal solicited parent and student volunteers who were interested to participate in the FOL process and recruited about four parents and students for each focus group. Each focus group had representatives from each department, guidance, performing arts, EL, special education and certificated staff when possible.

MVHS involves different stakeholder groups in collaborating to support student success in a number of ways. Administration, classified and certificated staff members work together to support students in various academic and extracurricular programs during and outside of school hours. Our parent community provides support for our school goals through PTSA, School Site Council, ELAC, Athletics, Music and Art Boosters. Outside community members and groups collaborate with the school through programs such as Career Fair, as well as club sponsorships, like Octagon and Model United Nations. Each of these groups collaborate with Monta Vista to give the students a safe, relevant and enriching high school experience.

The current Monta Vista school-wide Learning Goals (LeGos) were developed by having different groups reflect on what all Monta Vista students should know, understand and be able to do. Decisions related to the implementation and monitoring of the academic standards happen in department and course-alike professional learning communities (PLCs), which primarily consist of teachers within the discipline and with occasional input from administrators and district curriculum leads.

Similarly, analysis of data about student achievement happens in a variety of settings with different stakeholder groups. For example, broad student testing and grade data is disseminated at staff meetings with the focus of examining long term trends and the efficacy of current and past school initiatives. However, course-alike PLC teams examine data from student grades, CAASPP, AP scores and common summative and formative assessments in order to identify areas of strength and growth, so that adjustments can be made to curriculum and practices. Both the broad and narrow data analyses were discussed in focus and departmental groups, and thus informed the development of the self-study.

At the start of the school year in August 2019, the principal gave an update on the progress thus far and shared a timeline for completion of the self-study. The calendar for focus groups and home groups meeting for the year 2019-20 was shared and the necessary background

information was provided about how input would be gathered for the sections of Chapter III. The data collected from the previous study and school profile data from chapter one and two was also shared.

To ensure equitable participation from all stakeholders, WASC meetings were scheduled during teacher contractual collaboration time. Focus team leads guided the members through prompts and indicators, with an emphasis on reflection and evaluation of the programs that impact student achievement. Through the use of Google Classroom, each Focus Group and its members had access to necessary documents and data to accomplish the Focus Group's tasks. Home Groups were organized by departments and worked to gather evidence that each Focus Group requested. This process ensured a much broader participation in each Focus Group from all stakeholders in terms of reflecting on previous goals, analyzing data about students and student achievement, and developing the self-study to reflect the updates and changes over the course of the last three years. Every effort was made to incorporate all points of view in order to provide a true and honest representation of the school. Focus group leads helped in organizing and synthesizing the data collected from each group, including identifying their group's strengths and areas of growth.

The focus group team leads and the WASC coordinator worked with the administration to analyze the findings from each focus group and determine the prioritized area of growth needs. Major student learning needs thus identified and schoolwide Action Plan was shared and discussed with the school's Leadership Team before presenting to the faculty for feedback. A Google Form was used to gather data from staff and posters of drafts of the WASC goals and the Action Plan were put up in a common area to solicit staff feedback. As a final step, in mid-January 2020, all staff participated in a staff meeting to review the final WASC goals and draft Action Plan. Final revisions were made to create a cohesive and comprehensive report that aligns with the school goals, LCAP goals and Collective Commitments.

Chapter I: Progress Report

Significant Developments since 2014

1. *Administrative Changes*
   In June 2018, the principal of 14 years at Monta Vista retired and a new principal, Ben Clausnitzer was hired. Mr. Clausnitzer was previously an assistant principal at Monta Vista from 2011-2016, so he was familiar with the school and most of the staff. Assistant Principal Michael Martinez was hired in August 2016, and Assistant Principal Janice Chen was hired in August 2018. Prior to 2015, the MVHS administrative team consisted of three assistant principals and two student deans, however, in the 2015-16 school year, the administrative team dissolved the two dean positions and added an additional assistant principal position. In total, the administrative team currently has four assistant principals and one principal.

2. *New Bell Schedule*
   The Fremont Union High School District adopted a new bell schedule in August 2018 to be more student friendly. As a result of a later start time, school starts at 8:00 am three days a week (Tuesday, Thursday, Friday), at 8:40 am on Mondays and 8:55 am on Wednesdays. Over the last few years, multiple studies have suggested that high school teenagers struggle with getting enough sleep and starting school at 7:30 am is too early for them. This change was made by the district after committee investigation and data collection. The new bell schedule now includes three tutorials per week for students and two collaboration periods per week for teachers.

3. *New Collaboration Schedule*
   The new bell schedule includes two collaboration periods for staff on Mondays (50 minutes) and Wednesdays (65 minutes). Starting with 2018-19, MVHS moved from a one-team model to a two-team model for PLC work. Most teachers are on two PLCs – a primary and secondary. In addition, some teachers are also part of a flex team which meets on certain assigned collaboration days. These flex teams mainly consist of a Tutorial flex team, ELD flex team and AVID flex team. Department meetings are also scheduled on specific collaboration periods. Most PLCs are course alike teams but some are cross-curricular. This new collaboration period has allowed teachers to engage in meaningful and productive professional development.

4. *Increase of PLCs (Professional Learning Community) Teams*
   Since our last WASC visit in 2014, there has been a significant increase in the number of PLCs. In 2014, MVHS had just started the journey of working in PLCs. Since then, the number of PLCs have increased to 54 with 29 team leads. The district has also taken

the initiative to provide support to the PLC team leads. Each PLC team lead can request a peer coach who can support and guide the PLC lead.

5. ***MVHS Collective Commitments***

Since 2015-16, every year we collectively come up with our school commitments. All staff members are expected to uphold these commitments. These commitments are informed by and honor our FUHSD Beliefs, 2014-2020 School WASC Goals, and past MV School Commitments. Agreeing and adhering to these commitments help our staff to stay focused on student learning and wellbeing.

6. ***Equity Task Force and Tutorial Task Force***

For the past two years, more focus has been given to the social-emotional learning needs of our students, along with equity issues on campus. The district hired Dr. Pedro Noguera to work with Monta Vista by providing observations and recommendations related to equity, intervention, school climate and school wellness. In 2018-19, a group of interested teachers and administrators came together to create the Equity Task Force (to discuss and come up with ways to address equity issues on campus) and a Tutorial Task Force (to discuss and come up with ways how to best use the three tutorials to support student learning and engagement).

7. ***Facility Improvements***

Within the past decade, Monta Vista has undergone extensive facilities renovations and modernization programs. The facility modernization and safety upgrades continue because of the community at large approving the bonds to make them possible. The renovated Main Gym, Leadership Room and Dance Studio were completed in 2018-19. Over the summer of 2019, classrooms in lower building A and C were renovated, to include an upgrade in the Fire Alarm and HVAC systems. In 2016-17, four new classrooms were added in B-building and a walkway bridge between B and D-building was also completed.

8. ***Decreasing Enrollment***

Monta Vista enrollment has declined 160 students since 2014, and is projected to decrease an additional 400 students over the next five years. In 2014, the total student population was 2350 and by year 2024 it is projected to be at 1860 students. This dramatic decrease in enrollment will lead to some over-staffing issues in the near future.

9. ***Technology Integration***

Since 2014, technology has been used extensively in all aspects of school life. Chrome book carts are available in almost all classrooms for student use. Teachers use Google Suite (Classroom, Drive, Docs, Forms, Sheets) to assign, collect and assess work. Student feedback is being used by many teachers to improve their instructional practices to make them more student centered.

Implementing and monitoring the schoolwide action plan aligned with LCAP

MVHS has an annual School Plan aligned with the FUHSD Beliefs, LCAP, and WASC goals. At the school level, Monta Vista has developed a process to identify the MV School Commitments every year. These commitments are informed by and honor the FUHSD Beliefs, WASC Goals and past MV School Commitments. These collective commitments are school-wide goals that all staff contribute in the decision-making.

The process to develop commitments every year begins in December when the Leadership Team is asked for their input based on our FUHSD beliefs, past MV School Commitments, and WASC goals. Based on this input, a draft of the MV School Commitments is prepared by the Administrative Team. Then, in January, the Leadership Team reviews the draft and provides feedback and the Administrative Team incorporates this feedback to prepare the second draft. In February/March, the second draft is shared with the staff in ERAP staff meetings, and a "Fist of Five" process is followed and the will of the group is regarded as the Commitment. The idea behind the "fist of five" process is to recognize that all voices are important, to surface positive and questions/concerns, to ensure all points of view are heard, and to see if the will of the group is evident. After the ERAP meetings, the results of the collected data are shared with the whole staff.

For the school year 2018-19, MVHS identified two overarching MV School Commitment goals. The first being in academic support - We care about all students as learners, where 99% of staff agreed, strongly agreed, or are ready to champion based on our School Commitment process. The second goal being in Social-Emotional Wellness - We care about all students as human beings, where 93% of staff agreed, strongly agreed, or are ready to champion.

Furthermore, Monta Vista's annual School Plan goals are developed and aligned with our WASC goals and FUHSD's LCAP goals as aligned below:

FUHSD LCAP Goal #1	Sustain generally high student performance while ensuring high levels of learning from every student.
MVHS WASC Goal	Support Struggling Students: Improve support and intervention to struggling students (D/F students).
MVHS Target	Improve support and intervention for all students, in-particular struggling students (D and/or F).

FUHSD LCAP Goal #2	All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers.
MVHS WASC Goal	Coherence: Increase the consistency and coherence across sections of the same classes.
MVHS Target	Increase the consistency and coherence across sections of the same class.

FUHSD LCAP Goal #3	Every student will feel safe, cared about, and both academically and socially engaged in school.
MVHS WASC Goal	Stabilize Student Stress: Improve our emphasis on reducing student stress and increasing self-management skills for all students.
MVHS Target	Develop and implement strategies to assure that all students feel they have a positive connection to at least one adult on campus. Show students we care about them as both learners and as human beings.

FUHSD LCAP Goal #4	Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.
MVHS WASC Goal	N/A
MVHS Target	Improve on student and parent opportunities to learn and give feedback on MV school goals.

Schoolwide Action Plan Progress

Action Plan #1: Support Struggling Students
To improve and better integrate our culture, interventions, and support systems by: a) creating consistent definitions of "struggling" and "middle-level" students and a public dashboard of indicators; b) aligning and improving early intervention systems and longitudinal support; c) improving placement and learning/credit recovery opportunities for students; d) improving structure of tutorials, academic tutors, and other in-house expertise to create consistent support mechanisms.

Over the past six years, MVHS has been working to define who the "middle" or "struggling student" is but there has not been a consensus on a definition. As of now, the definition of "struggling student" has unofficially shifted to students earning D's and/or F's at progress reports and/or semester marks in one or more subjects. Some PLCs have also refined this definition to include students who do not demonstrate mastery on Common Formative Assessments (CFAs) or Essential Learnings. These definitions have made the "struggling" student more easily identifiable by teachers and staff, and furthered the discussion around supports and resources for struggling students. This has enabled more timely and appropriate interventions earlier in the semester as a result.

Additional intervention systems have also been implemented in order to address the needs of students struggling not just academically, but socially and emotionally as well. One of the MV Collective Commitments to support struggling students involves active follow-up with these individual students and their families, referring students to guidance counselors and administrators, and logging interventions in School Loop, including positive interactions. The communicated school wide expectation is that teachers will contact home in the case of a D or F letter grade.

Logging and tracking intervention support has also included training on the School Loop Intervention Tab that reiterated the "We Care" school message and the importance of thoughtful, relevant, transparent, and concise teacher input in terms of supporting struggling students. According to self-reported teacher surveys, 78% of teachers were able to use the Intervention Tab to share or gather input from other teachers for their struggling student(s). Although School Loop has been utilized throughout the district, the district will be switching to Schoology, a new learning management system, in the 2020-2021 school year. It is unknown at this time if Schoology offers the same intervention features as School Loop, and training still needs to be provided to teachers, parents, and students.

The Monta Vista School Commitment to reach out to struggling students and utilize the School Loop Intervention Tab has increased communication surrounding struggling students, whether it be home to school communication, or communication between teachers and supportive staff members. Progress on D/F/I rates and an increase in referrals to additional intervention services such as Student Assistance Team (SAT), guidance counselors, and Study Buddies have occurred. The Student Assistance Team is another facet of the early identification system, both for social-emotional and academic interventions. Following a SAT referral, a student may be referred to additional resources and support. There is still a need for a system to track whether these early interventions are having a measurable impact on student achievement. Over the past six years, there has been a decrease in semester D and F grades across all disciplines, and in core subjects such as English, Math, Science, and Social Science.

Disaggregated D/F data from the past three years indicate that, on average, slightly over one-third (35%) of students getting a D/F belong to a relevant subgroup (Special Education, Latinx, ELD, Socioeconomically Disadvantaged). Of these relevant subgroups, Special

Education students carry the highest proportion of D/F grades at approximately 21% of the total D/Fs; the rest of the groups together comprise about 13.6% of total D/F grades; they are twice as likely to get a D or F as their general education peers, suggesting the need for additional support in core classes such as Biology, Lit/Writing, Algebra, and Geometry. While the Special Education subgroup is the most prevalent in terms of D/Fs, a vast majority, 65% of students that are not passing their classes are in general education classes, without the formal supports or accommodations that are provided to students in elective support courses or to those with IEPs or 504 Plans. This suggests that there may be a need to provide additional structural support and interventions for our general education struggling students as well.

Teachers working in PLCs is another area through which struggling students can receive additional support. Some PLCs report in surveys that continued work in Monday/Wednesday Collaborations with CFA cycles have resulted in identifying struggling students sooner, so that effective interventions can be implemented. Based on self-reported PLC survey data, the use of data-driven interventions has risen by about 12% over the past three years. The goal of developing and implementing interventions as a team has also seen a 50% increase in PLCs. Thus, it is clear that most teachers and PLC teams are aware of and addressing the need to increase data-driven interventions.

Anecdotally, teachers indicate in surveys that they approach student support in a variety of ways. Teachers most frequently cited initial intervention as some sort of one-on-one conference with a struggling student. Other common trends in student support include offering additional support, suggested tutorial (having three tutorials has been a big help), additional opportunities for retakes and rewrites, communication home, and adjusted deadlines.

One outcome of the intervention work has been a pilot by administrators and guidance counselors to monitor closely D and F grades of 9th grade students in Biology, Lit/Writing, or Algebra 1. Direct communication home and check-in meetings have been occurring and monitored tutorial scheduling has started for second semester in 2018-19. Monta Vista School Commitments for the 2019-2020 school year agreed to explore expanding this pilot to include 10th grade students in a similar manner.

There are a number of credit recovery opportunities provided to students in order to remain eligible for both graduation and four-year colleges. They include concurrent enrollment, night school, and Summer Academy. There is also a comprehensive A-G credit recovery program through the district's Educational Options. Part of monitoring the placement and credit recovery opportunities for students also involves tracking student progress over time. Special Education students, for instance, are tracked by their case managers via transcripts and progress grades. Similarly, AVID students are monitored by both their elective teacher and guidance counselors, and referred to additional services, if needed. All student A-G eligibility is monitored annually by their alpha guidance counselor, resulting in conferences and contacting home with resources and methods for repairing eligibility if needed. Finally, any students with D/F/Incompletes are called for conferences with administrators during each marking period.

Since the WASC visit in 2014, there are a number of new course offerings and opportunities for students to recover credit for graduation and A-G eligibility including: AP Computer Science Principles, AP Physics 1, and Multimedia Design (Journalism). In addition, FUHSD offers 8th Block (after school) courses in History, English, and Biology. Students in need of credit recovery have first priority to 8th Block courses, followed by students who need to repair grades to meet A-G eligibility.

The school has made significant strides in terms of improving structural support for students. In response to articulated student need, we have added two more tutorial periods (for a total of three tutorials per week) to our weekly schedule, allowing for more opportunities for students to seek teacher help and/or work on assignments, and for teachers to implement interventions with struggling students. While the impact of these additional tutorials has not yet been measured, anecdotal evidence from teachers and students alike indicates that the additional tutorial time is helpful in terms of time and homework management. Similarly, many students anecdotally report that it has helped them manage their academic stress. The staff has also discussed the possibility of including a more structured tutorial system, including a tracking tool to monitor how students utilize tutorial time. Some teachers have individually chosen to structure their three tutorials, choosing one or two tutorial periods to focus on helping struggling students in particular, in order to address the varied needs of all their students.

Action Plan #2: Stabilize Stress and Self-Sufficiency

Continue to improve our emphasis on reducing student stress and increasing self-management skills for all students by:
a) creating a school homework and project deadline policy and calendar;
b) better assessing and utilizing results from our activities in this area to consolidate around best practices;
c) investigation of modifications in the school calendar to yield better outcomes and less stress;
d) building a more effective alumni network to assist students in planning and executing pre-college and post-secondary plans.

Another element to the approach of homework and student stress is reflected in the Monta Vista School Commitments. One section of this document is dedicated to the issue of stabilizing student stress by honoring break time and not assigning homework over long breaks, summer and and honoring the "student experience" during our Homecoming Week. The intention of these commitments is to ensure that students can fully engage in non-academic activities, such as spending time with friends and family and participating in school activities, without worrying about suffering academic penalties or getting behind in homework.

Over the past few years, many teachers are incorporating positive psychology and mindfulness techniques in their lessons. It includes playing improv games, breathing exercises, fun videos, team building activities and class discussions. Students have responded positively to activities

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the hope is, as more and more teachers use these techniques, the conversation about the mental health needs of students will become easier.

Conflict Calendars have been inconsistently utilized in classrooms across Monta Vista, and with varying degrees of success. While implementation is inconsistent, some teachers do seek student input in determining test and/or due dates for major assignments. As a result, implementation of Conflict Calendars as a widespread method to address student stress and self-management may be a topic for further discussion and investigation; an alternate method may be better suited for the needs of our school. At this point the use of conflict calendar has tapered off, however, there is the potential of electronically implementing a similar concept through Schoology next year.

Over the past several years, the school and various organizations associated with the school, such as ASB and PTSA, have hosted a number of stress-busting activities for students and staff alike. ASB has hosted stress-busting activities during brunch and lunch, such as "Bring Your Own Banana Day" (where students are treated to banana splits), hot chocolate day, pajama day, therapy dogs and farm animal day, etc. Stress reduction activities such as meditation and Tranquil Tuesdays are offered during tutorials and lunch by our Student Advocate and teacher volunteers. Our PTSA regularly sponsors presentations by authors, psychologists, and other guest speakers for students, teachers and parents.

Twice annual Challenge Days are additional opportunities for students to engage authentically with their peers and tackle issues such as stress, pressure, and self-management. Each semester, 100 students and 25 team leaders work to increase empathy, understanding, and social-emotional intelligence. According to the 2016 Challenge Success Survey, while only 18% of the student population had participated in a Challenge Day, 70% of participants agreed or strongly agreed that it helped them learn more about social and emotional skills.

The variety of activities outlined above have had mixed reception from students and staff regarding their effectiveness in reducing student stress. While Challenge Day is quite effective in supporting social-emotional development (70%), only 42% of students found OLÉ Day effective according to our 2016 Challenge Success survey. Similarly, while students and staff anecdotally noted higher participation in Homecoming activities due to the collective commitment regarding major assignment dates, students did feel as though they were then disproportionately swamped with assignments immediately following the week's festivities, as indicated above. Teachers also anecdotally note in the Teacher Feedback 2016-2017 Survey that students had a disproportionate amount of schoolwork in the weeks following Homecoming to "make up" for the lost time. Student surveys are occasionally implemented to gauge the effectiveness of these activities, and adjustments to stress-busting events and implementation of a later school start time were made in response to this feedback. To continue gathering data on student stress and wellness, a district-wide Community Taskforce on Student Wellness surveyed all students in FUHSD in January 2019 about symptoms of anxiety, depression and resilience. The Wellness Taskforce is currently working to communicate the survey findings to all stakeholders to determine next steps to address student wellness across the district.

In an effort to reduce student stress, we implemented a number of significant changes to our school bell schedules. Starting with 2018-19, we introduced a new bell schedule and school start time changed from 7:35 am to 8 am on Tuesdays, Thursdays, Fridays; 8:40 am on Mondays and 8:55 am on Wednesdays. End of semester finals schedules have been modified such that no more than two finals are given each day (whereas in the past there were three finals on the first day of the finals).

The addition of a second tutorial period (in 2016-17) and a third tutorial (in 2018-19) is another significant change to the schedule. Our current schedule has three tutorials – on Tuesdays, Wednesdays and Fridays. The 2018-19 school year is the first year with three tutorial periods, so data about its impact or effectiveness has not yet been gathered, though there are plans to do so in the future. Students anecdotally report that it has been immensely helpful to have the additional time to check in with teachers, receive extra help prior to exams, and that it has positively impacted both their time and stress management.

Currently, a number of alumni activities are documented through the College and Career Center, such as reunions and Homecoming. Graduating students' postsecondary plans are tracked through Naviance. Alumni are also occasionally utilized as guest speakers in classrooms or college tour guides for AVID college campus visits. The collection of longitudinal data through senior exit surveys have recently been implemented. This was initiated with the graduating class of 2016 and will take place again at one year post-graduation and five years post-graduation. We plan on continuing this process of data gathering for alumni so that we can continue to track our graduates over time and strengthen our alumni network. MVHS recognizes a need to develop more opportunities for alumni to engage with the school's activities, such as the upcoming Career Day. While there is some social media outreach for alumni, it can be improved and broadened.

Action Plan #3: Common Core +
Improve integration of Common Core and other new standards alignment into curriculum, instruction, and assessment, by: a) providing credible and current research and training opportunities for staff; b) emphasizing non-fiction and evidence-based close reading and writing across the curriculum; c) emphasizing data analysis and interpretation of quantitative information more effectively across the curriculum; d) effectively aligning and scaffolding research skills into classroom learning activities and projects

There have been ample opportunities for Monta Vista teachers to participate in Common Core-related professional development through the district. The Biology team has had multiple years of professional development to address the shift to NGSS. Our Chemistry and Physics teams have participated in district wide PD to include NGSS and earth science standards in our

physical sciences curriculum. Through our district's Algebra Initiative and similar work with the Geometry team, teachers have been trained on Performance Tasks. In these Performance Tasks, students are asked to demonstrate new math knowledge, logic, and collaboration skills in order to solve a challenging problem. Sometimes these Performance Tasks can take several days for the students to work through. Also, there has been a focus in the past five years across the district to teach Statistics and Probability across many different math courses.

The interdisciplinary English and History 10th grade teams attended the "Reading and Writing in the Era of Common Core" PD. The Social Studies team attended the World History PD which focused on analysis of primary and secondary sources as all history classes use primary and secondary sources for student analysis and synthesis. The English team has benefited from the PD to align with Common Core by informing teachers in basic Common Core skills and promoting cross-fertilization across PLCs and different school sites.

Other relevant professional development provided has included "Collaborative Analysis of Student Work" and "Feedback on Student Work," which has addressed the topics of non-fiction, analysis of student data, and use of protocols to examine student work. There is ongoing financial support for teachers to attend content-specific conferences, such as the annual California Association of Teachers of English (CATE) Convention, National Science Teachers Association (NSTA), American Association of Physics Teachers (AAPT), AVID Summer Institute, and College Board training for AP courses through organizations such as School Site Council. These professional development opportunities often include workshops or strands that are directly relevant to the implementation of Common Core standards in content-specific contexts.

There has also been steady, ongoing attendance at the Solution Tree PLC at Work Summit. Since 2015, 62 staff members have attended the Solution Tree's PLC and RTI conferences. This professional development sets the stage for our school's continuing discussion about collective commitments, clarifying what is essential for students to know and do, creating formative and summative assessments, analyzing student work, and intervening appropriately. These concepts are central to our school's overarching five guiding questions. Administrators are supportive of ongoing teacher attendance at this professional development institute, and this is a continued focus for future teacher professional development.

For the past six years, school leadership has provided PLCs with opportunities for paid summer work. In order to take advantage of this opportunity, teams must submit a work proposal for approval, in which they explain what they hope to accomplish with this time, how it relates to the school's overarching goals and five guiding questions, and how it addresses the instructional shifts due to Common Core. Teams addressed a number of topics, including Common Core and NGSS, integration of nonfiction and close reading, scope and sequences for various courses, developing common assessments and creating lesson plans. Many teams then continue this summer work into the school year with their PLCs.

The integration of research skills across the curriculum has continued to progress since our last WASC visit. Research has become a central focus of several PLCs, such as the interdisciplinary 10th grade World Core and 11th grade American Studies teams, and occurs throughout several English and Social Studies teams. These teams, in particular, have also discussed the progression of research skills both vertically, throughout the grade levels, and horizontally, across courses and sections. Research instruction creates inquiry mindset, which supports and improves student learning, and prepares students for a college learning environment which is heavily inquiry-based. The research process and various research skills occur across departments and curriculum, including the Science, Math, English, Social Studies, AVID, and Art departments.

There have been several opportunities for Monta Vista students to engage with research skills throughout their high school career and in a variety of disciplines. For instance, in May 2016, several Science, English, History, and Arts classes presented The Martian: Deconstructed. This was an interdisciplinary, project-based and research-based learning experience that explored the fact and fiction behind the film, held at the San Jose Tech Museum and featuring a panel of NASA scientists. The World Studies and World Core students also host an annual Change the World Film Festival, in which they present their capstone research projects on a global human issue. Our social studies classes talk about College, Career, and Civic Readiness with their students. Social studies teachers have been actively working to engage our students in civic-mindedness. All junior level classes will have the League of Women Voters come in to help pre-register all eligible juniors to vote. Several projects are introduced in CTE or Business and Principles of Marketing courses. Research projects on the causes and consequences of the use of highly leveraged financial institutions related to mortgage backed securities and the Great Recession of 2008 included themes of globalization, productivity, comparative advantage, income distribution, flows of capital and labor, dislocation, and unintended consequences. Students are able to assess economic activity and make rational decisions under conditions of uncertainty. These are just some examples of how Monta Vista students are able to authentically engage with research in their learning.

Action Plan #4: Coherence
Increase the consistency and coherence across sections of the same classes by: a) increasing the development and use of common assessments and rubrics based on internal and external touchpoints;   b) increasing consistency in course load expectations;   c) creating and using an ongoing data stream to monitor progress in this area.

Much of the work done to address the topic of coherency across sections has occurred at the PLC level. PLC teams are guided by the administration's loose-tight approach to collaborative work. There have been clearly defined expectations regarding the type and scope of work to be done in collaboration as indicated in the PLC Expectations. This included clear expectations regarding the quantity of CFA cycles to be completed each semester by PLCs. MVHS initially began with

the one-PLC model and then expanded to a two-PLC model in 2018-2019 school year to increase collaboration. The result of the two-PLC model doubled the total number of PLC teams from 24 to 54 teams in total.

PLCs are responsible for determining the type and scope of their work through the year so long as it adheres to the five guiding questions of the school, rather than being instructed as to how many CFA cycles teams are expected to complete each semester. The intent is to provide the framework for more in-depth, quality work as opposed to surface-level or quantitative-driven work. The opportunity arose to switch to a two-team model in 2018-19 as the new bell schedule allowed for two collaboration periods for most teachers to have a primary and secondary PLC. In addition to support groups like AVID, ELD Teachers, World Language Teams with teachers from multiple sites, there is also the option of a Flex PLC.

The use of common assessments is widespread in course-alike teams and PLCs, and about 80% of PLCs have completed one CFA cycle within the first semester of 2016. Many teams have developed and implemented common formative assessments, common summative assessments, or both. Some PLCs and course-alike teams have pacing guides, common midterms, final exams, or capstone final projects, such as the AP Physics 1, APUSH, World Core PLC. Common formative assessments and common rubrics have also been developed and utilized in some PLCs, such as AP Physics 1, Biology and American Literature Honors. While these common elements are present in some PLCs, they are not consistent amongst all teams, or necessarily enacted by all members in a PLC team, as indicated by PLC surveys over the years.

Other means of achieving coherence across sections include common grading policies. Common grading policies are currently being used in Biology, AP Physics 1, and APUSH. Agreement of common grading practices and course wide expectations have expanded in PLCs in recent years. In the 2016-2017 Team Plans, over half of PLCs have identified this area as a goal for this year's PLC work, which is a 120% increase from the previous year. Developing and implementing shared lesson plans, and evaluating their effectiveness on student learning, is another goal that has seen significant growth, and is an area of focus for about a third of PLC teams. Grade distribution by marking period and by department is also shared with Department Leads, which can be used to facilitate discussion about grading policies and grade distribution in some departments and PLCs. Through the PLC process, there has been an increase in opportunities for test corrections, retakes, rewrites, grade contracts, understanding learning as an ongoing experience and utilizing the growth mindset.

Beyond this, there is a wide variation in terms of consistency within PLCs, and about what consistency and coherence means. Some PLCs have unit and pacing guides, common rubrics, and protocols to examine student work in addition to these Essential Learnings. Some PLCs have used CFAs to discuss student progress and implement intervention methods.
All work pertaining to PLCs is utilized to monitor progress. This includes curriculum maps, pacing guides, common lesson plans, formative and summative assessments, rubrics, team plans,

essential learnings, etc. Key documents, such as the team plans, essential learnings, and PLC survey data, are shared directly with administration and updated each year. Beyond reporting this information, however, there is no clear system in place to regularly evaluate and monitor the quality of PLC work or the progress of individual teams.

The Visiting Committee identified two additional areas for follow up in 2014 WASC Action Plan:

1. The LeGos need to be explicitly embedded within the Common Core curriculum and assessed in a way that involves all stakeholders in the analysis of the resulting data, so that results can be used to change curriculum to better address student needs.
2. The Professional Learning Communities need to establish and communicate goals, accountability, coherence, and proof of progress toward the cycle of inquiry and action, to show the impact of PLC work on student achievement.

#1: Inclusion of LeGos
LeGos continue to be implicitly embedded in the curriculum at Monta Vista, across disciplines and grade levels, as well as in our FUHSD Organizational Belief Statements. The skills outlined in LeGos are assessed in some way by teachers, though not explicitly. The variety of research and project-based learning opportunities available across departments demonstrate that the LeGos are being well addressed throughout our students' years at Monta Vista. Some examples are inquiry labs in AP physics, projects in Spanish that assess skills like communication, collaboration, thinking and problem solving, and projects in math and computer programming classes. Components of LeGos are incorporated into NGSS but there is no explicit connection in terms of assessing them.

Regarding explicit embedding and assessment of LeGos, as of now we are not actively working on any such plan as the primary focus has been on PLC work. One tentative proposal is to examine LeGos as a staff in comparison to 21st century goals to see in what ways they overlap, and how to adjust or update LeGos to be more appropriate for our 21st century students. Another idea for consideration is to include a self-assessment or reflection component for students as they enter Monta Vista as freshmen and exit as seniors.

#2: Continued Development of PLCs
There has been substantial progress in addressing this critical area of follow up. PLCs are responsible for determining the type and scope of their work for the year, so long as it adheres to the five guiding questions. The type and scope of PLC work is documented via Team Plans, created by each PLC team at the start of the school year. One element of the Team Plan includes identifying the goals the team would like to accomplish in the year ahead; these goals include designing Essential Learnings, designing and implementing CFAs, using CFA results to guide changes, articulating "criteria for success" on common assessments, calibrating performance standards via collaborative scoring, implementing interventions, designing and implementing

shared lesson plans and analyzing their effectiveness, and agreeing on grading practices and course expectations.

Teams are responsible for submitting an end-of-year PLC Team Reflection in which teams self-assess progress and the impact of the team's work on student learning and our students' overall experience. Qualitative data from these surveys indicate that PLC work has provided teachers with the opportunity to look more in-depth at Essential Learnings and student work through the CFA cycles, which has positively impacted student achievement. However, the depth and quality of these end-of-year reflections vary greatly from group to group. Several of our PLC groups work well together, going through 4 or more cycles of inquiry each year (our Stats PLC is a good example of this). In other groups, there are still conversations to agree on pacing, redemption practices, and approaches to tutorial.

Team Plans, documented Essential Learnings, and regular PLC surveys are the methods used to report progress in this section of the Action Plan to administration.   This information, in part, is used to help inform the administration's development of annual MV School Commitments, which are then brought to the Leadership Team for review and adopted by the school after discussion by the staff. In 2015-16 the district developed a Team Lead position (paid position) for PLC work. At this time, teams do not receive feedback on the quality of teams' Team Plans, Essential Learnings, and Reflections.

Self-reported PLC surveys indicate that while there is self-reported proof of progress towards CFA-based cycles of inquiry, there has been a tapering off over time and the quality of this work is not regularly monitored or assessed, and there is no system for receiving feedback on the scope or quality of PLC work. Further, there appears to be a lack of consistency of responses within PLCs, indicating that there is not a common understanding or agreement as to what the nature of PLC work looks like.

Making PLC work more accountable is an area for continued growth, as it is unclear how reported information via submitted documents and surveys directly impacts the development of next steps in order to keep PLCs continually progressing in quality and depth of work over time. While there has been vast improvements in the scope and nature of PLC work over the past six years, there needs to be a system in place to regularly check in with PLC work and provide feedback so that collaborative work continues to improve over time and has direct, measurable impact on student achievement and pursuit of WASC goals.

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

A: HISTORY AND BACKGROUND OF THE SCHOOL

Monta Vista High School (MVHS) cares about all students as learners and as human beings. We make every effort to ensure that all students feel safe, valued, and welcomed. Our core purpose is to educate the whole child and every child. Our vision is that graduates of Monta Vista High School become informed, ethical, and active citizens; knowledgeable self-directed workers; discerning participants in the arts; and lifelong learners in the pursuit of personal excellence who can adapt to the challenges of the future. MVHS staff is committed to the continuous growth of a collaborative culture in support of a school environment where all students want to attend, feel cared for, and are engaged in learning.

Monta Vista High School opened in 1969 in Cupertino and is one of five comprehensive public high schools in the Fremont Union High School District (FUHSD) that includes schools in the cities of Sunnyvale, San Jose, and Cupertino. Cupertino, a city sometimes referred to as the heart of Silicon Valley, is situated about 10 miles west of the city of San Jose, in Santa Clara County of Northern California. It is home to Apple Computer and many high-tech companies. Cupertino is a suburban community of about 60,000 people with about 50% having been born outside the country and 63% speaking a language other than English at home. The median household income is about $147,000, and 95% of our students have at least one parent with a Bachelor's degree or higher. Monta Vista High School is one of the top high schools in California and in the nation, and is regarded for its strong academic programs and its variety of extracurricular and co-curricular opportunities for students. A California Distinguished School and National Blue-Ribbon award winner, MVHS is frequently recognized by Newsweek and US News and World Report for its outstanding student success. Monta Vista earned a six-year WASC accreditation in 2014 with a mid-cycle visit most recently in 2017.

MVHS has a relatively stable school population, though there has been a gradual decline in enrollment within the last 10 to 15 years. Of our 2187 students, 79% identify as Asian, 11% as White, 4.7% as two or more races, 3.4% as Latino, 0.9% as Filipino/Pacific Islander, 0.6% as African American, and 0.3% as American Indian. Of these students, 3% are English Language learners, 6% are socio-economically disadvantaged, and 5% have identified disabilities. Thus, there is a large disparity in regards to wealth among many of our students. MVHS is proud of our diverse student body and the value it adds to our inclusive school community. The graduation rate at Monta Vista High School has consistently been above 97% and has been 98.7% the past two years. Approximately 98% of our students attend college after graduation (80% attend 4-year college and 18% attend 2-year college).

MVHS BY NUMBERS

Enrollment 2019-20	2187
Teachers	97
Students in full-time off-site programs	42
Average class size	32.5
Student to counselor ratio	536:1
Percent of students that took at least one AP course/exam	97%

MVHS STAFF
Students are supported throughout their four years at MVHS by teachers and staff. Monta Vista currently has 97 certified staff, 48 classified staff, 4 Assistant Principals and a Principal. These numbers include four full-time academic guidance counselors (562:1 student to counselor ratio), who provide counseling, academic, and emotional support to students outside the classroom. The administrative team works closely with guidance counselors to monitor student progress towards graduation and provide interventions when needed in a timely manner. In addition, 1.5 student advocates, who are licensed therapists, and 1.6 school psychologists provide students with counseling and emotional support. Other support staff includes one librarian, one library media paraprofessional, 0.8 speech/language/hearing specialist, 0.5 health clerk, and one resource specialist. Additionally, one teacher mentor to support and facilitate continued training for new teachers (less than two years in the district). Also, the College and Career Center Advisor guides students through their college selection process and makes informed decisions about their future academic goals.

MVHS 2014 WASC Goals

1. Support Struggling Students: Improve service to struggling and middle-level students
2. Stabilize Stress and Self-Sufficiency: Continue and improve our emphasis on reducing student stress and increasing self-management skills for all students.
3. Common Core+: Improve integration of Common Core and other new standards alignment into curriculum, instruction, and assessment
4. Coherence: Increase the consistency and coherence across sections of the same classes.
5. PLCs need to establish and communicate goals, accountability, coherence, and proof of progress toward the cycle of inquiry and action, to show the impact of PLC work on student achievement.
6. Learning Goals need to be explicitly embedded within the Common Core curriculum and

assessed in a way that involves all stakeholders in the analysis of the resulting data, so that the results can be used to change curriculum to better address student needs.

MVHS Vision Statement

Graduates of Monta Vista High School become informed, ethical, and active citizens; knowledgeable self-directed workers; discerning participants in the arts; and lifelong learners in the pursuit of personal excellence, who can adapt to the challenges of the future.

MVHS Learning Goals

The Monta Vista High School staff, in partnership with parents and community, expect Monta Vista students to meet quality standards in the following areas:

THINKING

- Applies past learning to new situations
- Applies problem solving and decision-making skills to meaningful tasks
- Applies creative thinking in a flexible and open-minded manner
- Engages in tasks even when answers or solutions are not immediately apparent

INFORMATION PROCESSING

- Uses a variety of information-gathering skills, tools, and information resources
- Interprets and synthesizes information
- Assesses accurately the value of information
- Converts data into usable information related to need

COMMUNICATION

- Communicates with clarity to diverse audiences for a variety of purposes
- Communicates in a variety of ways using an appropriate medium

COLLABORATION

- Uses interpersonal skills when working within groups or systems
- Works towards establishment and maintenance of the group and achievement of group goals
- Practices skills required to contribute positively to a society
- Demonstrates respect for diverse cultures, languages and opinions

SELF-MANAGEMENT

- Sets priorities, plans and acts to accomplish personal, academic, and career goals
- Manages time and resources effectively
- Develops and uses strategies to maximize personal well being
- Uses feedback and self-reflection to assess, monitor, and improve performance

- Creates quality products and performances

Local Control and Accountability Plan (LCAP)

Parents and other community members have the opportunity to give input to the LCAP in a variety of ways. The school sends multiple emails to ask for feedback about specific issues and have welcomed stakeholders to meetings and discussions about the process.

The LCAP for FUHSD included the following four goals:

- **Goal 1:** Sustain generally high student performance while ensuring high levels of learning from every student.
- **Goal 2:** All students will have access to a guaranteed and viable curriculum designed to help them pursue their passions and interests while preparing them for college and careers
- **Goal 3:** Every student will feel safe, cared about, and both academically and socially engaged in school
- **Goal 4:** Parents, students, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school and District priorities, expenditures, and programs.

Goals one and two are generally monitored through disaggregated student performance data, including student grades, CAASPP scores, and graduation rates as well as college admissions. Goal one also aligns with our WASC goal of supporting struggling students. This is done by providing timely, specific and direct interventions to students with a D or an F grade. Interventions include teachers talking directly with the student, contacting home via phone and/or email, and inviting students to targeted tutorials for skill building. Administrators support teacher redemptive practices by ensuring students that need extra time and support attend targeted tutorials. Teachers, guidance counselors and administrators also log interventions in School Loop for streamlined communication amongst the students' educational team.

Goal two aligns with our WASC goal to increase consistency and coherence across sections of the same class. This is done by course-alike teams engaging in the PLC process to establish team norms, develop essential learnings, develop common formative assessments, analyze student work, and intervene for students that have not mastered Essential Learnings. Our new bell schedule includes 50 minutes on Monday and 65 minutes on Wednesday for protected PLC time each week. Primary PLC teams document their work through at least two complete cycles of inquiry per semester with a focus on intervention for students now. Secondary PLC teams are new since last year and are committed to the FUHSD five guiding questions being the foundation to their work.

Goal three is monitored via truancy data and discipline data, as well as data gathered from district-provided surveys about mental health, school climate, and perception. Goal three aligns with our WASC goal to stabilize student stress. Building and maintaining positive connections with our students took a central focus last year. There have been multiple professional

development sessions focused on building and maintaining positive relationships with our students. One outcome of our work to build and maintain positive relationships with our students has been a working group on campus called our Advisory/Tutorial Flex Team. Their work to find connectedness strategies with students during times of the day such as tutorial has led us to a schoolwide conversation to come up with a common understanding of what care looks like at Monta Vista High School. Through their work, multiple teams on campus (including our MV Leadership Team, Equity Task Force, and classified staff) are being engaged in what they believe care for students looks like and what professional literature says care is.

Goal four is a work in progress for Monta Vista. While we do feel we are responsive to our student and parent needs, we also recognize the value in continuing to engage our students and parents in ongoing conversation on MV school goals. Providing information such as our MV School Commitments, which reflect our school goals, to our students and parents is helping us address this goal. Our start of the school year student presentation to all students, MV Expectations, included our school commitments. It is important for students to know our focus for the school year as we hope to partner with them in the work. PTSA meetings and PTSA sponsored Principal's Coffee meetings are also examples of times where parents get to hear and engage in conversation about our MV School Commitments. School Site Council students and parents, like PTSA, have the opportunity to learn about our school commitments and often they hear the ongoing progress as well.

B: DESCRIPTION OF SCHOOL PROGRAMS

As a large comprehensive high school, MVHS offers students with a variety of programs for every student to access. Our school has a committed staff, involved parents and about 2270 engaged and enthusiastic students. Students have the ability to challenge themselves with over 20 Honors and Advanced Placement courses through open-enrollment. AVID, Journalism, Leadership, STEM, Color guard, Cheer, Dance Team, Robotics, DECA, FBLA, Speech and Debate programs are offered. Our school newspaper El Estoque is a national award-winning newspaper. Staff works together with students to advise them on course selection and how they can take advantage of the rich academic programs to reach their academic and personal goals. A 90-minute Course Information Fair is held in February where students get an opportunity to visit different departments and ask questions from teachers about any particular course. Each department shares information with the students in a variety of ways including PowerPoint presentations, creating handouts, etc. In addition, students also have conversations with their current teachers about their preparedness for Honors and AP courses. The goal of this process is to help our students make informed decisions about the courses they want to take in their high school journey.

In addition to AP and Honors, we also offer a variety of courses specifically designed for Special Education and English Language Learners to achieve grade level competence in a least restrictive environment. Monta Vista is committed to evaluating our course offerings and curriculum to address the needs of all our students. Additionally, we also offer 17 CTE courses

and 46 elective courses allowing students to pursue a variety of interests in their high school career. Nearly all of Monta Vista's course offerings allow students to fulfill the University of California's A-G requirements. All our AP courses and Honors courses are open to all students. Our AVID program has been helpful in preparing many of our students for post-secondary success. This program has been instrumental in preparing students to navigate the educational system in addition to helping guide underserved students into considering AP and Honors courses. Our Leadership class has over 45 students of which 27 are elected by the student body votes. Every summer the Leadership students attend summer workshops and district wide training.

Monta Vista also provides opportunities for students who want to take courses outside of a regular high school setting through programs like College Now and Middle College. In College Now students take Economics, Government and Literature classes at Monta Vista but the rest of their classes at DeAnza Community College. For the Middle College program, all the classes are held at DeAnza Community College. Currently we have 8 students in College Now and 32 students in Middle College programs.

The STEM class started in the 2012-13 school year and enrolls approximately 30 students. Every student is required to do a project for the local Intel-ISEF affiliated science fair which is called Synopsys. In addition, many students end up in other competitions as well depending on the subject and quality of their project. Every year, four to eight students qualify to compete at the state level science fair and often one or two qualify to the international competition. The STEM class is intended for primarily underclassmen to teach them how to do independent science research. Many of these students continue conducting research throughout their time at Monta Vista and most of our Regeneron STS semifinalists and finalists were previous STEM students. We also have a research club which provides support for students who aren't in the STEM class to participate in research as well.

Several classes at Monta Vista provides extended learning opportunities for students to learn their content standards outside of a traditional classroom setting. This includes partnership with businesses, industry, community and higher education institutions. Some examples of these partnerships are given below.

Department	Extended Learning Opportunity Examples
Art	**Entire Community:** • Cupertino Fall Festival Art Show (Rotary) • FUHSD Annual Art Showcase (Vallco Mall, Spring) • Monta Vista Annual Art Festival (Monta Vista, Spring) • Los Gatos New Museum of Art, juried Art Show (Spring) • Student Designers for hire – Real client based projects (ex: Athletic Boosters apparel designs 2016, 2017, Thyrm 2017, 2019) Commercial Art & Design Course (Spring semester)

	Monta Vista small group community: • Monta Vista Art Alum special classroom speakers: (ex: Katherine Roy - Author/ Illustrator, Hanbin Youn – Car Designer, Faraday Future, Andrea Tsao – Fashion Designer, Deveaux NY, Angeline Chen – Designer, Fjord) • Professional Artist / Designer speakers (ex: Mike Gaddow – Designer, Fjord • Art & Design Career nights (Recently 2013, 2016, 2017, 2018 planning for 2019) • Individual portfolio review counseling by Art School and College Admissions counselors _and_ by MV Art Staff • Art School & College classroom presentations & advising and occasional night time presentations **f**or parents and all students (Laguna College of Art, Otis, Rhode Island School of Design, Art Center, etc) • Monta Vista Visual Art League (Art Booster parent group) • Public Art – Mural & periodic campus installations (ex: "Carrier Pigeon Messages" - Zinna Saha 2019, Outdoor Auditorium Mural in progress) - Art 3/4 combination class
Math / Computer Science	AP Computer Science Principles (APCSP) class and Technovation Club works with mentors in the community to build business plans and apps. Last year, our team that went to the US finals made an app to help folks with dyslexia. The year before, a team went all the way to international finals with an app for autistic folks. That team worked with our SPED department to test the app, and reached out to national organizations for feedback as well. APCSP has been working with Stanford University since its inception, to explore teaching of Logic to younger people. Traditionally, Logic is taught at the mid-college to graduate school level. Our APCSP teacher has refined the curriculum to make it palatable to high school students.
Drama	Our new Drama teacher is doing the following activities this year: Trying to get theater students connected with higher education by bringing alumni and professionals from the field in to give talks occasionally to the honors class Assigning a contest that is run through City Lights Theater in Downtown San Jose in order to help students make connections with professional theater companies. During Spring Break, taking 27 students to the Oregon Shakespeare Festival in Ashland, Oregon, to see professional theater and go on backstage tours and talk with professionals in the field.

Guidance	The district works with the city of Cupertino to provide College Planning Workshop and College essay workshop to give students a space to work on pieces of the application process. The classes are hosted by the sites and taught by FUHSD teachers, counselors and college and career advisors.
Journalism	Our journalism program has membership with Journalism Education Association of Northern California and students attend the JEANC NorCal Media Day each year. We are also members of the National Scholastic Press Association and Columbia Scholastic Press Association and regularly bring home national honors from both groups.
Industrial Technology	Project Lead the Way curriculum has been developed and maintained by Project Lead the Way, Inc. The board members of PLTW represent some of the world's leading companies and organizations in the fields of engineering, education, and research and development. PLTW curriculum is designed to provide students access to real-world, applied learning experiences that empower them to gain the skills they need to thrive in college, career, and beyond. Our Robotics Team participates in the FIRST Robotics Competition. FIRST was founded by Dean Kamen, and is led by industry and educational leaders. One of the goals of FIRST is to connect technology professionals to students through mentoring programs designed to inspire students to pursue careers in STEM fields. Our teams' mentors include many engineers, some who participated in FIRST as students, and parents. Additionally, our students connect with technology companies to solicit for mentors, donations and opportunities to demonstrate their robots. The Robotics team organizes or participates in many community outreach events, such as the Cupertino Fall Festival, Maker Faire, and Toys for Tots.
Music	FUHSD Marching Band Expo - All five schools in the district produce and perform a district wide marching band exhibition. Tri-M Society – Volunteer work in the community such as: 　○ Breakfast with Santa at the Quinlan Center 　○ Recitals at Senior Care Facilities 　○ Ushering at community concerts and events State and National Festivals – All performing groups (Band, Orchestra, Choir) perform at music festivals around the country. They get to collaborate and work with collegiate professors and students from around the country.

	Guest Artists and Clinicians - The music programs bring in local professionals to work with our students and to provide instrument specific expertise. Monta Vista Music Department also works with other local schools to sponsor national touring artists and clinicians to speak to our students about music education advocacy.
Physical Education	PE 9 Classes - Guest speaker from Ethical Choices Program. This program offers educational presentations that addresses issues related to food choices and the impact of those choices. PE 9 Classes - US Army self-defense guest teacher. PE Dance - "Dancing Days at Great America" Cupertino Sheriff 's Department - "Internet Safety" Presentation
Science	Organized a couple of multidisciplinary events- The Martian Deconstructed and The Earth Deconstructed in partnership with The Tech Museum and sponsored by National Geographic. AP Biology: Annual field ecology study measuring the growth of all trees at McClellan Ranch. The data is reported to the park management and has been used by the City of Cupertino in making decisions regarding the recent reworking of the park.
Social Studies	Show traveling exhibits from the **Gilder Lehrman Institute of American History** each year. We have had exhibits on the Freedom Riders, Lincoln and Emancipation, Progressive Movement, Voting Rights, Frederick Douglass, Alexander Hamilton, and this year an exhibit on immigration. These are large panels with primary sources, context, and images. In the past, travelling exhibits from the **Mississippi Humanities Council** on Emmett Till were on display in the library. Currently on display is an exhibit from the **National Archives** on the 100th anniversary of the 19th amendment (women's suffrage). APUSH has an annual speaker series in conjunction with the **Organization of American Historians**. Three well-known historians were brought in from the Organization of American Historians to speak to our APUSH students. They have heard from Albert Camarillo on the rise of majority-minority cities in California (such as Cupertino), Catherine Ceniza Choy on Asian American women's history, and Jeremi Suri on the rise and fall of the American Presidency. Some new speakers will be brought in this year as well.

	Our Social studies department chair also received an exhibit to display from the **Smithsonian Museum of American History** on the Martin Luther King Jr's 1968 Poor People's Campaign. Photo display.
Special Education	**Workability** offered through FUHSD where students work in jobs for 40 hours (paid) and get job experience Example are Pizza My Heart, Petco, Panera Bread etc. Sped partners with the Department of Rehabilitation where students get support in community colleges and job training.
STEM Class	Students participate in many science fairs like Synopsys (Intel-ISEF affiliated) science fairs throughout the year.

Monta Vista student life outside the classroom is active, led by a robust Associated Student Body (ASB), 90+ clubs, and various special interest organizations. Over 50% of our student body are members of these clubs. Each club has at least two meetings per month. Monta Vista students give back to their community by volunteering many hours of their time in service-related activities. These extensive extracurricular activities provide ample opportunities to match a wide range of student interest and facilitate a rewarding high school experience. Monta Vista also offers a large athletic program with students participating in as many as 28 different competitive sports.

Monta Vista has a robust Special Education Department to support all our resource and special education students. We have about 110 special education students who attend many SAI (Specialized Academic Instruction) small group classes and ACT (Academic Community Transition) classes. SAI classes are offered in Chemistry, Biology, Algebra1, Geometry, Consumer Math, Literature, World History, Government/Economics, Learning Skills and Academic Communication. ACT classes include Community Life, Community Social Science, Community Science, Community Reading, Community Math, and Pre-Vocational class. Students attending ACT classes get a Certificate of Completion in lieu of the High School Diploma. We also have a club called Ohana in which general education students support moderate/severe special education students with their conversational skills. Every summer, special education classes in Math, English and History are offered at the district Summer Academy. Incoming 9th graders also have the option to take JDI (Just Do It) whis is an orientation program to help the incoming special education students to learn about high school.

At the district level, Resource Educational Options helps students who are behind in credits and are struggling in high school. Students go to the district office for three hours a day to complete basic skill set around graduation requirements. This helps students to graduate and enroll at community colleges. Monta Vista does not offer courses that are exclusively online, though technology and online resources are included in the majority of classes.

C: DEMOGRAPHIC DATA

1. **Socioeconomic status of the school**
    a. 95% of students at Monta Vista have at least one parent who has earned a Bachelor's or higher degree.
    b. 6% of student's qualify for Free or Reduced Lunch at MVHS.

Findings

Monta Vista is located in an affluent area with 95% of students having at least one parent who has earned a Bachelor's degree or higher. The majority of MVHS parents are very involved in their child's education and provide extra support and resources as needed. Some examples include hiring private tutors, SAT preparation programs, and registering for external courses for acceleration. Although MVHS is located in an affluent community, there still is 6% of MVHS students who qualify for free or reduced lunch.

2. **Student Enrollment**

Student Demographics 2019 - 2020
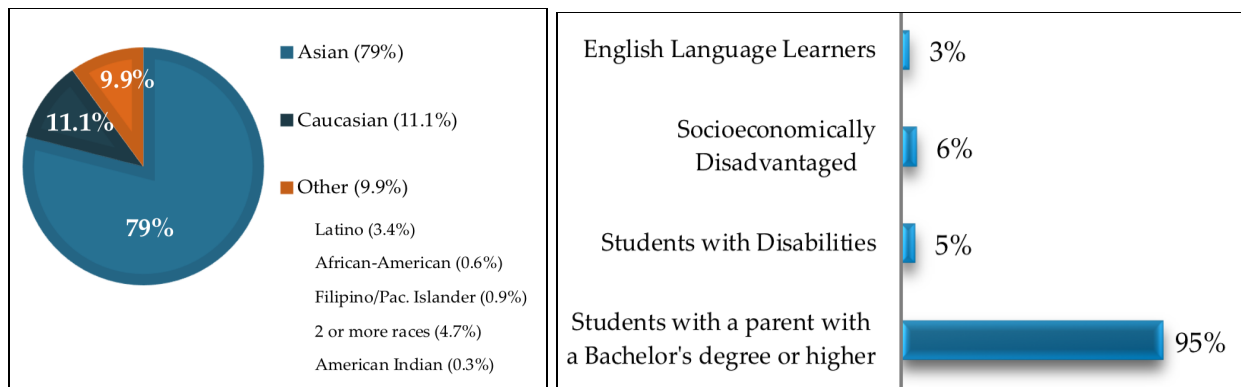
MVHS Multi-year Gender, Grade Level and Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19		2019-20	
Enrollment	2380		2353		2334		2370		2274		2178	
	Total	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**	**Total**	**%**
Male	1192	50%	1191	51%	1176	51%	1207	51%	1157	50%	1059	49%
Female	1188	50%	1162	49%	1147	49%	1178	49%	1139	50%	1119	51%

9th	641	27%	612	26%	596	26%	619	26%	543	24%	516	24%
10th	550	23%	626	27%	588	25%	584	24%	601	26%	517	24%
11th	580	24%	536	23%	602	26%	581	24%	574	25%	581	27%
12th	609	26%	579	24%	537	23%	601	25%	578	25%	564	26%
EL (9-12)	54	2%	57	2%	67	3%	47	2%	61	3%	76	3%
SPED	123	5%	125	5%	116	5%	125	5%	133	6%	118	5%
504	95	4%	91	4%	83	4%	93	4%	88	4%	111	5%
SED	52	2%	54	2%	39	2%	93	4%	109	5%	112	5%
Asian	1896	80%	1893	81%	1882	81%	1971	83%	1891	82%	1792	82%
Hispanic	62	3%	62	3%	67	3%	80	3%	87	4%	77	4%
White	389	16%	364	15%	348	15%	308	13%	285	12%	242	11%
Other	33	1%	34	1%	26	1%	26	1%	33	1%	67	3%

3. **English Language Proficiency Number**

	Enrollment	RFEP	EL
MVHS 2016-17	2334	10 (15.6%)	65 (2.8%)
MVHS 2017-18	2370	16 (24.6%)	73 (3.1%)
MVHS 2018-19	2274	19 (26%)	73 (3.2%)

Findings

Over the past three years, the total enrollment at Monta Vista has been decreasing slowly and is projected to continue this trend for the next five years. The proportion of Asian students has also increased while the proportion of White, Hispanic/Latino and African American students have slightly decreased. Some of these groups are not even statistically significant anymore. Since the number of our underrepresented population is decreasing, this makes it even more critical that we support these students and their families. These groups not only face an achievement gap but also a shrinking of their numbers in the population of this community.

As part of the Fremont Union High School District, Monta Vista High School does not receive Title I funds, however, over 11% of our students have identified disabilities. Monta Vista

continues to work on ways to include students with disabilities in all aspects of campus life, including the least restrictive learning environments, while maintaining appropriate support for these students' success.

The Fremont Union High School District has already started training Monta Vista's ELD and SDAIE teachers in improved methods for teaching ELLs, in light of the changes to testing with the ELPAC. As more data becomes available from this test, they will continue to support these educators in improving the outcomes for English Language Learners, so that they can take advantage of as many opportunities as possible.

D: Data on Addressing the 8 state priorities:

1. **LCFF priority 1: Teachers, Instructional Materials, and Facilities**
   a. 100 % of teachers are appropriately assigned pursuant to ED code and fully credentialed in the subject area and for the pupils they are teaching
   b. 70 teachers have advanced degrees
   c. 39 male teachers; 58 female teachers

Classroom Teachers	2016-17	2017-18	2018-19	2019-20
With Full Credential	104	106	105	97
Without Full Credential	1	1	2	0
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	0

MVHS Teacher Ethnicity	Percentage
White	69%
Chinese	10%
Asian Indian	5%
Japanese	5%
Hispanic/Latinx	4%
Filipino	3%
Korean	2%
Guamanian	1%
African American	1%

c. Students have access to standards-aligned instructional material.
   i. Our district ensures alignment to standards in subject matters through the use of PLC time on Monday mornings and these meetings have increased to twice a week starting in 2018-2019 because of the passage of the new schedule.
   ii. Most PLCs are course-alike teams have a team lead who is responsible for preparing agendas for the meetings, facilitating the meetings and making sure that PLCs complete their task in a timely manner. At times our administrators attend our PLCs meetings. Many PLCs like Math, Science, English, also get help from district curriculum specialists, who work with the PLCs in conducting cycles of inquiry, analyzing student work and creating common formative and summative assessments. This helps to ensure that all students have access to standards-aligned curriculum and instructional materials

d. School facilities are maintained in good repair or condition.
   Our school has undergone extensive modernization of our facilities in the past ten years. We have a new library, student center, cafeteria, gym, dance room, several classrooms and a staff lounge. The HVAC systems of A, B, and C buildings were replaced. Monta Vista has an easily accessible link on the school website which staff can use to place facilities help tickets for items in need of repair. The same system is followed for technology issue help tickets. Our custodial staff has a day and night crew who take care of all custodial needs at our school. The crew also takes care of the grounds and the pool maintenance. There is also a quarterly meeting with the director of facilities at the district to ensure any particular school needs are addressed with assistance from the district office.
   i. FUHSD started a new program this 2017-2018 academic year with the hiring of a science technician for every site, including Monta Vista. The science technician is in charge of safety concerns, like, chemical storage and helping with lab setups. Chemicals are separated according to the Flinn scientific model. Two years ago, the district rolled out a requirement that the entire science department attends safety training to ensure alignment. The chemistry rooms are equipped with a fume hood, eye-wash stations, showers, dustpans, fire blankets, fire extinguishers, and goggle stations.
   ii. In speaking to the head maintenance personnel, it appears that Monta Vista maintenance crew does an effective job at ensuring that the facilities are in good working conditions.

Findings

Monta Vista High School is staffed by very well-qualified professionals who have access to the facilities, materials and training necessary to continually improve as they work towards student success.

2. LCFF Priority 2: Implementation of Academic Standards

The FUHSD Teaching and Learning team has worked for the better part of a decade to transition from the old California State Standards to the California Common Core State Standards and the Next Generation Science Standards. Different content area teams have attended several professional development workshops where teacher teams are able to interact and engage in collaborative work with teams from other district schools. There are district-wide professional development opportunities to support and augment the curricular, pedagogical, and leadership efforts on a volunteer basis, like Research, Claim-Evidence-Reasoning, and Collaborative Analysis of Student Work. Additionally, Monta Vista also supports professional learning through an array of staff development meetings and externally-provided workshops.

Staff Participation in District-run Professional Development

Title	Description
Biology, Biology Portfolio and Field Test Reporting	Biology teachers in FUHSD have worked to create assessments that are more closely aligned with what the Next Generation Science Standards (NGSS) call for. After a peer-review process, assessments are housed in a digital portfolio for teams from each school site to use. After administering an assessment as a field test, teachers reconvene to discuss whether and how the assessment influenced their instructional decisions, how students performed on the assessment, and what changes, if any, they would make to the assessment.
Claim Evidence Reasoning (CER) in the Chemistry Classroom	A quick introduction about the special place of CER and argumentation in the NGSS, academia, science, & society. Experience a chemistry/physics CER from the student perspective Design assessments and instruction with your PLCs to support students in generating a CER (during afternoon work time)
CER in the Physics Classroom	A quick introduction about the special place of CER and argumentation in the NGSS, academia, science, & society. Experience a chemistry/physics CER from the student perspective Design assessments and instruction with your PLCs to support students in generating a CER (during afternoon work time)

Collaborative Analysis of Student Work (for English teachers)	By the end of this session, participants will be able to: Explain the importance of working collaboratively and using a protocol to analyze student work from formative assessments as a means of achieving high levels of learning for <u>all</u> students Select an analysis of student work protocol that matches the purpose for looking at student work By the end of this session, participants will have: Participated in a collaborative analysis of student work protocol of their own choosing
Providing Effective and Efficient Feedback (for English teachers)	By the end of this session, participants will be able to: Explain how the feedback cycle is improved by first achieving student clarity about a learning target Articulate the difference between descriptive and evaluative feedback as well as the impact that each has on student learning Select from a broadened repertoire of feedback strategies that research has found to positively affect student learning, motivation, or both

English Research (Two sessions)	By the end of the fall session, participants will have: Developed a common understanding of the three types of research-related tasks: scholarship, secondary research, and primary research. Deepened our knowledge of the 7 promising research practices and examined examples of research assignments that demonstrate these practices. Worked in our PLCs/CATs to apply today's learning to an upcoming research task. By the end of the spring session, participants will have: Shared the research task their PLC revised based on their learning during the fall session Shared student performance data from this task (if available) Shared successes/challenges/next steps in regards to this task Gathered feedback about this task from their peers

Geometry	Focus on Proof Topics: Common student reasoning modes that do not meet the standard of proof, teaching strategies for promoting valid proof, application of a newly developed proof rubric to a variety of student work Geometry Expectations for Proof and Proving Topics: A new performance task for assessing proof skills, application of a newly developed proof rubric to student work samples
Mathematical Mindsets	Teaching Towards Mathematical Mindsets Topics: Freedom to see, do, and talk math; teacher moves for student discourse; tapping into the visual (what our district team learned at the you cubed workshop in September) Algebra 1 Expectations *Topics: Essential outcomes assessment results, adapting out expectation portfolio tasks with mindset in mind*
Applications of Advanced Math	Checking in on our Essential Learning Outcomes, comparing assessments, curriculum exchange (statistics unit re-design postponed until spring meeting)
Modeling in Action/Algebra 2 Expectations	Modeling in Action Adapting modeling tasks for different teaching goals, unexpected things the Modeling Study Group has learned while teaching modeling, planning a modeling task/lesson Algebra 2 Expectations What do we want students to know and be able to do in relation to 3 sample tasks (quadratics, modeling, trigonometry)?
Courageous Leaders 2.0 – (Includes five sessions. Descriptions of the first two sessions are listed.)	Session 1 examines the 7 norms of collaboration and consider ways to support our "critical friends" as adult learners over the course of the year. Session 2 learning focuses on the topics of Building Trust and Examining Assumptions. We also spend some time at the beginning of the session reflecting on how things went when you applied your learning from session one (the 7 Norms of Collaboration and Productive Talk) to your collaborative work, as well as the ways in which your critical friend was able to support you with this application.

Equity in Action	Provides educators with resources, support, and a community of thought partners so they can build equity in their classrooms and schools. EiA! participants will discuss equity challenges, engage in action research, and, with ongoing support, take steps to address inequities in their own context.
Skillful Teacher	The mission of this course is to improve teachers' abilities to apply the knowledge base of teaching in different classroom contexts for the benefit of *all* students.
Trauma Informed Care	The FUHSD has been working for the past few years to encourage teachers, counselors, classified staff, and administrators to engage in professional development around the understanding of the impact of childhood trauma on an individual's intellectual and emotional development, physical health, behavior, and ability to learn. Starting in the fall of 2016, representatives from each campus have been meeting over the course of each school year. While Trauma Informed Care encompasses aspects of education, therapy, behavior management, and more, efforts may be focused on refining struggling student interventions, examining course curriculum, improving discipline procedures and providing professional development.

Findings

Our district has provided ample opportunities for educators to continually improve their instructional practices in order to support all of our students. During these professional development opportunities, educators learn how to develop their implementation of academic standards. These training continue to develop as new areas and pathways open up in the field of education. Teachers take back their learning from these training sessions to their PLCs and continue to implement them in their classrooms.

3. **LCFF Priority 3: Parent Engagement**

Monta Vista has a very active and enthusiastic PTSA which is very supportive of our teachers and students alike. They have raised money for our school in a variety of ways and this money has helped provide funds for many classrooms needs. Individual teachers can apply for funding of specific items or specific projects. PTSA also provides an elaborate welcome breakfast at the start of the school year and lunch at the end of the school year. Parents are also actively involved in Athletic Boosters providing support for our athletes. The MV Music Boosters is a parent organization that supplements and supports all curricular and extracurricular activities within the music program. Parents also plan the All Night Party each year for the graduating seniors.

The district has conducted parent surveys to ensure parents have a voice in the direction of the

school. They disseminate the data from the surveys to the individual school sites, including Monta Vista, who uses it when considering decisions.

Some parents are members of the School Site Council which meets once a month. It also includes, teachers, classified staff, students and administrators. School Plan and school budget are shared with the school site council and parents give their feedback and share their concerns in the meetings. This gives them an opportunity to share their opinions with all stakeholders and ask clarifying questions as needed.

The Special Education Department holds articulation meetings in March-April with students and parents of incoming 9th graders.

Findings

Parental engagement is an area where we can do more. We need to look for more ways to effectively include our parent community in our school decision making process.

4. LCFF Priority 4: Performance on Standardized Tests

    a. **CAASPP ELA and MATH** Juniors enrolled at MVHS were tested for the 2019 administration of CAASPP.
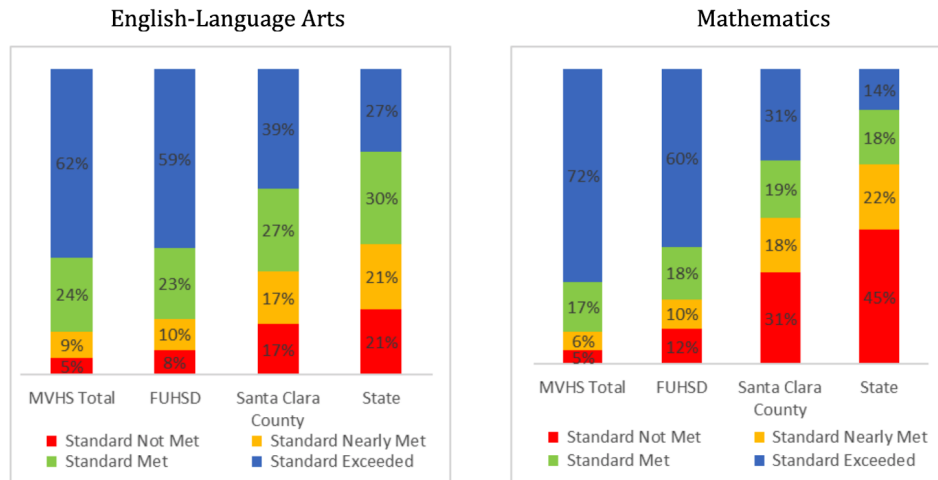
Achievement Level	Monta Vista		District		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Not Met	5%	5%	8%	12%	17%	31%	21%	45%
Standard Nearly Met	9%	6%	10%	10%	17%	18%	21%	22%
Standard Met	24%	17%	23%	18%	27%	19%	30%	18%
Standard Exceeded	62%	72%	59%	60%	39%	31%	27%	14%

MVHS CAASPP ELA Results by Student Group (multi-year): Meeting or Exceeding Standard
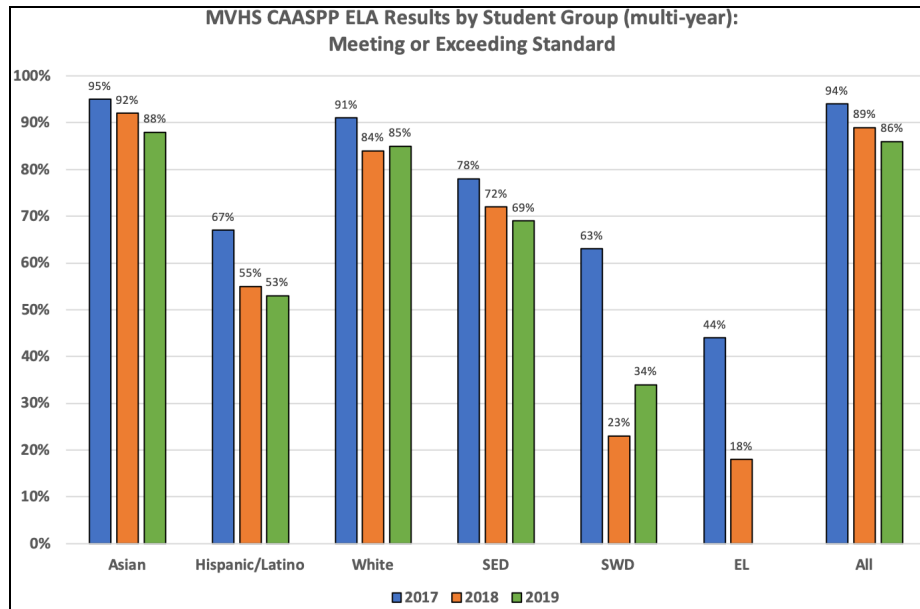
School, District, County, State Student Groups: English-Language Arts (multi-year)

Student Group	2017				2018				2019			
	MVHS	FUHSD	SCC	State	MVHS	FUHSD	SCC	State	MVHS	FUHSD	SCC	State
African Amer.	*	52%	54%	41%	*	40%	50%	37%	*	61%	48%	38%
Asian	95%	94%	87%	82%	92%	91%	85%	79%	88%	89%	86%	80%
Hispanic/Latinx	67%	44%	48%	50%	55%	42%	43%	47%	53%	44%	44%	48%
Filipino	*	80%	74%	78%	*	65%	69%	75%	*	82%	72%	76%
White	91%	86%	79%	72%	84%	83%	77%	69%	85%	85%	77%	70%
SED	78%	48%	51%	49%	72%	47%	45%	46%	69%	52%	46%	47%
EL	44%	21%	12%	10%	18%	18%	9%	7%	*	15%	9%	8%
SPED	63%	38%	23%	17%	23%	22%	20%	15%	34%	26%	20%	16%
All Students	94%	84%	62%	60%	89%	91%	65%	56%	86%	82%	66%	57%

To protect student privacy, the California Dept of Education does not report figures for groups of 10 or fewer.

MVHS CAASPP Math Results by Student Group (multi-year): Meeting or Exceeding Standard
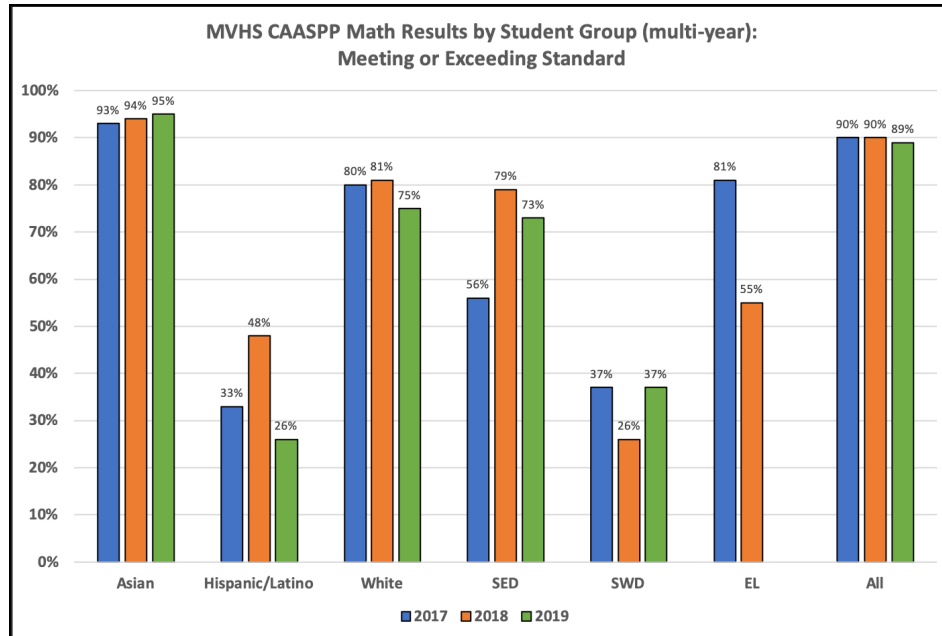
School, District, County, State Student Groups: Mathematics (multiple years)

Student Group	2017				2018				2019			
	MVHS	FUHSD	SCC	State	MVHS	FUHSD	SCC	State	MVHS	FUHSD	SCC	State
African Amer.	*	24%	24%	15%	*	21%	22%	14%	*	22%	23%	14%
Asian	93%	93%	79%	70%	94%	92%	79%	69%	95%	92%	81%	70%
Hispanic/ Latinx	33%	24%	18%	20%	48%	25%	18%	19%	26%	25%	20%	20%
Filipino	*	52%	44%	49%	*	52%	44%	50%	*	55%	43%	51%
White	80%	74%	59%	45%	81%	70%	59%	44%	75%	78%	62%	45%
SED	56%	35%	25%	20%	79%	37%	24%	20%	73%	38%	25%	21%
EL	81%	34%	11%	6%	55%	26%	10%	6%	*	29%	10%	5%
SPED	37%	17%	9%	5%	26%	16%	10%	5%	37%	20%	10%	5%
All Students	90%	77%	48%	32%	90%	76%	48%	31%	89%	78%	50%	32%

To protect student privacy, the California Dept of Education does not report figures for groups of 10 or fewer students

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b. SAT Results

	MVHS			FUHSD			Nation		
	2017	**2018**	**2019**	**2017**	**2018**	**2019**	**2018**	**2017**	**2019**
Number of students tested	389	408	434	1,573	1,073	1,723	2,140,000	1,824,849	2,220087
Math Average	724	770	738	690	658	700	531	533	528
Evidence-based Reading and Writing Average	690	700	690	662	618	655	536	538	531

c. Early Assessment Program (EAP) Results

The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics, and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCO), and the California Department of Education. EAP college readiness status is reported as part of the CAASPP Smarter Balanced assessments. Students who are designated "Ready for College" may be exempt from English and math placement tests at participating colleges and universities in California and many other state university systems.
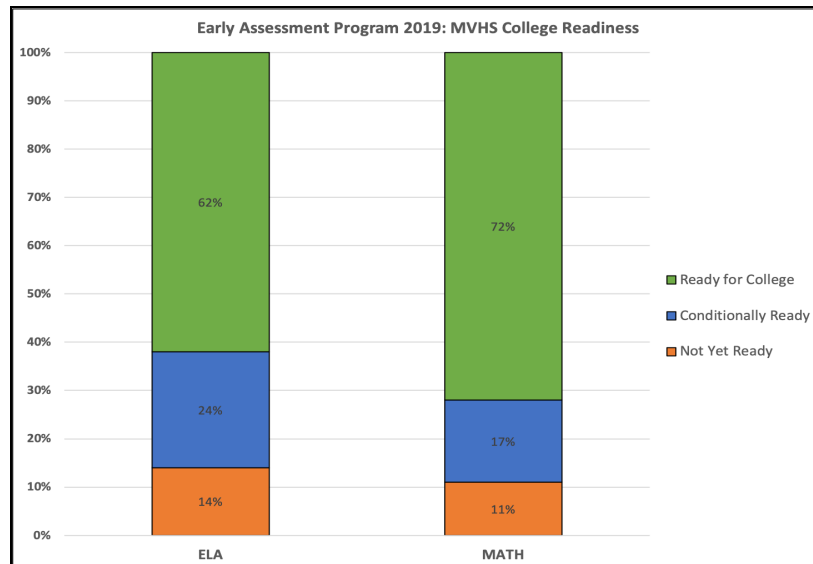
MVHS Students Meeting "Ready for College" Status for English-Language Arts: Multiple Years (by student group)
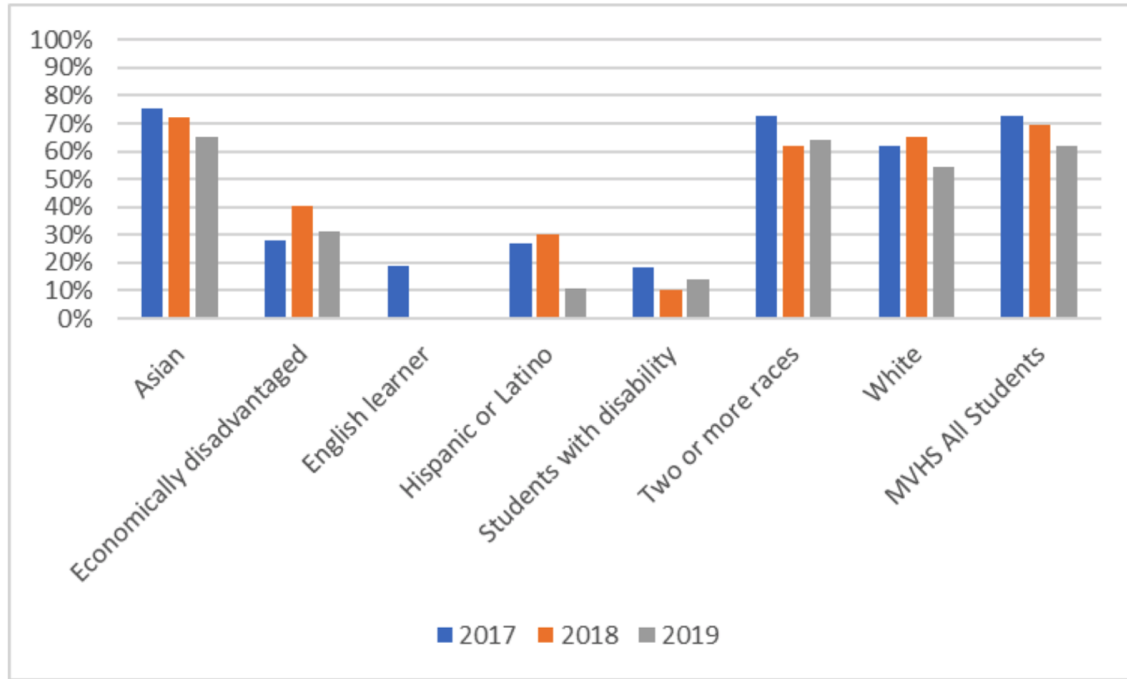
ELA College Readiness (multi-year): School, District, County, State

Student Group	MVHS			FUHSD			Santa Clara County			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
African American	*	*	*	19%	12%	28%	18%	15%	18%	13%	12%	11%
Asian	75%	72%	65%	76%	71%	89%	64%	61%	56%	55%	52%	48%
Hispanic/Latinx	27%	30%	11%	14%	16%	44%	16%	15%	13%	17%	16%	13%
Filipino	*	*	*	34%	32%	82%	37%	34%	30%	41%	39%	36%
White	62%	65%	54%	55%	54%	85%	49%	48%	44%	39%	36%	33%
SED	28%	41%	31%	21%	23%	22%	19%	17%	14%	17%	16%	13%
EL	19%	0%	*	6%	2%	2%	2%	1%	4%	1%	1%	2%
SPED	19%	10%	14%	10%	8%	11%	6%	7%	8%	4%	3%	5%
All Students	72%	69%	62%	62%	58%	82%	33%	37%	35%	28%	26%	22%

MVHS Students Meeting "Ready for College" Status for Mathematics:
Multiple Years (by student group)
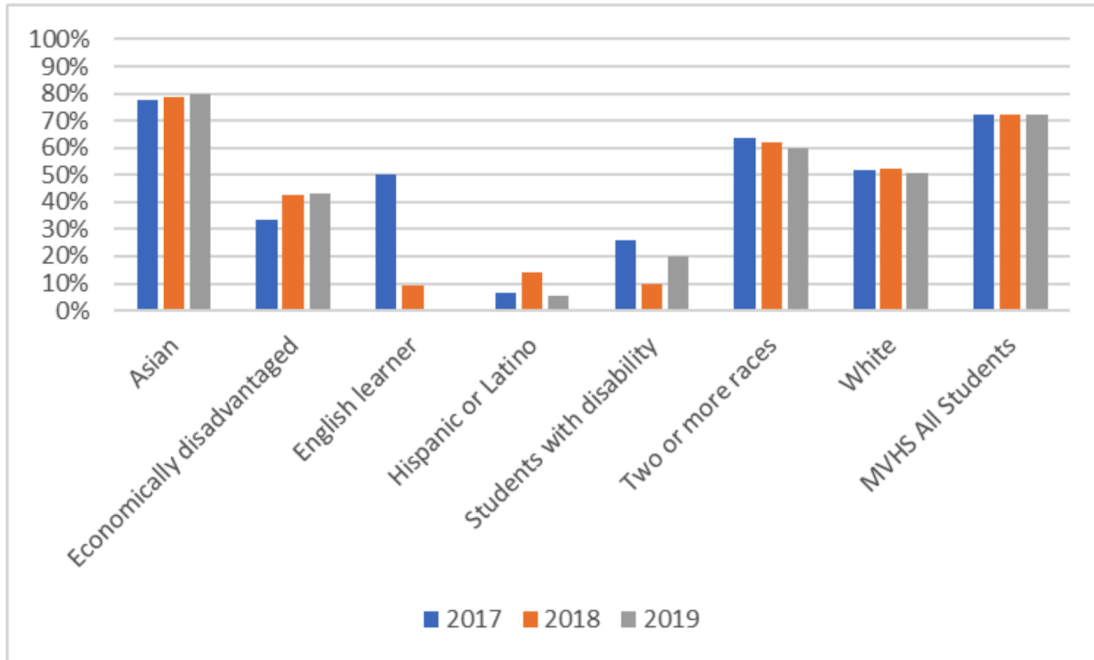
Mathematics College Readiness (multi-year): School, District, County, State

Student Group	MVHS			FUHSD			Santa Clara County			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
African American	*	*	*	19%	13%	6%	10%	8%	13%	3%	3%	7%
Asian	78%	79%	80%	76%	76%	92%	55%	56%	66%	44%	44%	53%
Hispanic/Latinx	7%	14%	5%	6%	8%	25%	5%	5%	17%	5%	5%	10%
Filipino	*	*	*	19%	28%	55%	16%	17%	28%	19%	19%	32%
White	52%	52%	51%	47%	46%	78%	31%	32%	45%	19%	19%	29%
SED	33%	42%	43%	14%	19%	19%	9%	9%	13%	6%	6%	10%
EL	50%	9%	*	17%	13%	15%	4%	3%	7%	2%	2%	3%
SPED	26%	10%	20%	10%	8%	8%	3%	5%	10%	1%	2%	5%
All Students	72%	72%	72%	58%	57%	78%	27%	28%	37%	13%	13%	20%

d. AP Results

AP Tests	2015-2016	2016-2017	2017-2018	2018-2019
# of AP Test Takers	1,101	1,147	1,100	1,101
Total # of Exams Taken	2,870	2,966	2,938	3,088
% of Scores 3 or greater	91.2%	91.3%	90.3%	92%

Many students take exams in more than one subject. The average for this school for the 2018-19 school year was 2.37 exams per student. Data from The College Board AP Reports.

Enrollment in Advanced Placement (AP) Courses: Current Year 2019-2020

	Asian		White		Hispanic /Latinx		Other		SPED		EL		SED	
Course	#	%	#	%	#	%	#	%	#	%	#	%	#	%
AP English	53	91.4	5	8.6	0	0.0	0	0.0	0	0.0	0	0	2	3.4
AP Math	640	91.4	50	7.1	2	0.3	8	1.1	3	0.4	5	0.7	13	1.9
AP Science	959	92.0	68	6.5	8	0.8	7	0.6	11	1.1	8	0.8	29	2.8
AP Social Studies	530	89.8	45	7.6	8	0.8	7	1.2	3	0.5	7	1.2	17	2.9
AP World Language	154	91.1	12	7.1	2	1.2	1	0.5	0	0	6	3.6	2	1.2
AP Other	209	97.2	4	1.9	0	0.0	2	0.9	2	0.9	1	0.5	6	2.8
Total	2545	91.7	184	6.6	20	0.7	25	0.9	19	0.7	27	1.0	69	2.5

 # and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. students taking multiple AP courses. "AP Other" includes Music Theory, Studio Art, and Computer Science courses

AP Course Enrollment by Student Group (multiple years)

Year	Asian	Hispanic/ Latinx	White	SPED	EL	SED
2017-18	91%	1%	8%	1%	1%	0%
2018-19	91%	1%	7%	1%	1%	3%
2019-20	92%	1%	7%	1%	1%	2%

 # and % indicates student group as the portion of total AP course takers per content area. Includes duplicates (e.g. students taking multiple AP courses.

e. **English Learner Proficiency**

California School Dashboard Indicator
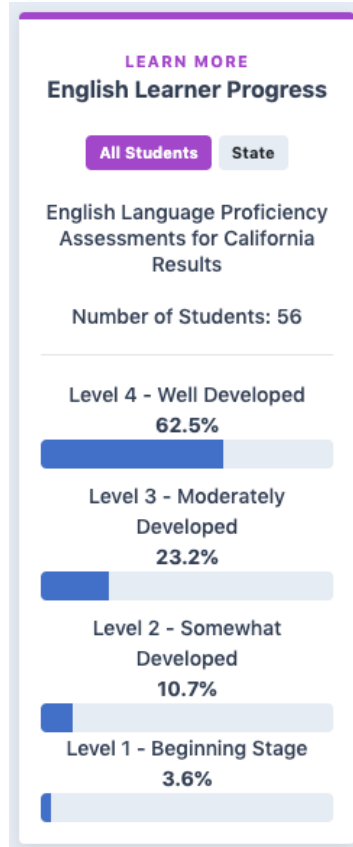
English Learner Performance

Students who are designated English Learners and have not yet been reclassified take the English Language Proficiency Assessments for California (ELPAC) Summative annually as one measure of their English language development. This new assessment became operational in Spring 2018 and replaces the California English Language Development Test (CELDT). The assessment is designed to measure student progress toward meeting California's new ELD standards in the four domains: Reading, Writing, Listening, and Speaking. Overall results are reported in four achievement levels, and domain results are reported as three levels.

ELPAC Summative Assessment
Student Overall Achievement Levels by Grade Level
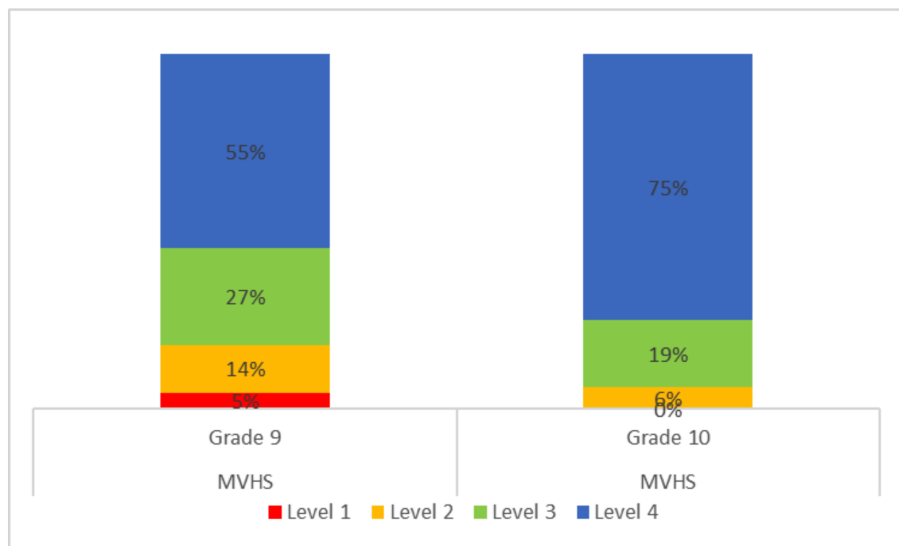
School	Grade	Total # Enrolled	Total # w/Scores	Level 1	Level 2	Level 3	Level 4
MVHS	9	23	22	5%	14%	27%	55%
MVHS	10	18	16	0%	6%	19%	75%
MVHS	11	9	9	*	*	*	*
MVHS	12	9	7	*	*	*	*
FUHSD	9	205	198	18%	17%	27%	38%
FUHSD	10	203	191	17%	19%	25%	40%
FUHSD	11	180	169	17%	21%	33%	28%
FUHSD	12	177	165	17%	27%	25%	31%

No data displayed for small student groups to protect student privacy

Reclassification of English Learners

English Learner students are reclassified based on objective criteria including annual CELDT scores, course grades and progress toward graduation, and performance on district-approved assessments including the Gates-McGinities and Renaissance STAR. In the last few years, FUHSD has made several changes to reclassification processes that may have impacted the reclassification rate from one year to the next. In the 2014-15 school year, FUHSD revised its reclassification criteria due to the elimination of the CST for English-Language Arts. After analysis of student results and trends in reclassification rates across the district, new assessment criteria were identified for district-approved tests. These assessment criteria are aligned with grade level performance standards and reflect higher expectations for rigor and student ability under the Common Core. Beginning with the 2015-16 school year, the reclassification window was shifted to the spring only which resulted in a drop-in reclassification rates for that school year and a subsequent increase the following year. With the ELPAC replacing the CELDT beginning in Spring 2018, FUHSD modified again the reclassification criteria and process, using both preliminary ELPAC results and existing CELDT results. In this transition period with a new assessment and vague guidance from the state, FUHSD's process includes both the new ELPAC assessment as well as existing assessments and a local writing assessment as a way to calibrate reclassification with previous years.

English Learner Reclassification Rate (%)

School Year	Students Reclassified (# RFEP'ed/Total EL)	Total EL Students (# EL/Total Students)
2014-15	8 (11.8 %)	68 (2.9 %)
2015-16	8 (11.8 %)	64 (2.8 %)
2016-17	10 (15.6 %)	65 (2.8 %)
2017-18	16 (24.6 %)	73 (3.1 %)
2018-19	19 (26%)	73 (3.2%)
2019-20	N/A	77 (3%)

Findings

There is a consistent performance gap between the Asian/White students and the other groups. CAASPP results confirm this gap. Our Hispanic and socio-economically disadvantaged students continue to struggle as compared to their Asian/White counterparts. The data also shows that our EL students and special education students are also performing at a lower level. EL performance data varies a lot year to year. This could be because of the small sample size or because we are not addressing the needs of our EL students effectively.

5. **LCFF priority 5 - Pupil Engagement**
   a. **Graduation Rate**

Graduation Rate from California School Dashboard 2019
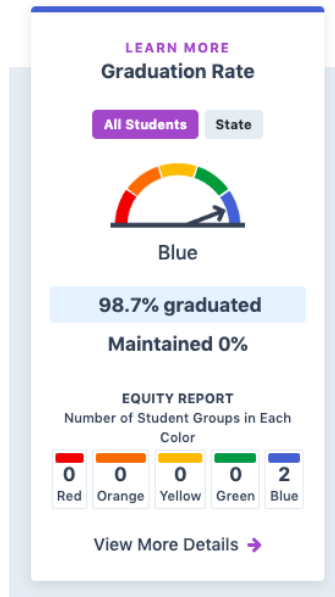
Cohort Graduation and Dropout Rates

Race / Ethnicity	Class of 2017			Class of 2018			Class of 2019		
	# Cohort Students	# HS Diploma Grads	Cohort Grad Rate	# Cohort Students	# HS Diploma Grads	Cohort Grad Rate	# Cohort Students	# HS Diploma Grads	Cohort Grad Rate
African American	*	*	*	*	*	*	*	*	*
American Indian/ Alaska Native	*	*	*	*	*	*	*	*	*
Asian	418	416	99.5%	489	485	99.2%	424	422	99.5%
Filipino	*	*	*	*	*	*	*	*	*
Hispanic/ Latinx	12	12	100.0%	17	15	88.2%	16	16	100%
Pacific Islander	*	*	*	*	*	*	*	*	*

White	88	83	94.3%	72	70	97.2%	74	71	96%
Two or More Races	16	16	100.0%	19	19	100.0%	21	21	100%
EL	23	21	91.3%	21	21	100.0%	4	4	100%
Foster Youth	*	*	*	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*	*	*	*
SPED	27	24	88.9%	31	27	87.1%	26	24	92.3%
SED	28	27	96.4%	53	50	94.3%	23	23	100%
All Students	541	534	98.7%	601	593	98.7%	542	536	99%

To protect student privacy, data is not presented for student groups of fewer than 15 students

MVHS Graduation Rate (multiple years)
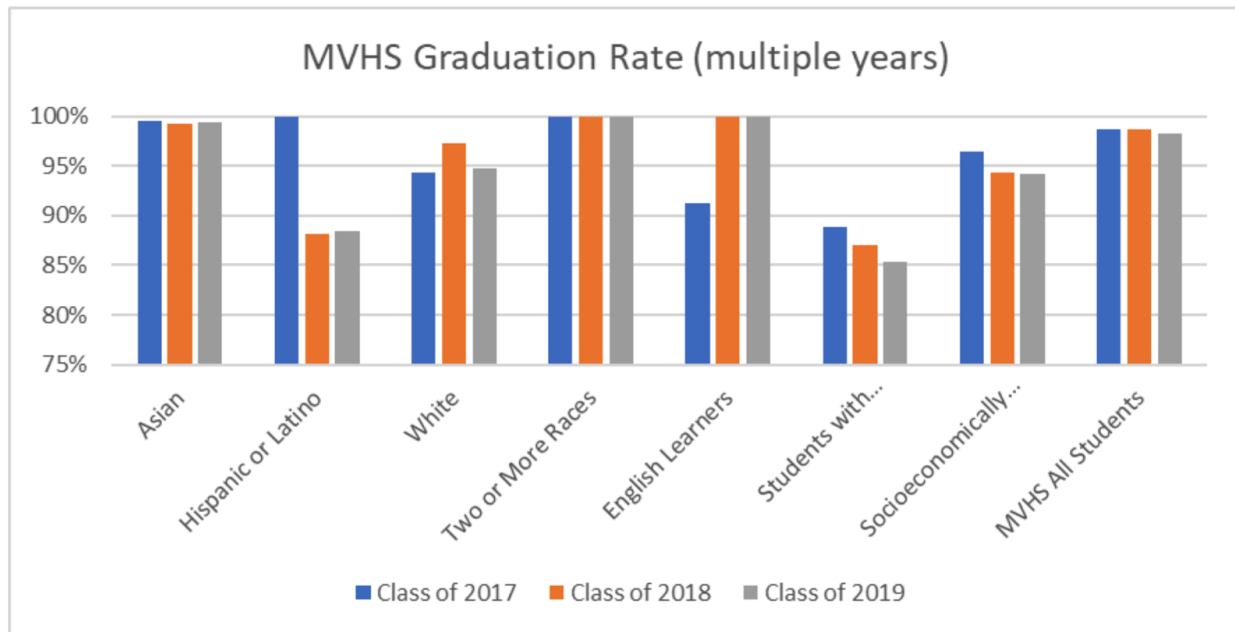
Graduates Completing UC/CSU A-G Course Requirements by Student Group (multiple years)
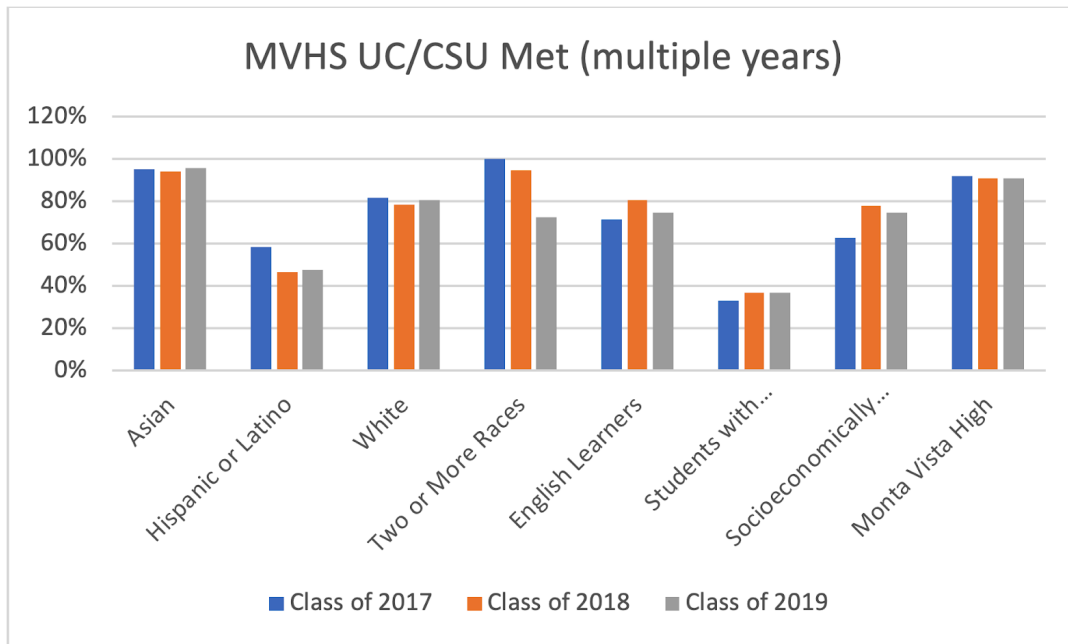
b. **Chronic Absenteeism**

The California Department of Education (CDE) defines chronic absenteeism as students who have been absent for more than 10% of the instructional calendar.
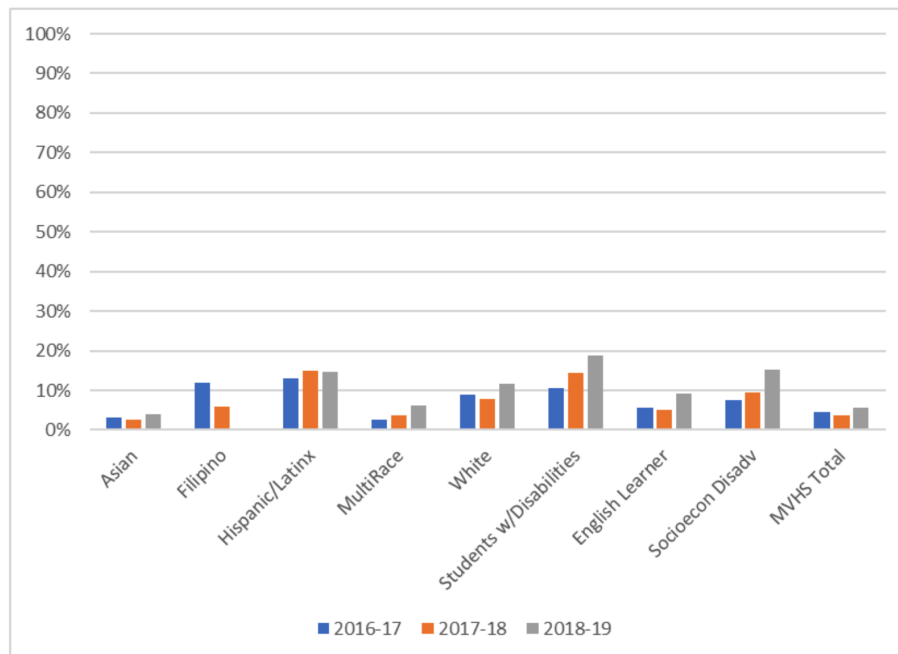
Chronically Absent Students: multi-year (by student group)

Student Group	2016-17			2017-18			2018-19		
	Eligible Enrollment	Count	Rate	Eligible Enrollment	Count	Rate	Eligible Enrollment	Count	Rate
Asian	1828	59	3.2%	1893	51	2.7%	1803	74	4.1%
Filipino	17	2	11.8%	17	1	5.9%	14	0	0.0%
Hispanic/ Latinx	69	9	13.0%	80	12	15.0%	82	12	14.6%
White	326	29	8.9%	298	23	7.7%	284	33	11.6%
Two or More Races	73	2	2.7%	83	3	3.6%	97	6	6.2%
EL	72	4	5.6%	78	4	5.1%	75	7	9.3%

Average Daily Rate of Attendance

	2015-16	2016-2017	2017-2018	2018-2019	2019-2020 Semester 1
Grade 9	98.54%	98.38%	98.59%	98.40%	99.63%
Grade 10	98.00%	97.72%	97.82%	97.77%	99.40%
Grade 11	96.52%	96.73%	97.43%	97.13%	99.35%
Grade 12	95.82%	95.51%	96.16%	96.02%	98.92%
All Grades	**97.27%**	**97.22%**	**97.51%**	**97.33%**	**99.32%**

Findings

The overall graduation rates are very high (98.7%) but the rates were lower for our Hispanic, socio-economically disadvantaged and students with disabilities. The rates for our EL students varied year to year. We need to continue our work to improve graduation outcomes for our EL students. Some sub groups like the African-American students are statistically insignificant which makes them prone to drastic year to year. Similarly, chronic absenteeism occurs at a higher rate in the African American and Hispanic/Latino student populations. It is imperative for

Monta Vista staff to continue to work on issues of equity, in order to engage all students, especially those in these underserved populations.

6. **LCFF priority 6 - School Climate**
   a. **Suspension Rate and Expulsion Rates**

California School Dashboard Indicator 2018
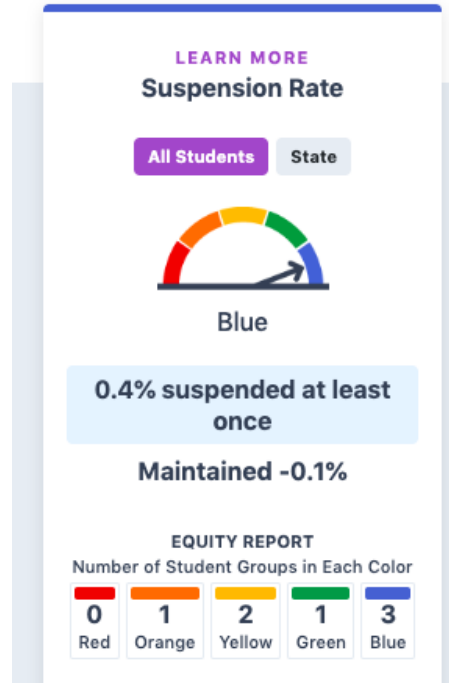
Student Receiving One or More Suspensions by Offense (multiple years)
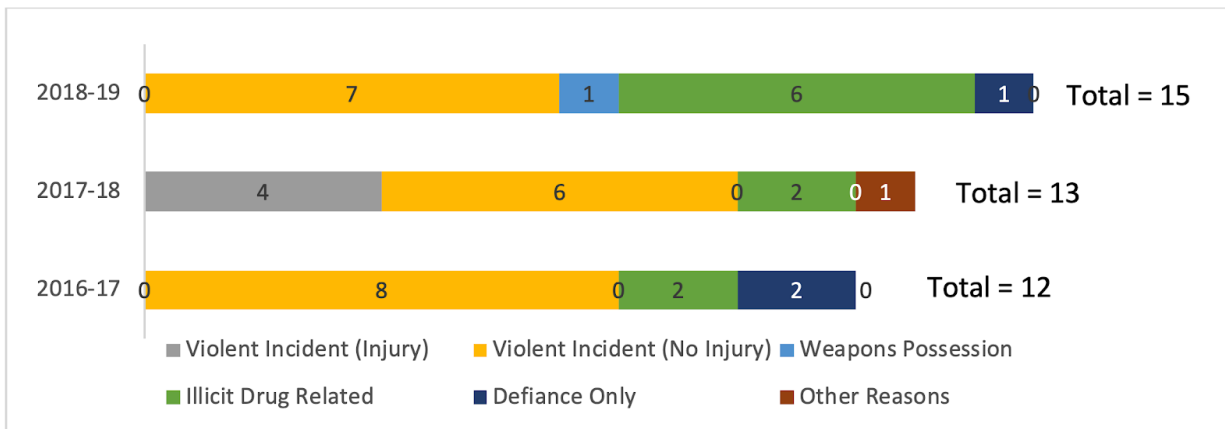
Expulsions (multiple years)

Year	Cumulative Enrollment	Total Expulsions	Violent Incident (Injury)	Violent Incident (No Injury)	Weapons Possession	Illicit Drug Related	Defiance Only	Other Reasons
2016-2017	2,371	0	0	0	0	0	0	0
2017-2018	2,398	1	0	0	0	1	0	0
2018-2019	2,308	1	0	1	0	0	0	0

b. Student Participation in co- and extracurricular activities

According to ASB we have about 85 active clubs on campus, with over 1200 students participating across the clubs. Each club is required to have 25 sign-ups to remain active.

c. Student Survey on school climate

In Spring 2019, FUHSD administered a district-wide survey to students in grades 9, 10, 11, and 12. The survey was administered during class time and 89% (9,768 students) of the student population responded. The survey covered a range of topics related to school climate including student wellness, study habits and homework, participation in extracurricular activities, and student perceptions of school culture and climate. The following charts reflect the student responses to questions related to school culture and climate.

Adults at my school treat me with respect

	Rarely/Never	Sometimes	Always/Often
MVHS	3%	6%	91%
FUHSD	3%	15%	81%

I experience physical or verbal bullying or harassment at my school

	Rarely/Never	Sometimes	Always/Often
MVHS	91%	6%	4%
FUHSD	91%	6%	4%

I feel safe at school

	Rarely/Never	Sometimes	Always/Often
MVHS	2%	10%	88%
FUHSD	3%	12%	86%

Adults at my school care about my emotional well-being

	Rarely/Never	Sometimes	Always/Often
MVHS	14%	30%	56%
FUHSD	12%	27%	61%

MVHS students feel comfortable asking for help…

	from a teacher	from a guidance counselor	from a student advocate/school psychologist	from an administrator
Never/Rarely	12%	45%	42%	42%
Sometimes	32%	27%	27%	28%
Often/Always	56%	28%	31%	30%

55

Findings

Most of the students at Monta Vista are engaged in their learning and do not have significant discipline issues. This is consistent across all sub-groups. The majority of students also feel that Monta Vista is a safe and caring learning environment, however, we need to continue our work on students feeling more comfortable asking for help from any adult on campus.

7. **LCFF Priority 7: Access to Broad Course of Study**
   a. **College and Career Readiness**

California School Dashboard Indicator 2018
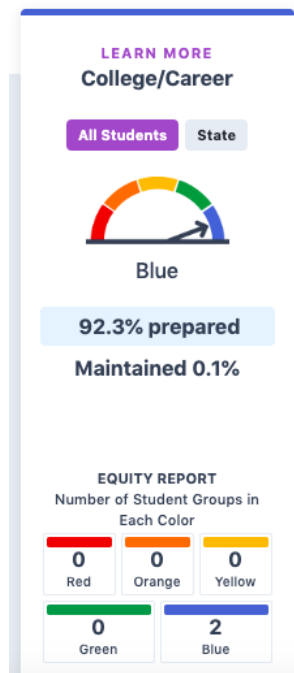
Note: The group in red is English Learners. Yellow indicates Students with Disabilities. Blue indicates Asian and White students. Except for blue, all other groups are considered prepared.

The College and Career Readiness Indicator (CCI) is included as a metric on the California School Dashboard, as part of the state accountability system. The state has identified a number of ways students can demonstrate readiness for college and career, including completion of UC/CSU A-G minimum requirements, attainment of a State Seal of Biliteracy or Golden State Seal Merit Diploma, completion of a Career Technical Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments. The CCI will continue to evolve as the state develops and adopts new metrics for career readiness in the next few years. This is the second year the CCI is included.

The state has identified several ways students can meet the College and Career Readiness Indicator, including earning scores of "meets standards" on CAASPP in both subject areas,

earning passing scores of 3 or higher on two or more Advanced Placement exams, or completing dual enrollment college coursework. Students who complete the UC a-g minimum eligibility requirements, complete a CTE pathway, or earn a Seal of Biliteracy in addition to one of the previously mentioned criteria may also meet the "prepared" level. The data presented below is a duplicated count of students who met the "prepared' level of CCI by qualification method, disaggregated by student group.

Students Meeting CCI "Prepared" Level: by qualification method
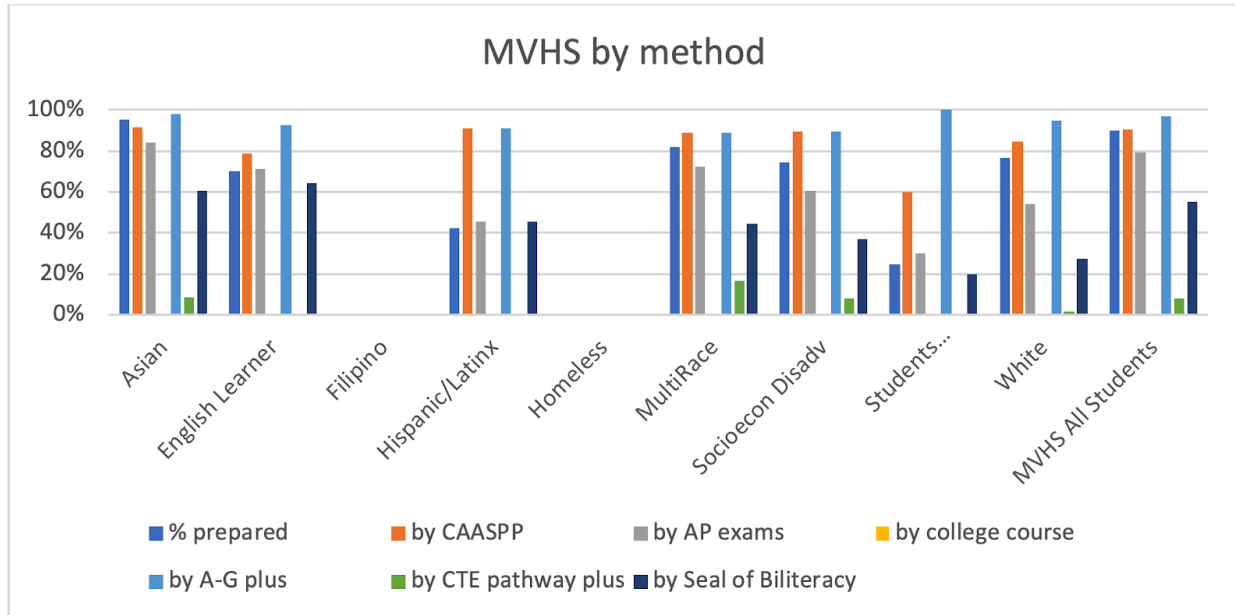
Student Group	Total in cohort	# prepared	by CAASPP	by AP exams	by college course	by A-G plus	by CTE pathway plus	by Seal of Biliteracy
Asian	446	425	92%	84%	0%	98%	9%	61%
English Learner	20	14	79%	71%	0%	93%	0%	64%
Filipino	5		*	*	*	*	*	*
Hispanic/Latinx	26	11	91%	46%	0%	91%	0%	46%
Homeless	1		*	*	*	*	*	*
Multi-Race	22	18	89%	72%	0%	89%	17%	44%
Socioeconomic Disadvantaged	51	38	90%	61%	0%	90%	8%	37%
Students w/Disabilities	41	10	60%	30%	0%	100%	0%	20%
White	77	59	85%	54%	0%	95%	2%	27%
MVHS All Students	576	518	91%	79%	0%	97%	8%	55%

Findings

As in other areas, this data is also consistent with the pattern of showing a gap between the college readiness of Asian and White students and other sub groups.

8. **LCFF Priority 8: Other Pupil Outcomes**
    a. **District policies/school financial support expenditure per pupil. Monies from other funding sources such as Title I.**
        i.   Monta Vista is a basic aid school and currently does not rely heavily on Federal funds.
        ii. Spending per student is at $10,844.60

Findings

Per pupil spending is comparable with other schools in the area. While we would not turn away extra money, it is not a significant area of concern at this time. The data is especially stark when comparing the completion of a-g requirements. For example, for the class of 2018, only about 43% Hispanic students completed the a-g requirements as compared to about 93% of Asian students. As a school, this situation is not acceptable to us and we need to keep working hard to prepare all our students for college and a bright future ahead.

E. Schoolwide Learner Outcomes

Our data clearly shows that the vast majority of our students are achieving the schoolwide learning outcomes. However, the Hispanic students, English Learners, and/or students with disabilities are consistently achieving these outcomes at a significantly lower rate than Asian and White students. This performance gap is consistent across all data sets. As a school we need to strive to make sure that all our students are performing to the best of their ability in a nurturing and safe environment.

F. Examination of Perceptual Data

The student survey data from the January 2019 FUHSD Wellness District Survey showed that the majority of students at Monta Vista feel that the school is a safe and caring learning environment. Despite positive survey results, there is some work that needs to be done in regards to increasing how adults care for student social-emotional well-being and increasing staff members who students can feel comfortable asking for help.

G: Findings, Noted Trends, Irregular Patterns or Anomalies in the data.
1. A preliminary examination of our data indicated that we have a performance gap between our Asian/White students and Hispanic students. Students with disabilities and socio-economically disadvantaged students are also performing at significantly lower levels. We need to examine if our Hispanic and other students feel marginalized and whether they feel safe and supported at our school.

2. The data for our EL students fluctuates a lot year to year. This could be because of the small sample size or it may be symptomatic of some deeper issues within our program. We need to take a deeper look at how our program is structured and how we can support our EL students in a better way.

3. There are few anomalies and those that occur relate to statistically insignificant numbers in a population, e.g., African American students.

4. Another concern is that as per the CAASPP data, ELA college readiness is decreasing for all sub groups. We need to examine why this data is showing a downward trend. CAASPP Data shows that the number of students meeting or exceeding standards is showing a slight decrease from 2016 to 2018. This decline does not match the rest of our performance indicators. Our graduation rates are very consistent (98.7%). College and Career Readiness Indicator (CCI) is consistent: 92.3% of our graduates meet the "Prepared" level. Percentage of students completing the A-G Course Requirements for UC/CSU has increased from 88.6% in 2016 to 91.2% in 2018. Percentage of students scoring a 3 or higher on AP tests is consistent: ~91%. CAASPP data seems to be inconsistent with the rest of the parameters. Some of the reasons for this inconsistency could be:
   ● CAASPP test itself is a work in progress and is slowly evolving. Grading and norming of the scores has not been consistent year to year.
   ● Our students know that CAASPP scores are not used by the colleges for admissions and this results in students not taking tests as seriously.

5. Our main goal as a school is to make sure that we provide a supportive, collaborative and safe environment for all our students so that they can have an engaging and meaningful experience at school each and every day. We need to critically analyze our practices and policies at both classroom level and organizational level to understand why some sub groups are performing at a lower level. Even if the size of these subgroups is small, we need to make every possible effort to make each student feel that they belong at Monta Vista. We need to show what care looks like for each of our students.

Chapter III: Self-Study Findings

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

A1. Vision and Purpose Criterion

> Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

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

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
Monta Vista as part of the six-site Fremont Union High School District, has a clear school Vision Statement that is in alignment with the district's Belief Statement. These Vision and Belief statements clearly outline who we are as a community, the pedagogy we have committed ourselves to, and the culture of learning we wish to create for our students.	U.S. News and World Report ranking

MVHS Vision statement: Graduates of Monta Vista High School become informed, ethical, and active citizens; knowledgeable self-directed workers; discerning participants in the arts; and lifelong learners in the pursuit of personal excellence, who can adapt to the challenges of the future. **MVHS Learning Goals:** The Monta Vista High School staff, in partnership with parents and community, expect Monta Vista students to meet quality standards in the following areas: Thinking, Information Processing, Communication, Collaboration, and Self-Management.	Vision statement and goals posted on MVHS website FUHSD Statement/s of Belief
All of the aforementioned LeGos are reinforced by our school plan which summarizes the data about who we are as a school and community, our progress towards the goals we have set for ourselves, and outlines our priorities as we move forward.	School Plan
For many of our teachers the LeGos are an integral part of the culture at MVHS; however this continues to be a work in progress when it comes to being more overt about making connections between student expectations and our LeGos. Teachers continue to incorporate them into the curriculum through the PLC process. Student directed clubs demonstrate aspects of our LeGos such as self-management and group-directed goals. A more systematic approach for our LeGos needs to exist. Potential Area of growth: We continue to struggle with implementing LeGos systemically. A potential idea could be to implement it directly in our PLC work. When we're developing units, CFAs, CSAs, and going through the PLC process we could explicitly name the LeGos we're targeting. With initiative fatigue, schools can't take on ALL the things and do them well. Area of growth for School Plan - Yes, it lives, yes people can see it, yes it's data driven, but how do we make it a little more visible to involve more stakeholders.	Grade data from School Plan Data Collaborative Common Formative Assessments - Examples U.S. History CFA Folders CFAs for AP Statistics PLCs Collaboration Schedule

While we have many opportunities for parents to become involved in many aspects of our school, the three most visible groups are our School Site Council (SSC) - which includes members representing parents, students, and staff and are responsible for approving the SPSA; our Parent Teacher Student Association (PTSA); English Language Advisory Committee (ELAC) – which meets to discuss data, course selection, and other EL opportunities. Our School Site Council (SSC) reviews and approves requests for professional development activities. All requests must address how the experience will "further School, Department, PLC work, or personal/professional goals."	MVHS PTSA ELAC Survey Communication via email, MVHS School Loop, school website, hard copies School Site Council SSC Funding Requests
MV School Commitments on annual basis We care about students as learners and as human beings. MV has a School Leadership Team which meets once a month. Its members are administrators, department leads and teachers (on a voluntary basis). Our principal sends out an email at the start of the school year inviting staff members to be part of the Leadership Team	MV School Committments Leadership Team Agenda
The district coordinates the writing and updating of the Local Control Accountability Program (LCAP) through the Director of Stakeholder Engagement who meets with parents, students, and staff at each of the five sites to gather input and feedback on the previous plan as well as to gather new information to be included in the updated plan. This plan is shared with each of the principals and approved by the School Board LCAP. While very thorough and informative, few outside school/district admin access the document. Area of growth: Get input from staff for LCAP. There's a connection between our LCAP, WASC Plan, MV School Plan, LeGos, and Collective Commitments, but it could be more transparent and make the connections between these concepts visible to all stakeholders.	FUHSD LCAP
Potential Area of growth: Student and parent annual survey connected to LCAP goal #4	Family Engagement Committee Meeting

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

schoolwide learner outcomes.

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

Findings	Supporting Evidence
There is a clear effort to involve all stakeholders but the effectiveness of those efforts varies from group to group. Some of the efforts, while well-intentioned, are not reaching the target demographic.	Vision statement and goals posted on MVHS website
FUHSD Belief statements posted on the district website New Wellness Council belief statement posted on the district website. Area of Growth: These things all exist and live on a website somewhere, but making them more visible would be helpful.	FUHSD Statement/s of Belief FUHSD Student Wellness Council
Once a month Staff meetings are used to share information about school and community. Many times district leadership also uses these meetings to share important information. Department Leads also meet once a week with the admin team to share out what is going on in each department. Our School Site Council (SSC includes members representing parents, students, and staff and is responsible for approving the SPSA. Our School Site Council (SSC) reviews and approves requests for professional development activities. All requests must address how the experience will "further School, Department, PLC work, or personal/professional goals." ASB at MV is a very active group that manages different issues related to the student body. They have a Leadership Council and a Legislative Council EL Estoque is our award winning school magazine. It covers various issues facing our school. district and community in general. PLC process for implementation of the vision in the classrooms	Staff meetings (monthly) Department Lead meetings School Site Council SSC Funding Requests ASB Leadership Council Minutes El Estoque PLCs

Our Parent Teacher Student Association (PTSA) is very active in supporting our students and staff Community voted in support of the bond for the third time in a row and an extension of an existing parcel tax	MVHS PTSA Community support through bonds and parcel tax

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

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

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

Findings	Supporting Evidence
Our Principal shares a lot of information about the school with the community via email. He also hosts Coffee with Principal's which is usually a well attended meeting. Parents can share their concerns and ask questions about what is going on at school.	Email 1
Back to School Night is a great opportunity for parents to meet their child's teacher and understand the expectations in each class.	Back to School Night Presentations
PTSA (checklist for all parent groups --> get parents to talk to other parent groups)	PTSA Monthly Newsletter
The district coordinates the writing and updating of the Local Control Accountability Program (LCAP) through the Director of Stakeholder Engagement who meets with parents, students, and staff at each of the five sites to gather input and feedback on the previous plan as well as to gather new information to be included in the updated plan. This plan is shared with each of the principals and approved by the School Board LCAP. While very thorough and informative, few outside school/district admin access the document.	SARC
Individual teachers reaching out to parents with expectations, lots of signatures and forms for parents	

Staff get training on key parts of mission/collective commitments.	District PD Equity in Action District PD Courageous Leaders RTI at Work Share ou

A2.   Governance Criterion

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

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority's role, including how stakeholders participate in the school's governance?*

Findings	Supporting Evidence
The Board of Trustees (henceforth referred to as "The Board") are elected to four-year terms by all voters living within the attendance boundary of the Fremont Union High School District; trustees are elected with two-year cycles between them (3 on presidential years and 2 on midterm years, respectively). The Board follows all guidelines stipulated by California Ed Code in its hiring practices, approval of textbooks, response to community input, graduation requirements, the Collective Bargaining Agreements set forth by the Fremont Education Assoc, California School Employees Assoc, and Fremont Management Association, as well as establishing expectations for students and staff. The district has worked to increase the community's understanding of the Board's role/responsibilities by streamlining its website and providing more portals for feedback and input.	FUHSD Board of Trustees

Our new bell schedule, implemented district-wide in August 2018 after 3 years of discussion, is a step toward improving student mental and physical health. Scientific evidence has shown that the average teenager shifts her circadian cycle later, so she goes to sleep later and wakes later. Furthermore, she needs more sleep than adults, on average 9 hours/night. At MVHS and all high schools that have an early start time, many students feel sleepy, and some sleep during class. Their sleep deficit leads to absenteeism, lower academic and physical performance, depression, and risky behavior. The new bell schedule is an attempt to address these issues. It starts 25 minutes later than before and, significantly, allows students to choose "No 1st Period", which allows those students to start school no earlier than 8:50 AM every day of the week. This is the second year the bell schedule has been implemented and there are certainly some kinks that are being worked out. District and the education association will discuss by the end of the year to reevaluate and make adjustments.	MVHS Bell Schedule
Students: ● Students have limited exposure to the Board of Directors and understanding their role. The Board of Directors is more for parents to deal with and understand. ● Students are generally aware of school governance systems and who to go to with concerns. ● A student board representative is a district wide elected position, attends all board meetings to provide student voice, update the board members on school happenings, and bring agenda items back to all campuses. The student board representative works closely with the Associate Superintendent. ● With the general student population, teachers and administration is seen as the highest authority; limited awareness of any one above site specific governance. However, students who are in the Leadership Class have more knowledge of district governance beyond teachers and administration.	Board members are primarily based out of the district office, and students' interaction with the district is primarily on campus, which board members visit for select events (site board meeting, graduation). Legislative Council Meeting Minutes. Students are distributed by alpha order for the guidance and admin teams and each year, attend guidance presentations, the content of which is focused on the needs of the grade level. Additionally, guidance counselors hold individual meetings with students who have been identified by teachers, parents, or themselves as needing additional support.

	Dan Sachs is our current FUHSD Student Board Representative, elected to a one-year term by students from all five schools. [example IDC meeting minutes](#)

12/2/19 Leadership Class Visit: District representatives (Trudy Gross and Brooke Chan) gathered input from students for the annual LCAP review.

[FUHSD Board Policies](#) (login: public; password: fuhsd)

Emailed invitations to staff from principal |
| **Classified Staff:**
● Classified staff understands the governing authority's role as it pertains to evaluations and approproval processes.
● Staff are invited to attend board meetings, and in the spring semester, the board visits each of the five sites to experience the atmosphere of each campusand celebrate the unique accomplishments of each school site.
● Staff are provided access to policies and minutes in order to provide clarity as to the role of the board. The board provides a system of checks and balances and governing oversight to the happenings of each campus | [FUHSD Board Policies](#) |
| **Teachers:**

● Staff are invited to attend board meetings, and in the spring semester, the board visits each of the five sites to experience the atmosphere of each campusand celebrate the unique accomplishments of each school | Emailed invitations to staff from principal

Books taught must be approved by the board

Monta Vista & Lynbrook now offer AP Computer Science Principles |

● Staff are provided access to policies and minutes in order to provide clarity as to the role of the board. The board provides a system of checks and balances and governing oversight to the happenings of each campus. Teachers have limited involvement with the board but are affected by the policies they set:
  ○ The school board plays an important role with final curriculum approval
  ○ Develop and pitch new courses to the board.
  ○ The board holds power of approval for decisions made by the negotiating team pertaining to job descriptions and staffing improvements.
	Board meeting minutes
	Meeting minutes provide evidence of parent participation with the governing board.

Parents: ● Parents generally recognize the role of the school board, and they are involved in the voting in school board elections. ● Parents are also invited to attend every board meeting and the meeting minutes are publicly available on the district website.	FUHSD Board Meeting Portal

Relationship between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.

Findings	Supporting Evidence
Board reviews schoolwide plan twice yearly and approves plans; plans are coordinated with LCAP and both are posted online on the MVHS website.	SARC
Parent, student, and others participating in board meetings and school site council	Board meeting minutes SSC Agendas
Public participation in choice for new principal. Our new principal was selected in May 2018,	Community interviews of final candidates. This event was streamed live by El Estoque

Students involved in the tutorial addition process. Teachers had students participate in discussion and voted as representatives of the students to ensure student voice.	Classroom conversations between teachers and students, unofficial input used in staff voting choices.
Construction processes- Admin communicated the timeline regularly as construction was going on in A Building. The community was involved in passing the bond measure that funded the construction project	Mailers/emails from principal and/or superintendent to staff and parents, documentation of bond measure, and posters and design concepts in the main office
El Estoque publishes stories on school board decisions (beat writer assigned to school board)	El Estoque
District wide schedule changes were made with efforts to involve multiple stakeholders (this being a departure from the educational norm where negotiating teams make scheduling decisions unilaterally).	Teachers had an opportunity to vote on the process, classified staff were given opportunity to provide input, and some teachers sought student input
Voter turnout & participation in elections (such as advocating for a board member running for office)	Board member election process shared on district website, and a public vote.
Community members have been able to express their opinions (both positive and negative) with the district on a variety of subjects ● Examples of public blowback (changing school boundaries between Lynbrook & Cupertino High) ● Lawsuits against the district	District website and Board meeting minutes
A district-wide Family and Community Engagement committee with parents and staff members from each of the school sites, as well as a couple of community-at-large members meet monthly/ bi-monthly to develop strategies to engage families and the community. The committee discusses community issues, how to reach out to and engage with more families, and the various needs of the different sub-groups. Another important aspect of the work is the exchange of information and ideas between the school sites. Learning from activities that take place in other sites, what works and what doesn't. The schools also share events and by doing thi, there are more opportunities for parents to attend speaker events and parent education events.	FUHSD Student Wellness Council

Uniform Complaint Procedures

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

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

Findings	Supporting Evidence
School leadership understands and facilitates multiple modes of access to the Uniform Complaint Procedure. MVHS follows the FUHSD complaint process should any arise. When a complaint is made by a student/family against the school/a member of staff the administration (and union if need be) works to investigate the situation by talking to students, staff, peers, and classroom observations. This process is relatively painless but there does not seem to be a set, structured, consistent way investigations are initiated or carried out. The school can always get better at getting more information out on the process to all stakeholders.	School puts out information at the start of the year in the mailer. The Universal complaint forms are on the FUHSD website. Some stakeholders are unaware of this procedure

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

Indicators with Prompts

Broad-Based and Collaborative

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

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

Findings	Supporting Evidence
Our WASC Plan includes input from staff, administration, parents, board members, students, etc. (all stakeholders)	WASC Plan

The School Plan is visible to the Board of Trustees, SSC, PTSA, Leadership Team.	SSC Agendas PTSA Agendas Leadership Team Agenda School Plan School Action Plan
Collective Commitments are decided upon as a school, with the creation of a new direct consensus and focused document after last 2014 WASC accreditation review. These collective commitments are used by the staff and administration.	MV School Committments
Although there is a significant amount of data that allows us to determine student needs, which is also part of a collaborative process, there is still work to be done in making this data more visible to all stakeholders, for example through an open forum once a year.	

School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's action plan is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
LCAP goals are driven by CAASP data, career-readiness, etc. and the district has a process for ensuring this. Beginning from February each year, data is presented and discussed by SSC, PTSA, Leadership Team, Board of Trustees before creating LCAP goals. Evaluation of AP scores, CAASPP scores, etc. drives the types of courses added or updated. An area for growth is to make this process more visible to all stakeholders.	School Action Plan LCAP

Student data– generated by guidance counselors and data techs as well as district office coordinator– is presented to the administration and leadership team to both reflect on how the year has gone and to formulate future goals. Data regarding HS graduation rate, 2 and 4 year college attendance numbers, enrollments of all categories of students in Honors and AP courses, and participation in CTE courses are all used to identify trends of student success and staff short failings. Then, direct interventions are created to address student needs. The LCAP goals are a summary of the WASC goals from the five high schools in the district.	4-year Plan Document MV Multi-tiered support system for students
School Site Council meets at least 5 times a year to make decisions regarding funds, helping organize single plans for student achievement giving feedback and approval of school emergency plan developing school goals and vision (comprised of principal, teachers, staff, parents, and students).	School Site Council

Collective Accountability to Support Learning

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

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Staff are involved in decision making and responsibility via the school site council. This council is made up of four staff, four students, and four parents. The body of twelve evaluate the requests of staff members in the categories of professional development, student activities, and release days.	School Site Council with meeting minutes documented
Although there are many opportunities and procedures for shared-decision making, responsibility, and self-reflection throughout the school, we can improve on creating a clearer link to how these staff decision-making procedures are applied in all classrooms to support student learning.	Monthly staff meetings Smaller "Fist of Five" meetings

PLC meetings are collaboration meetings we have in order to work in our own departments developing curriculum based practices to measure students' performance. Team members may create common assessments, lessons, CFAs, and other tools that allow us to evaluate our students' performance in different ways. There would normally be a follow up and self-reflection activity where teachers determine the most valuable practices.	PLC meetings Department meetings Subject DL meetings

Internal Communication and Planning

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

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

Findings	Supporting Evidence
Schoolloop is an existing structure for communication across parents, students, staff, and administration; it has proven effective but has some constraints and weaknesses. The FUHSD has selected a new Learning Management System (LMS), Schoology, which will replace Schoolloop and begin implementation in CY 2020. This should improve communications significantly.	School Loop Mail Intervention tab, access to email
Faculty Advisory Committee (FAC) was used to resolve faculty issues and determine if the issue belongs to FEA, and is currently being reevaluated.	FAC emails and meeting minutes
Department leads are exploring methods of conflict resolution within PLC groups. How we build cohesion when not everyone belongs to a specific PLC or current members agree to consistently collaborate on CFAs, homework remains a challenge. Fortunately, the FUHSD is providing on-going training to each site, including Monta Vista's certificated staff, to help address this and other issues. (Rose, Bud, Thorn).	Intervention checklist distributed to staff MV School Committments
An area for growth would include developing and implementing a district-wide process for identifying and resolving differences among staff or administration.	

A4.   Staff: Qualified and Professional Development Criterion

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

> Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

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

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

Findings	Supporting Evidence
Within our employee contracts, there are clear guidelines regarding the posting and filling of open positions. Job descriptions are posted on the FUHSD website. All teachers hired go through a rigorous interview and reference checking process to ensure qualifications. Once hired, the new teachers go through orientation at the district before the school year starts. New teachers are assigned a New Teacher Mentor who meets with and works with them throughout the year to improve instructional skills. Teachers in their second year are offered a spot in the Skillful Teacher program that meets over the course of the year. The mentors and administrators will often work together to discuss areas of strength as well as concern in order to support new hires during the evaluation process. New Teacher Mentors also help new teachers complete the induction process to clear their credentials.After the second year, any teacher can join the Equity in Action program where they focus on an area of interest and work with others to expand their teaching skills.	FUHSD Employment Opportunities Skillful Teacher Equity in Action

Administrators complete annual reviews for certificated staff members and keep records of a documented review of teaching practices.	Collective Bargaining Agreement
The BTSA program helps to facilitate new teacher credential clearance portfolios.	FUHSD NTIP
Teachers are required to complete three online training sessions at the beginning of each school year. These trainings include mandated reporting, suicide prevention, and sexual harassment prevention through Keenan SafeSchools.	FUHSD School Safety Resources
Cross school PLCs meet regularly during FLEX collaboration periods. Social studies department continued professional development with the Organization of American Historians, National Council for History Education, and Gilder Lehrman Foundation. Teachers have both attended and presented at conferences. Teachers in all departments are often supported through SSC to participate in annual conferences or workshops to attain professional growth. PLC members are paid for summer collaboration work after submitting a work proposal form.	District Journalism PLC SSC Funding Request Forms Summer Curriculum Development Proposal Form Summer Curriculum Development Payment Request Form

Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
Time is set aside twice a week for PLC meetings. Each teacher has a primary (meeting on Monday) and a secondary PLC (meeting on Wednesdays)	19-20 Collaboration Schedule
New teachers are mentored for several years and strongly encouraged to attend lunch meetings with administrators and coworkers. New teachers complete a cycle of inquiry each semester to focus on one area of emphasis in the classroom.	FUHSD NTIP
Team leads in PLCs are provided with a coach upon request to guide them through the PLC process	Math Professional Development Opportunities for 2019-20 English PD Offerings for 2019-2020
Professional development series opportunities are offered to all teachers. Professional development best practices are shared within PLCs and are used to inform instruction and craft prompts and questions with higher order thinking processes for CFAs and CSAs. Teachers who attend certain year long professional development series are expected to implement their learning into their instructional practice and showcase evidence of their work at the end of the year in the form of a district wide presentation showcase at Fremont High School.	Various PD Opportunities: ● FUHSD NTIP ● Skillful Teacher ● Teaching for Equity and Social Justice in English ● Accessing Complex Texts ● Speaking and Listening ● Courageous Leaders ● Equity in Action ● Next Generation Science Standards (NGSS) ● English Learners PD ● UC/CSU Counselor Conferences ● PLC at Work ● Response to Intervention (RTI) ● Professional development in-district specific to department. ● SSC funded conferences & release days

Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
Professional development best practices are shared within PLCs and are used to inform instruction, craft prompts and questions with higher order thinking processes for CFAs and CSAs.	Speaking & Listening PD Activity Math PD for higher order thinking tasks. Best practices are learned from PD for Leadership, Link Crew, Athletics, Journalism.
Our area for growth would be to develop a more specific and consistent reflective protocol (perhaps including an evaluation form/tool) after implementation of all/any strategies learned at PD sessions.	

Supervision and Evaluation

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

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

Findings	Supporting Evidence
MVHS follows all FUHSD and Fremont Education Association guidelines as it pertains to formal observations: new employees are formally observed twice a year until permanence, and then once a year every other year. Teachers with five or more years are on cycle once during a five year period. Formal observations are mutually agreed upon dates made in advance, and feedback is promptly given by assigned administrator. In addition, our CBA allows for tenured teachers to participate in an alternative form of observation and reflection, where the teacher will identify an area of growth, formulate a plan to address said need, and then attempt to implement the new strategy. Findings are typed up and presented to the assigned administrator as evidence.	Certificated Employee Classroom Observation Report Examples of Alternate Evaluations: Be a student for a day Survey/panel interview

Administration rotates departments facilitating various review perspectives. Admin classroom observations formal and informal occur on a regular basis. Teachers generally get verbal and written feedback.	
For large PD conferences, there is always admin in attendance to lead teachers.	Notes from RTI conference

Communication and Understanding of School Policies and Procedures

A4.5. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.5. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
On the FUHSD website, all updated union contracts are available.	CSEA Contracts
Hand out/email provided to all staff which lists admin responsibilities. Area of growth: Create a staff handbook. This is an area of growth for MV, as students are generally not aware of school policies and procedures.	Staff responsibilities doc
New School/district websites are sometimes a challenge to navigate.	FUHSD Website
Decisions made at leadership team meetings result in collective commitments. These collective commitments are then presented in staff meetings for further action.	Leadership team meeting notes
Pacing guide is often called a course scope and sequence and is created and agreed upon at the site PLC Team level.	World Core Scope & Sequence

A5. Resources Criterion

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

> Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

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

Findings	Supporting Evidence
School Site Council is a group of FEA members, CSEA members, parents and administrators that meets seven times a year and has an annual budget. Stakeholders (teachers, student clubs) can apply for funding from School Site Council to fund programs other student-related activities. School Site Council makes determinations of how to allocate their funds consistent with school-wide plan and priorities.	School Site Council meeting dates and agenda
The district develops an annual budget, soliciting and incorporating input from all stakeholders, with a specific goal of equitable distribution to all educational programs supporting five comprehensive high schools and Adult Education Program. Additionally, rollover funds from previous years and technology matching dollars are also distributed to schools.	FUHSD budget

The principal disaggregates the district budget to address the specific needs of the school site with the assistance of all stakeholders. This funding comes from the district's annual budget, district rollover dollars, department abatement accounts, and other grants. In addition, grants are also available from the PTSA as well as the Fremont Union High School District Foundation. These entities have their own separate governance.	MVHS budget (see Appendix M)
MV has identified transparency with funding as an area of growth and hopes to make the process more visible to staff, beginning with the leadership team.	

Practices

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

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

Findings	Supporting Evidence
At the district-level, internal and third-party audits are scheduled and conducted in accordance with the California Education Code, California Department of Education Guidance and the requirements of the several bond measures approved by voters.	Citizen oversight committee for bond spending
The district and FEA and CSEA unions have an open negotiating process. As such, payroll, which is a major portion of the district budget, is inclusive and transparent to all stakeholders. The district website provides links available for the	FUHSD - Business Services
First Interim Budget 2019-2020 Second Interim Budget 2019-2020	First Interim Budget Second Interim Budget

Proposed adopted budget presentation 2019-2020	[Proposed adopted budget presentation](#)
The district has a process to allocate resources equitably to address the needs of all five high schools and the Adult Education program. Local school sites are provided the flexibility to make minor, appropriate adjustments, as required.	[Annual Financial Statements FUHSD](#)
ASB sends a projection of funds that are expected to be spent for rallies, Leadership class, and classes. ASB sends a student budget to the District	[ASB Budget Projection PDF](#)
During SSC meetings, students, parents, teachers and administrators participate and vote on major decisions discussed during the meetings. SCC reviews the ASB budget to show our members the transparency of the process. In the future, we would like to involve staff more to give them the bigger picture.	[School Site Council meeting dates and agenda](#)

Facilities Conducive to Learning

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

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

Findings	Supporting Evidence
Construction to the gym floor, gym lobby and turf on the athletic fields have all been completed as of 2018. In addition, modernization of all classrooms (updated wireless, LED lighting, fire and emergency lighting, new furniture, etc.) is in process (anticipated completion in 2024).	[Bond results](#)

During the summertime, all spaces are maintained through yearly shampooing of carpets, washing and waxing of linoleum floors. All buildings are also maintained by custodial staff on a daily basis. Staff are able to submit facilities help tickets to request repairs in classrooms and there is a Skilled Maintenance Mechanic on campus to address specific repair needs. Regular checks of safety equipment in science classes takes place by custodial staff and specialists by custodial staff and (eye washes, fume hoods, safety shower). In addition, all science teachers were certified for the Flinn High School Safety Course.	Facilities Help Ticket
The Lab Technician in the Science Department provides all safety procedures and works with outside agencies to ensure proper storage and disposal of chemicals. All Chemistry teachers go through the safety procedures with all students. Prior to beginning fetal pig dissection, all Biology students are instructed in proper safety procedures and take a Dissection Safety Quiz	Safety Document
A new water bottle refilling dispenser located in the upper B-building was installed as a result of student-led input into improving "student life". Students have access to a bathroom text number that allows custodial staff to quickly clean and repair issues and maintain a safe and functional campus environment.	
Drills occur regularly that involve staff and students. Fire drills are conducted 2 times a year; Earthquake drills are conducted once a year; Run, Hide, Defend (AKA: "Active Shooter" or "Code Red") drill is conducted once a year. In addition, there is an emergency evacuation plan in place for disabled individuals. SPED staff are trained in this plan each year. Regular checks of fire hazards in classrooms are also conducted regularly.	Run, Hide, Defend, Fire Drill Evacuation Plan

We have added one gender-neutral restroom, but an area of growth is to add more gender neutral bathrooms and changing areas on campus. Security cameras have been installed around campus and are utilized to maintain campus safety (e.g., catching a bicycle thief). Plan is in place to regrade the academic court and potentially resurface the blacktop	

Instructional Materials and Equipment

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

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials, resources and technology.*

Findings	Supporting Evidence
There is a help ticket request system in place, including for technology and software, and those issues are addressed in a timely manner.	Technology help ticket requests
Materials, resources, and technology are replaced on an as needed basis.	New technology equipment/software request form
Teachers receive new laptops on a five year cycle.	Google doc for laptop requests and cycle rotation
Requests for books are made through DLs and admin (admin determines which account funds are for books). Textbooks are replaced according to the needs. If standards change books may need to be updated. The change can be initiated by an individual, a department, or the district office.	
Chromebook carts are available for staff to use with students in the classroom.	Chromebooks in classrooms

Our PTSA is also ready and willing to provide funds to teachers who require special items/materials for their classrooms. Teachers need only fill out a grant request and then PTSA determines need and awards monies accordingly.	PTSA Funding Requests

Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.*

Findings	Supporting Evidence
EdJoin is used to find high quality new staff candidates. The district's BTSA process provides resources to help new teachers clear their teaching credential. Additionally, new teachers have monthly lunch meetings facilitated by an assistant principal to help guide them through the year and allow a safe space for questions ranging from how to deal with student stress to how to enter final grades. New teacher mentors are available to new teachers to help them through their first few years.	EdJoin BTSA suggestions New Teacher Induction Program Website New teacher mentor article
A three-day Professional Development session is provided for all staff at the beginning of the year.	August 2019 Staff PD Schedule
There are numerous professional development opportunities available to the staff presented by the district curriculum leads. Additionally, administration solicits staff volunteers to attend PD training that align with building goals, such as the PLC at Work and RTI conferences.	Math PD Offerings for 2019-2020 English PD Offerings for 2019-2020 RTI at work notes
If staff members have additional professional development opportunities they'd like to pursue, they can apply for funding through the School Site Council.	Faculty Portal - School Site Council
The Aesop/Frontline online system allows teachers the ability to rate and provide feedback on substitute teachers.	Frontline Online System

Long-Range Planning

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

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

Findings	Supporting Evidence
Staff and students are not familiar with the LCAP because there isn't a process outside of the School Site Council to review the plan and consider how we're working towards those goals. Do conferences, professional development, PLC work, etc. address LCAP needs? Where/how can this be documented?	LCAP
Are tutorial periods being used effectively to address LCAP needs? Where/how can this be documented? Special Education has a tutorial log sheet to track where students were during tutorial.	Sped Tutorial Log
Teachers are required to fill out Early Warning Notices for students who have Ds or Fs. Admin and guidance meet with students who have Ds or Fs.	Google form from admin
Wellness committee addresses social/emotional needs through Tranquil Tuesday events and meditation on Wednesday tutorials led by student advocate Richard Prinz (student choice whether to attend) SEL component imbedded in MV Expectations presentation	MVHS - Student Wellness and Resources
MV Expectations Presentations are presented once a year to each grade level.	Four year plan Guidance Presentations 9, 10, 11, 12 Grades

Parent-Principal Coffee events are held three times each year: fall, winter, and spring.	
Guidance and College and Career counselors help students through the college application process.	MVHS - College and Career Planning
SAT/PSAT preparation classes for students are provided for college and career readiness. Our students perform very well on these assessments, which is a reflection of both our readiness programs and their self-directed efforts.	PSAT/SAT Classes

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified major student learner needs)

The Monta Vista community pushes students to work towards Learning Goals (LeGos) regarding thinking, information processing, communication, collaboration, and self-management. Parents are also involved in our school through participation in groups: School Site Council (SSC), Parent Teacher Student Association (PTSA), and English Language Advisory Committee (ELAC). Despite incorporation of LeGos into student-directed clubs and many staff members' curriculum, there still is not a clear system for working toward these goals and a transparent connection between LCAP, WASC Plan, MV School Plan, LeGos, and Collective Commitments, which could possibly be improved by explicitly implementing LeGos into PLC work.

In achieving the goals of MVHS, information is provided on the school website but could be more easily accessible and effective in reaching the target demographic.

In addition to communication from the principal and teachers, events involving parents such as Back To School Night and PTSA help the MVHS community commit to school goals. Training teachers receive and students' participation in enjoyable activities further promote involvement in mission goals. However, more understanding needs to be conveyed to local community groups around MVHS.

While students are aware of the role of guidance and admin teams and their availability for additional support, students lack exposure to higher authority and the Board of Directors besides the leadership class and Student Board Representative. Teachers and classified staff have access to the board's system of checks and balances, which directly affect the work of teachers in terms of curriculum approval and staffing. For parents, voting in school board elections and attending board meetings (as do students and others) provide a general understanding of higher education authority.

Student voice is encouraged through voting through representatives and exploring the school board election processes through student publications. The community also provides input into passing bond measures that fund construction projects, while similar school-based input was considered in schedule changes. Addressability is encouraged by listening to community members' opinions about the school district.

More information can be provided regarding the Uniform Complaint Procedure.

The WASC plan includes input from all stakeholders and is visible to some groups; this visibility could be increased, in addition to that of the Collective Commitments.

While scores are included in creating LCAP goals and updating courses, this process could be more transparent.

PLC meetings and staff involvement in School Site Council promote collaboration to improve student experiences in the classroom.

The learning management system Schoology is replacing Schoolloop to increase effective communication. While FAC and PLC teams identify and resolve conflicts, more work needs to be done district-wide.

Clear open teacher positions, new teacher orientations, mandatory teacher trainings, annual reviews, presentations at professional conferences, workshops, and summer collaboration work to continually improve staff.

There is thorough development of new teachers through mentorship and cycles of inquiry. Various professional development opportunities are used to inform instruction in PLCs, instructional practice, and district wide presentations of year-long professional development series. Staff volunteers attend training that align with building goals. All of this begs a tool for evaluation of strategies learned through professional development sessions.

Teachers receive constant admin feedback both verbally and in the written form in annual reviews and alternative evaluations.

While updated union contracts are available on the website, it can be challenging to navigate. Staff are also provided with information on admin responsibilities; however, students can become more aware of school policies and procedures.

MVHS plans to increase transparency with funding to the staff. To allocate funds for school-wide priorities, the School Site Council and its stakeholders determine funding for school programs, including ASB budget details. FUHSD's budget distributes funds, rollover funds, and technology matching dollars to the five schools in the district and all educational programs. With this budget, department abatement accounts, and other grants, the principal addresses school needs. Staff are also permitted to apply for funding of professional development opportunities through the Student Site Council.

California law and bond measures are followed in district-level internal and third-party audits and open negotiations.

Modernization of all classrooms is projected to follow the completion of athletic facilities and gym construction. Building maintenance and resource quality is sustained daily and in the summer. Staff can request for classroom repair, and science equipment is regularly checked; students receive thorough instruction of safety procedures for the use of such equipment. Earthquake, fire, and Code Red drills are done at least annually. In addition, security cameras and a bathroom repair text number maintain a safe and functional campus environment.

Students with grades lower than a C are provided help from admin and guidance. Student wellness events are supported by the student wellness committee and the student advocate. MV Expectations Presentations, Parent-Principal Coffee events, Guidance and College and Career counselors and their SAT/PSAT preparation classes increase support from the school for parents and students

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

1. There is a lot of overlap between the FUHSD belief statements, the MVHS vision statement, and the MVHS learning goals, even though these things were not necessarily developed in conjunction with each other, making it easier to meet the outlined goals.

2. For many teachers across all departments and through numerous student groups, clubs, and organizations, there is evidence that LeGos are *implicitly* an integral part of the culture of learning at MVHS.

3. We have many opportunities for stakeholders to get involved. For example, all are invited to attend Board of Directors meetings, and the board rotates through all five sites in the spring to make these meetings more accessible to the MV community. At the site level, all stakeholders were invited to be part of the principal selection process.

   - For MV staff specifically, there's an open call to join the Leadership Team or provide feedback through PLC Team Leads or Department Liaisons, in addition to annual Collective Commitment meetings where all staff weigh in and vote on what's essential to focus on the following year. Staff members can select from an exhaustive list of professional development opportunities.
   - Students can make their voices heard through joining Leadership, Journalism, or Legislative Council – which asks representatives to return with recommendations from *all* third period students. The addition of a third tutorial and another water bottle refilling station are the direct result of student voice.
   - Three options for parents – as well as staff and students – to become involved include School Site Council (SSC), the Parent Teacher Student Association (PTSA), and the English Language Advisory Committee (ELAC).
   - The community shows its support for our school through passing a bond for a third time in a row and extending the existing parcel tax.

4. The administration responsibilities are communicated clearly, as well as the evaluation procedures, which allow for traditional and non-traditional pathways through the evaluation process. The principal is communicating clearly with parents through eblasts and coffee with the principal, staff members through sending out highlights to all staff and personal conversations, and students through being readily available to meet with them and daily interactions.

5. The facilities at MV are generally in very good condition and, as needed, when things break or need to be replaced, they're taken care of in an efficient manner. The modernization of classrooms has been excellent, and all classrooms will be touched in the next six years, thanks to the passing of the bond.

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

1. There's a connection between our LCAP; WASC Plan; MV School Plan, vision, LeGos, and Collective Commitments, but it could be *more transparent* and make the connections between these concepts *visible to all stakeholders*. Some of these things live on the school and district websites, but others are not accessible at all.
2. Staff and students are not familiar with the LCAP or MV school plan outside of those involved in SSC or on the Leadership Team.
3. There seems to be initiative fatigue; it's not totally clear whether we're focused on PLC work, RTI, Equity, Wellness, Building/maintaining positive relationships, something else or any/all of them combined. It doesn't appear that we're collecting data on many of these initiatives or analyzing the results to see if they're working. With initiative fatigue, schools can't take on *all* the things and do them well.
4. We continue to struggle with implementing LeGos systemically. A potential idea could be to implement them directly in our PLC work. When we're developing units, CFAs, CSAs, and going through the PLC process we could *explicitly* name the LeGos we're targeting.
5. Staff members appear to have the deepest knowledge and understanding of the Collective Commitments process and implementation, but there's not an opportunity for students, parents, or other stakeholders to provide input.
6. Some parents would like to see the implementation of an annual survey for students and parents to provide input in the event that they can't commit the time to other organizations on campus.
7. Not all PLC teams are making progress with their scope and sequence, essential standards, CFAs, CSAs, etc. and there appears to be little to no follow through on this with teams that aren't experiencing success.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

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

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: *Evaluate how effectively the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
The school and district actively use survey, standardized tests, and focus group findings to shape school goals which include course alignment, integration of Common Core, and focusing resources on areas of need. This includes a drive in the district to develop new Computer Science Programs such as APCSP at MVHS, adoption of new curriculum for math courses such as Algebra 1 and Pre-Calculus, and focus on remediation needs for special groups such as Seniors and English Language Learners.	College and Career Readiness Findings based on CAASPP School Plan Computer Science Collaboration Meeting Slides
PLC work - courses use AP results, formative assessments to change curriculum. The College Board for all AP exams provides reports to the teachers giving breakdown off skill / content. Teachers can look over this collective and compare it to nationwide results. This can help teachers focus on what to add more to. For instance: ● Japanese teachers gathered in the **district** and decided there's a need to work on the speaking section of the AP exam to receive higher results. ● AP Chinese reader modified her curriculum every year upon learning the specific grading standards during AP reading.	AP Results for 2018-19 (Look at Page 12 of School Plan Data) Chinese 4 Syllabus

● French and Spanish teachers modified curriculum upon seeing the AP results each year. ● Much similar work happens at the school-site level, as further described under this prompt, 3.1, below.	
In addition, optional district training focuses on how technology can be used to communicate, strengthen, or assess curriculum (Teaching with Technology), use of research such as about Growth Mindset to improve any classroom (Skillful Teacher, Equity in Action), and how to modify classroom culture and impact persistence and resilience in any course (Courageous Leaders). The district also facilitates Induction Program Support for new teachers, who become informed of new research and skills. MVHS encourages staff to attend conferences that are universally helpful, regardless of discipline: ● PLC at Work, RTI: A large group (16?) attended an RTI Conference in New Orleans in Sept. of 2018 and we implemented change upon our return in each PLC and then used the information to develop the next year's PD prior to school starting ● School Site Council helps cover the cost of relevant, engaging professional development, such as the Association for Asian American Studies conference, Journalism Education Association's Advisers Institute, Journalism Education Association of Northern California Teach-in Conference, and National Council of Teachers of English Conference ● AVID	Skillful Teacher Equity in Action Courageous Leader 2.0 Teach with Tech District PD Calendar 2018-19 District PD Calendar 2019-20 MV PD Roster Multiyear RTI notes, takeaways, action steps RTI at work share out presentation to do in individual PLCs AAAS conference notes JEA AI notes JEANC Teach-in JEANC Teach-in Adobe Spark page NCTE takeaways Monta Vista AVID Program
Several staff members attend conferences as a way to keep up with new research, curriculum, and practices in their discipline, as well as build and retain professional networks: ● History: National Council of Social Studies, National Council of History Education, and Organization of American Historians, Association of Asian American Studies	WACAC's Conference in 2019 shows a variety of contexts for counseling, from up and coming fields like CS to minority groups and optimistic approaches to helping others

● Music: ACDA and CMEA Conferences provide insight into practice, training, and application of music	ACDA Sessions (Music Applications)
● College/Counseling: UC/CSU Conference, Share-Learn-Connect, CASC, WACAC conferences provide updates in the field of college counseling which we then use to update lunchtime presentations, guidance units in the classroom, and information blast outs to parents/students.	
● Teachers in the world language department attend ACTFL conference to learn new research, theories, and teaching pedagogy.	ACTFL Keynote Themes show that World Language invites teaching/learning through student perspective
● ELD: Welton-district PD called "Towards the Actualization of High-Leverage Principles in EL Instruction" This led to: Honors American Literature has incorporated further accountability for student listening during academic discussions, and the rubric reflects students' paraphrasing of peers comments to reinforce active listening skills.	"Toward the Actualization of High-Leverage Principles in EL Instruction" ELD PD Handout 1 Handout 2 Handout 3 Rubric for active discussions
● AP Science Conferences (Physics and APES) helped to orient new teachers to the course (our school expanded Physics to 3 new courses in the last 6 years and APES staff has changed)	Health Connected "Advanced Sex Ed Training"
● Science: National Science Teachers Association conference	
● English: SPICE seminar at Stanford	College Prep Physics added Climate Change curriculum after attending AAPT Conference.
● Biology: Health Connected training (sex ed.)	
● AAPT (American Association of Physics Teachers) conference attended by MV Physics team. Curriculum resources adopted for CPP and AP1	
● SPED: Conferences put on Rehab Seminars for instance on dyslexia.	SpEd Conference Seattle
● Business uses results each year from various competitions, all focused on modern skills and methods to practice business to change curriculum including CFAs and Summative Assessments in their courses: DECA and FBLA Competitive Events results; Haas School UC Berkeley Enterprise Simulations	(Business) Law Video Project International Business Case Study Project

● PE teachers attend conferences such as the PEACH Conference and CAAPHERD to be exposed to new methods of instruction, activities, and more.	[PEACH Conference](#)
FUHSD funds staff that support teachers in developing, implementing, and collaborating about curriculum, with a support teacher, Jackie Corso, that supports staff in leading or collaborating with others. Each major discipline also has a paid staff member in the district that facilitates training about new research, vertical alignment, and across-district practices. For instance: ● Our district has maintained an Algebra Initiative in order to improve passage rates and efficiency to pass Algebra courses. This resulted in incorporation of new tech in classes, uniform activities, rubrics and exams across the district. ● Science has met to implement NGSS for Science courses, for instance in Biology. ● English has required PD each school year provided by the district on the topic of Speaking and Listening, Research. One training resulted in World Core adding several videos and podcasts to help students work on listening skills. Teachers started by giving students guided note taking documents and eventually students listened and took notes without support. ● A District English Lead provided research that led to changes in curriculum for "*The Things They Carried*" Synthesis prompt for American Literature courses. ● ELD: Speech Contest for all ELD courses in the district is facilitated each year and documented across the district. ● Math: Research-based practice seminars/sessions for Math in foundational skills such as visualizing data or applied statistics. Resources are also reviewed regularly and posted for the full district. ● Social Studies: World History and US History; analysis and synthesis, historians (for content	[Algebra Initiative Work](#) NGSS Implementation of Performance Expectations following district-wide meeting: [FUHSD NGSS 3-Course PE Arrangement](#) [District NGSS training - Biology](#) [Links for podcasts that students listened to and took notes on](#) [Listening and Speaking PD Powerpoint](#) [Research PD Powerpoint](#) ["The Things They Carried" Synthesis Essay](#) [ELD Speech Contest](#) [Summary of resources that is curated by I-Heng/Jessica, our district Math Support Teachers for the last 6 years](#) [Social Sciences Drive: Memorials and Podcasts Project](#)

expertise); Gender and Russian Rev; Imperialism in the Congo; USH: LBGTQ History; Latino History. ● SPED: SAI and EL language instruction for instance (SPED teachers participate in subject specific professional development. We also have district wide course-alike forums.) ● Adoption of Pre-Calculus book and online resources ● Several teachers have embraced a Flipped Classroom with support from district training (Skilled Teacher) or individualized support. For instance, One of our Geometry teachers utilized the Math District Lead's support to flip his geometry class.	SPED Training Resources Pre-Calculus Resources David Greenstein's Flipped Class activity
PLC structure at MVHS supports experimentation and sharing of new ideas, often based on published research, motivated by large-scale school results (AP Score Reports, for instance), or by local classroom findings. For instance: ● Pre-Calculus development (beyond what is facilitated at the district level, above) ● Implementation of joint social science and literature content areas (World Core, World Studies, American Studies). ● Teaching tolerance slavery study, Nat Women's History Museum, National LBGTQ - using study (Bonnie's PLC) ● New science research-based curriculum, including the use of technical writing in foundational classes such as biology ● World Language: 1) Chinese and Spanish curriculum, assessment and gradebook are aligned with ACTFL Three Communication Modes, 2) learning activities incorporate ACTFL Six Core Practices, 3) technology tools are frequently used to assist students' learning, such as Google Classroom, Quizlet, Gimkit, Edpuzzle, Seesaw, Kahoot, Chairman's Bao ● In the music PLC: "Our curriculum is constantly adaptive according to our student's skill level and musical aptitude. We select repertoire that is appropriate to our current ensemble. We constantly	Teaching Tolerance Framework and Additional Civil War/Slavery Content the team has assembled/created District NGSS training - Biology ACTFL Modes of Communication and Practices Chinese 4 Syllabus Quizlet Example Kahoot Example

evaluate our student's progress and adjust the pieces we choose to challenge our students while giving them pieces of music that are attainable. Our performance result evidence is based on our previous performance cycle. If the ensemble struggles through a particular piece, we select something less difficult the next cycle. The reverse is also true." ● In PE, physical fitness testing helps drive different levels of instruction. The goal is to have more students passing fitness testing. In addition, PE has a new unit in Dance based on research and current practices. It embraces student-led instruction to others in the class.	El Estoque article about Instrumental Debut Concerts
Some teachers participate in courses or forums that use new research and products to improve curriculum or use online materials that are based on mod. For instance: ● One of our English/EL teachers attended KQED Teach On-Line Course Incorporation of Digital Media Literacy in the classroom and built some training that extended to two Science teachers' classes ● APCSP is taking advantage of new research about accessibility of formal logic in younger people, as well as modern twists on big data analysis made possible with cloud computing and SaaS techniques. ● Engineering courses now use Project Lead the Way curriculum as a result of Ted Shinta attending a PLTW Conference.	Podcasts and Better Narratives Blogs and Better Essays Helping Students Find Voices Report on Logic in MVHS AP CSP Course Project Lead the Way Technovation Articles

Academic and College- and Career-Readiness Standards for Each Area

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

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

Findings	Supporting Evidence
Departments, course-alike, and PLC meetings review requirements (e.g. common core, state standards) to make sure curriculum uses them. For example: ● School website, district course descriptions indicate what courses meet graduation and UC "a-g" requirements, which run the full spectrum of offerings at our school. ● Math courses (Algebra, Geometry, Algebra 2) teach common core ● Science NGSS Performance Expectations are divided amongst Chem, Bio, Physics. Curriculum support has been provided for each branch. ● Biology - California Healthy Youth Act (sexual health education) ● SPED has alternate achievement descriptors for Common Core through district level PLCs. ● District Guidance Essential Learning Objectives (ELOs) for academic, college/career, and social/emotional domains of the American School Counseling Association (ASCA) indicate what we want all our students to graduate knowing. ● AP courses annually submit a class syllabus for approval (from College Board); the syllabus contains College Board standards and how they are implemented within the curriculum. ● ACTFL (American Council on the Teaching of Foreign Languages) standards are applied in the World language departments. ● English has adhered to the Common Core State Standards and are updating Scope and Sequence units. English teachers utilize common assessments. ● ELD has a curriculum created by the teachers and district to support ELD standards.	District Course Guide (start on pg. 7) District Course Guide (see page 22 for Math and Common Core) Next Generation Science Standards Healthy Youth Act and Health Connected "Advanced Sex Ed Training" SPED District ELOs for Guidance Sample AP Audit for AP Statistics ACTFL Modes of Communication, Practices, and Standards Mythology and Folklore Scope and Sequence Working Doc Literature and Writing Scope and Sequence Working Doc ELD 3 Website

● 5 out of the 6 classes that the Business Department offer are UC (a-g) approved. The only exception is the Principles of Marketing class. Within the last 6 years, there was a collaboration with district schools, instructors and district administrators in the development of a district-wide Principles of Business curriculum. This also includes the submission and approval for a-g acceptance.	International Business Course Expectations (sample expectations for a business course)
● Social Studies includes Common Core instruction, and meets state social studies standards.	Social Studies Course Offering Presentation

Congruence with Student Learner Outcomes and Standards

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

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

Findings	Supporting Evidence
There is a drive within our school to have common essential learnings and assessments, as well as common rubrics and similar or shared opportunities for remediation. Much of this work is done in PLCs. This congruence of what is being taught creates transparency about how learning is measured. ● Common assessments given by English department. Common practices implemented in thesis writing and modes/styles of research used to correctly answer prompts. ● ELD common units and assessments given through each level ● Collaboration with District schools, instructors and district administrators in the development of a district wide Principles of Business curriculum. Also includes the submission and approval for a-g acceptance.	Sample Freshman Essay Prompt ELD 3 Website District Course Guide (start on page 42 to see Business courses)

• For courses taught by one teacher, congruence and consistency is not required. Establishing this amongst several teachers teaching the same course requires time and resources, but can often pay off, in terms of clarity between similar courses, students supporting each other across courses, and different courses benefiting from insight from different audiences. The diverse set of teachers teaching Physics, APUSH, and SPED Learning Skills, use all of the same curriculum and assessments by topic. The diverse set of teachers teaching Biology, World Core, and USH have some CFAs and agreements on ELs. In AP Statistics, two of the three teachers use standards-linked essential learnings to drive assessment design and grading in weekly quizzes. These are closely linked to workplace skills applying statistics. • Some courses have clear vertical paths to/from others. AP Physics 1 and AP Physics C, as well as all Business classes have worked together to develop clear vertical alignment from one level to the next. Likewise, Java and APCSA courses have clear alignment to avoid redundancy and ensure preparation from one course to the next, partially facilitated by the same instructors having taught both courses. • Social Studies and different science courses are involved at present in vertical planning in an attempt to ensure that Social Science Standards and NGSS Science and Engineering Practices are integrated appropriately and their inclusion lends to clearer later instruction meeting related standards. • Chinese teachers district-wide serve as AP Chinese readers and exchange scoring standards and guidelines with each other and share with the department. As most schools have only one Chinese teacher who teaches across multiple levels, coming together at the district level is invaluable.	[DeRuiter Website (note APCSA and Java)](#) [CFAs for AP Statistics](#) [Soc Studies Vertical Planning about Research Practices for Soph, Jr, and Sr papers](#) [Physics "paths" as arrived upon from collaboration within science and across different physics courses and teachers](#) [Vertical Alignment World History](#) [Summer Chinese Collaboration Work](#)
Many students participate in additional assessments that provide insight into understanding. For instance: • College- and career-readiness scores from standardized assessments show students are developing strong foundations that ready them for advanced courses and college.	[School Accountability Report Card](#) [School Profile Infographic](#)

- AP scores suggest that the AP classes prepare students well for the AP standards of each course. - AP results direct change in curriculum: AP Physics 1 added relative velocity curriculum after reviewing AP Test results. Likewise, reports about AP Statistics drove inclusion of more practice, scaffolding, and a project about study design. - World Language keeps data on the number of students that have achieved the Seal of Biliteracy and Chinese classes collect anecdotes on how their classes have helped students in their lives	[Relative Motion Handout Pg 1](#), [Relative Motion Handout Pg 2](#), [Relative Motion Video Lecture #1](#), [Relative Motion Video Lecture #2](#), [Relative Motion Video Lecture #3](#) [How Chinese Class has Helped Me in My Life Now](#)
Career-ready or advanced application of skills shows students are ready for steps after high school: - Chemistry regularly participates in hands-on activities as evidenced by classroom organization, safety protocols, and a variety of "lab" activities conducted and analyzed by students, including the Cookie Lab shown at right. An Interview Project also challenged students to investigate science careers. - AP Statistics courses include novel study design, implementation, and analysis - Commercial Art and AP Computer Science Principles utilize project based learning that mirrors career application of knowledge including group work with team members outside of class that have complementary backgrounds/skill sets. - Every Social Science class across all grade levels teaches research skills and has a research project, particularly how to come up with a good research question, the appropriate research, and what the output should look like. - AP Physics data collection/analysis w excel - SAI consumer math class provides direct instruction in real life math applications such as taxes, insurance, paying bills, medical insurance, etc. - ACT has weekly community outings to practice real life activities. ACT Job skills on campus such as cafeteria, gardening, recycling, K9 Krunchies and Coffee Kart.	[Cookie Lab Conversions](#) [Interview Project (science careers)](#) [AP Statistics Projects (scroll down to Projects)](#) [Project Based Learning in APCSP](#) [Research Skills Vertical Alignment 10th -12th](#) [AP Physics C assignment using Excel](#) [Excel spreadsheet for AP Physics C assignment](#) [Article on the District's many ACT programs, including K9 Krunchies](#)

● World Language: Alumni report being able to use language skills in their professional field (S. Patel - Spanish in Medicine, N. Naik Loudin - medical program in Central America, Our Chinese students report that skills learned in Chinese class have helped them on business trips in China	
Students and teachers have been acknowledged for their skill/aptitude of applied skills: ● El Estoque, our school magazine and website, has been awarded numerous awards ● One of our Business teachers was designated and honored by the American Hotel and Lodging Institute as a Teacher of Excellence for 2014. This was connected to teaching and club (FBLA, DECA) contributions. ● 3 Monta Vista Business Students have been awarded 5 Utility Patents by the USPTO ● One of our Social Studies teachers was named the California History Teacher of the Year (2014) from the Gilder Lehrman Institute of American History. ● One of our Science teachers was honored as a National Geographic Gilbert M. Grosvenor Educator of the Year in 2018	El Estoque Awards American Hotel and Lodging Education Institute Awards Gilderman Lehrman Award Gilbert M. Grosvenor Award

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
Common Core-style integration of foundational academics (e.g. reading, writing, mathematics/graphing) in many contexts. For example in Science, Social Science, English, and various Math courses. Some classes work together on curriculum. For example:	Common Core Algebra 2 Problem

● Combined English and History sections that collaborate regularly and give common assessments (American Studies/World Studies/World Core). Classes build skills that can be used in both content areas, such as research, thesis writing, and essay writing. ● Business and Commercial Art courses collaborated on a design project, similar to those Commercial Art has done in more recent years with existing companies and individuals, as well as local clubs and community organizations.	American Studies and examples of joint end of unit essays Article: Commercial Art work with Companies
Some applied courses are naturally integrative, particularly our career technical and applied courses. For instance: ● The journalism program is focused on teaching the relevant journalism skills and publishing an award-winning print paper and online news. ● Through Training for Transition (TFT) students are afforded the opportunity to shadow Career Technical programs and interact with local programs in Santa Clara County. ● Business classes work together with other CTE classes in combination with DECA and FBLA. ● Engineering Tech class allows students to integrate learning from several disciplines. ● APCSP integrates design principles (creative) with statistics (graphing and analysis), communication (linguistics, representation), etc. Here are additional courses that integrate across disciplines: ● For instance, across all foundational sciences (Bio, Chem, and Physics), Science labs integrate scientific argumentation, language/communication skills, and mathematical reasoning. ● Students in AP Spanish stay informed on current events and present on political science issues of the day. These "noticias" presentations cover a variety of topics and students have to complete the research, prepare a lesson, and then present in the target language.	El Estoque Mission Statement (and link to the award-winning magazine/online resource) Article on the District's many ACT/TFT programs, including K9 Krunchies APCSP Project Integrating Design, Statistics, Database Management, Research, and Communication/Graphical Display AP Physics 1: Sample Lab Report #1 AP Physics 1: Sample Lab Report #2

Finally, although not directly in courses, many staff members lend their expertise and support to students wanting to create cross-curricular presentations outside of class, including science, art, music, literature, and social science. This has happened two times, and has resulted in amazing events at the Tech Museum of Art in San Jose.	Article about Earth Deconstructed

Community Resources and Articulation and Follow-up Studies

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

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Many departments work beyond our school to refine programs, communication, about programs, and support based on where students are coming from, going to, or preparing for, in the workplace. For instance: ● SPED training for transition class works with the DOR, community colleges (DSP), and various trade and vocational schools. Job developers come in from the district to support work skills. TFT students participate in field trips to college campuses. ● Math discussion with department heads of feeder schools to determine what is offered and where incoming students should be placed. ● Regular (several times a year) discussions with MV Art Alum and Art School/College Admissions counselors regarding industry trends, curriculum and career pathways. ● Music: We bring in guest clinicians and professionals to work with our performing groups. MVHS was even honored with a visit from an alumnus who has found much musical success outside of school. ● Coordinating with De Anza Jr College in the application and understanding of the Principles of Business curriculum and the interaction there in.	https://www.cacareerzone.org Math Course Selection Information Annual Art School Presentations Article: Music Department Hosts a Concert with Alumnus

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● One of our Spanish teachers is a part of Teatro Vision, a production company in San Jose that has been instrumental in bringing outside expertise to Spanish students. For example, Grupo Folklorico Colibri came in 2018 to teach traditional Mexican dancing and culture to students across all levels. For example, students are sent to see plays in Spanish where they can enhance the appreciation for the language and culture of the Spanish speaking world. In addition, our department also invited to Monta Vista, the Mexican folkloric group called Grupo Folklórico Colibrí that came in 2018 to celebrate Mexican Independence Day. The group taught and demonstrated traditional Mexican dances to our Spanish students across all levels. The group also performed several Mexican dances during lunch to include the entire population at our school and to show additional support to the LGBTQ+ community.	Sample video
● In design and implementation of APCSP, the Computer Science teacher partnered with Vinay Chaudhri and Michael Genesereth of Stanford regarding bringing Logic instruction to a younger audience. Subsequently, Stanford's MOOC on Intro to Logic was customized, summer programs working with youth, and this teacher's design of relevant and accessible activities to "digest" concepts was done.	IntroLogic Site through Stanford
● Google was brought in, supported by a Computer Science teacher and the Technovation Club, to have a movie screening of *Code Girl*, featuring two MV students on their quest to win the Technovation competition. The film showed the development of a business and computer app from start to finish, including mentorship, ideation, learning to code, prototyping, and pitching.	Article about Code Girl event
● Social Sciences has several members who have worked with university connections, fellowships, or community partnerships to enrich instruction for students: Harvard fellowship- lesson plan, Mt. Vernon fellowship, NEH, SPICE PD, Am Studs- veterans project, World Studies- Iran, WWI Guilder Lehrman, World Studies field trip- Holocaust survivors.	Social Studies Field Trip and Holocaust Speakers Information

Social Sciences Drive with Harvard Fellowship and other resources |

The school recommends teachers to Ignite (formerly known as IISME-Industry Initiatives for Science and Math Education). This program places teachers at various tech businesses during the summer to learn how Math, Science, and Computer Science are used in industry so that the teachers can return to the classroom to share their findings with the students. For instance: ● Biology invited a UCSD/Scripps graduate student to give a research presentation about orca whale monitoring in the San Juan Islands, Washington. Presenter provided insight to his monitoring process with National Oceanic and Atmospheric Administration (NOAA). This included information and pictures of data collection using drone photography and underwater acoustic monitoring. This in connection with the biology department's ecology unit as well as college and career pathways. ● Reports in San Jose from summer work regarding civil engineering; one of our Math and Physics teachers subsequently shared slides with her classes to show application of math and science, as well as that there are no clear gender norms students need to fit into (e.g. girls in construction). ● One of our Math teachers worked with Lockheed Martin which utilizes several technologies utilizing geometry to obtain signal/find locations. She used some of this same geometry in a lesson she used in class.	[Science Presenter Information](#) [Project Management in the Construction Industry](#) [Lockheed Martin applications to Geometry](#)
Our district, school, or groups facilitate student- or community-based opportunities that help students network or prepare for their futures. For instance: ● District College Fair ● College Speakers thru the College and Career Center ● Career Day as well as Art Career and Technology Career Nights The school supports readiness preparation: ● Entry level students from 8th grade have the ability to take a Business Boot Camp in the August timeframe before school starts, in preparation for Business courses and participation in DECA or FBLA.	[District College Fair](#) [College and Career Center Calendar (note visiting schools, particularly in the Fall)](#) [Article: Technology Career Night](#) [Article: First Business Boot Camp (this is an ongoing annual event)](#)

- Many clubs reach out to middle school or younger students to help prepare them for application of skills in classes and clubs, such as Robotics, Girls Who Code, and Model United Nations. - LINK Crew helps the incoming 9th graders acclimate to Monta Vista through Freshmen orientation and monthly follow ups where the 11th and 12th grade Link leaders come in to 9th grade lit classes and do lessons/activities to help 9th graders navigate school, make positive choices, etc. - AVID program - Sheltered Program - ELD Classes	Article: Getting a Head Start (Robotics young recruits) Article: Purposes and Successes of LINK Crew AVID Description Article with perspectives on AVID English Learner Support (includes Sheltered Courses) ELD Program
Club participation also can help students feel "ready" for career and college next steps: - FBLA and DECA give students chances to collaborate with existing businesses and build real-world skills such as patent development and portfolio building. - Future Physicians Practicing Network (FPPN) brings in speakers and provides information/advice about careers in the medical field, as well as doing hands-on work. - Mock Trial, Model United Nations each include professional lawyers, judges, and advocates in training and competitions. - Red Cross Club, Future Physicians, and Sports Medicine club include guest speakers and hands-on activities that help to build skills and allow students to "try out" these fields. - School fashion and art/design clubs have culminating events not dissimilar from gallery presentations. - Advanced theatre students produce, direct, choreograph, (costume/set) design, and write for one-acts and ensemble performances such as Saturday Night Live (SNL). SNL even features teacher guest stars and student musical performances featuring contemporary, original compositions.	English Learner Support (includes Sheltered Courses) ELD2 Syllabus Article: FPPN Plans for Year Article: Model UN Success Article: Sports Medicine Club Article: Annual Fashion Show Article: Saturday Night Live

Students are engaged in leadership opportunities or during-school "jobs" that equate to career skills or participation in projects similar to research or college-level inquiry. For instance: ● Commercial Art and Web Development Club reaches out to other areas of campus to design for other groups on campus, club or members of the community. ● AP Biology works with McClellan Ranch through annual tree survey data, a 10+ year partnership with the City of Cupertino. ● Leadership Class has various roles akin to larger governing bodies. Leadership divides into several committees and leadership roles and even keeps publicly available minutes for meetings that are open to the public. ● Small ensemble musical groups exist in choir and instrument courses. For instance, Jazz Band made a comeback after the MVHS music program went through a staffing change, and provides professional-level performances. ● Student Athletes, particularly Team Captains, work with the Athletic League to develop and practice the skills needed to maintain positive morale and team dynamics, inclusiveness, and persistence. The Positive Coaching Alliance has worked well with coaches and student leaders to change dynamics from ultra-competitive to focus on continual improvement and cross-team support.	Article: Meet the Web Development Club Commercial Art Outreach Project Leadership Council Minutes Article: Jazz Band Makes a Comeback Article: Team Captains are leaders on and off the field Article: Positive Coaching Alliance (awarding two MVHS coaches)
Senior exit surveys are given to 12th graders prior to graduation. Alumni surveys are also emailed out to past students. The survey questions provide the school feedback on student experience during their time at Monta Vista.	Senior Exit Survey Alumni Survey
Guidance Dept. visits local feeder middle schools to present to all incoming 9th graders about course selection and general MVHS information. Night events/presentations held for feeder middle school parents. Meetings with feeder school counselors to target incoming at-risk students. College rep visits from local community colleges and universities.	Parent--8th Grade Course Selection Night Presentation Student--8th Grade Course Selection Classroom Presentation

B2. **Equity and Access to Curriculum Criterion**

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

> Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
The school endorses a wide array of course and career-path choices through: ● Course Info Fair FUHSD is an open enrollment district so that students are allowed to take any course they want. (Placement tests are not required.) All courses are listed in a district catalog and if they have UC a-g credit, that is mentioned. We have a course info fair each Winter to help students make the best choices of courses, and teachers often advise on best choices for certain career paths or based on student skill and interest, as well as meeting prerequisites. ● Naviance assessments: Strengths Explorer (part of 10th grade curriculum), Career Cluster, Career Interest Survey, which then can drive a student to reflect on their 4-Year Plan and extracurricular involvement ● CTE (Career technical education) classes are offered. ● Career Day as well as Art Career and Technology Career Nights ● Job Shadows	Article: Course Information Fair and Impact on Student Decisions Naviance 4-year Plan Document Naviance Activities (expand each year to see link for each activity) CTE Courses Article: Technology Career Night

● Clubs (Business, Robotics, Sports Medicine, etc.) allow students to "try out" different fields in a low- or no-risk environment, plus get busy trying to apply their knowledge. ● We even have a Maker's Space at MV. ● STEM Class (practicing research design, implementation, analysis, and presentation) ● Business Department (paired with FBLA and DECA participation and membership) applies job skills in applied activities including studies of existing multinational companies and historic legal cases. ● AVID Program assists students who would like more preparation for college and life ● Technovation Club gives girls an opportunity to develop entrepreneurial skills, business management, and design/coding skills, competing possibly worldwide. ● Microfinance Club: provides exposure & practice for students interested as possible business majors & social justice majors. They learn about international microfinance and analyze potential investments and then choose real investments with funds raised by the club. ● Mock Trial Team: provides exposure & practice for students interested in possible pre-law majors. They get to compete in a County-wide HS mock trial competition (20-30 teams total) after practicing for 5 months. They are coached by a practicing attorney(s). County winners go on to state finals. State champions go on to Nationals. ● Multiple AP Courses are offered and students are encouraged to try a college course through these. ● For students that need extra support or could benefit from a less traditional approach to high school, we offer several courses, including AVID (see above), Middle College, College Now. Our Middle College/College Now counselor who hosts information sessions for students on campus during school hours. ● ELD Courses	(See club examples in B.1.5 of this document; use Find Function for Sports Medicine, or continue to read below) Full Club List Article: Maker Space at MV STEM Class Business: Multinational Company Study Law: OJ Simpson Case Monta Vista AVID Program Technovation Articles Microfinance Resources County Mock Trial Information Mock Trial Process Course Guide (District) and School Guide showing course offerings Article: Prospects of Middle College ELD Program

● SPED offerings such as Academic Connections, Training for Transition, and Learning Skills also support students. In Academic Communication and Training for Transition there are multiple occurrences of students having access to inventory tools that lead them into practical ways of thinking about their life and career goals.	Transition Inventory by Grade: [Personal Inventories survey packets](#)
Additionally, MVHS has a College and Career Center and Guidance Team that provide: ● 1:1 guidance upon request ● College presentations ● Historical college application and admission data (to help show students how they measure up against historical admittances) through Naviance.	[College and Career Center Tools](#) [College and Career Center Calendar (for presentations)](#) [Average number of applications per student, GPA and SAT/ACT score trends, rate of college acceptance](#)
The Math Dept and Science teachers write numerous recommendations each year so that students can attend summer programs in Math & Science where they are exposed to ideas that might not be covered in the classroom.	[Science Teachers](#)

Accessibility of All Students to Curriculum, including Real World Experiences

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

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

Findings	Supporting Evidence
There are many ways MVHS addresses the needs of our students and supports them in their journey towards graduation. Students have access to rigorous, relevant, and coherent curriculum across all programs, many of which include real world applications. The instructional practices of teachers and other activities across campus facilitate both access and success for all students. Several disciplines design and implement curriculum from a lens focused on rigor and/or relevance. For instance:	[FUHSD Curriculum Overview](#) [Teaching Tolerance Framework](#) and [Additional Civil War/Slavery Content the team has assembled/created](#)

● Skill focused on thought and logic process in Social Studies; developing historical thinking skills about media literacy and understanding the historical context of current events. ● Literature analysis based on real world ideas - looking beyond the text and connecting ideas to their lives and current events that are relevant to their growth as students. For instance: Honors American Literature students do a semester-long research project about a controversial issue in contemporary society. They find a new source every week about their topic and present a series of three speeches (pro, con, and qualified), ending with a call to action. ● Biology, AP Biology, Physiology, and AP Environmental Science go beyond the standards to engage students in real world issues in their own lives and the larger world. ● AP US History - annual speaker series in which a professional historian is brought in to speak to APUSH students regarding a topic that revolves around current events and understanding the current event as well the historical content and sharing the real work of professional historians to demonstrate and highlight alternative career paths and options. This culminates into a related final project. ● Analysis of the Stock Market to include presentations and actual buying and selling of stock. Measurement includes a performance measurement and ability to forecast out 6 months based on Economic data and world policies ● Lessons in civics and policies that are directly relevant to students as they approach voting age. ● World Studies field trip to a geographic region of the US of great social, historical, and civil importance. Trips have been to Northeast and South within the last 6 years. ● Project-based learning in many disciplines, including Computer Science (e.g. APCSP) and Math (AP Statistics). ● Projects in all Business department classes were developed with input from outside groups including venture capitalists, high level business management, and local governments.	Factoid Friday assignment sheet First Aid/CPR Certification (Physio), Contraception Scavenger Hunt (Bio), and Ecology Field Studies (APES, AP Bio) Social Studies Field Trip and Holocaust Speakers Information Social Sciences Drive: Memorials and Podcasts Project Semantics Fremont/MVHS Collaborative Project in Computer Science Business: Multinational Company Study

● Woodshop challenges students to master mechanical skills and pair it with applied mathematics and understanding of materials.	Article: Woodshop
● Students in Introduction to Engineering Design learn CAD modelling using Autodesk Inventor, technology used by professionals.	Project Lead the Way
● Students in Principles of Engineering, work in teams, to design and prototype and program an automated material sorter, then present their results to their class. Project Lead the Way curriculum is now being used in Engineering.	Autodesk
● All World Language courses use languages in contexts that facilitate communication in the real world and appreciation of art and culture as presented in these World Languages. Chinese 3 students district-wide are assigned to eat in a Chinese restaurant to order food, read Chinese menus, and interact with Chinese waiters. Videos of Powerpoint of student works are attached to view. Japanese and Chinese students work on real life projects including cooking traditional dishes, "window shopping" online, job searching online, interviewing parents and karaoke district contests.	Chinese 4 Cooking Project Chinese 4 Karaoke Project
● In physics, students explore how the concepts learned in class can be used to keep people/ things safe during a collision (Example: egg drop project).	Link to El Estoque video of Egg Drop Project
● Product Development Project, Natural Products Drug Discovery project in AP Biology coach students through utilizing biological features of existing resources to engineer a solution to illness, for instance.	Egg Drop Project Info (AP Physics 1) Egg Drop Project Info (College Prep Physics)
● Java Programming: Game in "3" weeks - students pick their own topic that is educational. This definitely connects with real game/app design in the consumer market.	See sample Game in 3 Weeks Projects in E103/E104
● Technovation Club and Girls Who Code Club: Students teach other students programming, business, and collaboration skills; this provides access to students not able to enroll in CS or business courses at MV or those intimidated by highly competitive, male-dominated classes in these fields.	Technovation Article

● Sports Medicine club engages our school's Sports Trainer to work directly with students and others in the community to practice job skills and better understand this career path. There are several other clubs that function in a similar way (in prior sections of this document). ● World Core: Industrialism Interview a Woman Project. Students conduct an interview, as research, with a woman who has gone through hardship in order to understand what it means to adapt to change. Students then reflect and write an essay. Final products: video, presentation, essay. ● SAI consumer math class provides direct instruction in real life math applications such as taxes, insurance, paying bills, medical insurance, etc. ● ACT has weekly community outings to practice real life activities. ACT Job skills on campus such as cafeteria, gardening, recycling, K9 Krunchies and Coffee Kart. ● Music: Choirs travel annually to perform and receive adjudication from professional conductors as well as participate in collaborative concerts with other choirs from around the country. Highlights of travel include invitations to Carnegie Hall to rehearse and perform a Major Work with a renowned conductor. This spring we will travel to Italy where we have been invited to sing at The Vatican. ● PE provides a rigorous, relevant, coherent curriculum. This includes TABATA workouts, Weight Training, Yoga and many individual and team based activities that can be used now and in the future. Students work on persistence, stamina, and goal making.	Article: Sports Medicine Club Article on the District's many ACT programs, including K9 Krunchies Article Short: Singing Valentines and Carnegie Hall Invitation TABATA Training Explained

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

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

Findings	Supporting Evidence
To support the success of all students, we have a variety of course choices, many staff embrace remediation opportunities, a 3-tutorial/week schedule, and special programs (e.g. Study Buddies) and courses (e.g. AVID, Engage) to support students. With these whole-school opportunities, it is hoped that students can get personalized support to meet their individual goals.	Bell Schedule Study Buddies AVID Program MV Student Portal
The school does work to help students, parents, and staff understand patterns of class choice and measures of performance that typically indicate readiness for specific classes or alarms that some choices/situations may be problematic and require plan change. While there is open enrollment, this level of attention and communication can lead to smarter planning choices and more feasible goals. Some tools that help with this include: ● Time Management Planner ● Naviance, which students and parents can passively use for making career and college plans, and Guidance actively uses with students as a group and 1:1 for planning. ● Course Information Fair where students can seek individual guidance on course selection ● Meetings with guidance counselors or college/career counselors, upon request or in accordance with a topic (on calendar). For instance, Guidance offers Brown Bag Lunches to go over college app process, SSRs, etc. ● Back-to-School Night gives parents an opportunity to learn about the best plan for their children. In addition, teachers from the Math Department go to the middle schools to inform parents of incoming freshmen about the various options and wise decisions from the Math curriculum.	Time Management Worksheet Outside Class Work Estimate Naviance Activities (expand each year to see link for each activity) Article: Course Information Fair and Impact on Student Decisions College and Career Center Calendar Back to School Night Presentations

● Yearly transcript review by guidance teams to ensure graduation status and/or college eligibility. Parents notified if students are off-track of either and options for planning are given. ● Red Flag lists at course selection time for math students (after being advised by teachers, able to attend Course Info Fair); this often leads to meetings with students and sometimes parents, counselors/APs. ● MV policy for teachers to check in with all D/F parents, as agreed upon with our annual review of Collective Commitments.	8th Grade Presentation (from MVHS) with focus on Math Graduation Requirements (see tab on this page) MV Collective Commitments
In addition, some special sets of students get additional attention/support: ● IEP and 504 meetings incorporate regular collaboration between parents, students and staff in revising a student's personal learning plan. ● SPED: Yearly student progress and every three years we perform comprehensive testing. The results drive our individualized goals for each student." ● Transition goals/plans are included in all IEPs. We have a SAI class, "Training for Transition" (TFT) to support work skills such as in the copy room and media assistance. Experiences are used to develop resumes. We have a Workability program that provides support such as job readiness and job coaching. Other students work for the City of Cupertino in paid internships for 100 hours, for instance working with construction. ● In Academic Communications and Training for Transition: There are transition tools that are completed at each grade level. Resources such as Naviance and California Career Zone are utilized as well as other inventories. The tools can facilitate metacognition about personal career and learning goals, for each student.	SPED IEP Feedback Form SPED Field Trip Article on the District's many ACT programs, including K9 Krunchies Pipe Fitting Jobs Career Zone

Post High School Transitions

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

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

Findings	Supporting Evidence
The school has tools to facilitate transitions beyond high school. These include: ● Yearly guidance presentations/lessons in all grade levels. For example, there are counselor presentations to juniors about how to apply, what systems to use to apply, how to get letters of recommendation, etc. We have a 98% college going rate, so it is clear that students are taking advantage of these opportunities successfully. ● Access to college and career center for information about schools, work opportunities, and additional guidance. ● Career Technical, Applied, and AP courses are offered giving students a taste of the rigor expected in future college courses. ● Job Shadow, Career Day, and Art/Technical Career Nights	College and Career Planning Information (open tabs to see more!) School Profile (with college admission rate) Visit our College and Career Center on campus CTE Courses Article: Technology Career Night
Special courses or student groups have curriculum to further support students: ● Through SPED learning skills class, we provide help with the college application process. ● The SPED learning skills class has developed a 4 year curriculum with transition to college / career / post-secondary options specifically in mind. ● For SPED students, we try to make contact with 1st and 2nd year college students to check in with them and see how they are doing. ● AVID supports students in their application process, and choosing schools/fields of study, including tours of college campuses.	Learning Skills Point Sheet Guidelines Transition Inventory by Grade: Personal Inventories survey packets AVID Description Article with perspectives on AVID

● PTSA organizes and subsidizes PSAT and SAT prep programs in the fall and spring.	PTSA: Note menu at left for PSAT/SAT Prep and Information
MV supports their staff and encourages them to help students through the process of getting into college (for example, providing release days for teachers who write 20+ letters). This has been addressed several times through our annual review of collective commitments.	MV Collective Commitments

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified major student learner needs)

MVHS has an outstanding offering of accelerated (e.g. Honors, AP) level material, which is supported by its community, which finds it socially advantageous to be academic and take hard classes. All schools in the FUHS District offer open enrollment for the vast majority of classes, so students can elect to "skip" what might otherwise be considered as a prerequisite course, and the district even supports this behavior with, for instance, a 6-week Geometry course for "advancement" in the summer. While choices like this appear to work for a lot of students, this culture of academic challenge leads some students to take courses they are not ready for and will not enjoy or excel in, which is related to the performance gap findings we have seen in special groups such as EL, SPED, and students who might otherwise benefit from non-AP/Honors courses or support programs in EL, SPED, and AVID, for instance. A sizable percentage of students do well at AP Exams, which drives teachers to continue to staff these sections and may reduce in other elective options that are not AP and could be resources for students who realize early in course enrollment that they are "reaching" to enroll in so many AP/Honors courses or could benefit for more background training. Most of these higher-level courses come with a large number of standards, making it difficult to meet WASC curricular goals related to real world application, personal growth, and meeting career goals. These higher-level courses also move past foundational concepts assessed on exams such as the CAASPP, which may explain why our students excel at AP exams but show declining scores on high school-level exams such as the CAASPP.

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

1. MVHS offers a wide range of courses, often at the honors and AP level, and with UC a-g approval.
2. There is a lot of variety in courses and students can choose to take almost any course they would like.
3. Students do very well in school and as a preparation for work outside of school.
4. District resources and PLCs are utilized to improve curriculum and align courses.
5. Courses, teachers, and administration utilize modern techniques, theory, and resources based on research practices in related fields.

6. Many courses and extracurricular groups utilize community/business connections to increase relevance and create real-world opportunities.
7. A wide range of clubs and extracurriculars on campus help to round out real-world and applied skill opportunities as well as career exploration and training.

Students do very well in school, with the vast majority of students earning As and Bs, passing or excelling at AP exams, meeting expectations on standardized tests, and gaining plenty of prerequisite knowledge before continuing on to 4-year colleges. Students return to MVHS from college (on break), saying "MVHS prepared me well" and "college is easy compared to MV." MVHS, being a larger school in a large district with many UC a-g and AP approved courses in its course catalog, offers a wide variety of courses to meet a lot of interests and college/career paths. MVHS offers the most Computer Science, Art, and Business courses of all high schools in the district, and many students pursue at least one of these fields during high school. This is a boon for parents/students of the progressive Silicon Valley, and the students are well served in these classes, many which use modern research and resources to supplement curriculum, as well as engage professionals and the community. More traditional elective programs, such as Music, Athletics, and World Language, revise their practices in light of conference/research findings and have students directly interfacing with fluent practitioners of their disciplines beyond our school walls. Students participate in a wide range of clubs on campus where they get exposure to job skills and network with professionals; gems include a Physical Therapy Club, Model United Nations, Red Cross Club, Mock Trial, and Technovation. Teachers take pride in many disciplines keeping up with current research, pedagogy, and curriculum, and some are "movers and shakers" for the wider teaching world, bringing rotating historical exhibits to the library, training other Journalism programs, and helping to drive broader exposure to Computer Science (beyond programming). Social Sciences brings the world to students through guest speakers, professional historians, and field trips; Training for Transitions engages students in hands-on 100-hour work experiences in a diverse array of roles on campus and in the City of Cupertino; and a wide array of staff take advantage of Internet resources such as YouTube to create modern exposure to points of view, cutting edge research, and news. Monta Vista excels at creating after-hours opportunities in our community to show off student achievement, from fashion shows, culture nights, and art displays, to Cure Cancer Café and Tech Museum events about Mars Exploration and Global Warming. The PLC drive and integration of staff development time within the school day has helped many courses and disciplines align expectations, grading practices, remediation, and more. Likewise, the FUHS District provides a lot of resources to help staff voluntarily improve curriculum, teaching practices, and adopt technology.

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

1. Students are given TOO much opportunity to take courses they may not be prepared for or able to complete without undue amounts of stress or time commitment.
2. Students are not widely "sold" the non-linear paths to "success" or real-world application, including trade school or applied paths, as well as an "easier" path in taking non-honors/non-AP courses, or even courses that best fit their backgrounds (e.g. EL).
3. There are needs to articulate across disciplines for the sake of vertical planning as well as clarity in foundations for later courses.

Our school could benefit from integrating metacognitive self-checks into curriculum, at least in courses that are not already bursting at the seams due to required standards. Our Guidance Department has begun scratching the surface of social-emotional curriculum, as they broach the topic of stress in annual Guidance Presentations, but recognizes they could do more. Parents are hearing advice not to "override" teacher suggestions of next classes, for instance in Math and World Language, and are hearing at Course Information Nights that it is a poor idea for students to "enroll in 5 APs," but many consciously skip courses and students continue to enroll in multiple Honors/AP courses at one time, from Sophomore to Senior year, after to a spiritual demise. Likewise, students are opting out of SPED and Sheltered/ELD support classes prematurely, often ending up in comparatively overpopulated "mainstream" classes in which they struggle to have a voice. Perhaps integrating activities, presentations, or courses that would help students and parents reflect on their personal goals, passions/genuine interests, and the varied, non-linear paths that can get students to "success" such as gainful employment in varieties of fields, could help drive students to more sustainable paths that may be more interesting to college admissions officers and improve social-emotional wellness. It is clear that talking about "trade school" paths is not common at all at MVHS, and clubs do more to support applied career skill learning than the majority of classes do. Teachers admit to focusing on community building and social-emotional check-ins more at the beginning of the year than as an ongoing curricular addition.

The school can work on packaging and marketing curriculum to address good course choices, as well. Social Sciences is the only department not offering an elective course, something they are working to change; they are planning to offer Psychology as a non-AP course in the coming year. This should be a welcome option for students considering enrolling in AP Psychology through DeAnza college (offered at MVHS's campus after hours), but there is anxiety about how the course would work to support students pursuing Psychology out of interest and not just as a score to add to their AP roster. There is awareness amongst staff that a course must be "packaged right" in order for students and their parents/off-campus college counselors to choose them; Anatomy and Physiology, a rare non-AP, non-Honors science elective, works hard to market their course as being "cool," while students/parents contend with it being "easy"… so is that a wise choice to take (from a college admissions officer's perspective)? The vast majority of

Math's courses, on the other hand, are electives, as students often enter MVHS having finished the content areas for graduation: Algebra and Geometry. While students still need to obtain credits in Math for graduation and college enrollment, there is a great opportunity for students to pick Math courses that match their career/college goals, and Math courses could do more to offer real world skills. AP Statistics and Computer Science courses offer applied opportunities mirroring job skills, while most other Math courses, based on traditional curriculum establishing a foundation for later courses, scramble to complete standards or find it a stretch to integrate projects that appear "real world." MVHS does not have many students participating in labor/production courses, and our Engineering, Woodshop, and Theatre Arts courses are one-instructor shows. While they turn out beautiful work, competitors on the robotic and science fair stages, and sell out shows each year, perhaps more can go into how these programs are packaged/supported/pitched to future students in order to keep those programs going. In 2019-20, the district-wide CTE off-campus work program serves only 20 students, so it is clear at least one way of providing workplace skills is nearly extinct. Likewise, programs in SPED, ELD, and AVID, have varying popularity; as aforementioned, some students/parents opt out of these programs perhaps because they aren't being packaged "right." The school should investigate these small and perhaps "fading" programs and invest resources to them, particularly as some serve a set of students in ways that no other programs can, and they sometimes serve students not well served (especially with applied skills) in other ways.

Many MV staff feel that new electives or a required "life skill" class might minimally serve two goals: offer students a break in their highly academic days, and help students gain skills useful outside of school. In discussions on this topic with staff, however, it's yet unclear how this would be implemented; some discussed using the new Tutorial period integrated first in the 2018-2019 school year. In the 2019-2020 school year, Tranquil Tuesdays began exploring the use of a tutorial and lunch period each week to improve socio-emotional opportunities on campus at a voluntary level for staff and students.

Staff could benefit from articulating across disciplines. For instance, Physics could benefit from understanding what math is taught in what Math Department courses. This could become a broad discussion in light of Common Core. As all departments require writing and other skills in our drive to meet Common Core standards, it's worth considering the whole staff sharing-out sample writing pieces to facilitate transparency about expectations, grading, and training in writing, research/citation, and graphing. While some articulation occurs with the Middle Schools (for at-risk students, business, and math), articulating about prior learning in math, writing, and research, could be helpful as well. Beyond this, cross-discipline integration is rare on our campus; this may be limited partially by the burden of numerous standards or required content in Honors/AP courses, however. Several cross-curricular groups have met across the last six years, with a focus on RTI, often outside the scope of a particular discipline, and instead focusing on the Whole Child, echoing back to social-emotional and metacognitive needs.

Category C: Standards-based Student Learning: Instruction

C1. **Student Involvement in Challenging and Relevant Learning Criterion**

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

Indicators with Prompts

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
Overall, Monta Vista students have access to a varied, rigorous standards-aligned curriculum in all of their subjects that provides them with very strong preparation for post-secondary options. Students are challenged to engage actively with authentic materials while applying skills such as problem solving, critical thinking, information processing, collaboration, communication, and self-management.	
In the Math and Science departments, several teachers have implemented flipped classrooms or targeted flipped lessons. Prior to the lesson the following day, students are expected to watch video lectures and take notes on a new topic, and the next day, students work together to solve problems. Some classes have students rotate in the group writing solutions on the board to teach their group. Other classes will have students working collaboratively in groups solving problems. In either situation, the teacher is able to constantly observe and evaluate the students working together in order to facilitate/guide the students' learning and understanding of the material. Even in collaboration or group work, students start or solve problems individually on their own paper and then	Math Teacher [website](#) for flipped classroom Science Teacher [website](#)

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share and compare and revise their work based on collaboration with the group. In this way, all students are meant to think for themselves first before processing information with others.	
To achieve the self-management learning goal, all students in freshman biology learn study skills and self-care as part of the curriculum. This curriculum allows for common transparent goals and guidance to help students succeed in high school and beyond. Furthermore, some math teachers are giving students surveys to have them think about their own engagement and/or learning. Students evaluate the effectiveness of instructional strategies in a Google survey and/or on a self-reflection form or journal. Teachers then take this information into account and make decisions for future instruction.	Self-reflection form Bio ppt on how to be a successful high school student
MV Science classes provide challenging and relevant learning throughout the curriculum, leading many of our students to pursue STEM subjects in college and beyond. A concrete example of providing students with scaffolded learning opportunities to read and evaluate real scientific research is the "Evaluating research task" on the right used to teach AP Bio and STEM students how to read scientific literature. They design their own experiments, conduct them, present their research at various science fairs in the region and beyond.	Evaluating research task
In AP Computer Science Principles, in 2018 and 2019 we have been involved in "big data" and semantics projects using cutting-edge techniques in visualization, high-end statistics, design principles, and software design. Both projects involve collaboration with APCSA at Fremont High School, allowing students to learn to work collaboratively with others with different skill sets	APCSP Project Integrating Design, Statistics, Database Management, Research, and Communication/Graphical Display
For semantic analysis, APCSP teachers teach students to dissect and use their own knowledge to design algorithms for assessing the meaning of text: for instance, rumor versus truth. This leads to a PBL assignment. In AP Statistics as well, teachers use posters to scaffold problem solving/documentation, which leads to student confidence when applying these skills to a wide range of data sets and ultimately to their own research projects.	AP Statistics Projects (scroll down to Projects)

'Project Lead The Way' courses for Engineering Design are designed to implement Project Based Learning. Teachers are trained to act as facilitators of student learning.	PLTW Engineering Curriculum Teacher as Facilitator notes
In Special Education, students receiving special education services may have modified courses or specialized academic instruction classes to make the curriculum accessible. These modifications are based on the essential Common Core Skills with modified student output in all subject areas, therefore allowing access to an individualized curriculum based on modified essential common core standards. Furthermore, Special Education provides a Learning Skills curriculum to address individualized needs to access challenging and relevant curriculum. Involvement of special education teachers in PLCs at our school site with other school sites informs instruction for accommodations and modifications. Each subject's curriculum is modified appropriately through lesson plans or individual activities and classwork. Individualized instructional approaches are applied based on students' needs and IEPs.	SPED
In the World Language department, authentic resources (written and audio, such as newspaper articles and video clips) are consistently used in order to expose students to real-life experiences that they would encounter while traveling to the target language country or interacting with native speakers. Students then demonstrate their opinions in writing or discussion. For example, in French classes, students are interpreting and synthesizing information (LeGos) on a daily basis. In French 2, they have examined authentic infographics and work in groups answering questions that enable them to analyze trends regarding holiday celebrations, leisure activities, etc. These skills will be useful in the real world as they read statistics and convert data into usable information, and while observing students working, teachers can see them rising to the challenge of applying their information processing skills and collaboration. In terms of focusing on schoolwide learner outcomes, the Japanese teacher and one Spanish teacher go over LeGos with students before and/or after doing projects and discuss whether the project covered all areas of the LeGos. In Japanese, students develop travel projects and then have used them in real life when they have traveled to Japan (for example, Japanese students have	French PLC - Common Assessment Standards JICE

traveled to Japan through exchanges organized by JICE) or when students from Niigata, Japan have visited Monta Vista.	
Art students are monitored and counseled throughout the life of a project. Follow-up discussions and critiques often come afterwards. Additionally, particularly in the advanced art and CTE classes, projects are often tuned or customized towards the college student portfolio, often specific to a certain major.	Art – Design Project email to all staff Portfolio Evaluation Document
English students read many novels, short stories and a variety of informational texts over their four year career at Monta Vista. Each course is designed with a wide variety of learning activities that build skills in listening, speaking, reading and writing. The English department follows Common Core standards and works in PLCs to align formative and summative assessments to track student progress in meeting essential learning outcomes. They adjust their instruction as necessary.	Honors American Lit Course Map
The role of the Library Media Teacher (LMT) and Library Media Specialist (LMS) is to support students and staff in their learning now and in the future. This help may be given one on one, in collaborative learning groups, in the library and/or classroom. The LMT or LMS can even go to classrooms. With the increased number of chromebooks on campus, help is no longer limited to the walls of the library because access to the virtual library is 24 hours. Our Library Orientation for 9th graders begins by introducing students to the various platforms (School Loop, Infinite Campus, Naviance, G Suite, etc.) and concludes with an introduction to the library where they learn such things as proper email etiquette, how to use the library during tutorial, and how to use all the online resources available to everyone. Our library is a popular space for Monta Vista students who are constantly collaborating, researching, and studying	virtual library Library Orientation
Social studies teachers across the department challenge students to reflect deeply on historical causes, effects, trends, etc., going well beyond just facts. With teachers who regularly attend professional development workshops to keep up-to-date with current standards, resources, and tools, the students are regularly charged with examining primary sources, conducting research and analysis, and presenting their synthesis to the class. The department is highly aligned through PLC work, so common student challenges are	S.S. Vertical Alignment Folder Vertical Alignment World History

identified and addressed. Teachers encourage students to do test corrections in order to learn from their errors and retrieve points upon demonstrating improved mastery. Students regularly engage in projects, both group and individual, for which there is extensive scaffolding to make sure that students are meeting deadlines, demonstrating LeGos such as self-management, communication, collaboration, and growing in their critical thinking/information processing abilities.	Research Skills Vertical Alignment 10th -12th
In the music department, we scaffold our learning to increase our students' technical and musical ability from ninth grade to twelfth grade. It is the music department's goal to prepare our students to participate in music at the collegiate and community level after graduation. Our top level ensembles regularly perform repertoire that many colleges and universities program. We strive to create life-long musicians regardless of their area of study in college. This is evident by the number of students that continue to participate in college band, orchestra or choir, many of whom major in something other than music. This is also supported by the number of students that make All-State and All-County Honor Ensembles.	Current Events Newscast Teacher's Hat Project Teacher's Hat Project LEGO Reflection

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

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

Findings	Supporting Evidence
Teachers attempt to be as transparent as possible with regards to sharing state standards (Common Core), essential learning concepts, and expected performance outcomes for all units of study being worked on. Course planning guides and course-alike pacing guides help to communicate these expectations to students. Rubrics are widely used for individual assignments, so most students know what work needs to be done in order to meet standards. All courses at Monta Vista High School provide course expectations and instructional methods via green sheets (course syllabi) at the beginning of the year.	AP Physics 1 Green Sheet

In the English department, grade level sections of literature classes use collaboratively written rubrics to assess student writing and academic discussion activities. These rubrics are handed out before assignments and discussed in class, sometimes using student models of the assignments to help students understand the expectations for writing. These rubrics communicate standards to students, as well as allow students to see how their work aligns with these standards. Students can use feedback to reflect on skills and improve performance on future assignments. These rubrics are used throughout the year unchanged, so students can see how they develop their writing skills over the course of the year. Senior literature teachers use a collaboratively made rubric across sections and classes (British Literature, Mythology & Folklore, Contemporary Literature) to assess student writing throughout the year. Freshman literature teachers also use a collaboratively made rubric to assess writing throughout the year. Junior level literature classes teach narrative writing skills that can be applied to college application essays. All junior level Lit classes focus on writing college level essays focusing on the skills of literary analysis and synthesis. Students and parents report mixed timeliness in the delivery of feedback across subject areas at Monta Vista, meaning that we have some improvements to do so that students know how to improve their work in their subsequent assignments. According to parents and students participating in WASC discussions, while general standards and expectations for the class are clearly communicated at the beginning of the year, for individual projects, clear communication is inconsistent across classes. Some teachers provide very clear expectations for projects and timely feedback, but this behavior is not consistent across all classes. Students feel that some teachers are more approachable than others.	Crucible Synthesis Essay Romeo and Juliet Movie Project Writing for Publication Syllabus World Studies Course Overview Senior Level Film Project Link College App Prompts-Am Lit Honors American Literature Personal Narrative Assignment Prompt for College App Essays Senior Literary Analysis Essay Rubric Socratic Discussion Rubric
PE Weight Training uses a grading rubric that describes the expected outcomes in class and allows the teacher to give an overall assessment of the student's performance in achieving those goals.	
On a daily basis, several Math teachers either write on the board or tell the class the objective of what is going to be taught for the day e.g. solving one step equations.	
Counselors provide grade level meetings to explain the college roadmap and application process. In 9th grade, they	

go over the four year planning, high school graduation requirements and college requirements. In 10th grade, they discuss next steps while guiding students to identify their strengths. They link strengths with career readiness and advise picking the right classes for junior and senior year. In 11th grade they meet with students to go over how to apply for college, looking for the right fit, and planning for the summer. They give students a packet with the MV Checklist, personal insight question guide, and a secondary school report request form. This year, counselors were in MV Expectations presentations. In these presentations for 9th graders, they discussed how to make an appointment with a counselor, characteristics of successful students, and the resources needed to help navigate the first year. In the 10th to 12th grade presentations, they discussed stress as related to performance. Guidance also holds college information nights on campus. Counselors come to all ELA courses one block day a year and are currently working on pre- and post-tests for students to assess how much they are learning through guidance presentations.	Guidance Presentations 9, 10, 11, 12 Grades
In World Language, Chinese and Japanese students use rubrics to assess their learning and give peer review to each other, enabling them to apply their understanding of performance standards to others' work and practice giving and receiving feedback. All language teachers regularly use rubrics to make target expectations clear so as to guide students as they execute activities. Because of the small size of our 4 language programs, strong vertical alignment allows transitions from one level of a language to the next to be very smooth, and expected performance levels for speaking and writing are articulated throughout the year. We also participate in the course information fair for rising 9th graders as well as for continuing students so that students can gain information about what they are expected to know and be able to do at each level. World language teachers advise students on what level to take the following year. In AP Japanese, Chinese, French, and Spanish, we use the AP College Board rubrics to evaluate students' performances throughout the year so that they know how their performance is aligning with the standards that will be used on the AP test itself. These holistic guidelines are advantageous in that they	AP French/Spanish performance assessment rubrics Chinese peer review screenshot

allow teachers and students to monitor progress and suggest areas for improvement.	
In Social Studies, common formative assessments are a regular practice that allow teachers to evaluate the extent to which all of their students have met the learning objectives. The department has common rubrics for these CFAs as well as for the 11th grade US History research paper, and teachers provide common re-teaching to be sure that everyone gets the essential learnings. For students who have not yet met the standards, there are regular opportunities to retake/recomplete assignments. Furthermore, AP test data is examined as a way for teachers to determine students' success and where they still need work. All projects, in both government and AP economics, have the expressed school learning goals listed and explained on the project sheet.	U.S. CFA Cycle U.S. History CFA Folders
In Art, teachers make it a point to work with each student individually on a regular basis. Concerns are addressed and expectations modified (per skill, concept, project) accordingly. In the music program, evaluations and feedback are given on a daily basis in our ensembles. We carefully select repertoire that builds on previous knowledge and pushes our students to the next level of musicianship. We formally evaluate (audition) our students at least twice a year to ensure they are playing a part that is appropriate for their current skill set yet pushes their limitations and improves their technique. In Special Ed, rubrics are regularly provided to students so as to make expectations clear, and there are reminders at the beginning of each lesson as to what students are to learn or what they need to do to earn in-class participation for the day. Students are given explicit examples of writing at different levels or examples of project-based outcomes. Modified standards and individualized instruction are provided as needed for IEP goals and/or student needs.	Learning Skills Point Sheet Guidelines SPED
Biology students all receive a unit resource guide at the start of each unit which lists out the vocabulary, essential questions, and the topics they will need to know for the unit. This guide is their go-to document for knowing what the expectations will be for the unit. Furthermore, in AP Bio,	Lab Notebook Conclusions

students are given a document with specific success criteria modeled on industrial lab notebook requirements, which they then use to do their own lab notebook conclusions. Standards-Based Grading is used in AP Chemistry, among many other courses at MV, and is effective in aligning instruction with assessment and having students reflect on learning vs. grades. Students are given practice problems aligned by learning objectives in order to help them prepare for the summative assessment. This enables students to know the performance objectives and better understand what their work needs to look like in order to meet expectations. They follow up the assessment by completing a reflection form that is required prior to doing a retake.	AP Chemistry Practice problems AP Chemistry Summative assessment and rubric Reflection form
All Business and Marketing students are required to understand and develop KPIs: Key Performance Indicators, employing our LUTI approach (Learn, Use, Teach, Internalize and Inspect). They routinely develop SMART (Specific, Measureable, Achievable, Relevant, Time determinate) Goals and Objectives for their projects and plans. As a result, they are able to better appreciate stated standards of performance of each assignment. In our Engineering Tech program, the curriculum follows guidelines from Project Lead the Way (PLTW), which uses ABET criteria (see evidence on the right) as a guiding principle in designing course content.	International Business Course Expectations Business: Multinational Company Study (Business) Law Video Project International Business Case Study Project ABET Criteria for Accrediting Engineering Programs
In Drama we have alumni come in and speak about the arts college application process. Also, the teacher brings in professionals in the field for talks/lessons so that students understand what it entails to be a stage manager or costume designer or production designer in the theater or film industry. Finally, we have a licensed architect working with a set team for after school plays and musicals and ensuring the student designs and constructions are up to design and safety standard and giving them a sense of the protocols and standards followed in the construction and architecture industries.	Article: Music Department Hosts a Concert with Alumnus

C2.   Student Engagement Criterion

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

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
At Monta Vista, teachers use a variety of instructional techniques to engage students in the curriculum and their own learning. Departments incorporate technology and other learning experiences like games and group projects to target the specific needs for the subject's curriculum to vary instruction for the students. The variety of instructional techniques allows students to access the curriculum in several ways (visual, auditory, kinesthetic) to target individual student learning needs, including allowing for modifications for special education students and English Language Learners.	
In the Math and Science departments, several teachers partner or put students together randomly using a deck of cards or in mixed ability table groups to allow more support for all students to answer the questions on paper, station cards, around the room or put their answers on the white board. Some examples of technology use include Desmos, graphing calculators, or Geogebra to explore ideas or problems. Advanced Applications of Math uses motion detectors to graph functions. These tools are useful in providing students a variety of ways to visualize and process their learning. In addition, there is a set of Algebra 1 District-created tasks that have different entry level questions so that all different levels of students should be able to start the task.	[Geogebra Pinwheel Tech Worksheet](#)

Social Studies classes use a wide variety of teaching strategies that enable students to immerse themselves fully in their learning about historical figures, forces, and trends. Some examples of how teachers deliver the curriculum include recorded lectures so that students can view them at their own pace; posting notes on School Loop; the use of AP Classroom online materials and activities to simulate expectations of the APUSH test and provide additional practice; access to the Gilder Lehrman Institute online APUSH resources and work with the National Archives online; and Kahoots, podcasts, and more. Students are adept at navigating various technologies and appreciate having independent access to review materials. APUSH reviews with "factile jeopardy" and uses Google drawing to create timelines. Furthermore, to hold students accountable for their own learning, for every class in SS, there are test corrections, essay revisions, and opportunities in regular and AP social studies courses for relearning material alongside the teacher and retaking assessments for credit retrieval.	[Revolutionary Figure in Character Socratic Seminar](#) [Social Sciences Drive: Memorials and Podcasts Project](#) [Test corrections](#) in Social Studies
Project-based learning takes place throughout all programs at Monta Vista. We embrace the notion that by assigning exploratory projects to students, both collaborative and independent, it helps them create knowledge on their own, activate their 21st Century Skills, and go more deeply into material. - One example from the Art department is the annual design project in which students in Commercial Art and Design programs complete a full cycle of "work-based learning" by designing proposals to meet real design needs of teachers or other adults in the community. - Math classes implement a parabolic solar cooker project each year that charges students with applying mathematical concepts to the construction of a solar cooker, whose effectiveness they test by trying to cook hot dogs at the end of the unit. - In physics classes, students each design an apparatus that will safely prevent an egg from breaking when dropped from a height. - In French 2 classes, students collaborate to create instructional cooking videos after choosing a traditional French recipe, crafting a script, staging the scenes, and cooking the food. As such, they put to use	[Art – Design Project email to all staff](#) [Bio Video Lectures](#) [Virtual lab in physics and AP Bio classes](#) [Egg Drop task](#)

in an authentic context the vocabulary, functional language, culture, and interactions that form the course standards.	
In order to motivate students to participate actively in class, World Language teachers use a wide variety of strategies. ● Spanish teachers use equity cards/sticks to make sure that all students' voices are heard regularly, and some teachers have an additional system for students to earn points by volunteering. Students are aware of expectations and rise to the occasion. ● Some French classes use charts with colored cards that give students visual feedback as to how frequently they are participating in relation to the rest of the students, and it encourages them to raise their hands (or for the teacher to call on them) to make sure they are all equally engaged. ● As for the use of different instructional strategies including technology, language teachers use many interactive games, individual flashcards, mini white boards (to practice vocabulary words and conjugations), interpretive listening activities, dialogues, and more. They also track students' vocabulary-learning progress through subscriptions to Quizlet teacher accounts, which allow teachers to monitor for homework or in class. Applications such as Flipgrid or voice recorders are used for recording speaking samples and sharing them with classmates. Google Classroom is integrated as a platform for having students submit written responses which can be seen by the class in order to encourage written interpersonal communication amongst students.	Quizlet Example Kahoot Example
As part of the Physical Education program, technology use includes YouTube videos, heart rate monitors, cameras, cell phones, and stereo systems in class to further the curriculum.	PE 9 PLC Doc

Students in specialized academic instruction (SAI) or in the general education classes with accommodations or modifications are provided with a variety of tools to support their learning. These include visuals/videos that they can view on their own and audio options for English, Math, Social Sciences, and Science. Other possible resources or strategies include the use of reading theater in English to engage students and to address their speaking skills; charts with vocabulary and pictorial representations; word banks for writing instruction to expand writing with more descriptive language including adjectives, adverbs, and action verbs depending on the subject matter; sentence starters and templates provided in writing instruction and in reading documents, novels, textbooks for understanding; "thinking" or under-the-surface sentence starters for reading; acting out words or concepts; labs for hands-on learning; pair-share, smaller groups for discussion, jigsaw reading and share outs. Students may also receive differentiated reading levels of the same content or have break-out groups for individualized instruction. In summary, in SPED, multi-modal instruction is regularly used to address students' individual needs. Students with special education services have access to computer labs in the SAI and Learning Skills classrooms.	SPED SPED Student Placement
Music classes are all about individual instruction. Not only is direct, individual feedback given on a daily basis, but teachers incorporate various strategies to accommodate different types of learners. For example, they use: video and audio clips as examples of quality music, online assessments, written assessments, field trips and performance opportunities outside of school.	Article: Music Department Hosts a Concert with Alumnus
In drama classes we do a lot of project-based learning where students work individually or in groups and work together to perform a scene, write a short play, adapt a play, or develop a design. Here is a sample assignment sheet for a project in Beginning Drama. Here is a sample assignment sheet for a project in Advanced Drama Honors for which the winning design (voted upon by students) was built and used in a class production of the play.	Beginning Drama Advanced Drama

Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the

textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
At Monta Vista, all students in all subjects do some form of group work with an emphasis placed on collaboration skills. Students demonstrate their thinking and reasoning through discussion, projects, or work products. To produce these results students must be individually responsible for their role in the project, whether that is assigned or designated by the students, and then they are collaboratively responsible for synthesizing the information into the required final product, whether that be a discussion, project, report, essay, etc. Students are also given the opportunity to develop their thinking and reasoning through scaffolded class work where they first complete a task individually, then share or compare with their groups and revise their work based on this new understanding they've gained from the development of their thinking. This process is also reversed in some classes for the same end result. Discussion activities across subjects, also require students to demonstrate their reasoning through justification of their arguments, comments, or answers to a prompt.	
English classes implement a variety of collaborative projects that require them to synthesize content from the semester as well as writing, reading, and speaking skills. In the examples from British Literature, final products demonstrate various ways of information processing: gathering evidence from several novels, interpreting these novels from the perspective of a particular guiding question (what is a monster? What is normal?), and converting their work and analysis into a presentable format. The student work samples are also collaborative end products, and students have to work towards that product as a common goal by separating work into roles and steps to complete a large task. Most ELA students engage regularly in discussion activities, such as Socratic seminars, in both small and large groups. Academic conversation skill growth in reflective listening and thoughtful speech is a priority alongside growing on the reading and writing side.	Brit Lit Collab Projects: ● Investigation Project ● Satire Project ● Student Work Samples
In many math classes, discussions answering higher-level questions result in learning about problem solving techniques.	

In BC Calc, Stats, and APCSP, discussion about current events, case studies, or sample solutions leads to great insight about problem solving, study design, and drawing conclusions/misconceptions. In some of the Math classes, students are given performance tasks, such as Cillin vs Glyco in Algebra I. Students work individually, then in groups, and finally individually to finish up. Projects also include the Algebra 2 Parabolic solar cooker task.	Project Based Learning in APCSP; Math Teacher website for flipped classroom Cillin vs. Glyco task
Some of the calculus and the all of the physics classes implement a flipped classroom. The students collaboratively work together to solve problems. The students need to discuss the appropriate strategies and implement those strategies. In BC calculus classes, the students rotate writing solutions on the board to "teach" the rest of the group. The remaining calculus classes have students working together on a regular basis.	AP Physics 1 greensheet
Leadership students work in small groups and as a large class to develop, organize, and implement school-wide events to increase student engagement at Monta Vista - rallies, theme weeks, Homecoming, food/supply drives, Kindness Week, student/staff recognition, and more.	MV Student Activities
In World Core History, students work in groups and individually to produce research projects, review for tests, and synthesize information from not just history, but Literature as well. You can see the final products that demonstrate various ways of information processing: The Cold War research project and Industrialization Project require students to synthesize and analyze information fro m various sources, as individuals and as a group to produce an annotated bibliography, collaborative presentation, and/or creative product around a guiding question.	
Science classes are inherently collaboration based. Most labs require students to work in groups of four in order to accomplish the task of the lab and produce results. One specific example in science classes include a climate summit simulation in AP Environmental Science in which groups of students take on the role of various countries in a summit to use mock negotiations to solve the problem of climate change. Students must interact with others in their own country to come up with a negotiation plan and then propose that to other	Pig Dissection Study Guide/Photo Book Climate Change Summit

countries in order to come to an agreement on reducing climate change. All students in freshman Bio work in groups on the pig dissection unit in roles of surgeon, researcher, and photographer, and together they compile a photo album report with each organ and function. This requires each student to fulfill their individual role in order for the entire group to produce the end product.	
CTE students in both Commercial Art and Multimedia work in groups to tackle design and film concepts that are reflective of real world entertainment and industry. They are given a prompt from which they as a team must develop a genuine tangible work, be it a logo or other commercial piece of art. In the Multimedia class, students collaborate to produce a short film (documentary, narrative, animation) in teams of two or three. Responsibilities are shared, and each student is required to become familiar with the basic roles involved in filmmaking (scriptwriting, editing, cinematography, directing). Roles must be established and a plan must be devised by every group in order to create a successful product.	Resources for Art Students – teacher blog
Students regularly use the library to complete homework, collaborate, and conduct research for long term projects. All students have access to databases like EBSCO, Gale, ProQuest, Jstor, etc to conduct their own research and learn to navigate the databases, evaluate the relevance of sources, paraphrase, and synthesize multiple sources into a coherent argument.	MV Library
Music classes provide a good balance between the needs of the individual performer and the ensemble as a whole. Students recognize that if the ensemble is going to be successful, each individual musician needs to prepare their own part and be able to perform it with the group as a whole. As far as group projects go, performances perfectly showcase how students need to reason and problem solve in real time to ensure a successful performance. As far as individual activities go, they have students regularly perform solos to show their individual musical acumen.	
The tech teams for after school plays and musicals do a lot of student-led investigative inquiry and problem solving and they build and create their deliverables (e.g. the set). Students	Here is the running notes document

work mostly independently with regular check-ins with the director and sometimes with an expert in the field if we're lucky (in the case of set, an architect volunteer). Between these check-ins students are responsible for keeping track of their own work, ordering supplies, designing and building everything that needs to get created for the production. Here is the running notes document for the set team for our current musical; a lot of problem-solving is apparent including disagreements with the director, changes in design and measurement, challenges with materials and expenses, etc.	

Application of Learning

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

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

Findings	Supporting Evidence
Monta Vista students have many opportunities for project-based learning that challenge them to apply the knowledge that they have acquired over the course of a unit of study and beyond. They are guided to do research in most of their subjects through which they learn how to gather information, determine the validity of their sources, and synthesize it before communicating it to the appropriate audience.	
In AP Bio and STEM research class students read actual scientific literature and conduct their own research, including designing their own experiments. Lab exercises develop general career readiness skills such as familiarity with Excel and other office tools as well as common lab equipment such as micropipette. All science classes conduct experiments where students must analyze resulting data to make a claim; STEM and AP Bio students design their own experiments. We teach students to draw reasonable conclusions from lab data that they have collected. Students develop initial models to represent ideas and explanations and revise these models as more evidence	Lab Notebook Conclusions Common CER Rubric (Bio) Energy flow lab example Solar Fusion lesson

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and information is learned. (Physics example: model of solar fusion) In physics, students learn skills for conducting an experiment including generating a question, creating a procedure, taking data and presenting the data in a clear and meaningful way, analyzing the data and reflecting on assumptions and uncertainties, and formulating a conclusion based on the results.	Inquiry Lab Report Rubric
Chromebooks are present in the majority of classrooms and are used in most classes to conduct research, organize results, engage with authentic materials, do collaborative writing, view animations, and conduct virtual labs. Our library has access to several on-line data-bases (EBSCO, Gale, ProQuest, Jstor, etc.) in support of these efforts as well as a particularly strong US history book collection that the classes use regularly to conduct research.	Chromebook Carts in Classrooms
Original writing such as blogs, journals, essays, and laboratory notebooks enable students to synthesize what they have learned in a new way and demonstrate their ability to organize and apply that knowledge. In many math and physical science courses, problem solving for unique problems serves the same purpose. Most sequential math classes have students create multiple representations: tables, graphs, equations, and words, in order to organize the information and demonstrate their understanding of the material. Once the students have learned these tools, they can continue to use these multiple representations in higher level math classes as well as in other subjects.	Lab Notebook Conclusions
Most classes have projects that require students to gather, organize, synthesize, and apply their learning to a selected problem. This includes research projects in social science which includes synthesizing research based literature. In computer science and science classes, the students must create an original solution that applies all of the knowledge from the class. Students develop original claims or assertions from their investigation of the academic literature and provide supporting evidence of their findings.	Brit Lit Collab Projects: ● Investigation Project ● Satire Project Lit. Writ. Scope and Sequence
In English classes, students write persuasive essays that require them to use the content and literature discussed for the unit and integrate it into what they know about essay organization and argumentative writing. They have the academic tools to gather evidence to support an original	Student Work Synthesis Essay-Am Lit

argument that they have invented on their own through independent thinking outside of class discussions. Students at various levels are also required to view a text through an inquiry based lens where they explore ideas to come to a conclusion to demonstrate their own thoughts about what a text says, and the impact and deeper significance about what a text says and means. In English classes, students are given the tools to gather their knowledge through direct instruction by the teacher on various methods for the inquiry and writing process by activating previous knowledge from earlier English classes and expanding them for their current academic level.	
Students also routinely apply skills and create knowledge as they use math skills in Economics, or as they apply what they have learned in math and English to analyzing data and presenting results in social science classes. Among the tasks that students complete in the AP economics curriculum are examinations of both government fiscal policy and monetary policy so that they can understand the complexity of modern American society and be better voters. In government, students are also given opportunities to explore the complexity of the American government with a purpose of making them better citizens.	International Business Case Study Project
There are frequent verbal assessments/discussions in Art. Both in the class as a whole and smaller groups, ideas for projects are discussed using language that students have acquired throughout the life of the class. Art projects are built upon previous skills and concepts learned. Art is by definition communication.	Portfolio Evaluation Document
In World Language classes, students know to look up new words with WordReference, keep track of new vocabulary in a notebook, and be independent in continually reusing this vocabulary in their future work. In French 4, students do one current events presentation in a small group during the first semester in which they identify a culturally relevant news video, create a list of essential vocabulary for the class, and develop comprehension questions in order to guide their peers to understand the source in order to compare it to their own beliefs and practices. They also conduct a research project about an issue in a French-speaking country (education, environment, economy, language and identity, etc.), doing original research in French, synthesizing their information, evaluating the quality of their sources, and writing a research	French 4:

Current Events Worksheet developed by students

Francophone Country Project

Sample -Student Final Essay |

paper and doing an oral presentation in order to effectively communicate their findings. In World Language in general, students use target language knowledge to research other countries' customs, cultures, etc. In AP classes, students gather information and compare and contrast two cultures.	Chinese 4 Karaoke Project Chinese 4 Cooking Project
The Social Studies department is working on vertical alignment of research skills for grades 10-12. Therefore, regardless of which course students are taking and which level, the common skills are developed equally. Specifically, in 10th grade (World Core and World Studies), students do a research paper that is both history-focused as well as including a history and literature synthesis. In 11th grade (American Studies, US History, and APUSH), students do a research paper and project building on skills of sophomore year but adding the expectation that they are writing their own research question. In 12th grade, students must apply the same skills from junior year, but this time, rather than focusing on historical interpretation, they are instead applying an economic or political science focus. Finally, in Government or Econ (whichever course students are in in 2nd semester senior year), they write a summative research paper to conclude the program. All three years are heavily scaffolded. Teachers focus on one-on-one support with regular check-ins and revision built in to the process. As part of the research process, students have lessons on how to evaluate a resource to determine its usefulness/validity for their specific research. Because history now has an emphasis on digitization, students have access to primary sources visually on-line in addition to the transcription, meaning that they can regularly access these resources and can base their inquiry and discovery on them. In government, students become foreign policy experts for regions of the world in which they research and write a series of four memos as if they were a foreign policy expert analyzing the USA's interest in the region. Podcasts are used in class and outside, and students have assignments in which they create their own.	S.S. Vertical Alignment Folder Vertical Alignment World History Vertical Alignment U.S./APUSH Research Skills Vertical Alignment 10th -12th
In PE, one example of applying knowledge is that weight training students must design and create their own workouts based on previous PE instruction and athletic experiences. Students can use google search to research any and all movements and games done in physical education. Every	PE9 Expected Unit Outcomes and PLC Work

student has the opportunity to explore standard exercises as well as opportunities to express themselves in a variety of ways within the different PE classes.	
Students in Specialized Academic Instruction classes (SAI) are individually instructed and monitored as to their progress. Outcomes of Learning are measured with multi-modal approaches from paper/pencil to hands-on. There are frequent verbal assessments, formative and summative assessments, and pre-learning and post-learning assessments. Students are guided through steps on how to research with access to specific websites to scaffold learning. Teachers break down/scaffold the learning of concepts with individualized follow-up on students' learning so as to ensure success for all learners.	Learning Skills Point Sheet Guidelines
In the process of preparing for a concert, students are expected to learn their individual part, receive feedback, and apply feedback to future rehearsals and ultimately to the performance. The concert is proof that students are able to access knowledge they learned in the concert prep and apply it, in real time, during a performance. Once more, students are expected to retain the knowledge learned from year to year and apply it to similar style pieces, even though the music is completely different. For example: if we learn a piece written in the Romantic Period, students are expected to apply the same style characteristics to a different piece written in the same era even though the composer may be different.	
In drama, students demonstrate practical application of their academic knowledge from a variety of courses including geometry, economics, design, drama, and literature.	set design notes
Classes brought into the library for projects receive instruction from our Library Media Teacher in the research process and the merits of using various sources at different points in the research process. Research projects don't always result in a paper. It may be a performance task assessment such as writing a speech. This gives the opportunity to practice 21st century skills like evaluating online sources for credibility. Collection and circulation statistics from our library collection are available. Link to an excel spreadsheet of the difference was the library technology is being used starting in the year 2012-2013 to the present.	To explore our library further, visit MV Library

Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Across classrooms, students engage in regular collaboration, are taught and have opportunities to practice group decision making, professional communication, and standards of accountability. Students have access to technology used across careers in most classrooms. In many departments, students complete presentation projects that demonstrate professionalism, preparedness, and clarity in communication. Independent study projects help students learn self-management and give them the opportunity to explore topics of interest and in some cases, interact with real world professionals through interviews and information gathering. Our college and career center has a wealth of resources that guide students regarding the college application process as well as connecting them to various job and internship opportunities that they might otherwise be unaware of. It often has guest speakers from various professions that students can come to listen to at brown bag lunches. We have also had several career days/nights organized by the College and Career Center in conjunction with PTSA in which professionals from the community in a variety of fields have come to share what working in their field is like and to whom it may appeal. The College and Career Center gathers survey data from Naviance assessments (Strengths Explorer) and keeps track of completion percentages of students. The MV website has a list of summer programs, job opportunities, and concurrent enrollment options at DeAnza Community College.	College and Career Center Tools College and Career Center Calendar (for presentations) College and Career Center Calendar (note visiting schools, particularly in the Fall) MV Website Enrichment Opportunities Tech Career Night flyer 2018
ACT students are doing recycling, gardening, coffee cart service, helping at the cafeteria, selling snowmen in December, and doing the K9 Krunchies (dog treats) project at the district office. Students work on transition skills activities.	Article on the District's many ACT programs, including K9 Krunchies

Student teaching assistants for science classes set up materials for lab activities, assist students during labs, run experimental control tests, and clean up materials, including glassware cleaning procedures—this is all good training for a laboratory assistant job and serves as hands-on practice. Authentic laboratory exercises in AP Biology (field ecology, enzyme lab) allow students to get a sense of how work in the field is done.	
HamLit student writing tutors gain experience providing their expertise and supporting the learning of their peers in Honors American Literature.	Honors American Literature Writing Tutor Greensheet
The STEM class started in the 12-13 school year and enrolls approximately 30 students. Every student is required to do a project for the local Intel-ISEF affiliated science fair which is called Synopsys. In addition, many students end up in other competitions as well depending on the subject and quality of their project. Intel-ISEF affiliated fairs are so well known that they have become entry level for many other competitions. Every year 4-8 students qualify to compete at the state level science fair and often 1 or 2 qualify to the international competition. The STEM class is intended primarily for underclassmen to teach them how to do independent science research. Many of these students continue conducting research throughout their time at MV and most of our Regeneron STS semifinalists and finalists were previous STEM students. There is also a research club which provides support for students who aren't in the STEM class to participate in research as well. Most recently, there have been opportunities for outside collaboration with Ford Motor Company and guest speakers from Santa Clara University. AP Bio does a series of lessons about resumes, which students create and revise prior to using them to apply for their role/job in the Product Development Project (PDP).	STEM Class Info
Guidance does a presentation for 10th graders that focuses on course selection along with looking at students' strengths. They use Naviance for career exploration, where students get time to take an assessment which gives them a list of careers. The assessment also shows the type of classes that students should take if they are interested in that particular major. Counselors try to link the results of this assessment to classes that students can take as well as clubs on campus, with the hope that students learn to self-manage their courses and goals	Guidance Presentations 10, 11

based on their interests. Guidance counselors also do an activity on paper along with Naviance.	
In Art, there is a stratified curriculum with career options in mind. In particular, MV offers two art related CTE courses: Graphic Design and Multimedia. Many students have gone on to pursue art studies. Classes discuss career paths in all art classes on a regular basis. Guest lecturers are brought in frequently (alumni working in the field, representatives from top art schools, students currently in Art School). Art Careers Night is an event hosted by the Art Department every other year in which a panel of alumni professionals and art school representatives present and answer questions from parents and students. There is regular outreach to parents in order to demystify a career in art.	Art Career Night
For students in SPED/Learning Skills, a lot of focus is put on exposing them to post-secondary options and guiding them to develop the necessary knowledge and skills to enter the workforce. For example, they explore using websites such as Naviance, CA Career Zone, and US Department of Labor web sites; they do inventories for their values, interests, and careers; they attend Job Corps presentations and have lessons on how to collaborate. Students also receive assistance with applications for colleges and jobs, using the library for resources and learning how to write resumes. They participate and are monitored in the workability program in the MV copy center, learning how to use the copy machines and deliver orders to teachers. Students along with their parents/guardians are involved in transition planning.	Naviance
In Math, AAM, Geometry, Java, and Stats teachers have students do real-life projects such as how much college costs, how credit cards work, what buying a house entails, etc.	Java project
Electives are very popular among students and are essential in exposing them to fields beyond the classroom. Our Art, Business, Music, Programming/Computer Science, and Journalism programs provide clear career awareness and preparation for entering the field. Many students continue in business and journalism programs in college.	CTE Courses Course Guide (District) and School Guide showing course offerings
The AVID program engages students in several college projects and prep every year, particularly in junior and senior year. Students are taking a field trip to Southern California to look at colleges in the spring of their junior year. AVID works	MVHS AVID Program Southern CA college visit itinerary

regularly to teach students the study skills, organization, and self-advocacy necessary to thrive in college.	
Monta Vista has a wide variety of service clubs that get students involved in volunteering in the community, exposing students to the world outside of school. These clubs include CSF, Interact, Key Club, Octagon, Leo, Tri-Am, Red Cross, and Habitat for Humanity. There are also more academically-oriented clubs/organizations for which students meet regularly in order to prepare for both local and national competitions such as Model UN, Speech and Debate, Computer Programming, DECA, FBLA, JSA, and the Research club.	MV Club List
Students are exposed to various careers in music by virtue of performance opportunities. For example: the choir, band and orchestra are going on performance tours this school year. In fact, we make it a regular part of our curriculum. Our performance tours give our students face to face interactions with professional musicians and give them a look into the day to day life of working musicians. Our performance tours also include tours and clinics at some of the best colleges and universities in the country, also giving students a snapshot of what college life is like for a music major and what it is like to study music at the collegiate level.	El Estoque article about Instrumental Debut Concerts Article Short: Singing Valentines and Carnegie Hall Invitation
The drama program has brought in select professionals to talk to the kids about career options. Also, during spring break, like every year, 25 drama students will be going to the Oregon Shakespeare Festival in Ashland, Oregon, to see five plays and attend a number of workshops, tours, and talks with professional theater practitioners. The teacher hopes to organize more field trips and to facilitate internships in the future.	Itinerary for Shakespeare Festival

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified major student learner needs)

Monta Vista High School students experience engaging, rigorous, authentic collaborative instruction and learning opportunities across the curriculum that effectively prepare them to be successful in college or as they seek careers. Teachers design tasks, activities, and projects that aim to support the needs of all learners. They scaffold longer assignments, support students relearning the material (often at tutorials) and provide retake opportunities. Teachers also strive to make the standards clear to the students through course syllabi, rubrics for individual assignments, discussions with students, and online postings. While most students achieve success, our underserved populations still need additional support in order to perform better on assessments, complete all work, and achieve college and career readiness. We will also continue to improve the transparency of communication of expectations and progress to students and their families.

MV students push themselves to take the most challenging course load that they think they can handle, often to the detriment of their overall wellbeing. While we are proud of our challenging and relevant curriculum that provides opportunities for students to apply prior knowledge to new situations, leading them to research, inquire, collaborate, and create knowledge, we still would like to make sure that students are leading a balanced life.

Because teachers collaborate in PLCs to articulate desired learning outcomes, increase alignment across sections, and design projects, CFAs, and rubrics, we believe that we are successfully meeting the criteria of keeping students engaged in their own learning and providing them with a variety of necessary tools to succeed beyond high school. Nevertheless, we still have the goal of improving the effectiveness of our PLCs so that coherence across sections continues to improve and all students feel they are experiencing the same amount of support, rigor, and opportunities to learn.

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

1. As a school, we are strong in rigorous, authentic learning that is grounded in real world applications. Students regularly engage in problem solving, information processing, and communication. Over the last six years, we have made progress towards course coherence, so students are having increasingly similar experiences regardless of who their teacher is. The PLC model has taken hold, leading to more functional teams that are completing cycles of inquiry that positively benefit students by giving them a standards-driven curriculum that is consistent across sections.

2. There is a lot of emphasis on student collaboration/interpersonal skills throughout instruction across subject areas, and students are provided many opportunities for self-reflection after group work/collaboration in order to continually improve their engagement.

3. We are making good progress in effectively communicating the importance of the self-management learning goal. Students (in freshman biology and literature) are explicitly taught stress management, how to set priorities, how to organize one's work, and how to make sure they have all the tools to get things done.

4. MVHS staff has progressed a lot in connecting curriculum to Common Core standards and NGSS, leading in the latter case to a dramatic change as to how science is taught. Our school LeGos remain well aligned with Common Core.

5. In terms of access to and integration of technology, our school is highly equipped with state-of-the-art tools (graphing calculators, science tools, chromebooks, etc.), and there is strong support from administration, PTSA, SSC, Foundation grants, etc. to acquire anything else that is necessary for providing the students with the most ideal learning experience. Students regularly engage with up-to-date tools in order to access content, assess its validity, and complete tasks that facilitate students' development of 21st Century Skills.

6. Career readiness is supported throughout the school in many classes (journalism, guidance, science, writing skills, computer science, AVID, Learning Skills). Opportunities are provided for support in the college search/application process, and there is, in particular, a lot of exposure to STEM internships and careers.

7. Now that we are in our second year of three tutorials per week, we are starting to have a good rhythm as to how to use this time to help struggling students. Many subject areas use targeted instruction, in which either individual teachers or PLCs/subject-alike teams will provide support for students on specific topics. Many teachers are engaging higher level students to help struggling students at this time, leading to a model of support and collaboration that engages as many stakeholders as possible. Growth mindset is also embedded across the board in the ways that students are guided to conduct error identification and then are given the chance to make improvements and recover points on assessment retakes.

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

1. We still have room for growth in articulating LeGos to the students and assessing them throughout the school; we need to develop clarity for teachers and students in the correlation between LeGos and Common Core and set common expectations within and across departments regarding how to actively integrate them into lessons.
2. Due to the overall academic strength of our student body, we still have difficulty truly supporting struggling students, whether it be those who need more time/extra help, those who do not seize the learning opportunities provided, or those identified as SPED/ELL. We can continue to find ways to enable all students to feel successful in meeting their goals.
3. We still have challenges in streamlining communication of assignments and grades to parents and students with the appropriate frequency. We need to provide the right amount of information to the right parties (students and parents) in order to mitigate student stress and have an appropriate level of parental oversight as well as student independence. As the district adopts a new Learning Management System next year, we hope to reestablish clarity of expectations for all parties.
4. While there are many avenues for students to gain exposure to real world applications of their learning in class, we can do more to provide students contact with career options for STEM and non-STEM fields so that they are increasingly career ready.

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

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

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

Indicators with Prompts

Professionally Acceptable Assessment Process

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

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
Parents, teachers, and students at MVHS are able to utilize School Loop to monitor academic progress and communicate effectively through its email functionality.	MVHS School Loop
The majority of MVHS staff use School Loop as their primary gradebook in an effort to keep grade information current and readily accessible for all stakeholder groups.	
School Loop's Interventions Tab is used by staff to support struggling students across courses.	MVHS Infinite Campus
Infinite Campus is also used to communicate gradebook and transcript information to parents/students.	
Many MVHS staff have incorporated Google Classroom into their instructional and assessment practices.	Google Classroom
A few MVHS staff have piloted the Canvas Learning Management System over the past two years.	
MVHS teachers schedule parent/student conferences as needed to gather information and discuss intervention strategies for struggling students.	Piloting Canvas

Administrative staff provide 6-week grade reports as checkpoints for student progress. The FUHSD website provides SARC and LCAP performance data for all stakeholder groups.	FUHSD LCAP FUHSD SARCS
MVHS Staff collaborate in Primary, Secondary, and Flex course-alike PLC Teams on average twice a week. The standard collaboration times are Monday and Wednesday mornings throughout the course of the school year. MVHS PLC Teams focus on the development of formative/summative assessments that encourage greater alignment amongst courses, frequent cycles of inquiry, and the establishment of grading norms/protocols. Assessment data gathered from PLC Team initiated formative/summative assessments is instrumental in identifying struggling students and planning targeted interventions. MVHS staff members also participate in a variety of professional development opportunities, release days, district training, and education conferences that assist in improving instructional, assessment, communication, and equity practices. FUHSD Curriculum Leads help guide MVHS PLC Team work throughout the course of the school year and encourage collaboration with other sites.	Collaboration Schedule Solution Tree Website Example: PLC Team Meeting Minutes for AP Physics 1 PLC Skillful Teacher Courageous Leaders 2.0 FUHSD NTIP District PD 2019-20 School Plan Data SSC Funding Requests
MVHS staff use a variety of assessment data to improve instruction, adjust curriculum, and plan interventions. A great deal of this data comes from CFA/CSA cycles of inquiry conducted by PLC Teams within departments such as Social Studies, Math, Science, and English. The SPED, SAT, and Guidance Teams use social, emotional, and academic data to identify struggling students who need multiple tiers of support and targeted interventions.	U.S. History CFA Folders CSA for Literature and Writing PreCalculus CFA Cycle Work Biology PLC meeting minutes of CFA cycle SAT Referral Guide

SPED Team also uses assessment and attendance data to determine student placement in modified, SAI, or general education classes/programs. MVHS staff establish communication with parents via email and/or phone if interventions are needed beyond the classroom. MVHS attendance data is used to plan interventions by teachers, administrators, guidance counselors, and school psychologists. MVHS staff also use assessment data to assign students to the Study Buddy Tutoring Program for additional support. D/F data is used by Guidance and Administrative Teams to plan early interventions for seniors during the first and second semesters. The Guidance Team uses assessment data to improve curriculum presentations for students/parents.	SPED Student Placement School Plan Data Study Buddy Program Senior D/F Request Form 10th Grade Guidance Pre-Test
Student grade, performance, and CAASPP data are disaggregated annually for review and inclusion in the school plan developed by the leadership, guidance, and administrative teams. The data is disaggregated primarily to focus on MVHS's high risk populations (i.e. SPED, EL, and Hispanic students). MVHS is in its second year with a new bell schedule. This bell schedule was designed with a later start time to improve students' sleep habits. In addition, the bell schedule allows for two staff collaboration periods as well three weekly tutorial periods that can be utilized for targeted interventions. The MVHS Winter/Spring Finals Schedules were redesigned to reduce student stress by having no more than two final exam periods in a single day.	School Plan Data MVHS Bell Schedule Winter Finals Schedule Spring Finals Schedule

Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
The majority of MVHS students are performing at very high levels. MVHS's graduation rate in 2018 was 98.7% and college/career readiness was at 92.3%. MVHS also had 91.2% of graduating seniors noted as A-G eligible in 2018. MVHS AP test scores ranked amongst the highest nationally with 90.3% of test takers achieving a score of 3 or higher in 2018.	School Plan Data
A course syllabus is provided to MVHS students/parents by each teacher. The syllabus outlines teaching philosophies, class expectations, and grading approaches/standards. All teachers submit a course syllabus to their assigned administrator at the beginning of each school year.	Example: AP Physics 1
The Guidance and Administrative Teams use transcript data to monitor student progress towards graduation requirements. Guidance counselors and administrators will schedule meetings with struggling students to discuss credit recovery options, schedule changes, and other alternative solutions to meet graduation requirements. The SAT Team made up of our four guidance counselors, a school psychologist, the student advocate, an administrator, teachers, and the lead resource specialist use a referral system to identify students that need extra emotional/academic support.	Student Transcript Data MVHS Infinite Campus School Loop Interventions Tab MVHS School Loop Guidance and administrator emails/meeting notes MVHS Administrative Team MVHS Guidance Team SAT Referral Guide SAT Referral Form SAT Teacher Feedback Form

FUHSD Summer Academy is available to students in need of credit recovery.	FUHSD Summer Academy
Students who are classified as English Language Learners (EL) are assessed yearly to determine their level of improvement and appropriate course placement.	School Plan Data
MVHS PLC Teams are instrumental in determining much of the basis for student grades, growth, and performance levels. Primary, Secondary, and Flex teams meet in accordance with the weekly collaboration schedule to continuously improve course protocols, assessments, and grading practices. Their work is detailed below.	PLCs
The Science Department's Biology PLC Team agreed upon essential learnings derived from Next Gen Science Standards. These documents are called KUDOS (Know, Understand, Do). Every semester, biology teachers revise the unit KUDOS to keep it relevant. Biology and APES PLC Teams created CFAs/CSAs and use some allocated PLC meeting time to grade norm. Individual attempts for interventions based on CFA results are made but the team would like to have a standardized PLC based intervention. The Physical Education Department PLC Teams have developed common essential learnings, rubrics, and assessments for each sport/activity. The teams also use tutorial periods for targeted interventions. The Special Education PLC Teams assess students individually based on how their disabilities may impact their ability to access curriculum and perform in general education classes. Special education teachers attend general education PLCs and attempt to align the level of curriculum with the students' capabilities. If special education students struggle with general education standards, the department can offer modifications to standards through modified grading agreements. If necessary, placement in Specialized Academic Instruction and core academic classes can be offered.	Common CER Rubric PLC minutes, docs, agendas Bio Unit guides with essential learnings Tests and Rubrics Essential Learnings PE 9 PLC Doc SPED Counseling Data from SPED Data provided by Psychoeducational assessments IEP Summaries provided to general education teachers Modified grading agreements IEP Feedback Form

The World Language Department PLC Teams agreed on a set of gradebook protocols that impact and reflect students' proficiency. The protocols are aligned with established essential learning standards and expectations. The PLC teams have also developed common formative and summative assessments within each language to meet the proficiency expectations. Some allocated PLC time has been devoted to developing common rubrics. The Social Studies Department PLC Teams have established essential learning goals and skills at each grade level that are grounded in the department's vertical alignment protocols. Sophomore, Junior, and Senior Research Papers are used to assess student progress over time in regards to CA State Standards for Social Studies. PLC team CFA/CSA cycles of inquiry and reteaching plans guide continuous improvement of instructional, assessment, and intervention practices. The Art Department PLC Teams developed common rubrics for Photography and Art courses. The English Department has multiple PLC Teams that use common formative/summative assessments and common rubrics. The math department has multiple course-alike PLCs. There is vertical alignment about various math courses. Many courses use common formative and summative assessments.	Essential Learnings French PLC Bio PLC Ecology CFA files CFAs for AP Statistics U.S. History CFA Folders Research Skills Vertical Alignment 10th -12th Vertical Alignment U.S./APUSH Vertical Alignment World History Photography Rubric Portfolio Rubric CSA for Literature and Writing Common Rubric for Literature and Writing Common Rubric for Honors American Lit. High Sample, Mid Sample, Low Sample (Student Writing Samples from CSA) 10th Grade Essential Standard 9th grade Scope and Sequence Algebra 1 District Assessment Data related to student performance Data related to student performance 2 Examples of common rubrics Assessment practices/modifications Assessment practices/modifications2 Assessment practices/modifications3

The Business/IT Department PLC Teams have developed CFAs/CSAs and common rubrics. The Music Department PLC Team does not use common formative/summative assessments as the classes do not share a common curriculum.	

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Many MVHS Academic Department PLC Teams collect a variety of formative/summative assessment data (e.g. oral, written, multiple-choice, LCAP, etc) and report it to stakeholder groups. MVHS PLC Teams use assessment data to improve curriculum, instruction, vertical alignment, targeted interventions, and monitor student progress towards mastery of academic standards and the School Wide Learning Goals (LEGOs). Their work is detailed below.	PLCs use a variety of data collection methods through CFA/CSA cycles of inquiry (See PLC evidence file links throughout this section) School Plan Data
The MATH/CS Department PLC Teams are currently using a variety of assessment data to improve instruction, vertical alignment, and refine essential learnings. The Science Department PLC Teams are currently working on vertical alignment by focusing on Science & Engineering Practice (SEP) #7: Engaging in argument from evidence. So far two department meetings have been spent discussing how to implement this into the PLC process.	School Plan Data Formative Assessments Course-to-course data Subject Grade Data Bio PLC Ecology CFAs APES unit exams and CFAs

The AP Physics 1 PLC Team compares AP data to change some of their curriculum in order to improve student performance.	AP Physics 1 formative assessments
The World Language Department PLC Teams are currently working on vertical alignment to meet College Board AP World Language requirements and standards. PLC Teams compare summative assessment results for each level and make recommendations for improvement.	Essential Learnings French PLC AP Japanese Mini Unit PLC Minutes Bi-Literacy Certificate and A.P. data
The PE 9 PLC Team aligns essential learnings to conform to state standards and create CFA's to provide feedback on student performance.	PE 9 PLC Doc
The English Department PLC Teams use common formative/summative assessments and go through a cycle of inquiry to discuss progress toward course goals. Grades and performance levels are discussed as part of the cycle of inquiry for common assessments; however, there is no explicit norming of grades for assessments, and no norming of course grades. The School Wide Learning Goals (LEGOs) are implicitly embedded in classroom instruction and PLC work. College Readiness and Common Core standards are also embedded in developing course objectives.	Lit. Writ. PLC Minutes HAmLit Common Assessments and Rubrics Lit. Writ. Scope and Sequence
The Social Studies Department uses digital resources to monitor student progress on assignments and provide regular feedback (e.g. School loop, Google Classroom, Turnitin.com, Canvas, Remind etc.). Common Core and CA State Standards for Social Studies are incorporated in the development of instructional goals/ desired outcomes that are both implicitly and explicitly linked to the School Wide Learning Goals (LEGOs). PLC Teams are currently working on vertical alignment based on data from CFA/CSA cycles of inquiry, AP test scores, and research paper norming sessions.	AP U.S.H. College Board Instructional Reports U.S. CFA Cycle S.S. Vertical Alignment Folder U.S. Meeting Minutes Vertical Alignment World History

The Art Department PLC Team conducts portfolio performance reviews for art/design majors applying for schools/colleges.	Portfolio Evaluation Document
MVHS Staff support students with various forms of intervention to improve learning and progress towards achieving college readiness, academic standards, and the School Wide Learning Goals (LEGOs).	PLC Minutes, PLC Files, Assignment Files, Lesson Plans
Work done in PLC teams leads to instructional improvement, reteaching opportunities, and meaningful targeted interventions.	PLC Minutes and Files
Recent changes in the MVHS Bell Schedule have created increased opportunities for PLC team collaboration (two days a week) and interventions through the use of three tutorial periods.	Collaboration Schedule MVHS Bell Schedule
The Guidance and Administrative Teams communication with feeder schools allows for early intervention in course placement for incoming 9th Graders.	Parent--8th Grade Course Selection Night Presentation Student--8th Grade Course Selection Classroom Presentation
Protocols for referral of students to SAT Team and School Loop Interventions Tab allows for multi-tiered interventions to take place.	SAT Referral Guide SAT Referral Form SAT Teacher Feedback Form
The Special Education Team supports students with disabilities through accommodations, modified general education curriculum, case managers, resource specialists, and school psychologists.	SPED Data provided by Psychoeducational assessments 504 Plan Information
Student learning differences are supported with 504, IEP, and modified grade plans.	IEP Summaries provided to general education teachers Modified grading agreements IEP Feedback Form
MVHS attendance data is used to plan interventions by teachers, administrators, guidance counselors, and school psychologists.	Attendance Data and Truancy Information in School Plan

MVHS staff also use assessment data to assign students to the Study Buddy Tutoring Program for additional support.	Study Buddy Program
D/F data is used by guidance and administration to plan early interventions for Seniors during the first and second semesters.	Senior D/F Request Form
The Guidance Team uses assessment data to improve curriculum presentations for students/parents.	10th Grade Guidance Pre-Test
The Guidance and Administrative Teams use transcript data to monitor student progress towards graduation requirements.	Student Transcript Data MVHS Infinite Campus
Guidance counselors and administrators will schedule meetings with struggling students to discuss credit recovery options, schedule changes, and other alternative solutions to meet graduation requirements.	School Loop Interventions Tab Guidance and Administrator emails/meeting notes MVHS Administrative Team MVHS Guidance Team
The MVHS AVID Program monitors by grade level the at-risk populations on campus for four years. Targeted interventions are planned as needed.	AVID Scope and Sequence MVHS AVID Program
The MVHS EL Program closely monitors EL students and works with each student's teacher to track their progress.	ELD Program English Learner Support (includes Sheltered Courses)
Parents, teachers, and students at MVHS are able to utilize School Loop to monitor academic progress and communicate effectively through its email functionality.	
The majority of MVHS staff use School Loop as their primary gradebook in an effort to keep grade information current and readily accessible for all stakeholder groups.	MVHS School Loop
The data from the annual School Plan is instrumental in identifying student populations (i.e. SPED, EL, and Hispanic students) in need of targeted interventions and is shared with all stakeholder groups.	School Plan Data

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The MVHS staff work collaboratively with the school and district leadership to ensure student needs are met through various programs, policies, and practices which are detailed below.	
The MVHS School Site Council is a body made up of parents, students, teachers, and administrative staff. The SSC reviews school policies monthly, the School Plan annually, and encourages teachers/students to apply for professional development and activities funding.	SSC Funding Requests
MVHS staff members also participate in a variety of professional development opportunities, release days, district trainings, and education conferences that assist in improving instructional, assessment, communication, and equity practices.	Solution Tree Website
FUHSD Curriculum Leads help guide MVHS PLC Team work throughout the course of the school year and encourage collaboration with other sites.	Skillful Teacher and PERTS Program
The FUHSD Professional Leadership Advisory Team of Educators (PLATE) oversee, advise, monitor, and provide information concerning the Professional Development that MVHS teachers experience. PLATE consists of our four curriculum leads, five administrators, and eleven elected members from our teaching staff, who meet in the early evenings once a month to accomplish their work.	Courageous Leaders FUHSD NTIP FUHSD PLATE FUHSD PD Newsletter

The MVHS Guidance Team works collaboratively with the District Data Team to ensure students have earned graduation requirements. If students are not on track, guidance counselors provide families with detailed analysis of what elements are missing. This is also done for A - G eligibility.	MVHS Guidance Team
MVHS staff members use guidance presentations, administrator conferences, and the Course Information Faire to communicate course expectations, standards, and demands to parents/students.	Course Info Fair Locator 2020
The MVHS PTSA helps support students and staff through a variety of services and academic opportunities.	MVHS PTSA
MVHS Staff collaborate in Primary, Secondary, and Flex course-alike PLC Teams on average twice a week. The standard collaboration times are Monday and Wednesday mornings throughout the course of the school year. There is a concern that MVHS PLCs and departments should attempt to improve collaboration across sites in accordance with the new bell schedule. This would be helpful in determining how our course policies align with other schools in the district. The MVHS staff recognize that alignment of homework and grading policies are important for the well-being of our students as well as providing a coherent curriculum across each department. While the Department Academic PLC Teams have taken measures to start the process of homework, grading, and vertical alignment, as a school, this is still a work in progress. Some of these efforts are detailed below. The AP Physics 1 PLC Team aligns on homework/grading policies and reflects upon them with common summative assessments. Members of the team also share the same calendar to ensure that all students will receive the same type of education no matter which teacher they have.	Collaboration Schedule MVHS Bell Schedule AP Physics 1 greensheet AP Physics 1 calendar that shows alignment from teacher to teacher

The Bio PLC Team created unit based documents to reflect the number of homework assignments and scored assignments. The team goal is to better align all classes to make a more cohesive freshman student experience.	Bio PLC agendas, documents, and notes
An agreement was made by team members to maintain or update the document over the course of a unit to reflect current practices.	
The PE 9 PLC Team meets regularly to create CFAs/CSAs for each unit (e.g. Swimming Assessment, Tumbling Assessment, Dance Assessment, etc). The team also updates essential learnings for each unit annually.	PE 9 PLC Doc
The Social Studies Department PLC Teams work together to improve vertical alignment across grade levels, including sharing needs for skills, resources,and/or content from lower levels.	S.S. Vertical Alignment Folder
Special Education Team members are assigned to regular education PLCs to stay abreast of curriculum demands in general education classes and to align SAI classes as much as possible to their regular education counterparts to assure Least-Restrictive-Environment (LRE).	SPED
The Math/CS Department PLC teams have been working with the district on textbook selection for PreCalc, Alg 2 and Alg 2/Trig. Math Department final exams are (typically) aligned by course.	World Core PLC Collective Commitments
The English PLC Teams have developed collective commitments that govern collaboration agendas and goal setting.	Literature and Writing PLC Collective Commitments
MVHS staff members take student health, wellness, and special needs into consideration when planning/administering assessments (e.g. conflict calendars, No HW over breaks, SPED accommodations, etc).	MV School Committments

Collective Commitments ERAP meetings are held annually to allow teachers to provide feedback and to agree to implement alignment on homework hours and curriculum.	

Schoolwide Modifications Based on Assessment Results

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

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

Findings	Supporting Evidence
MVHS Staff work with district level content area specialists to coordinate curriculum, assessment, materials, and professional development. Content-based professional development training is adapted according to feedback provided by participants annually.	FUHSD PLATE FUHSD PD Newsletter Solution Tree Website
The District's Skillful Teacher program was recently updated to reflect anti-racism, anti-bias, and equity based training.	Skillful Teacher and PERTS Program Courageous Leaders Equity in Action
School and district leadership teams strongly support and promote professional development opportunities. Although MVHS staff are provided with numerous professional development opportunities, they are not necessarily driven by assessment results.	FUHSD NTIP
MVHS Collective Commitments are updated annually using feedback from all stakeholder groups. Staff and student wellness data is aso factored into each update.	MV School Committments
School Plan data informs MVHS Staff annually of high-risk groups (i.e. SPED, ELL, and Hispanic students) in need of targeted interventions.	SSC Funding Requests

The Special Education Department allocates counseling resources based upon teacher, student, and parent feedback as well as data from previous and current mental-health assessments. Improvements could be made in efficiency regarding providing services.	Psychoeducational and Wellness Data
The Special Education Department allocates paraprofessional support based upon demonstrated student need through teacher feedback, student academic performance, and measurable improvement in behavior or academic performance. Special Education PLC teams also utilize SELPA-wide and State-wide data.	SPED Data- School Plan Data
	SPED
MVHS teachers work with SPED case managers, resource staff, guidance staff, and administration to provide accommodations and employ modifications for students with IEPs and 504 plans.	MVHS Administrative Team MVHS Guidance Team
MVHS PLC Teams perform cycles of inquiry based on CFAs/CSAs. Assessment results (AP scores, formative/summative assessments, CAASPP, etc) are evaluated by PLC teams to adjust curriculum and teaching. Some of their work is detailed below.	PLCs
The Physical Education PLC teams participate in cycles of inquiry to produce common formative/summative assessments and continuously analyze their effectiveness to improve and revise as needed.	PE 9 PLC Doc
The World Language PLC Teams have established mastery assessments to ensure all students meet essential learning expectations. Tutoring sessions have been created to help struggling students.	AP WL PLC Docs
Based on the AP testing result, teachers collaborate and focus on areas that students found most challenging and vertically align the curriculum to prepare students from the lower levels.	U.S. CFA Cycle U.S. History CFA Folders
The Social Studies PLC Team's scaffolding changes yearly for CFA/CSA cycles to adapt to student needs based on previous assessments.	PD Information

Research paper check-ins at junior and senior levels ensure that teachers can adapt instruction and deadlines to student needs.	Senior PLC Meeting Minutes
	Presentation on Targeted Tutorials
The English PLC Teams have recently been required to go through a cycle of PD on Speaking and Listening at the District Office. PLC Teams have also developed protocols for targeted tutorials.	Podcasts and Better Narratives (English/EL)Blogs and Better Essays (English/EL)
	Helping Students Find Voices (English/EL)
	10th Grade Essential Standard (English)
	9th grade Scope and Sequence (English)
The Math/CS PLC Teams monitor AP and CAASPP scores every year and adjust content/instruction in each course based on results. Class size ratios were recently adjusted to meet the needs of struggling students.	Bio PLC Ecology CFA files
	Bio PLC agreed upon common quiz questions
	Bio PLC agendas, documents, and notes
The Biology PLC Team has recently been attending district level PDs on new alignment of courses with Next Gen Science Standards (NGSS). These courses have included, supporting CER writing, development of NGSS designed backwards planning, and designing NGSS storylines.	District PD: Overview of Backward-designed NGSS mini-unit on Proteins

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

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

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

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

D2.1. Prompt: *Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.*

Findings	Supporting Evidence
Student grade, performance, and CAASPP data are disaggregated annually for review and inclusion in the school plan developed by the leadership, guidance, and administrative teams. The data is disaggregated primarily to focus on targeted interventions for MVHS's high risk populations (i.e. SPED, EL, and Hispanic students).	School Plan Data
A course syllabus is provided to MVHS students/parents by each teacher. The syllabus outlines teaching philosophies, class expectations, and grading approaches/standards. A teacher's course syllabus connects implicitly and/or explicitly to the academic standards and School Wide Learning Goals (LEGOs).	AP Physics 1 greensheet
MVHS Academic PLC Teams use a variety of assessment data to improve curriculum, instruction, vertical alignment, targeted interventions, and monitor student progress towards mastery of academic standards and the School Wide Learning Goals (LEGOs). Frequent PLC Team CFA/CSA cycles of inquiry allow for the use of a variety of assessment strategies and protocols to measure student performance/abilities. However, there is discussion over the standardization of the cycle of inquiry process for PLC teams and its explicit relationship to academic standards and School Wide Learning Goals (LEGOs). Some of their work is detailed below. The World Language PLC Teams are developing assessments aligned to the standards and LEGOs to measure student performance at every level.	PLC Agendas, Minutes, File Folders Essential Learnings French PLC

The Social Studies PLC Teams are engaged in multiple standards based CFA/CSA cycles of inquiry throughout the year and are working towards improving student research skills through vertical alignment.	S.S. Vertical Alignment Folder Vertical Alignment World History
The Math/CS PLC teams administer multiple standards based formative/summative assessments throughout the school year. Assessment performance in subsequent courses is compared to performance on assessments in current courses.	CFAs for AP Statistics Computer Science Collaboration Meeting Slides
The English PLC Teams administer multiple standards based formative and summative assessments throughout the school year. PLCs discuss and revise rubrics and assessments based on student performance. There is implicit but no explicit collective implementation of Schoolwide Learning Outcomes (LeGos).	Mastery Grading Model Writing Calibration Protocol High Sample, Mid Sample, Low Sample (Student writing sample from CSA)
The Science Department PLC Teams administer multiple common formative and summative assessments throughout the school year. The results of these assessments influence discussion around common grading policies and the development of rubrics. There has been little or no discussion explicitly about incorporation of the School Wide Learning Goals (LEGOs). Nevertheless, many of the school wide learning goals are similar to skills outlined by NGSS but most are confined to the Information Processing section of the learning goals.	Bio PLC Ecology CFA files Bio PLC agreed upon common quiz questions AP Physics 1 instructional strategies as stated by collegeboard AP Physics 1 collegeboard standards AP Physics 1 kinematics unit exam (2019-2020) AP Physics 1 kinematics unit exam (2018-2019)

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
The MVHS Academic PLC Teams use a variety of formative and summative assessments to improve instruction, adjust curriculum, and plan targeted interventions. When looking at the results of tests scores, changes are made more at the PLC level, but not as a whole school.	
MVHS Staff collaborate in Primary, Secondary, and Flex course-alike PLC Teams on average twice a week. The standard collaboration times are Monday and Wednesday mornings throughout the course of the school year.	Collaboration Schedule
While recent changes to the bell schedule have allowed for more collaboration time, there are still a number of MVHS teachers who teach three courses and can only meet with two PLC teams. Furthermore, it has become apparent that some PLC teams are too large to reach consensus effectively. Some of the PLC team's formative/summative assessment work is detailed below.	MVHS Bell Schedule
The Physical Education PLC Teams give formative assessments daily through the correction and modeling of skills necessary to perform tasks. Pretests assess students foundational skills and then summative tests effectiveness of instruction through authentic assessment. Summative tests include written exams of student knowledge of rules and academic language related to the skills necessary to perform a task.	PE 9 PLC Doc
The Social Studies Department PLC Teams engage in multiple CFA/CSA cycles throughout the school year to improve scaffolding and reteaching practices. Student survey data for research papers and process is also examined to improve practices.	Research Paper Survey U.S. CFA Cycle
The English Department PLC Teams collect student work on summative/formative assessments. Depending on the PLC team, analysis of these assessments varies.	Writing Calibration Protocol High Sample Mid Sample Low Sample

The Freshman PLC Team utilizes individualized interventions based on performance on assessments. Data analysis tends to be qualitative rather than quantitative and tends to inform curriculum changes more than targeted interventions.	
Individual teachers will identify deficits or areas of growth in the assessments within their own classes and address the needs of their own students.	
Instructional processes tend to vary by teacher and there is not generally a common process either for instruction, or intervention in a given PLC team.	Course syllabus, PLC Files/Data College Board AP report
The Math/CS Department PLC Teams engage in CFA/CSA cycles of inquiry throughout the school year. In addition, PLC teams use common final exams and compare AP performance data with students' final grades. There is a growing concern that some students do well on the AP exam but not in the course.	
PLC teams also analyze student performance in previous math courses and revisit vertical alignment of content based on changing standards of prerequisite courses.	
The Science Department PLC Teams engage in CFA/CSA cycles of inquiry throughout the school year. The analysis of assessment results informs intervention implementation.	
PLC team meeting time is allocated for analysis of these results and review of all teachers' instructional approaches.	AP Physics 1 email to parents
Teachers engage in daily formative assessments to check on student progress.	AP Physics 1 practice exam (unit 1) results
The AP Physics 1 PLC Team had students take a practice exam which was graded according to last year's curve. If they were below passing rate (70%), the parents were emailed and notified so they could have support at home before their first unit exam. The result was that most of the students remarkably improved on their first unit exam.	AP Physics 1 real exam results (unit 1)

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to

monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

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

Findings	Supporting Evidence
MVHS staff employ targeted tutorial interventions at all levels to ensure students can meet with their teachers to discuss progress and strategies for improvement. There is a concern amongst the MVHS staff that improvements can be made in the use and monitoring of tutorial periods. MVHS teachers use a variety of instructional tools/strategies to effectively communicate learning goals, requirements, and performance expectations to students. Below are some of the tools/strategies that are commonly employed. ● Exit tickets and CFUs ● One on one interviews with students during large projects to monitor and discuss student progress ● Criteria for success checklists as a means for students to understand the standards and requirements necessary for success ● Digital feedback on assignments (Google Classroom, Turnitin.com, etc.) ● Applications for increased communication (Remind, Facebook groups, School loop Calendar, Google Classroom) ● Tutorial logs for AVID, SPED, and 504 Plan students ● Time management sheets ● Conferences ● Course Information Fair ● Evaluation Forms MVHS teachers use a variety of instructional tools/strategies to collect feedback, data, and input from students. Below are some of the tools/strategies that are commonly employed. ● Student Surveys ● Interest Inventories ● Conferences	Tutorial Usage Planner **Communication Evidence** Course Information Fair Locator 2019 Course Info Fair (Juniors) Course Info Fair (Seniors) AP Lit Text Evaluation Lit. Writ. Analytical Writing Rubric Lit. Writ Targeted Tutorials Time Management Worksheet Math Rubric Calculus Course Descriptions Math Sequences Spanish Criteria For Success Rubric **Feedback Evidence** AP Lit Teacher Evaluation AP Physics 1 PLC common survey results AP Physics 1 end of the year survey

● Peer Evaluations ● Polling	AP Physics 1 AP results this year Senior Research Paper Survey Student Interest Survey World History
The MVHS Guidance Team provides students with a detailed understanding of the performance requirements for graduation. Classroom presentations, email communications, conferences, and evening events help inform parents/students of academic requirements for graduation and A-G eligibility. Four year planning activity worksheets are provided in the 9th Grade Guidance Unit and revisited annually per grade level. A Strengths Explorer Assessment and worksheet are provided to all sophomores during 10th grade presentations. Students are required to take the Strengths Explorer Assessment in Naviance (college planning tool), which highlights their strengths based on self reported information. Students use their findings to search for major/career related fields. The 11th Grade Guidance Unit includes a college search activity. A time management activity sheet is provided to all grade levels. Some MVHS students still struggle with choosing appropriate courses based upon workload and preparation despite guidance, administrative, and teacher interventions.	MVHS Guidance Team Time Management Sheet Guidance Survey Data Career Night Flyer 10th Grade Guidance Pre-Test
MVHS students are reminded at the beginning of each school year of the performance and behavior expectations needed to satisfy graduation requirements at each grade level. The MV Expectations Presentations are conducted by the Administrative and Guidance Teams annually. Information regarding performance requirements for individual universities, colleges, technical schools, and career paths can also be provided by the MVHS Career Center.	Guidance Presentations 9, 10, 11, 12 Grades MVHS Career Center
The MVHS SPED Team provides students with a detailed understanding of the performance requirements for graduation through the following protocols/practices: ● In Learning Skills classes, students develop skills around organization, self-knowledge, and navigating the expectations of high school.	SPED Counseling Data from SPED Counseling HW Sheet Course Syllabus

● Students complete career interest inventories in Learning Skills to assist in writing their IEP transition plans and are exposed to college and career options. ● IEP annual and triennial evaluations always include post-secondary transition considerations and testing. ● SAI Training for Transition, Consumer Math, and our ACT programs have vocational and transitional community based skill building built in to the curriculum.	Transition assessments and interest inventories. IEP Feedback Form Learning Skills Point Sheet Guidelines TFT, Consumer Math, ACT syllabus
Parents, teachers, and students at MVHS are able to utilize School Loop to monitor academic progress and communicate effectively through its email functionality. There is concern that some parents need to be better educated on how to navigate/use School Loop as they miss or fail to understand important information regarding their child's performance in class. The majority of MVHS staff use School Loop as their primary gradebook in an effort to keep grade information current and readily accessible for all stakeholder groups. Infinite Campus is also used to communicate gradebook and transcript information to parents/students.	MVHS School Loop MVHS Infinite Campus

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

Summary (including comments about the preliminary identified major student learner needs)

The staff at Monta Vista High School continuously work to develop and employ a variety of formative/summative assessment approaches using feedback and data from all stakeholder groups. The evolution of the teaching staff's assessment practices are informed by numerous professional development opportunities, district trainings, academic conferences, and guidance from District Curriculum Leads and other support staff. A significant effort is made to use assessment results/data to improve instruction, adjust curriculum, and plan targeted interventions. The school staff also make it a priority to take student health, wellness, and special needs into consideration when planning/administering assessments. Nevertheless, MVHS staff recognizes that growth is needed in aligning and standardizing assessment practices/protocols in order to ensure all students are meeting academic standards and the School Wide Learning Goals (LEGOs). This is especially important in relation to the needs of our identified high risk populations (i.e. SPED, EL, and Hispanic students).

Monta Vista High School staff are actively working to improve accountability for all stakeholder groups when it comes to the monitoring and reporting of a student's academic performance. Guidance, administrative, and teaching staff use presentations, conferences, and events to communicate course expectations, standards, and demands to parents/students. A variety of methods are also utilized to communicate student performance data such as School Loop, Infinite Campus, Periodic Progress Reports, SARC, LCAP, School Plan, and the school website. Nevertheless, the school staff recognizes that students still struggle to choose appropriate course loads and some parents have School Loop accessibility issues that affect progress monitoring/academic success.

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

1. MVHS staff members use a variety of assessment strategies and protocols to measure student performance/abilities.

2. The MVHS staff members use a variety of methods to communicate student performance data to all of its stakeholder groups. This includes the use of School Loop, Infinite Campus, Periodic Progress Reports, SARC, LCAP, School Plan, and the MVHS website.

3. MVHS PLCs work on common formative/summative assessments furthers the development of course alignment, cycles of inquiry, and grading norms among departments.

4. The MVHS staff members use a variety of assessment data (e.g. AP test scores, CAASPP, CFA/CSA results) to improve instruction, adjust curriculum, and plan interventions.

5. MVHS staff members take student health, wellness, and special needs into consideration when planning/administering assessments (e.g. conflict calendars, No HW over break, SPED accommodations, etc).

6. MVHS staff members participate in professional development opportunities, district trainings, and conferences to improve instructional, assessment, communication, and equity practices.

7. District Curriculum Leads help to guide MVHS PLC work by offering trainings and encouraging collaboration with other sites.

8. MVHS staff members use guidance presentations, administrator conferences, and the Course Information Faire to communicate course expectations, standards, and demands to parents/students.

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

1. Within MVHS courses, PLCs, and departments, the basis by which grades are determined varies. Consensus building on calibrating grades on student work is always a work in progress.

2. There is a need for more explicit discussion about the standards when developing assessments.

3. The MVHS staff members need to improve focus on the performance of our SPED and Hispanic student population. We also need to address populations who feel they do not "fit in" with the school's rigorous academic culture.

4. The use of CFA/CSA data to plan targeted interventions varies amongst MVHS PLCs.

5. When looking at the results of tests scores, changes are made more at the PLC level, but not as a whole school.

6. Improving the use and monitoring of tutorial periods. This would also assist in effectively planning targeted interventions for our high risk populations (i.e. SPED, ELL, and Hispanic students).

7. Although MVHS staff members are provided with numerous professional development opportunities, there is a need for more driven by assessment results.

8. Students still struggle with choosing appropriate courses based upon workload and preparation despite guidance, administrative, and teacher interventions.

9. It has also become apparent that some PLCs are too large to reach consensus effectively. Ensuring smaller PLCs would address this issue.

10. There are still a number of MVHS teachers who teach three courses, but can only meet in two PLCs, and as a result, become disconnected from established cycles of inquiry.

11. MVHS PLCs and departments should attempt to improve collaboration across sites in accordance with the new bell schedule. This would be helpful in determining how our course policies align with other schools in the district.

12. There is concern that some parents need to be better educated on how to navigate/use School Loop as they miss or fail to understand important information regarding their child's performance in class.

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

E1. Parent and Community Engagement Criterion

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

> Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

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

Findings	Supporting Evidence
Monta Vista does active outreach to involve parents in the transition from middle school to high school, the course selection process, and the culture and decisions of the school (through events like coffee with the principal and School Site Council meetings). However, there is minimal parent participation in academic courses.	ELAC Survey
In special education, families are actively involved as partners through the IEP process. SPED IEP meetings are held at least 1x per year. For ELD families, parents and the community (translators) are involved with the students and learning; specifically parent/student ELD information presentations and support meetings.	SPED
In terms of general education, AVID classes engage presenters from the community to speak about employment/professional experience and post secondary journeys. Some General Ed teachers conduct parent surveys.	AVID Scope and Sequence
Boosters programs: music and art- work closely with parents and the community to support their programs. Athletic Boosters.	MV Athletic Boosters

The college and career center and Art department host career days/nights, bringing in community members to speak about various career options. MV hosted a multidisciplinary community event- The Earth Deconstructed at The Tech Museum.	The Earth Deconstructed- A Community Event on Climate Change, Art
Meet with the Principal (breakfast or evening meeting) where parents can have an informal conversation with the principal	El Estoque Article about Coffee with Principal
PTSA organizes programs in getting parents involved with the school.	Parent SurveyPositive Coaching Alliance Parent Night Intro, Athletic Goals / Mission Statement, Parent Handout,
MV Senior All Night Party	SANP
School Site Council incorporates students, staff and parents to participate and review funding requests for student and staff enrichment opportunities.	School Site Council
Guidance Team's 9th grade orientation night.	8th Grade Parent Night Flyer, Powerpoint
Schoolloop for regular communication about day to day academic progress. grades/updates. Have found it helpful/enough information. School documents available online for parents and translated as possible.	MV Attendance and Policies
Additionally, Monta Vista offers opportunities for parents to learn about effective parenting strategies and how to handle issues involving their children (like stress management, vaping, etc.). Individual parents are involved in the specific teaching/learning process through IEP and 504 plans and other informal parent-teacher meetings.	Parenting Classes # 1
School student advocates host parenting classes, both in English and Mandarin, to support communication between students and families. Richard Prinz's parenting class helps parents navigate the challenging world of parenting a teenager.	Parenting Class Flyer in Chinese
Many grants are available through PTSA to engage teachers and students with the community.	Rotary Grant

Back to School Night provides a chance for the parents to visit the student's classroom and meet the teachers.	Back to School Night Presentations Back to School Night Feedback

E2. School Culture and Environment Criterion

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

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

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

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
Monta Vista has a system of digital help tickets for ordering supplies, fixing or replacing facilities and equipment, and solving problems with technology. The designated staff in charge of responding to those tickets are prompt and the issues are generally taken care of quickly and easily. Students can access in-demand supplies (band-aids, pads) in the main office, but those supplies are not given out to teachers for their classrooms.	Facilities Help Ticket
Teachers have a number to call in case of emergency and they are given instruction about safety drills during full-staff days at the beginning of the school year, and that information is also emailed out for reference. There is some conflicting information about best practices for drills (namely run-hide-defend), but that comes from the sheriff and fire department, and the school is simply passing along the official instructions. There is at least one drill for each type of known emergency per school year, and some particularly pressing hazards to safety and well-being (like active shooters and	Run, Hide, Defend, Fire Drill

vaping) are addressed more thoroughly in staff meetings and parent meetings. Fire, Emergency, RHD drills, practiced regularly. Emergency Phone Code (89999) Students and teachers with limited mobility are given access to reasonable accommodations, both for every-day access needs and emergency evacuations. Evacuation for students with mobility issues. Sped Staff trained, staff on Second Story trained if they have a student with mobility issues. Elevator keys-limited availability for students with temporary mobility issues (crutches, etc.). Student Conduct Liaison available for emergencies Campus supervision during student activities such as rallies (in gym and throughout the entire campus) School Rallies are supervised by staff members and administrators	Rally Supervision
Construction/modernization of classrooms and school spaces. Health Clerk and athletic trainer (concussion testing and medical clearance), Student Resource officer assigned by the Sheriff's office. Designated areas for student egress/ingress adjusted to address safety issues (bike lane on access road). Quick response to safety issues/concerns from students/staff/community. Designated skilled facilities worker to address issues as they come up, e.g, flooding in art room Individual safety plans for students who have social-emotional problems and also medical concerns	lab safety Safety plan SPED Safety Plan Counseling Suicide Risk Assessment Parent Notification and Release Form

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

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

Findings	Supporting Evidence
Monta Vista's consistent high expectations for academics can often conflict with sustaining an atmosphere of care and concern. There are many individual and small-group efforts to build/improve a culture of caring and concern across campus, including multiple task forces (tutorial, equity), principal's use of staff meetings, PDs offered at a district level, PLC initiatives, and initiatives from teacher groups not in PLCs or individual teachers. Some of these efforts take place during class-time and are integrated with the curriculum, and some take the form of clubs or lunch time/tutorial offerings. There does not appear to be a coherent plan or vision for how we want to improve the culture of care at MV; everyone is working on it individually with little overarching leadership or communication between groups. Some teachers/PLCs on campus focus on care and incorporate it into their lessons. example: Bio PLC, AVID, and other teachers but not the whole school. The Equity Task Force focuses on social/emotional well-being.	Student Icebreaker in Contemporary Literature Class, Student Survey, Modern Language, Ohana Club SPED, Celebrating students: Spotlight, Spanish Heritage, Pride event through GSA Tranquil Tuesdays Schedule Tutorial Task Force Equity Task Force, Dr. Noguera Report, Mindfulness Activities
District Level "StakeHolders" task force to discuss disproportionality of SPED placement. 504 plans for struggling students who are not in SPED.	SPED Student Placement Counseling Data from SPED
AVID program supports MV's middle students	AVID Scope and Sequence
Skilful Teacher and New Teacher Program have focus on equity in the classroom.	Equity Framework
Honors American Lit teachers have refocused the course to align with critical class, race, feminism, queer, post-colonial issues.	H AM Lit Course Map

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

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
MV community strives to create an atmosphere of trust, respect and professionalism. While we are taking steps in the right direction, it still remains an area of growth for us. Some students can have a hard time connecting to staff (teachers and counselors) because professionalism can be interpreted as unwillingness to connect. There is effort on the part of administration to connect the staff through staff meetings and payday barbeques. There is some effort to connect staff with each other through department get-together, after school social get-together and Inclusion Project, but this is definitely an area of growth for MV Staff. Around 25 staff members (certificated and classified) connected with students by sharing their life journey in the Inclusion Project. Staff are connected through the principal's email of room numbers and phone numbers. A professional development morning was dedicated to staff well-being, where staff could choose activities such as yoga, zumba or sports.	MV School Committments, PD Days, PLCs, PLC Summer work form Payday BBQ Inclusion Project 1, 2, 3 Staff Directory Guidance Presentations 9, 10, 11, 12 Grades Staff wellness day

E3. Personal and Academic Student Support Criterion

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

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support
Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Some individual departments (including SPED, Math, CompSci) keep track of some demographic data, and some (History) have informal conversations about demographic distribution. Some departments (AVID) actively encourage	MV Multi-tiered support system for student

students to take certain classes to promote proportional demographic distribution.	AVID Scope and Sequence
Monta Vista has been recognized for high levels of girls in STEM in comparison to other schools, though there is still room to grow for total equality of distribution (how can we encourage boys in humanities?). As courses are created/assigned based entirely on student choice/preference, there are disproportionate course offerings in terms of level and department/subject area. Some students (e.g. SPED) do not find adequate courses offered that they are interested in taking and prepared to take. From the evidence gathered so far, it does not appear there is any systematic analysis of demographic distribution at the school-wide level. While there are many informal conversations about concerns with demographic distribution, there does not appear to be any school-wide initiatives to correct for imalances with course offerings or demographic distribution among courses.	SPED Student Placement MV Section Allocation School Plan Data
Course Information Fair- all students have access to all classes and can openly gather information/ask questions about class options Encouraging students (girls to take AP Calculus, Comp. Sci classes) College Board recognition for number of girls in AP computer science	Guidance Presentations 10, 11 Course Info Fair, FUHSD Course Selection Guide MV Section Allocation Computer Science Gender Ratios 2019-2020 College Board recognition for AP Computer Science

Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
Monta Vista leadership and staff are offering a variety of strategies, many of which fit into the RTI framework of multi-tiered support from teachers and administration. The	Bell Schedule with three tutorials and two collaborations

new bell schedule and gradual increase of numbers of tutorial periods was designed in large part to accommodate student sleep needs, allow time for a variety of levels of interventions, and allow time for PLCs to work together to design common assessments and interventions. The school has spent a lot of money sending many staff members to PLC and RTI (22 staff) conferences to help staff understand the why and how of school-wide multi-tiered support systems and gain access to the tools to facilitate tier 1 work (common assessments and interventions). PLCs and administration are working to develop tier 2 (use of tutorial for group interventions). And administration, guidance, and teachers are largely responsive and involved in tier 3 interventions (SAT team, 504, IEP meetings). School offers redemptive practices to support student learning.	RTI Conference PLC Expectations, World Studies PLC Norms, Common Formative Assessments
The school is also working to address social-emotional needs by incorporating them into collective commitments, using staff meeting time to talk about building positive relationships and perspective taking, and offering programs such as meditation classes, fun food days, tranquil Tuesday, Challenge Day, Challenge Success (no longer happening), Link Crew, and yoga to help students and staff de-stress and build positive relationships. Many individual programs and departments offer information and guidance to students about post-high-school opportunities and pathways and the school offers information to students and parents about college admissions and necessary preparation. Art department does individual road mapping and portfolio reviews.	Evidence of redemptive practices in Math Standards-based grading and retakes in AP Chemistry Test corrections in Social Studies Student Assistance Team Referral Form Student Assistance Team Data Richard Prinz- Meditation, Challenge Day Link Crew Portfolio Evaluation Document

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
We have little evidence to show the direct impact of multi-tiered support systems. In comparison to other schools, our graduation rates and test scores are very high. While there are lower scores for certain demographic groups, many of those groups are quite small and therefore it is difficult to compare percentages when a handful of students can make a very large impact. Systematic data about the effectiveness of shared tutorial sessions and redemptive practices have not yet been collected. There is some data collected by the college and career center to show that students often do not use tutorial to its full potential for interventions, either because teachers are too busy/unavailable or because of their own choices to use time finishing homework or napping.	Tutorial Task Force Bell Schedule with three tutorials and two collaborations Targeted Tutorial in Lit/Writ team Student Assistance Team Data SAT Referral Form Study Buddy Data
Anecdotal evidence shows students still feel a great deal of stress and do not necessarily feel emotionally supported despite the efforts mentioned above, though we could definitely use more data on this.	Learning Skills Point Sheet Guidelines Equity and Excellence Framework
We have pretty high graduation rates and excellent college placement. However, our students need help in the realm of social-emotional wellbeing. We support some of our students' social-emotional/academic needs through Student Assistance Team interventions.	School Plan Data

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
There is overlap between soft skills in academic subjects and co-curricular activities like clubs and athletics (time management, communication, collaboration, accepting feedback, learning to recover after a mistake/loss, etc.). There does not appear to be any systematic data tracking	World Studies Field Trip, SPED Field Trip

involvement in co-curriculars and its effect on academic achievement.	

Athletics tracks demographic participation data within the activities, but there does not appear to be a process for tracking how many students from the school-wide community are involved. There is encouragement to get involved in co-curriculars (expectation presentations, guidance presentations, conversations with guidance and teachers). There is anecdotal evidence of students quitting sports to focus on academics, especially by junior year. Many students participate in clubs in part for resume-building/college application purposes, and therefore increase involvement through junior year. Students participating in **extracurricular activities** have to learn time management, learn to set priorities, and communicate effectively. Participation also contributes to self care, self esteem, self growth.
 	
Sports -
 	
    ○ CIF Census and FUHSD Athletic participation data tracks participation in athletics based on gender
    ○ New legislation offers access to after school sports based on self identified gender.
    ○ Title IX legislation requires gender equity in access to after school sports including funding and availability
    ○ Athletics does not track participation based on ethnicity
    ○ CIF/CCS implements academic minimum standards for all student-athletic eligibility (2.0 min GPA, Passing 5 classes)
	Link Crew
	
	MV 2018-19 Participation Data
	
	MV Playing a Sport Info
	
	"Safe Sports" School Award

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary (including comments about the preliminary identified major student learner needs)

Monta Vista is a school with large populations of high-achieving, academically-focused students and parents. There is a culture of high achievement and pressure that permeates all levels of the school and leads most involved parties (students, teachers, parents, admin) to work very hard and push each other to work harder. In many ways, this culture is positive in that it leads to high test scores, advanced learning, and high levels of commitment and dedication. There is also a negative side to this culture which is reflected through high levels of stress, competition (which can be manifested in exclusion, sometimes along the lines of race or cognitive ability), cheating, and burnout.

In recent years, all involved stakeholders (students, parents, teachers, and admin) have expressed concern with the negative sides of the high-achievement culture, with stress being the symptom most often identified. Many people are talking about how to address the problems and some action is being taken, both in terms of social-emotional learning and in terms of curricular coherence (which addresses issues of inequity and stress through the RTI framework of interventions). As of now, these responsive actions are still disintegrated (lacking unified strategy, vision, or leadership) and the majority of the responses to our challenges are in the form of discussion and suggestion. As a school we are developing multiple ideals, commitments, and policies to address toxic elements of our culture, but there is no accountability (for teachers, students, admin, or parents) to follow them or act in a way that reduces stress and competition.

Throughout the school there is a pleasant, professional atmosphere among stakeholders. There are some high functioning, collaborative, professional, trusting groups of teachers and admin. There are also groups of teachers who do not effectively collaborate and experience lack of trust and lack of professionalism. While there is limited support from admin in these cases, lack of accountability often leaves them unresolved.

Some classes and many co-curricular activities teach students skills necessary to post-graduate success and help students make connections to the professional world. It is up to the students to elect to participate in these classes and activities. There is an imbalance in the variety of extra

curricular courses offered to students (very STEM-focused, possibly another result of the highly competitive atmosphere mentioned above).

In terms of safety, organization, and logistical communications to all stakeholders, there are adequate systems in place. Parents are more heavily involved in lower grades or in the case of students requiring tier 2 or 3 interventions (504 or IEP), and less involved in higher grades and more advanced courses. Many parents are involved in organizations to support the school and instruction, often but not exclusively through financial means.

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

1. MVHS is implementing a new focus on social-emotional health and stress-management. This effort which is emphasized through school-wide collective commitments and periodically devoted time during the school day includes teaching and practicing mindfulness activities/stress management techniques, valuing on struggle/failure, teaching time management strategies and allowing for flexible deadlines and retakes, and encouraging students to get involved beyond academics/resume building and pursue passions.

2. MVHS has prioritized PLCs and collaboration since the last WASC report (through PLC and RTI framework). As a result, the full school is aware of the PLC process and vocabulary and most departments and PLCs are making progress toward ensuring student learning at high levels by collaboratively creating tier 1 instruction and assessments (in-class), tier 2 interventions (tutorial), and participating with administration and guidance on tier 3 interventions (504 and IEP meetings).

3. In service of stress management and PLC goals, MVHS implemented a new bell schedule with three tutorials to give students more flexibility and freedom to access help, retake assignments, do homework, and take a break during the school day. The new schedule also includes two days of collaboration time per week to give staff time to collaborate within the PLC process.

4. MVHS guidance, administration, and teachers conduct regular outreach to parents of incoming and current students to communicate expectations; information about logistics and processes (e.g. course and A.P. registration), and recommendations for courses, extracurriculars, and college-prep.

5. Many students from various demographic groups prioritize STEM courses, electives, and co-curricular activities. MV has been recognized for high participation of girls in STEM.

6. Most MVHS students academically achieve at high levels as measured by test scores, AP sign-ups, AP scores, and graduation rates.

7. MVHS students actively use and develop LEGOS in co-curricular activities. There is also some overlap between certain academic skills and some co-curricular activities.

8. With the exception of facilities help tickets, efficient and effective systems are in place for maintaining school cleanliness, safety, and supplies.

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

1. While there is a school-wide initiative to support social-emotional health and stress-management, there is still a severe stress problem and many students struggle with managing social-emotional health issues. Some causes for this problem include the lack of a dedicated mental-health course, the lack of a wellness center with sufficient dedicated mental health professionals, and a reluctance on the part of school leadership to limit or set a standard recommendation for the number of AP/Honors courses a student can take.

2. While several different groups and PLCs are taking initiative to develop curricular material to celebrate diversity and/or critically examine the status quo in regard to equity issues, there is no school-wide organized vision or initiative on this front. Additionally, there is a perceived lack of support from the district leadership for policlies in support of equity and diversity.

3. MVHS is not yet tracking data on the effectiveness of PLC work on student learning.

4. Though many departments and PLCS foster collaborative and professional environments with mutual-trust, there are regular conflicts that arise within departments or PLCs that limit progress and result in negative outcomes for students. There is limited support from leadership in solving these conflicts, and administration does not hold all staff members accountable for collaboration, active communication, and active participation in school-wide collective commitments.

5. There is a disconnect in the flow of information between school leadership and the full staff. Important topics are discussed during leadership meetings and other administrative meetings, but many staff members are not informed and therefore they are not aware that any discussion is happening around those topics (e.g. equity).

6. Because we have a limited number of students in traditional minority populations (e.g. Latino, African American, ELL), it is difficult to track data on those students and therefore we are not held accountable for ensuring high levels of success for all students regardless of race or other demographic categorization.

7. While large numbers of MVHS students participate in co-curricular activities, there is no system in place to track how many students from which demographic groups are involved

in at least one co-curricular activity.

8. While MV does a great job of encouraging all students to prioritize STEM, we could do a better job of encouraging participation in humanities and arts from all demographic groups. Our elective choices lack diversity; most are in STEM and certain demographic groups (e.g. SPED students) are all lumped together in the few electives available to them.

9. Staff are divided on the efficiency and effectiveness of facilities help tickets. Many staff members feel the response time is too slow and there are certain problems that do not get addressed. An accountability/timeline system letting staff know when they will be helped would be a useful addition to the current system.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- MV needs to equitably provide interventions for our underserved populations to ensure high levels of learning for all students.

- There is a need to develop a systematic/programmatic schoolwide approach for delivering social-emotional learning (SEL) to support student and staff well-being.

- There is a need to further guide students and parents in selecting an appropriate course load in regards to supporting overall student well-being.

- While MV has done tremendous work around PLCs and the Cycle of Inquiry, there is still a need to improve the work through monitoring and supporting struggling teams, using data to support struggling students, and additional professional development opportunities.

- There is a need to improve targeted and coherent communication among all stakeholders to learn about, provide input, and give feedback on school priorities.

- The implementation of LeGos needs to be explicit by possibly incorporating and connecting them to PLC work.

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

A: Organization	
Strengths	**Growth**
1. There is a lot of overlap between the FUHSD belief statements, the MVHS vision statement, and the MVHS learning goals, even though these things were not necessarily developed in conjunction with each other, making it easier to meet the outlined goals.	1. There's a connection between our LCAP; WASC Plan; MV School Plan, vision, LeGos, and Collective Commitments, but it could be *more transparent* and make the connections between these concepts *visible to all stakeholders*. Some of these things live on the school and district websites, but others are not accessible at all.
2. For many teachers across all departments and through numerous student groups, clubs, and organizations, there is evidence that LeGos are *implicitly* an integral part of the culture of learning at MVHS.	2. Staff and students are not familiar with the LCAP or MV school plan outside of those involved in SSC or on the Leadership Team.
3. We have many opportunities for stakeholders to get involved. For example, all are invited to attend Board of Directors meetings, and the board rotates through all five sites in the spring to make these meetings more accessible to the MV community. At the site level, all stakeholders were invited to be part of the principal selection process. a. For MV staff specifically, there's an open call to join the Leadership Team or provide feedback through PLC Team Leads or Department Liaisons,	3. There seems to be initiative fatigue; it's not totally clear whether we're focused on PLC work, RTI, Equity, Wellness, Building/maintaining positive relationships, something else or any/all of them combined. It doesn't appear that we're collecting data on many of these initiatives or analyzing the results to see if they're working. With initiative fatigue, schools can't take on *all* the things and do them well.

in addition to annual Collective Commitment meetings where all staff weigh in and vote on what's essential to focus on the following year. Staff members can select from an exhaustive list of professional development opportunities. b. Students can make their voices heard through joining Leadership, Journalism, or Legislative Council – which asks representatives to return with recommendations from *all* third period students. The addition of a third tutorial and another water bottle refilling station are the direct result of student voice. c. Three options for parents – as well as staff and students – to become involved include School Site Council (SSC), the Parent Teacher Student Association (PTSA), and the English Language Advisory Committee (ELAC). d. The community shows its support for our school through passing a bond for a third time in a row and extending the existing parcel tax.	
4. The administration responsibilities are communicated clearly, as well as the evaluation procedures, which allow for traditional and non-traditional pathways through the evaluation	4. We continue to struggle with implementing LeGos systemically. A potential idea could be to implement them directly in our PLC work. When we're developing units, CFAs, CSAs, and going through the PLC process we

process. The principal is communicating clearly with parents through eblasts and coffee with the principal, staff members through sending out highlights to all staff and personal conversations, and students through being readily available to meet with them and daily interactions.	could *explicitly* name the LeGos we're targeting.
5. The facilities at MV are generally in very good condition and, as needed, when things break or need to be replaced, they're taken care of in an efficient manner. The modernization of classrooms has been excellent, and all classrooms will be touched in the next six years, thanks to the passing of the bond.	5. Staff members appear to have the deepest knowledge and understanding of the Collective Commitments process and implementation, but there's not an opportunity for students, parents, or other stakeholders to provide input.
	6. Some parents would like to see the implementation of an annual survey for students and parents to provide input in the event that they can't commit the time to other organizations on campus.
	7. Not all PLC teams are making progress with their scope and sequence, essential standards, CFAs, CSAs, etc. and there appears to be little to no follow through on this with teams that aren't experiencing success.

B: Curriculum	
Strengths	**Growth**
1. MVHS offers a wide range of courses, often at the honors and AP level, and with UC a-g approval.	1. Students are given too much opportunity to take courses they may not be prepared for or able to complete without undue amounts of stress or time commitment.
2. There is a lot of variety in courses and students can choose to take almost any course they would like.	2. Students are not widely "sold" the non-linear paths to "success" or real-world application, including trade school or applied paths, as well as an "easier" path in taking non-honors/non-AP courses, or even courses that best fit their backgrounds (e.g. EL).
3. Students do very well in school and as a preparation for work outside of school.	3. There are needs to articulate across disciplines for the sake of vertical planning as well as clarity in foundations for later courses.
4. District resources and PLCs are utilized to improve curriculum and align courses.	
5. Courses, teachers, and administration utilize modern techniques, theory, and resources based on research practices in related fields.	
6. Many courses and extracurricular groups utilize community/business connections to increase relevance and create real-world opportunities.	
7. A wide range of clubs and extracurriculars on campus help to round out real-world and applied skill opportunities as well as career exploration and training.	

C: Instruction	
Strengths	**Growth**
1. As a school, we are strong in rigorous, authentic learning that is grounded in real world applications. Students regularly engage in problem solving, information processing, and communication. Over the last six years, we have made progress towards course coherence, so students are having increasingly similar experiences regardless of who their teacher is. The PLC model has taken hold, leading to more functional teams that are completing cycles of inquiry that positively benefit students by giving them a standards-driven curriculum that is consistent across sections.	1. We still have room for growth in articulating LeGos to the students and assessing them throughout the school; we need to develop clarity for teachers and students in the correlation between LeGos and Common Core and set common expectations within and across departments regarding how to actively integrate them into lessons.
2. There is a lot of emphasis on student collaboration/interpersonal skills throughout instruction across subject areas, and students are provided many opportunities for self-reflection after group work/collaboration in order to continually improve their engagement.	2. Due to the overall academic strength of our student body, we still have difficulty truly supporting struggling students, whether it be those who need more time/extra help, those who do not seize the learning opportunities provided, or those identified as SPED/ELL. We can continue to find ways to enable all students to feel successful in meeting their goals.
3. We are making good progress in effectively communicating the importance of the self-management learning goal. Students (in freshman biology and literature) are explicitly taught stress management, how to set priorities, how to organize one's work, and how to make sure they have all the	3. We still have challenges in streamlining communication of assignments and grades to parents and students with the appropriate frequency. We need to provide the right amount of information to the right parties (students and parents) in order to mitigate student stress and

tools to get things done.	have an appropriate level of parental oversight as well as student independence. As the district adopts a new Learning Management System next year, we hope to reestablish clarity of expectations for all parties.
4. MVHS staff has progressed a lot in connecting curriculum to Common Core standards and NGSS, leading in the latter case to a dramatic change as to how science is taught. Our school LeGos remain well aligned with Common Core.	4. While there are many avenues for students to gain exposure to real world applications of their learning in class, we can do more to provide students contact with career options for STEM and non-STEM fields so that they are increasingly career ready.
5. In terms of access to and integration of technology, our school is highly equipped with state-of-the-art tools (graphing calculators, science tools, chromebooks, etc.), and there is strong support from administration, PTSA, SSC, Foundation grants, etc. to acquire anything else that is necessary for providing the students with the most ideal learning experience. Students regularly engage with up-to-date tools in order to access content, assess its validity, and complete tasks that facilitate students' development of 21st Century Skills.	
6. Career readiness is supported throughout the school in many classes (journalism, guidance, science, writing skills, computer science, AVID, Learning Skills). Opportunities are provided for support in the college search/application process, and there is, in particular, a lot of exposure to STEM internships and careers.	
7. Now that we are in our second year of three tutorials per week, we are starting	

to have a good rhythm as to how to use this time to help struggling students. Many subject areas use targeted instruction, in which either individual teachers or PLCs/subject-alike teams will provide support for students on specific topics. Many teachers are engaging higher level students to help struggling students at this time, leading to a model of support and collaboration that engages as many stakeholders as possible. Growth mindset is also embedded across the board in the ways that students are guided to conduct error identification and then are given the chance to make improvements and recover points on assessment retakes.

D: Assessment and Accountability	
Strengths	**Growth**
1. MVHS staff members use a variety of assessment strategies and protocols to measure student performance/abilities.	1. Within MVHS courses, PLCs, and departments, the basis by which grades are determined varies. Consensus building on calibrating grades on student work is always a work in progress.
2. The MVHS staff members use a variety of methods to communicate student performance data to all of its stakeholder groups. This includes the use of School Loop, Infinite Campus, Periodic Progress Reports, SARC, LCAP, School Plan, and the MVHS website.	2. There is a need for more explicit discussion about the standards when developing assessments.
3. MVHS PLC work on common formative/summative assessments furthers the development of course	3. The MVHS staff members need to improve focus on the performance of our SPED and Hispanic student population. We also need to address

alignment, cycles of inquiry, and grading norms among departments.	populations who feel they do not "fit in" with the school's rigorous academic culture.
4. The MVHS staff members use a variety of assessment data (e.g. AP test scores, CAASPP, CFA/CSA results) to improve instruction, adjust curriculum, and plan interventions.	4. The use of CFA/CSA data to plan targeted interventions varies amongst MVHS PLCs.
5. MVHS staff members take student health, wellness, and special needs into consideration when planning/administering assessments (i.e. conflict calendars, No HW over break, SPED accommodations, etc).	5. When looking at the results of tests scores, changes are made more at the PLC level, but not as a whole school.
6. MVHS staff members participate in professional development opportunities, district trainings, and conferences to improve instructional, assessment, communication, and equity practices.	6. Improving the use and monitoring of tutorial periods. This would also assist in effectively planning targeted interventions for our high risk populations (i.e. SPED, ELL, and Hispanic students).
7. District Curriculum Leads help to guide MVHS PLC work by offering trainings and encouraging collaboration with other sites.	7. Although MVHS staff members are provided with numerous professional development opportunities, there is a need for more driven by assessment results
8. MVHS staff members use guidance presentations, administrator conferences, and the Course Information Faire to communicate course expectations, standards, and demands to parents/students.	8. Students still struggle with choosing appropriate courses based upon workload and preparation despite guidance, administrative, and teacher interventions.
	9. It has also become apparent that some PLCs are too large to reach consensus effectively. Ensuring smaller PLCs would address this issue.
	10. There are still a number of MVHS teachers who teach three courses, but can only meet in two PLCs, and as a

	result, become disconnected from established cycles of inquiry.
	11. MVHS PLCs and departments should attempt to improve collaboration across sites in accordance with the new bell schedule. This would be helpful in determining how our course policies align with other schools in the district.
	12. There is concern that some parents need to be better educated on how to navigate/use School Loop as they miss or fail to understand important information regarding their child's performance in class.

E: School Culture	
Strengths	**Growth**
1. MVHS is implementing a new focus on social-emotional health and stress-management. This effort which is emphasized through school-wide collective commitments and periodically devoted time during the school day includes teaching and practicing mindfulness activities/stress management techniques, valuing on struggle/failure, teaching time management strategies and allowing for flexible deadlines and retakes, and encouraging students to get involved beyond academics/resume building and pursue passions.	1. While there is a school-wide initiative to support social-emotional health and stress-management, there is still a severe stress problem and many students struggle with managing social-emotional health issues. Some causes for this problem include the lack of a dedicated mental-health course, the lack of a wellness center with sufficient dedicated mental health professionals, and a reluctance on the part of district leadership to limit or set a standard recommendation for the number of AP/Honors courses a student can take.
2. MVHS has prioritized PLCs and collaboration since the last WASC report (through PLC and RTI framework). As a result, the full	2. While several different groups and PLCs are taking initiative to develop curricular material to celebrate diversity and/or critically examine the

school is aware of the PLC process and vocabulary and most departments and PLCs are making progress toward ensuring student learning at high levels by collaboratively creating tier 1 instruction and assessments (in-class), tier 2 interventions (tutorial), and participating with administration and guidance on tier 3 interventions (504 and IEP meetings).	status quo in regard to equity issues, there is no school-wide organized vision or initiative on this front. Additionally, there is a perceived lack of support from the district leadership for policies in support of equity and diversity.
3. In service of stress management and PLC goals, MVHS implemented a new bell schedule with three tutorials to give students more flexibility and freedom to access help, retake assignments, do homework, and take a break during the school day. The new schedule also includes two days of collaboration time per week to give staff time to collaborate within the PLC process.	3. MVHS is not yet tracking data on the effectiveness of PLC work on student learning.
4. MVHS guidance, administration, and teachers conduct regular outreach to parents of incoming and current students to communicate expectations; information about logistics and processes (e.g. course and A.P. registration), and recommendations for courses, extracurriculars, and college-prep.	4. Though many departments and PLCS foster collaborative and professional environments with mutual-trust, there are regular conflicts that arise within departments or PLCs that limit progress and result in negative outcomes for students. There is limited support from leadership in solving these conflicts, and administration does not hold all staff members accountable for collaboration, active communication, and active participation in school-wide collective commitments.
5. Many students from various demographic groups prioritize STEM courses, electives, and co-curricular activities. MV has been recognized for high participation of girls in STEM.	5. There is a disconnect in the flow of information between school leadership and the full staff. Important topics are discussed during leadership meetings and other administrative meetings, but many staff members are not informed

	and therefore they are not aware that any discussion is happening around those topics (e.g. equity).
6. Most MVHS students academically achieve at high levels as measured by test scores, AP sign-ups, AP scores, and graduation rates.	6. Because we have a limited number of students in traditional minority populations (e.g. Latino, African American, English Learners), it is difficult to track data on those students and therefore we are not held accountable for ensuring high levels of success for all students regardless of race or other demographic categorization.
7. MVHS students actively use and develop LEGOS in co-curricular activities. There is also some overlap between certain academic skills and some co-curricular activities.	7. While large numbers of MVHS students participate in co-curricular activities, there is no system in place to track how many students from which demographic groups are involved in at least one co-curricular activity.
8. With the exception of facilities help tickets, efficient and effective systems are in place for maintaining school cleanliness, safety, and supplies.	8. While MV does a great job of encouraging all students to prioritize STEM, we could do a better job of encouraging participation in humanities and arts from all demographic groups. Our elective choices lack diversity; most are in STEM and certain demographic groups (e.g. SPED students) are all lumped together in the few electives available to them.
	9. Staff are divided on the efficiency and effectiveness of facilities help tickets. Many staff members feel the response time is too slow and there are certain problems that do not get addressed. An accountability/timeline system letting staff know when they will be helped would be a useful addition to the current system.

Findings

Themes that stand out from the areas of strength and growth indicate that FUHSD and Monta Vista are proud of high-quality, rigorous and authentic learning experiences for our students. We value our students as learners and as human beings. However, there is a persistent achievement gap within some student subgroups, indicating that there is a need to continue to improve outcomes for all students. There is a need to ensure all student subgroups are performing at high levels and get the additional support needed. Despite the many programs that meet many of our students' needs, including college and career planning, there is still a need to improve providing interventions for struggling students.

Our staff participates in numerous professional development opportunities that are available within our district and outside. We have also made great improvements in our PLC structure to work collaboratively to develop coherence across course alike teams and improve our instructional strategies. However, we are still inconsistent in terms of monitoring this work and in analyzing data to find out how this has improved student learning. While teachers have worked both during collaboration time and during summer PD to improve curriculum, there is still a need for improvement in our use of tutorial and targeted interventions.

MVHS is an academic powerhouse and many of our students could benefit from learning about social-emotional health and stress-management. This effort which is emphasized through school-wide collective commitments and periodically-devoted time during the school day, includes teaching and practicing mindfulness activities/stress management techniques, dealing with challenges and failures, teaching time-management strategies, allowing for flexible deadlines and retakes, and encouraging students to get involved beyond academics/resume building and pursue passions.

Furthermore, parent and community involvement is both an area of emerging strength and an area that has more work yet to do. MVHS guidance counselors and administration conduct regular outreach to parents of incoming and current students to communicate school information, resources, and guidance. . However, we have a lot of scope to improve parent engagement with the school. One way could be the implementation of an annual survey for students and parents to provide input in the event that they can't commit the time to other organizations on campus. This is an area of growth for us and needs to be explored further.

Regarding the identification of critical student learning needs, these trends and themes indicate that the achievement gap is a top area of concern. The next prioritized needs are likely to affect the students in the achievement gap, including increasing consistency, increasing targeted interventions, providing social-emotional learning to all students and improving parent and community outreach.

These strengths and areas for growth also align with the district's LCAP in that they address the same goals. Goal 1 stresses ensuring high levels of performance for every student, which is

related to most of this report, particularly the emphasis on supporting the currently underserved students. Goal 2 focuses on a guaranteed and viable education that prepares students for college and careers, which is echoed in the emphasis on improving our PLC work and how that work relates to student learning. Goal 3 focuses on safety and engagement, which ties in with providing Social Emotional Learning for our students. SEL has come up as a top priority area of growth in this self-study. Finally, Goal 4 highlights the importance of all stakeholder voices in school priorities and decisions, which is also mentioned in both the strengths and areas for growth by multiple focus groups.

Chapter V: Schoolwide Action Plan

WASC GOAL 1: STUDENT SUCCESS
All students will achieve academic success through standards-based curriculum, effective instruction, and early intervention.

GROWTH TARGETS:
- Increase overall A/B/C student grades to more than 98% and increase the number of students who have an A/B/C to more than 95%
- 100% of students identified in need of intervention support are monitored and have at least one check-in per semester
- Increase A-G eligibility, graduation rate, and CAASPP scores in subgroups (SPED, Latinx, EL, SED)

RATIONALE: The data from CAASPP suggests that MVHS needs to increase interventions and supports for our SPED, Latinx, ELD, and SED student subgroups. Much of the focus has been on PLC work over the last six-years, which is one avenue MVHS can intentionally track, monitor, and closely support our student subgroups.

RELATED STUDENT LEARNER OUTCOME (LeGos): The goal for all students achieving academic success requires all students to apply thinking, information processing, communication, collaboration and self-management.

TASK	STEPS	RESOURCES	WHO	TIMELINE
Develop an early intervention system to identify students who need additional support	PLC teams to identify struggling students through analysis of student work (part of PLC COI)	PLCs Solution Tree	Team Leads	Every three weeks
	Follow up with students identified from the 8th grade high risk list within the first three weeks of school and ongoing	Middle School At-Risk Lists	SAT Admin GCs	Every three weeks

Implement Targeted Tutorials to support struggling students with D/Fs	Explore and research other school structures with a targeted tutorial system		Tutorial Task Force	2020-2021
	Increase teacher initiated invitations for students with D/Fs to attend tutorials	PLCs GCs	Team Leads DLs	2020-2022
	Develop pilot program for schoolwide targeted tutorial system		Tutorial Task Force Admin	2022-2024
Continue implementing and integrating Common Core and NGSS curriculum	Continue to promote professional development opportunities for teachers to develop learning activities aligned to CCSS/NGSS	FUHSD T&L	Team Leads DLs Admin	2020-2026
	Provide PLCs with paid summer opportunities or release days to collaborate	SSC	Admin	2020-2021
Track and monitor EL, SPED, Latino, SED students who are at risk of not graduating	Identify at-risk students at the beginning of every semester	IC AdHoc Reports	Data Tech Guidance AP	2020-2026
	Develop an Admin SAT/PLC for identified at-risk students to determine intervention strategies to work with teachers, parents, and other resources for wrap around services	SAT Solution Tree	Admin	2020-2026

WASC GOAL 2: PLC WORK
MVHS will ensure coherence and consistency across course-alike sections through the PLC cycle of inquiry to ensure all students have access to a guaranteed and viable curriculum.

GROWTH TARGETS:
- Increase the number of teachers that attend the Solution Tree PLC Conference by 5 each year
- 100% of PLC teams will complete a beginning, middle and end-of-the-year self-assessment surveys
- 100% of PLC teams will complete at least one cycle of inquiry for a CFA per semester as monitored by self-assessment surveys

RATIONALE: Although much of Monta Vista's focus has been on PLC work over the past six years, continuing the work to include further monitoring of PLC teams for support and being more explicit with student interventions.

RELATED STUDENT LEARNER OUTCOME (LeGos): Monta Vista's LeGos are embedded across departments and in the curriculum to help students achieve each learner outcome.

TASK	STEPS	RESOURCES	WHO	TIMELINE
Increase professional development opportunities for teachers to ensure all students have access to a guaranteed and viable curriculum	Increase teacher attendance at PLC and RTI Conference	Solution Tree	Admin	2020-2026
	Increase teacher participation in District PD opportunities: Courageous Leaders, NGSS, Skillful Teacher,	FUHSD Teaching & Learning	Admin Team Leads DLs	2020-2026
	Maintain funding for PLC Team release days and Summer Work	SSC FUHSD T&L	Admin SSC	2020-2026
	Plan and deliver staff PD on equity thru exploring curriculum and instructional practices that reflect student inclusiveness		Equity Task Force LT	2021-2023

Deepening the understanding of PLC work and how it supports student learning (PLC Lite)	Increase the percentage of CFAs completed by each team	Solution Tree Collaboration Time	Team Leads	2021-2026
	Reevaluate and redefine expectations of "coherence" and "consistency" in each PLC team	Summer Work Days Sub Release Days	Team Leads	2020-2021
	All teams will have agreed upon essential learnings, CFAs, redemptive strategies, grading practices, targeted interventions, course/workload for HW		Admin LT Team Leads	2021-2026
	Identify and align primary PLCs to core graduation required courses		LT DLs	2020-2022
	Identify and communicate Learning Goals (LeGos) for every CFA		LT Team Leads	2020-2021
Identify and support struggling students through the analysis of student work	Analyze CFA data and student work ongoing as a PLC team to identify students who may need targeted intervention	Collaboration Time	Team Leads PLCs	2020-2026
	PLC Teams develop and implement a targeted tutorial system to support identified struggling students (reteaching, redemptive opportunities, etc.)	Tutorial Task Force Collaboration Time	Team Leads PLCs	2021-2026
Monitor to support PLC	Administration and PLC Team Leads and DLs	Collaboration Time	Admin Team Leads	Monthly

Work	meet together for regular check-ins and progress update		DLs	
	Projected Course-Alike Team Plan Survey	Google Form		Every August
	Mid-year PLC Survey	Solution Tree		Every January
	End of year PLC Team survey	Google Form		Every May
	Track PLC work and store in a central location for all staff to view for transparency (number of CFAs, goals/focus for the year, end of year team goal share out)	Schoology Google Drive		
	Highlight and celebrate PLC achievements			Ongoing

WASC GOAL 3: SEL/WELLNESS
Every student will feel cared for as a human being and learner.

GROWTH TARGETS:
- Increase the percentage of students feeling comfortable seeking out help from a staff member as reported on the Student Wellness Survey
- Decrease the overall chronic absenteeism rate to 5% or less

RATIONALE: Student survey data suggests that a focus on SEL is needed built into the school day and the work to continue building positive relationships between students and adults on campus will result in every student feeling cared for.

RELATED STUDENT LEARNER OUTCOME: The goal for all students feeling cared for as a human being and learner is connected most with the need for students to learn communication and self-management skills.

TASK	STEPS	RESOURCES	WHO	TIMELINE
Explore adopting a framework and structure for delivering SEL curriculum	Develop and recruit an SEL Task Force to lead the exploration of a structure to deliver SEL curriculum	D.O. GCs Student Advocate	Admin LT	2020-2021
	Research available SEL curriculum (including anti-bias education) for purchase and/or develop own lessons for piloting	PLCs Summer Work Sub Release Days	SEL Task Force Equity Task Force	2020-2022
	Pilot 1-2 SEL advisories using agreed upon curriculum		SEL Task Force LT	2021-2022
	Continue adding 1-2 additional SEL advisories each year up to 8/year		SEL Task Force LT	2022-2026
	Create student and facilitator surveys to collect data on SEL advisories		SEL Task Force	2021-2022
	Monitor and assess survey data to adjust SEL framework and curriculum as needed		Admin SEL Task Force LT	2021-2026
Increase SEL student activities explicitly both in and out of the classroom	Expand and increase SEL activities for Tranquil Tuesdays	Teacher Volunteers	SEL Task Force	2020-2023
	Guidance Team to plan, develop and deliver SEL lessons for every grade level 2x/year	Release Days Summer Work PLC Time	GCs	2021-2023
	Implement schoolwide	SEL Task Force	Admin	2022-2026

WASC GOAL 4: PARENT AND STUDENT FEEDBACK
All students, parents, and other community stakeholders will have a variety of opportunities to learn about and give feedback on school priorities, expenditures and programs.

GROWTH TARGETS:
- Develop, administer, and collect data from end-of-year student surveys (including SEL-related questions) for grades 9-12, one-year after graduation, and five-years after graduation

RATIONALE: Perceptual data indicates a need to increase opportunities for stakeholders to give feedback and participate in school improvement efforts.

RELATED STUDENT LEARNER OUTCOME: Increasing opportunities for stakeholders to learn and give feedback is directly related to our LeGos focus on communication.

TASK	STEPS	RESOURCES	WHO	TIMELINE
Increase opportunities for parent and student involvement and feedback	Develop and implement annual student/parent survey about SEL and Connectedness for each grade level	SEL Task Force GCs	Admin	2021-2024
	Develop and implement surveys to get feedback from parent attendees at Guidance Nights, Coffee and Counselors, ELD Parent Nights, and SSC	GCs CCC PTSA ELD Coordinator	GCs CCC Guidance AP	2020-2024
	Increase advertisement and recruitment of parent and student representatives in SSC and PTSA	MV Website Google Forms Schoology	Admin PTSA	2020-2026
	Post SSC and PTSA meeting minutes on the school website to increase transparency	MV Website Schoology MV Webmaster	PTSA SSC	2020-2026

	Develop new content for MV New Parent Orientation Night to possibly include scenarios, top 10, conflict resolution strategies	GCs PTSA Student Advocate	Guidance AP	2020-2022
Implement the use of Schoology as a communication tool between school and home	Provide training and support for parents and students on how to use Schoology	LMT District Tech	Tech AP	2020-2026
	Continuous messaging to parents and students about mindfulness/SEL connection, healthy checking of grades, and shutting down Schoology during breaks to lessen focus on grades	GCs Student Advocate SEL Task Force	Admin	2020-2026
	Increase the number of teachers posting grades, assignments, and class information on Schoology	Schoology LMT	Admin	2020-2026

Appendices:

A. **Local Control and Accountability Plan (LCAP)**
B. **Results of student questionnaire/interviews**
C. **Results of parent/community questionnaire/interviews**
D. **The most recent California Healthy Kids Survey**
E. **Master schedule**
F. **Approved AP course list**
G. **UC a–g approved course list**
H. **Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**
I. **California School Dashboard performance indicators**
J. **School accountability report card (SARC)**
K. **CBEDS school information form**
L. **Graduation requirements**
M. **Any pertinent additional data (or have on exhibit during the visit)**
N. **Budgetary information, including school budget**
O. **Glossary of terms unique to the school**

Appendix A: Local Control and Accountability Plan (LCAP): This includes a six-page summary at the beginning of the plan. Here is the link to the LCAP on the district's website: https://resources.finalsite.net/images/v1562604623/fuhsdorg/v29f6zo74p6bk84zadtg/FUHSDLCAP2019.pdf

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	LCAP Year (select from 2017-18, 2018-19, 2019-2020)
	2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Fremont Union High School District	Trudy Gross, Assistant Superintendent	trudy_gross@fuhsd.org; 408-522-2203

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Fremont Union High School District maintains five comprehensive high schools, a Community Day School and numerous programs to serve targeted student populations. In 2018-19 we enrolled:

11,022 Total students

805 English Learners (7.30%): 377 are Long-term English Learners (LTELs) (English Learners for six or more years)

1,634 Socioeconomically Disadvantaged Students (14.82% on Free or Reduced Lunch or parents without a high school diploma) *Increase resulted from change of CALPADS directly certifying free/reduced meals due to Medicaid qualifications

4 Foster Youth (0.04%)

15 Homeless Youth (0.14%)

1,053 Special Education Students (9.2%)

The racial and ethnic make-up of our students is as follows:

Hispanic	1,623 (14.5%)
Am Indian/Alaskan Native	10 (0.09%)
Asian	6,583 (59.09%)
Nat Hwn/Other Pac Islander	23 (0.21%)
Filipino	282 (2.535%)
Black/African Am	92 (0.83%)
White	1,943 (17.44%)
Two or more races	584 (5.24%)

Within the FUHSD there are a total of 98 different languages spoken by students and families.

FUHSD Funding under the Local Control Funding Formula

Under 5CCR 15494, most California school districts will be allocated state funds based on enrollment and the number of students in targeted populations (English Learners, Socioeconomically Disadvantaged and Foster Youth) they serve.   As a Community Funded district, FUHSD's primary revenues are determined, not by the LCFF, but primarily by local Property and Parcel taxes.   FUHSD maintains a budget of approximately $169 million; 89% of which is derived from these local sources.

FUHSD receives no increase in funds as the result of 5CCR 15494.   Nor will the $7.2 million dollars in cuts the District endured annually from 2007-2014 years be restored as the result of the Local Control Funding Formula.   In fact, despite the expectation that Community Funded districts would be "held harmless" under the new funding formula, FUHSD planned for the loss of nearly $2 M in Career Technical Education funds over 2016 - 2018.

This Local Control Accountability Plan (LCAP) is required of all districts under the 5CCR 15494 whether or not the district receives funds under LCFF.   The LCAP provides an opportunity for all districts to make transparent how they allocate resources for all students as well as for those student populations targeted by the LCFF (English Learners, Low-Income and Foster Youth).   Precise use of the LCAP template is required and "Budgeted Expenditures" must be listed for all "Actions and Services" planned. Because FUHSD receives no additional resources under LCFF, the vast majority of "Actions and Services" (whether for all students or targeted sub-groups) described in this document are budgeted under the District's General Fund which is comprised of the following sources:

● Local Parcel Tax

● Mandated Costs Reimbursements

● Guaranteed State Aid

● Lottery Funds

● Prop 30/55 Funds

● State/Federal Funds targeted to Special Education

Other "Actions and Services" will be budgeted from:

● Federal Title II, Title III, and Perkins Funds

● Donations from the Fremont Union High Schools Foundation

The Program Provided to All FUHSD Students

The Fremont Union High School District is proud to have maintained a comprehensive high school program. Despite years of budget constraints, our schools offer not only coursework required for graduation from high school but a rich array of electives, interventions and Advanced Placement and honors courses to serve the needs of a diverse student population.

The Fremont Union High School District Board of Trustees has adopted a set of Belief Statements about Teaching and Learning that call for a commitment to both "excellence" and "equity". While justifiably proud of the large numbers of students who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools has some students who need this additional support in order to achieve at high levels; so our goals must generally apply to all schools.

All students in the Fremont Union High School District benefit from a comprehensive high school program that includes;

● 45 courses that address basic graduation requirements (English, Math, Science, Social Studies and PE)

● 4 World Language courses of study (5 levels of each of 4 languages)

● 30 courses in the visual and performing arts

● 22 Advanced Placement courses (total of 280 sections)

● 28 Career Technical Education courses representing 9 different industry sectors

● 6 electives specifically designed for students who need extra support but are not in Special Education or English Learners: Academic Foundations, AVID, Engage, Algebra Workshop, Academic Reading and Writing (Read180), and Gateway/Excel.

Despite years of cuts at the state level, and although we would prefer smaller, our students benefit from staffing ratios that include:

- Classes are generally staffed on a 32.5 to 1 student-teacher ratio; except in 9th grade English and Algebra where they are kept lower in order to help students make a smooth transition to high school on a 23 to 1 student-teacher ratio
- 505-619 students to 1 Guidance Counselor
- 1,000 students to 1 library staff
- 1,500 students to 1 tech support staff
- 400 students to 1 administrator
- All school site administrators provide guidance and support services directly to students. In addition, each campus has at least 1 licensed therapist, a psychologist that serves both general education and special education students, and a College and Career Center Specialist

In addition we offer a high quality Special Education program that supports students in meeting the goals designated in their Individualized Educational Plan(s).   FUHSD's total SPED budget is approximately $32.15 M. Federal and State revenue for Special Education totals $6.06 million. Twenty-five (25) additional FUHSD Special Education students are served in programs administered by the Santa Clara County Office of Education.

Re-designated English Proficient students, who once were part of a program for English Learners are monitored and supported to make sure that they make progress along with their native English speaking peers. If they are not making adequate academic progress, they are supported through tutorials and interventions to get back on track.

FUHSD students learn in clean, safe, well maintained facilities that facilitate the use of instructional technology.

Each school is supported by a:

- Facilities manager and 9 custodial staff (including custodians, groundskeepers, pool and skilled maintenance staff)
- Cafeteria manager and 5 cafeteria staff
- District-wide tech-infrastructure which includes high speed wireless with 500 access points (each school has 1 gigabit connection capacity)
- 1 student to 1 computer to ratio

The FUHSD Belief Statements about Teaching and Learning make a commitment to provide teachers time and professional learning opportunities designed to support the development of a well-articulated curriculum in every core course and the academic supports and inventions necessary to continuously improve until every student has the chance to learn at high levels. To that end we:

- Maintain an induction and professional development program designed to support continuous instructional improvement
- Provide on-going curriculum and professional development resources to support implementation of the Common Core, NGSS and other new state standards
- Provide every teacher approximately 120 minutes a week to meet with colleagues, develop curriculum and monitor student progress.

Additional Programs and Services to Targeted Student Groups

English Learners

FUHSD draws on General Fund and Title III resources to provide a high quality program for English Learners at all schools.

General Fund resources are used to provide:

- ELD classes at levels 1- 3 (for students at ELPAC levels 1-4)
- Sheltered content course with lower class sizes than similar courses for mainstream students (for Newcomers and Long Term English Learners)
- EL Program Assistants who work with parents and teachers at each school
- EL Instructional Assistants assigned to support students in content area courses targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
- Summer EL Academies
- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL's

Federal Title III funds enhance the program described above by providing:

- On-going professional and curriculum development for teachers
- Release time for curriculum development activities

Students who are Socio-Economically Disadvantaged and Foster Youth

FUHSD draws on General Fund resources to serve students who are Socio-Economically Disadvantaged and Foster Youth at all of our schools. More resources are provided to schools with larger populations of students in these targeted groups.

Additional resources to students who are Socio-Economically Disadvantaged and Foster Youth at Fremont High include:

- Teachers' salaries for reading and academic intervention classes
- .9 FTE Parent and Community Liaison position
- Teachers' salaries and materials for summer bridge classes
- Bus Passes for students who travel from North Sunnyvale
- Additional Student Conduct Liaison position

Additional resources to students who are Socio-Economically Disadvantaged and Foster Youth at Homestead High including:

- Teachers' salaries for reading and academic intervention classes
- Bus Passes for students who travel a long distance to school

Targeted support and interventions for students who are Socio-Economically Disadvantaged and Foster Youth at all schools include:

- AVID or AVID-like interventions at all schools
- Lower class sizes in Algebra
- Assistance to Foster and homeless families and students from District Enrollment Office, Educational Options Guidance Counselor who coordinates with school-based guidance staff re: course selection; post-secondary options and social supports necessary to support student success in high school
- Funds for students who are homeless as defined by the McKinney-Vento Act to purchase school supplies, hygiene kits, and other necessities

Appendix B: Results of student questionnaire/interviews

Student Survey Results (Senior Exit Survey 2019)

5. **Please indicate all colleges (2- and 4-year), trade schools, military academies to which you have applied and the admissions decision for each college. This information is used for our own data gathering purposes and your identity will not be revealed in any reports for which we use this data. Please be sure to check off "Attending" next to the appropriate college if you are attending college next year.**

(results reflected in student folder or batch update)

6. **If you are enlisting in the military, please indicate which branch.**

I am not enlisting in the military.	99.8%	(558)
Air Force	0%	(0)
Army	0%	(0)
Coast Guard	0%	(0)
Israeli Defense Forces	0%	(0)
Navy	0%	(0)
Marines	0%	(0)
National Guard	0%	(0)
Other military	0.2%	(1)
TOTAL RESPONDED	100%	(559) view details

7. **What is your intended major or field of study? (This includes areas of specialization for those enlisting in the military, attending trade schools, apprenticeships, or other on-the-job training.) Please write "undecided" if you do not yet know.**

Total responses: 559 (100%) view details

8. **If you are planning to enter an apprenticeship, please indicate which program you are entering. Type "N/A" if you are not taking on an apprenticeship.**

Total responses: 559 (100%) view details

9. **If you plan to work next year (even while attending school), in what field will you be working (e.g., retail, culinary, theatre, automotive, engineering, etc.)? Type "N/A" if you do not intend to work at all.**

Total responses: 559 (100%) view details

10. **If you are taking a year off (gap year) next year, what are your plans? Type "N/A" if you do not intend to take a gap year.**

Total responses: 559 (100%) view details

11. **During any of your years in high school, did you participate in any of the following types of work-based learning either in coordination with one of your classes or outside of school?**

Job (worked for pay at a business)	41%	(229)
Job shadowing (visiting a work place for 3 to 25 hours in one semester)	11.6%	(65)
Mentorship (having an adult from a business provide feedback on a project)	6.3%	(35)
Internship--Paid (working at a company for 2 or more weeks)	9.1%	(51)
Internship--Unpaid (volunteering at a company for 2 or more weeks)	22.2%	(124)
Volunteering at a company in a potential career field (not a formal internship)	24.5%	(137)
Other	5.5%	(31)
None--I did not participate in any of these activities	33.6%	(188)
TOTAL RESPONDED	100%	(559) view details

12. **If you participated in any of the above, at what company did you complete the opportunity? (i.e. Kaiser Hospital, LinkedIn, church, etc.)**

    Total responses: 340 (61%) view details

13. **If you experienced one or more types of work-based learning described in the question above, please share (a) in what industry did you gain the experience (e.g., arts, media, and entertainment; technology; engineering; construction; etc.) and (b) what types of tasks you were asked to complete.**

    Total responses: 249 (45%) view details

14. **While in high school in FUHSD, did you attend the College Fair, and if so, which year were you in high school when you attended? (The College Fair is held each September at one high school where representatives from over 100 colleges and universities are available for students to ask questions.)**

I did not attend the college fair in any year	79.2%	(443)
I attended freshman year	2.9%	(16)
I attended sophomore year	3.9%	(22)
I attended junior year	9.7%	(54)
I attended this fall (my senior year)	10.7%	(60)
I attended more than once (any combination of years)	2.5%	(14)
TOTAL RESPONDED	100%	(559) view details
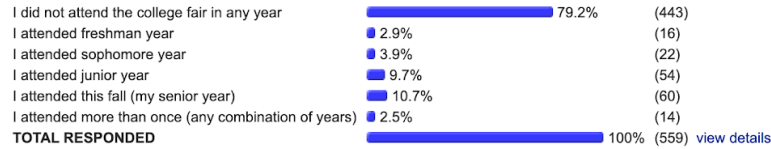
15. **If you attended the College Fair, to what extent did the College Fair help you with the following (1 = not at all; 2 = a little; 3 = somewhat; 4 = a fair amount; 5 = a lot):**

    Average Rank

	1 2 3 4 5	
Determine which colleges to apply to		(2.5)
Determine which colleges NOT to apply to		(2.4)
Share with my parents information about a college I wanted to apply to		(2.9)
Understand how much college costs		(2.7)
Understand how competitive college admissions are		(2.7)
Understand the range of colleges that have my intended major		(2.7)
Conduct better research about the college programs I am interested in		(2.8)
Come up with a plan for applying to colleges		(2.5)
TOTAL RESPONDED: 143 view details		

16. **I found Naviance informative and helpful.**

Yes	71.7%	(401)
No	28.3%	(158)
TOTAL RESPONDED	100%	(559) view details
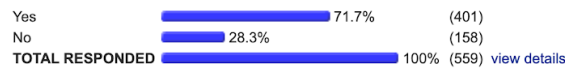
17. **List what you found to be helpful or not helpful with Naviance.**

    Total responses: 559 (100%) view details

18. **Overall I felt that my teachers cared about me as a person and a learner.**

Strongly Agree	20.6%	(115)
Agree Somewhat	64%	(358)
Disagree Somewhat	12.9%	(72)
Strongly Disagree	2.5%	(14)
TOTAL RESPONDED	100%	(559) view details
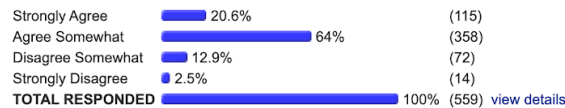
19. **What made you feel like your teacher cared about you as a person and a learner?**

    Total responses: 559 (100%) view details

20. **The staff in the Main Office were friendly and helpful.**

Strongly Agree	17.9%	(100)
Agree Somewhat	47.6%	(266)
Disagree Somewhat	24%	(134)
Strongly Disagree	9.5%	(53)
Not Applicable	1.1%	(6)
TOTAL RESPONDED	100%	(559) view details
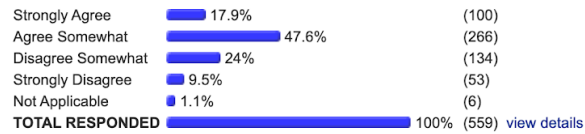
21. **When I went to the Guidance office, I was greeted in a friendly and helpful manner.**

Strongly Agree	48.7%	(272)
Agree Somewhat	35.4%	(198)
Disagree Somewhat	9.1%	(51)
Strongly Disagree	2.9%	(16)
I never met with my counselor	3.9%	(22)
TOTAL RESPONDED	100%	(559) view details
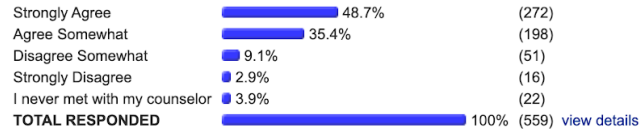
22. **I felt that my counselor knows who I am.**

Strongly Agree	35.2%	(197)
Agree Somewhat	32.6%	(182)
Disagree Somewhat	15.2%	(85)
Strongly Disagree	9.5%	(53)
I never met with my counselor	7.5%	(42)
TOTAL RESPONDED	100%	(559) view details
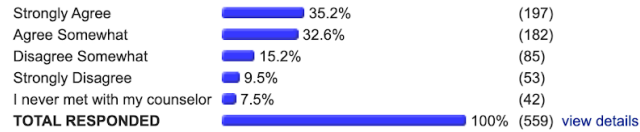
23. **My counselor was helpful to me in selecting high school courses that met my needs, interests, and future goals.**

Strongly Agree	28.3%	(158)
Agree Somewhat	32.6%	(182)
Disagree Somewhat	15.9%	(89)
Strongly Disagree	10.4%	(58)
I never met with my counselor	12.9%	(72)
TOTAL RESPONDED	100%	(559) view details
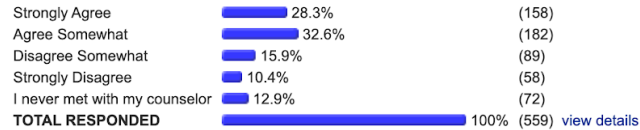
24. **I felt comfortable talking with my counselor about personal or non-academic concerns.**

Strongly Agree	29.9%	(167)
Agree Somewhat	29.5%	(165)
Disagree Somewhat	17%	(95)
Strongly Disagree	12.9%	(72)
I never met with my counselor	10.7%	(60)
TOTAL RESPONDED	100%	(559) view details
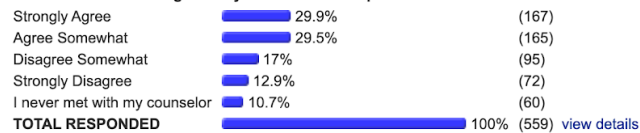
25. **Counselors were knowledgeable about the college application and selection process.**

Strongly Agree	42%	(235)
Agree Somewhat	44.4%	(248)
Disagree Somewhat	10.4%	(58)
Strongly Disagree	3.2%	(18)
TOTAL RESPONDED	100%	(559) view details
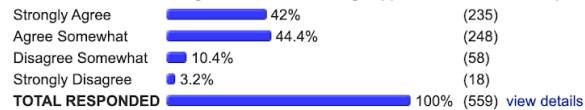
26. **I found the College and Career Center resources helpful (FUHSD college fair, college representative visits, email reminders and information about financial aid/scholarships and internship/volunteer opportunities).**

Yes	79.1%	(442)
No	20.9%	(117)
TOTAL RESPONDED	100%	(559) view details

27. I utilized MV Guidance counselors or college/career advisor to obtain information about colleges, scholarships, etc.

Yes — 52.2% (292)
No — 47.8% (267)
TOTAL RESPONDED 100% (559) view details
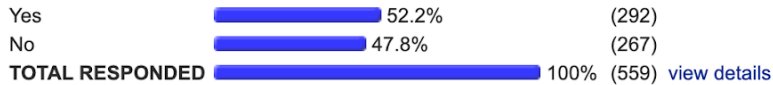
28. Did you attend and find the guidance/college and career brown bag workshops to be helpful?

Yes I attended and found them to be helpful — 33.1% (185)
Yes I attended but I did not find them helpful — 6.6% (37)
No I did not attend — 60.3% (337)
TOTAL RESPONDED 100% (559) view details
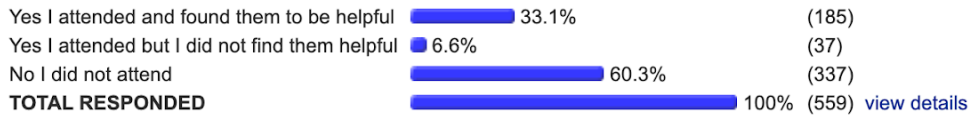
29. I utilized a privately hired college consultant to obtain information about colleges, scholarships, etc.

Yes — 43.1% (241)
No — 56.9% (318)
TOTAL RESPONDED 100% (559) view details
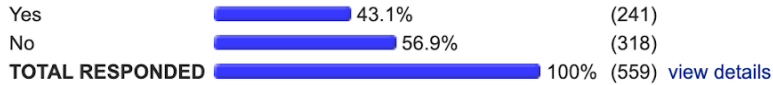
30. On a typical school day, how many hours did you spend studying/doing homework?

Zero hours — 1.1% (6)
Less than 1 hour — 4.1% (23)
1-2 hours — 26.5% (148)
2-3 hours — 36.1% (202)
More than 3 hours — 32.2% (180)
TOTAL RESPONDED 100% (559) view details
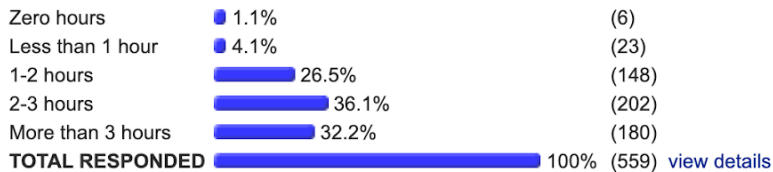
31. I routinely sought academic assistance outside of class time from:

teachers — 51.9% (290)
campus student tutors — 2.3% (13)
my friends — 78.7% (440)
my parents/guardians — 30.6% (171)
paid outside tutors — 28.6% (160)
none of the above — 10.2% (57)
TOTAL RESPONDED 100% (559) view details
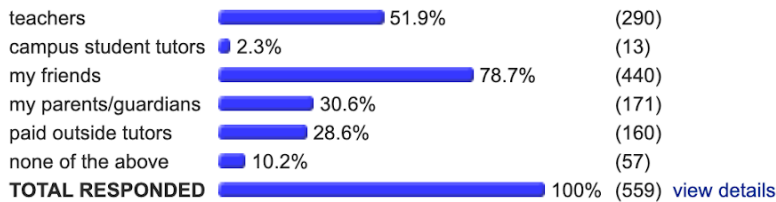
32. How did you utlize the majority of your time during tutorials? (1= least frequent, 5= most frequent)

Average Rank

Seek help from teachers — (2.6)
Study — (3.6)
Make up assignments or tests — (2.9)
Socialize with friends — (3.4)
Non-academic personal time — (3.1)
TOTAL RESPONDED: view details
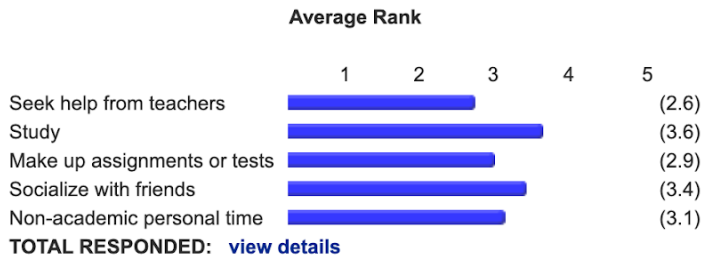
33. What improvements can MV make to provide a more positive high school experience for our students?

Total responses: 324 (58%) view details

Appendix C: Results of parent/community questionnaire/interviews

See link for Parent Survey Report from Hanover Research. (No Executive Summary was available at the time of publication.)

Appendix D: FUHSD Student Wellness Survey January 2019

Note: Monta Vista does not give the California Healthy Kids Survey.

Survey summary of FUHSD Student Wellness Survey administered in January 2019 and data broken down by site.

State-Trait Anxiety Inventory for Adults

The State-Trait Anxiety Inventory for Adults (STAI) is among the most widely researched and widely used measures of general anxiety.

- It was first published in 1970 and revised in 1983.
- The purpose is to measure via self-report the presence and severity of current **symptoms** of anxiety and a generalized propensity to be anxious.
- There are 2 subscales within this measure, state and trait. The state subscale was administered in the FUHSD Student Wellness Survey. This subscale evaluates the current state of anxiety, asking how respondents feel "right now," using items that measure subjective feelings of apprehension, tension, nervousness, worry, and activation/arousal of the autonomic nervous system.
- The state subscale was chosen to establish a baseline for the level of **symptoms** of anxiety experienced by our students. The data will be used to explore correlations with areas such as comfort asking for help, participation in Honors/AP courses, and time spent on homework.

Mean Scores reported for each school

An arithmetic mean, or average, is calculated by adding several quantities together and dividing the sum by the number of quantities.

Score Range = 20-80

< 39 = Low

40-54 = Moderate

55+ = High

School	State-Trait Anxiety Inventory (STAI)
Cupertino High School	46.47
Educational Options	48.48
Fremont High School	46.01
Homestead High School	45.24
Lynbrook High School	47.22
Monta Vista High School	47.93
FUHSD Total	46.58
Irvington High School, Fremont CA	50.30
Visitation Academy, St. Louis MO	52.40

The majority of responses from students surveyed indicated a moderate level of symptoms related to anxiety.

Center for Epidemiologic Studies Depression

The Center for Epidemiologic Studies Depression (CES-D) Scale was developed by the Center for Epidemiologic Studies.
- It was originally published in 1977.
- In previous research the scale has been found to be a valid, reliable measure of depression and wellbeing with high internal consistency not affected by age, language, or sex/gender.
- The purpose is to measure via self-report **symptoms** associated with depression.
  - It is important to note that considering any one single question of the scale is not as accurate or as meaningful as the composite score on the overall scale.
  - In addition, while it has been found to have acceptable screening accuracy in the general population **it should not be used as an isolated diagnostic measure of depression**.
- This measure was chosen to establish a baseline for the level of symptoms of depression experienced by our students. The data will be used to explore correlations with areas such as comfort asking for help, participation in Honors/AP courses, and time spent on homework.

Mean Scores reported for each school

An arithmetic mean, or average, is calculated by adding several quantities together and dividing the sum by the number of quantities.

Score Range = 0-60

< 16 = None

16-21 = Mild

22-26 = Moderate

27+ = Severe

School	Center for Epidemiologic Studies Depression (CES-D) Scale
Cupertino High School	19.44
Educational Options	23.89
Fremont High School	19.54
Homestead High School	17.92
Lynbrook High School	19.00
Monta Vista High School	20.54
FUHSD Total	19.32
Irvington High School, Fremont CA	24.10
Visitation Academy, St. Louis MO	21.60

The majority of responses from students surveyed did not indicate symptoms of depression.

227

Brief Resilience Scale

The Brief Resilience Scale (BRS) is one of the most highly recommended resilience scales.
- The scale was published by Smith, B.W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P. and Bernard, J. (2008).
- Resilience is defined as the ability to cope with difficulties.
- This measure was chosen to establish a baseline of student resiliency. Data may inform interventions around the mindsets that students have in order to boost resilience. The data will be used to explore correlations with areas such as comfort asking for help, participation in Honors/AP courses, and time spent on homework.

Mean Scores reported for each school
An arithmetic mean, or average, is calculated by adding several quantities together and dividing the sum by the number of quantities.
Score Range = 1.00-5.00
1.00-2.99 = Low Resilience
3.00-4.30 = Normal Resilience
4.31-5.00 = High Resilience

School	Brief Resilience Scale (BRS)
Cupertino High School	3.09
Educational Options	2.95
Fremont High School	3.08
Homestead High School	3.18
Lynbrook High School	3.10
Monta Vista High School	3.07
FUHSD Total	3.10

The majority of responses from students surveyed indicated a normal level of resilience.

Input from a medical professional who reviewed this data (anxiety, depression and resilience) stated that the score range is consistent with this stage of adolescent development. Students are finding their way into adulthood through interactions in school, at home, in the community and in planning for the next stage of their lives.

All grades, all genders

Stressors - Personal Health, Family, Academic & Social Pressures, Planning

To what degree do you feel stressed by each of the following?

Response

Not At All   Somewhat   A Great Deal

	Not At All	Somewhat	A Great Deal
My mental health	31%	41%	27%
My physical health	35%	46%	19%
The time I spend on "screens" (e.g., gaming, TV, YouTube, social media, etc.)	34%	46%	19%
The extent to which I care for and respect myself	35%	43%	22%
My drug or alcohol use	90%	7%	3%

0%   20%   40%   60%   80%   100%

% of Total

To what degree do you feel stressed by each of the following?

Response

Not At All   Somewhat   A Great Deal

	Not At All	Somewhat	A Great Deal
Relationship with parent(s)	46%	35%	19%
Limited time to spend with family	53%	36%	11%
Physical or mental illness of a family member	54%	28%	18%
Family financial pressures	54%	31%	15%
Parent divorce or family disruption	62%	22%	17%
Death in the family	62%	22%	16%
Having to move	66%	20%	14%
Caring for family members (e.g., babysitting, eldercare)	70%	22%	8%
Immigration concerns with family or peers	77%	14%	9%
Family members' drug or alcohol use	82%	11%	7%

0%   20%   40%   60%   80%   100%

% of Total

229

All grades, all genders

To what degree do you feel stressed by each of the following?

Response
Not At All   Somewhat   A Great Deal

	Not At All	Somewhat	A Great Deal
Pressure from myself about grades	7%	29%	63%
Amount of material I need to learn	14%	41%	44%
Volume of homework received	15%	51%	34%
Pressure from parents about grades	20%	40%	39%
Other students seem to be smarter or learn more easily than I do.	23%	33%	45%
Fear of failing a course	27%	23%	50%
Having little access to courses that help me discover or pursue my interests	33%	40%	28%
Pressure from peers about grades	35%	38%	27%
Pressure from parents to take or not to take certain courses	37%	42%	20%
Pressure from peers to take or not take certain courses	43%	38%	19%

0%   20%   40%   60%   80%   100%
% of Total

To what degree do you feel stressed by each of the following?

Response
Not At All   Somewhat   A Great Deal

	Not At All	Somewhat	A Great Deal
Being a good friend	33%	41%	26%
Feeling inadequate compared to my peers	34%	38%	28%
Wanting to be liked by peers	38%	40%	22%
Feeling left out of things by my peers	38%	43%	20%
Pressure to perform or succeed athletically	43%	33%	24%
Feeling isolated from my peers	48%	32%	20%
Feeling pressured to do things by peers that I do not want to do	70%	22%	8%
Relationship with boyfriend or girlfriend	71%	20%	10%

0%   20%   40%   60%   80%   100%
% of Total

All grades, all genders

To what degree do you feel stressed by each of the following?

Response
| Not At All | Somewhat | A Great Deal |

Item	Not At All	Somewhat	A Great Deal
Pressure to get into a 'good' college	8%	28%	64%
Connecting my skills and interests to future education or career options.	26%	42%	32%
Pressure to pursue a career I am not interested in	51%	32%	18%
Limited understanding of post-high school options	51%	34%	15%
Pressure to enter a college or degree program I am not interested in	54%	30%	16%
Limited financial resources to pursue my desired post-high school plan	62%	25%	13%
Pressure to support my family rather than go to college	85%	10%	4%

0%   20%   40%   60%   80%   100%

% of Total

Appendix E: Master schedule

Dept	Teacher	2	3	4	5	6	7	Sections
English	Borelli, Sara		Literature/Writing C207	World Core C207	World Core C207	Literature/Writing C207	ERAP	6
English	Brown, Elly	C203 ERAP	Literature/Writing C203	Literature/Writing C203		Literature/Writing C203		3
English	Carpenter, Mark	C103 Honors Am/Lit	C103 Honors Am/Lit	C103 World Core	C103 ERAP	ERAP		5
English	Choate, Megan	C204 World Studies	C204 World Studies	C210 ERAP	C210 Mythology	C204 Mythology	C204	5
English	Clarke, David		World Literature Sheltered B205	AP Literature B205	AP Literature B205	ERAP	DL-Leadership Team	3
English	Cler, Stacey	C105 Literature/Writing Sheltered	C105 Literature/Writing	C105 Literature/Writing	C105 ERAP		ERAP	4
English	Evard, Kate	C209 Am/Lit	C209 ERAP	C209				3
English	Gould, Hannah		Drama F104	Drama F104	ERAP	Drama Honors F104	Advanced Drama Honors F104	1
English	Holaday, Randy	B206 ERAP		Brit/Lit B206	ERAP	Brit/Lit B206	Brit/Lit B206	5
English	Melissa Wright	B213 Mythology	B213 Mythology	B213 Literature/Writing	B213	Literature/Writing B213	Literature/Writing B213	4
English	Jariwala, Monica	B212 Contemporary Literature	B212 Contemporary Literature	B212 Contemporary Literature	B212 ERAP		Contemporary Literature B212	4
English	Kaufman, Jessica	B204 ERAP		Brit/Lit B204	World Core B204	World Core B204		5
English	Nava, Vennessa		American Studies C201	American Studies C201	ERAP	Honors Am/Lit C202	Honors Am/Lit C202	5
English	Otto, Vanessa	B207 Literature/Writing	B207 ERAP	Literature/Writing		Contemporary Literature B207	Literature/Writing B207	5
English	Perry, Scott	C208 Am/Lit	C208 Am/Lit	C208		World Studies C210	World Studies C210	5
English	Rose, Lynn	B211 Literature/Writing	B211 Literature/Writing	B211		B211	B211	3
English	Satterthwaite, Julia	A111 Literature/Writing	A111 Multimedia Design/Media Production Management A111	Journalism A111	ERAP A111	A111	Yearbook A111	2
English	Shimazaki, Shozo	B210 ERAP	ERAP B210	Am/Lit B210	Am/Lit B210	World Core B210		5
English	Tanabe, Jireh	A205 World Core	A205 Literature/Writing	A205 World Core	A205 World Core A205	ERAP		5
							English total	78
Social Science	Barron, Hilary	C102 ERAP	C102 AP Gov/Gov	C102 AP Gov/Gov		ERAP	C102 World Core	5
Social Science	Belshe, Bonnie	B106 AP US History	B106 AP US History	B106 AP US History	B106 ERAP	DL-Leadership Team		5
Social Science	Bonacorsi, Nick		World Sudies C210	World Sudies C210	Athletic Director	Athletic Director	Athletic Director	2
Social Science	Brostowicz, Robyn	C104 World Core	C104 World Core	US Sheltered C104	World Studies C210	World Studies C210	C210	4
Social Science	Hoffman, Robbie	B107 US History	US History	US History B107	ERAP B107	US History B107	ERAP	5
Social Science	Otto, Eric	C108 Econ/Gov	C108 Gov/Econ	C108 World Core	C108 World Studies	C108 ERAP		5
Social Science	Owens, Cody	C201 American Studies	C201 American Studies	C201 World Core	C201 World Core	C201 ERAP		5
Social Science	Pelkey, Pete	C107 AP Econ/AP Econ	C107 AP Econ/AP Econ	C107 AP Econ/AP Econ	C107 ERAP	ERAP		5
Social Science	Recktenwald, Ben	C101 ERAP/Gov	C101 Gov/Gov	C101 Ap Gov/Ap Gov	Ap Gov/Ap Gov C101	ERAP		6
Social Science	Victorine, Scott	C205 World Core	C205 AP Econ/AP Econ	C205 ERAP	AP Econ/AP Econ C205	World Core C205		4
Social Science	David Hartford	ERAP	US History C106	US History C106	US History	AP US History C106		5
							Soc Sci Total	51
Math	Anderson, Colin	D108 Algebra 1	D108 Calculus AB	D108 Calculus AB	D108 Calculus AB	D108 Algebra 2/Trig	Algebra 2/Trig	6
Math	Bana, Sushma		Pre-Calculus Honors E201	Pre-Calculus Honors E201	Pre-Calculus Honors E201	WASC	WASC	4
Math	Collins, Katie	D105 Calculus BC	D105 Applications Adv. Math	D105 Applications Adv. Math	D105 ERAP	ERAP		5
Math	Conlin, John	E203 ERAP	E203 Calculus BC	E202 Calculus BC	E202 Calculus BC	E202 ERAP		5
Math	DeRuiter, Scott	E204 AP Comp Sci A	E204 ERAP	ERAP	Java	E203 Java	E203	5
Math	Frazier, Debbie		AP Stats B209	AP Stats B209	AP Stats B209	ERAP	AP comp Sci P A103	5
Math	Gaul, Melinda	D107 ERAP	Algebra 1 D107	Algebra 1 D107				4
Math	Greenstein, David	E202 Geometry E202	ERAP	AP Comps Sci A E204	AP Comps Sci A E204	ERAP		5
Math	Jennings, Martin	D101 Calculus AB	D101 Algebra 2/Trig	D101 Algebra 2/Trig	D101 Algebra 2/Trig	ERAP		6
Math	Kim, Joe	A202 ERAP	Java E203	Java E203	ERAP	AP Stats A202		5
Math	Koch, Kathy	D102 Algebra 2/Trig	D102 ERAP	ERAP	Pre-Calculus Honors D102	Pre-Calculus Honors D102		5
Math	McCarty, Kathleen	D106 Applications Adv. Math	D106 AP Stats	D106 ERAP	AP stats D106	DL-Leadership Team D106		4
Math	Onodera, Mia	D207 Algebra 2	D103 Algebra 2	D103 Algebra 2	D103 Algebra 2	D103		6
Math	Payne, Jeff	D202 Algebra 2	D202 ERAP	Pre-Calculus D202	Pre-Calculus D202	ERAP		5
Math	Wong, Alan	D203 Pre-Calculus	D203 Pre-Calculus	D203 ERAP	Calculus AB D203	Calculus AB		5
Math	Kuo, Josh	ERAP	Geometry D201	Geometry D201	Geometry D201	Pre-Calculus D201		5
								5
							Math Total	85

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Dept	Teacher	P1	P2	P3	P4	P5	P6	P7	Total
PE	Jensen, Sarah	GYM / PE 9	GYM / PE 9	G202 / PE 9	GYM / PE 9	GYM / ERAP		DI-Leadership Team	3
PE	Maximovich, Dasha	GYM / PE 9	D109 / Dance	GYM / PE 9	GYM / PE 9	GYM / ERAP	ERAP	ERAP	5
PE	Sullivan, Julie	GYM / PE 9	GYM / PE 9	GYM / PE 9	GYM / PE 9	Gym / ERAP	PE 9	ERAP	5
PE	Tait, Matt	GYM / PE 9	Racquet Sports	Field House	GYM / PE 9	Gym / ERAP	PE 9	PE Basketball / Gym	5
PE	Thomas, Jeff	Weight Room / Weight Training	Weight Room / Weight Training	Weight Room / Weight Training	Weight Room / Weight Training	Weight Room / ERAP	Release	ERAP	5
PE total									**23**
Science	Buna, Sushma	E101 / Math	E201 / Math	E201 / Math	E201 / Math	E201 / ERAP	E201 / Math	E201 / ERAP	2
Science	Birdsong, Jim	B101 / AP Pysics C	E201 / AP Physics 1	B101 / AP Physics 1	B101 / AP Physics 1	B101 / AP Physics 1	B101 / AP Physics 1	AP Physics 1	6
Science	Chow, Pam	B105 / Biology	B105 / Biology	B103 / Biology	B105 / Biology	B108 / Biology	B103 / AP Biology	AP Biology	5
Science	Fallon, Renee	B102 / AP Biology	B102 / AP Biology	B102 / AP Biology	B102 / AP Biology	B102 / ERAP	B103 / Biology	AP Biology	4
Science	Gan, Kenneth	B105 / ERAP	ERAP	Biology	Biology	AP Environmental SCI	B105 / STEM	B105	4
Science	Gupta, Kavita	D206 / AP Chem	D206 / AP Chem	D206 / ERAP	D206 / AP Chem	AP Environmental SCI	Release	AP Environmental SCI	4
Science	Hajjarian, Pooya	B104 / Biology	B104 / Biology	B104 / Biology Sheltered	B104 / Biology	B104 / Biology	DI-Leadership Team		3
Science	Jones, Kyle	B111 / AP Environmental Sci	B111 / ERAP	B111 / AP Environmental Sci	B111 / Biology	B111 / Biology	B111 / Biology	B111	3
Science	Lerner, Lora	B108 / ERAP	B108 / Biology	B108 / Biology	B108 / Biology	B108 / Biology	B108 / Biology	B108	5
Science	Lordan, Michael	E102 / Physics 1	E102 / AP Physics	E102 / Sheltered Physics	E102 / ERAP	E102 / ERAP	E102 / ERAP	ERAP	4
Science	McCracken, Elizabeth	D205 / ERAP	D205 / Chemistry Honors	D205 / Chemistry Honors	D205 / Chemistry Honors	D205 / Chemistry Honors	D205 / Chemistry Honors	D205	4
Science	Moore, Supriya	D208 / ERAP	D208 / Chemistry	D208 / Chemistry	D208 / Chemistry	D208 / Chemistry	D208	D208	4
Science	Onodera, Mia	D207 / Math	D207 / Math	D103 / Math	D103 / Math	ERAP	ERAP	ERAP	2
Science	Smith, Jenna	B103 / Physiology	B103 / Physiology	B103 / Physiology	G201 / Leadership	ERAP	ERAP	ERAP	4
Science	Julie Choi	E101 / AP Physics 1	E101 / AP Physics 1	E101 / AP Physics 1	E101 / AP Chem	D206 / AP Chem	D206 / AP Chem	D206	5
Science Total									**63**
World Lang	Abarca, Norma	A210 / Spanish 2	A210 / Spanish 1	A210 / Spanish 1	A210 / Spanish 1	A210 / Spanish 2	A210 / Spanish 2	A210	5
World Lang	Autran, Maria	A209 / Spanish 3	A209 / Spanish 3	A209 / AP Spanish	A209 / AP Spanish	A209 / Spanish 3	A209 / Spanish 3	A209	5
World Lang	Chang, I-Chu	A203 / AP Chinese	A203 / Chinese 3	A203 / Chinese 3	A203 / Chinese 3	A203 / Chinese 1	A203 / Chinese 1	A203	5
World Lang	Finck, Sarah	B215 / AP French	B215 / ERAP	B215 / French 4 Honors	B215 / French 4 Honors	B215 / French 2	B215 / ERAP	ERAP	4
World Lang	Fortune, Joyce	A208 / Spanish 1	A208 / Spanish 1	A208 / Spanish 1	A208 / Spanish 4 Honors	A208 / Spanish 4 Honors	A208 / ERAP	ERAP	5
World Lang	Morales, Vicky	A212 / Spanish 3	Spanish 3	A208 / Spanish 1	A208 / Spanish 1	A208 / Spanish 1	A208 / DI-Leadership		1
World Lang	Guadiamos, Molly	B201 / ERAP	ERAP	B201 / Japanese 4 Honors/AP Japanese	B201 / Japanese 1	B201 / Japanese 1	B201 / Japanese 1	B201	4
World Lang	Howard, Keiko	B208 / ERAP	B208 / Spanish 2	B208 / Spanish 2	B208 / Spanish 2	B214 / ERAP	ERAP	ERAP	5
World Lang	Stolhand, Ashley	B208 / Spanish 2	ERAP	B208 / French 3	B214 / French 3	B214 / French 1	B214 / French 1	B214	4
World Lang	Zahn, Janissa	ERAP	A204 / ERAP	A204 / Chinese 2	A204 / Chinese 2	A204 / Chinese 2	A204 / Chinese 2	A204	4
World Lang	Liu, Zoey	A204 / ERAP	ERAP	ERAP	ERAP	ERAP	ERAP	ERAP	5
World Language Total									**49**
Business	Mueller, Jeff	C109 / Law	C109 / Law	C109 / Law	C109 / ERAP	C109 / Principles of Business	C109 / ERAP	ERAP	5
Business	Schmidt, Carl	C110 / Principles of Business	C110 / Principles of Business	C110 / Principles of Business	C110 / Principles of Marketing	C110 / Principles of Marketing	C110		5
Business Total									**10**
IT	Shinta, Ted	F105 / Intro to Wood/Adv Wood	F105 / ERAP	Principles of Engineering	F107 / Principles of Engineering	F107 / Intro to Engineering	F107 / Intro to Engineering	F107 / DI-Leadership Team	5
IT Total									
Art	Chow, Brian	F102 / Photo 1/2	F102 / Photo 1/2	F102 / Photo 1/2	F102 / Commercial Art	A103 / Photo 1	A103 / Photo 1	DI-Leadership Team	5
Art	Johnson, Jodi	F106 / Art 1	A106 / 3-D Design	F106 / 3 D Design	F106 / 3-D Design	F102 / Photo 1	F102 / ERAP	ERAP	5
Art	Shelton, Jay	F106 / Adv. Multi Media	A103 / Art 2	F103 / Art 2/3	F103 / Art 2/3	F103 / Art 2/3	F103 / Art 1	F101 / Art 1	5
Art Total									**5**
Music	Alegrio, Ricky	F114 / Symphonic Band	F114 / Concert Band	F114 / Orchestra	F114 / Chamber Orchestra	F114 / DI-Leadership Team			5
Music	Summers, Shari	F111 / Small Mixed Vocal	F111 / B Choir	F111 / Orchestra	F111 / A Choir	F111 / Adv. Treble Choir	F111	F111	5
Music Total									**10**
Drama	Hannah Gould	F104 / Drama	F104 / Drama	F104 / Drama	F104 / Adv. Drama	F104 / Adv. Drama H	F104	F104	4
Drama Total									**4**
SpEd	Dowell, Paula	B203 / Algebra 1	B203 / Learning Skills-8872	B203 / World/Lit-1022	B203 / ERAP	B203 / Learning Skills-8872	B203	B203	5
SpEd	Ostique, Eden	A105 / Community Soc Sci-8941	A105 / Community Reading-8971	A105 / Pre-Vocational-8881	A105 / Community Life-8961	A105 / Community Life-8961	A105		5
SpEd	Seyer, Ruth	AC-8902	A206 / AC-8802	A206 / AC-8802	A206 / Learning Skills-8872	A206 / Learning Skills-8872	A206 / ERAP District AC PLC		5
SpEd	Tandon, Seema	D205 / Consumer Math-4542	D205 / Biology-3112	A104 / Learning Skills-8872	B101 / ERAP	B101 / Prep Section	A104	A104	5
SpEd	Tracy, Kathleen	A207 / Learning Skills-8872	A104 / Gov/Econ-1842/1832	A207 / Learning Skills-8872	A207 / Learning Skills-8872	A207 / Gateway/DL			5
SpEd	Vierra, Don	A207 / Learning Skills-8872	A207 / Am/Lit	A207 / Training for Transition-7732	A207 / Learning Skills-8872	A207 / ERAP			5
SpEd	Diamanti, Mark	A201 / Geometry-2232	D104 / Geometry-2232	D104 / ERAP	D104 / US History-1732	D104 / Learning Skills	A201	A201	5

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

AP Course Audit AP Central   Ledger

Monta Vista High School
21840 McClellan Rd
Cupertino, CA 950144055

Return to search results

Authorized Courses

Subject	2016-17	2017-18	2018-19	2019-20
Biology	2	2	2	2
Calculus AB	1	3	4	3
Calculus BC	1	2	2	2
Chemistry	1	2	2	2
Chinese Language and Culture	1	1	1	1
Computer Science A	2	2	2	2
Computer Science AB	--	--	--	--
Computer Science Principles	1	1	1	1
English Literature and Composition	1	1	1	1
Environmental Science	1	1	1	2
French Language and Culture *	1	1	1	1
Japanese Language and Culture	1	1	1	1
Macroeconomics	2	2	2	2
Music Theory	--	--	--	--
Physics 1	3	3	4	4
Physics C: Electricity and Magnetism	2	1	1	1
Physics C: Mechanics	2	1	1	1
Spanish Language and Culture *	2	1	1	1
Statistics	3	3	3	3
U.S. Government and Politics	1	2	2	2
United States History	2	2	2	2
World History: Modern *	--	--	--	1

Appendix G: UC a–g approved course list:
https://hs-articulation.ucop.edu/agcourselist/institution/2233

Public 053466

Monta Vista High School
Fremont Union High School District
Cupertino, CA

Website

Comprehensive High School (Grades 9-12)
Site-Based/Traditional

Course List Manager
Michael Martinez
(408) 366-7603
michael_martinez@fuhsd.org

Filter Course List *(Clear all)*

Course title or transcript abbreviations

Show more filter options ⌄

2017-18 | 2018-19 | ✔ 2019-20

Last Updated: Sep 14, 2018

Course	Discipline	Learning Environment
A History / Social Science *2 years required* ❓		
American Studies US History	U.S. History	Classroom-based
AP Government and Politics United States	Civics / American Government	Classroom-based
AP United States History	U.S. History	Classroom-based
US Government	Civics / American Government	Classroom-based
US History	U.S. History	Classroom-based
World History	World History / Cultures / Historical Geography	Classroom-based
World Studies World History	World History / Cultures / Historical Geography	Classroom-based

B English *4 years required* ❓		
American Literature and Writing	English	📚 Classroom-based
⭐ American Literature and Writing Honors	English	📚 Classroom-based
American Studies Literature and Writing	English	📚 Classroom-based
⭐ AP English Literature and Composition	English	📚 Classroom-based
British Literature and Writing	English	📚 Classroom-based
Contemporary Literature and Writing	English	📚 Classroom-based
ELD 3	English as a Second Language (ESL) / English Language Development (ELD)	📚 Classroom-based
Literature and Writing	English	📚 Classroom-based
Mythology/Folklore and Writing	English	📚 Classroom-based
Novel and Short Story	English	📚 Classroom-based
Short Story	English	📚 Classroom-based
World Literature and Writing	English	📚 Classroom-based
World Studies Literature and Writing	English	📚 Classroom-based

C Mathematics *3 years required, 4 years recommended* ❓		
Algebra 1	Algebra I	📚 Classroom-based
Algebra 2	Algebra II	📚 Classroom-based
Algebra 2/Trigonometry	Algebra II / Trigonometry	📚 Classroom-based
⭐ AP Calculus AB	Calculus	📚 Classroom-based
⭐ AP Calculus BC	Calculus	📚 Classroom-based
⭐ AP Computer Science A	Computer Science	📚 Classroom-based
⭐ AP Statistics	Statistics	📚 Classroom-based
Applications of Advanced Mathematics	Advanced Mathematics	📚 Classroom-based
Geometry	Geometry	📚 Classroom-based
Pre Calculus	Advanced Mathematics	📚 Classroom-based
⭐ Pre Calculus Honors	Advanced Mathematics	📚 Classroom-based
⭐ Pre-Calculus Honors	Advanced Mathematics	📚 Classroom-based

E Language Other than English *2 years required, 3 years recommended* ❓		
AP Chinese Language and Culture	LOTE Level 4+	Classroom-based
AP French Language and Culture	LOTE Level 4+	Classroom-based
AP Japanese Language and Culture	LOTE Level 4+	Classroom-based
AP Spanish Language and Culture	LOTE Level 4+	Classroom-based
Chinese 1	LOTE Level 1	Classroom-based
Chinese 2	LOTE Level 2	Classroom-based
Chinese 3	LOTE Level 3	Classroom-based
Chinese 4 Honors	LOTE Level 4+	Classroom-based
French 1	LOTE Level 1	Classroom-based
French 2	LOTE Level 2	Classroom-based
French 3	LOTE Level 3	Classroom-based
French 4 Honors	LOTE Level 4+	Classroom-based
Japanese 1	LOTE Level 1	Classroom-based
Japanese 2	LOTE Level 2	Classroom-based
Japanese 3	LOTE Level 3	Classroom-based
Japanese 4 Honors	LOTE Level 4+	Classroom-based
Spanish 1	LOTE Level 1	Classroom-based
Spanish 2	LOTE Level 2	Classroom-based
Spanish 3	LOTE Level 3	Classroom-based
Spanish 4 Honors	LOTE Level 4+	Classroom-based

F Visual & Performing Arts *1 year required* ❓		
3D Design 1	Visual Arts	🏫 Classroom-based
3D Design 2	Visual Arts	🏫 Classroom-based
3D Design 3	Visual Arts	🏫 Classroom-based
A Choir	Music	🏫 Classroom-based
Advanced Drama	Theater	🏫 Classroom-based
Advanced Drama Honors	Theater	🏫 Classroom-based
Advanced Treble Choir	Music	🏫 Classroom-based
Art 1	Visual Arts	🏫 Classroom-based
Art 2	Visual Arts	🏫 Classroom-based
Art 3	Visual Arts	🏫 Classroom-based
Art 4	Visual Arts	🏫 Classroom-based
B Choir	Music	🏫 Classroom-based
Chamber Orchestra	Music	🏫 Classroom-based
Dance 1	Dance	🏫 Classroom-based
Drama	Theater	🏫 Classroom-based
Multimedia Design	Visual Arts	🏫 Classroom-based
Orchestra	Music	🏫 Classroom-based
Photography	Visual Arts	🏫 Classroom-based
Photography 2	Visual Arts	🏫 Classroom-based
Small Mixed Vocal	Music	🏫 Classroom-based
Symphonic Band	Music	🏫 Classroom-based
Wind Ensemble	Music	🏫 Classroom-based

G College-Preparatory Elective *1 year required* ❓		
AP Macroeconomics	History / Social Science	🏫 Classroom-based
AVID 10	Interdisciplinary	🏫 Classroom-based
AVID 10	Interdisciplinary	🏫 Classroom-based
AVID 11	Interdisciplinary	🏫 Classroom-based
AVID 11	Interdisciplinary	🏫 Classroom-based
AVID 12	Interdisciplinary	🏫 Classroom-based
AVID 9	Interdisciplinary	🏫 Classroom-based
AVID 9	Interdisciplinary	🏫 Classroom-based
Computer Programming Java	Mathematics - Computer Science	🏫 Classroom-based
Economics	History / Social Science	🏫 Classroom-based
International Business	History / Social Science	🏫 Classroom-based
Journalism	English	🏫 Classroom-based
Law	History / Social Science	🏫 Classroom-based
Money and Banking	Interdisciplinary	🏫 Classroom-based
Principles of Business	Interdisciplinary	🏫 Classroom-based

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

Information from: https://mvhs.fuhsd.org/academics/programs/avid

MONTA VISTA HIGH SCHOOL

District Home   Students   Parents   Sta[f]

ABOUT US   ACADEMICS   GUIDANCE & STUDENT SUPPORT   STUDENT LIFE

AVID

AVID (Advancement Via Individual Determination) is a four-year elective class, customized for the Monta Vista community, for students who are serious about succeeding in high school and college. Our goal is to provide capable students with the support to thrive in any curriculum and course they desire to take through developing and practicing useful academic skills. The class is composed of classwork led by the AVID teacher and tutorial groups led by high school tutors.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. To learn more about the program, visit www.avid.org.

Monta Vista AVID is a four-year program for students who possess the motivation and the raw ability to succeed in high school and college, but appear to lack the consistent study habits and academic skills they need to make the most of their abilities. The goal of the program is to provide a targeted group of these already-capable students with the guidance and support they need to succeed at Monta Vista. AVID methodologies focus on writing, inquiry, collaboration, and reading. Several benefits await prospective AVID students. AVID is a "class community" composed of peers, teachers and tutors geared towards encouraging academic and personal success. We have created a supportive community environment to allow a consistent source of support for all four years of high school with the same AVID teacher. AVID teachers coach students through high school course selection, high stakes test preparation, and college applications. As an integral part of the program, AVID students are guided through the college selection/application process, and are expected to apply to and attend a four-year college.

For more information please see the AVID parent night slideshow.

+ APPLICATION & TIMELINE

+ AVID BY GRADE LEVEL

+ CHARACTERISTICS OF AN AVID STUDENT

Departments

Programs

AVID

ELD

Study Buddy Tutoring

Library

Information from:
https://mvhs.fuhsd.org/guidance-student-support/college-career-planning/college-career-center

MONTA VISTA HIGH SCHOOL

D

ABOUT US   ACADEMICS   GUIDAN(

COLLEGE & CAREER CENTER

The College and Career Center provides many valuable services to our students, including:

- Extracurricular activity ideas (internships, volunteer opportunities, Summer programs, part-time jobs);
- Research on colleges, preparation for college fairs and help creating a balanced college list;
- College Essay feedback (UC Personal Insight Questions, Common Application essays and college specific supplemental essays);
- General college application support (help/advice on applications, major selection);
- Resume reviews/feedback;
- Appointments for one-on-one meetings with student (and parents, if needed);
- Workshops on preparing for college, essay topics, college lists and writing the "Why" essay;
- Access to resources for the college application process (books, handouts, presentations);
- Information about other career pathways outside of college; and
- Information about Community College (degree/certificate programs and transfer agreements to 4-year universities).

Questions? Stop by the College & Career Center and speak with Ms. Parfet. We are here to help all students!

CONTACT INFORMATION

McKenna Parfet
College & Career Center Advisor
Room: A-102
(408) 366-7618

HOURS

Monday: 8:45 a.m. - 3:45 p.m.
Tuesday: 7:45 a.m. - 3:45 p.m.
Wednesday: 9 a.m. - 3:45 p.m.
Thursday: 7:45 a.m. - 3:45 p.m.
Friday: 7:45 a.m. - 3:45 p.m.

Closed from 12:30 - 1 p.m. for lunch

Guidance and College & Career Center Calendar

241

Appendix I: California School Dashboard performance indicators

Information from: https://www.caschooldashboard.org/reports/43694684334462/2019
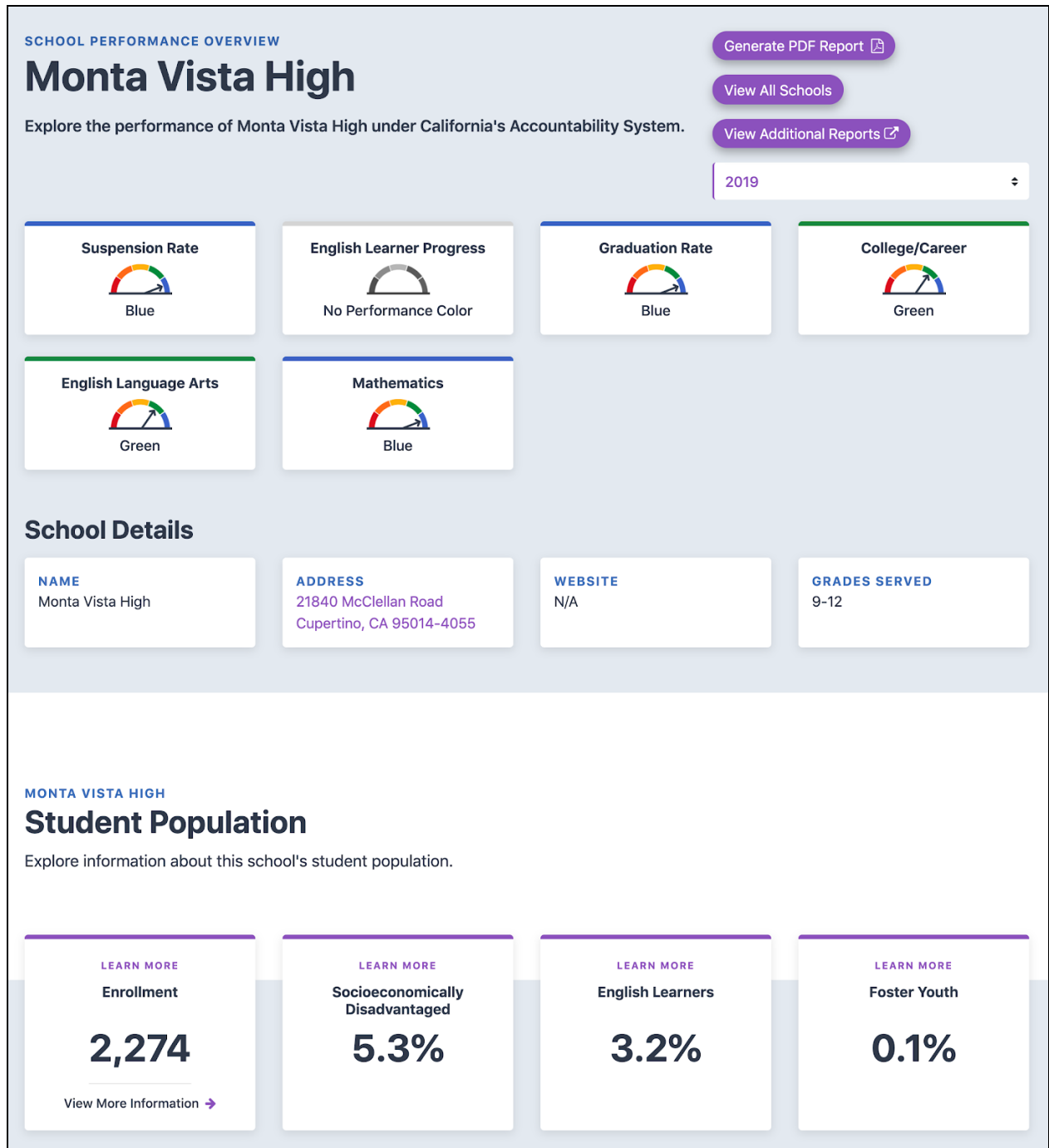
MONTA VISTA HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts
All Students | State

Green

109.4 points above standard

Declined 11.5 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	0	2	2	0
Red	Orange	Yellow	Green	Blue

View More Details →

Mathematics
All Students | State

Blue

131.9 points above standard

Increased 6 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	0	1	1	2
Red	Orange	Yellow	Green	Blue

View More Details →

English Learner Progress
All Students | State

87% making progress towards English language proficiency

Number of EL Students: 46

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

View More Details →

College/Career
All Students | State

Green

89.9% prepared

Declined 2.4% ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	1	0	2	1
Red	Orange	Yellow	Green	Blue

View More Details →

MONTA VISTA HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Graduation Rate
All Students | State

Blue

98.3% graduated

Maintained -0.4%

EQUITY REPORT
Number of Student Groups in Each Color

0	1	1	1	1
Red	Orange	Yellow	Green	Blue

View More Details →
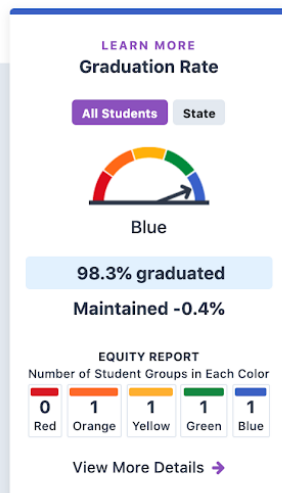
MONTA VISTA HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE
Suspension Rate

All Students **State**

Blue

0.5% suspended at least once

Maintained 0.1%

EQUITY REPORT
Number of Student Groups in Each Color

0	3	1	1	2
Red	Orange	Yellow	Green	Blue

View More Details →
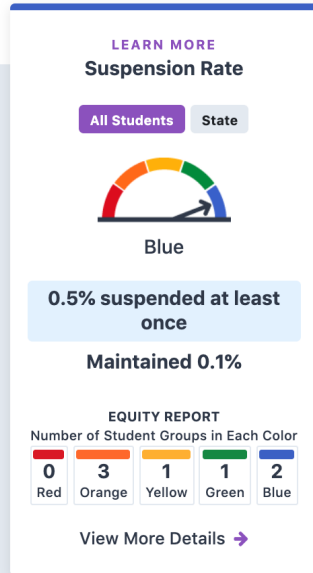
Appendix J: 2018-19 School accountability report card (SARC)

http://sarconline.org/SarcPdfs/Temp/4369464334462.pdf

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 9	531
Grade 10	590
Grade 11	569
Grade 12	584
Total Enrollment	2274

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	0.10 %
Asian	79.00 %
Filipino	0.60 %
Hispanic or Latino	3.50 %
Native Hawaiian or Pacific Islander	0.10 %
White	12.20 %
Two or More Races	4.20 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	5.30 %
English Learners	3.20 %
Students with Disabilities	5.70 %
Foster Youth	0.10 %
Homeless	%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				

Legend:
- Teachers with Full Credential
- Teachers without Full Credential
- Teachers Teaching Outside Subject Area of Competence

Teacher Misassignments and Vacant Teacher Positions

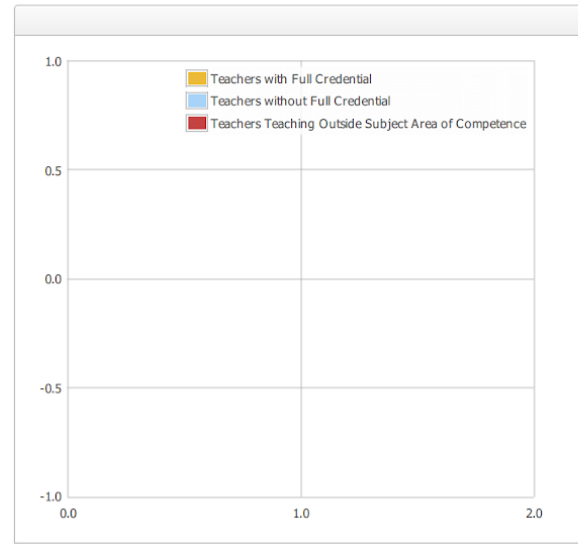| Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

Legend:
- Misassignments of Teachers of English Learners
- Total Teacher Misassignments*
- Vacant Teacher Positions
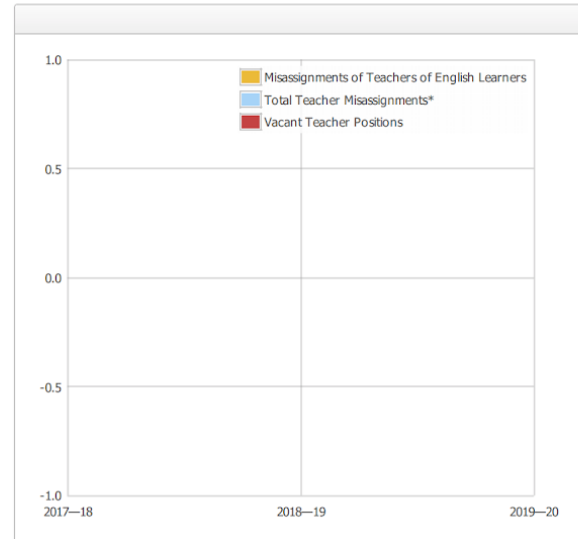
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

2018-19 SARC - Monta Vista High

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• ELD: Shining Star series (2006) • ELD and ELA courses: Select novels, literary and expository texts		0.00 %
Mathematics	Mathematics Textbooks by course (year adopted): • Algebra1: Algebra 1 Common Core, Pearson (2012); California Algebra Connections CPM (2006); Big Ideas Algebra 1: Common Core edition (2018) • Geometry/Geometry Enriched: : Discovering Geometry, Key Curriculum Press; Geometry, Holt (2008); Geometry for Enjoyment, Houghton Mifflin; Big Ideas Geometry: Common Core edition (2018) • Algebra 2 / 2/Trig: Big Ideas Algebra 2: Common Core edition (2017); Algebra 2, CA edition, McDougal Littel (2007); Algebra and Trigonometry, Houghton Mifflin • Pre-Calc/Pre-Calc H: Advanced Mathematical Concepts: Precalculus with Applications (2006); Pre-Calculus: Graphical, Numerical, Algebraic (2001); Pre-Calculus: Graphical, Numerical, Algebraic: Common Core 10th edition (2018) • AP Calculus AB / BC: Calculus: Graphical, Numerical, Algebraic, Pearson/Prentice Hall (2003); Calculus, Wiley 11th edition (2016) • AP Statistics: Statistics: Modeling the World, Pearson/Addison Wesley (2007)	Yes	0.00 %
Science	Science Textbooks by course (year adopted): • Biology: Biology, Prentice Hall (2011) • Chemistry/Chemistry H: Chemistry, California Edition; Prentice Hall (2006); Modern Chemistry, Holt (2001) • Physics: Conceptual Physics, Prentice Hall (2006) • Physics H / AP Physics 1: College Physics, OpenStax College (2013); Fundamentals of Physics, Wiley & Sons (2010) • AP Physics C: University Physics, OpenStax College (2016); Fundamentals of Physics, Wiley & Sons (2010) • AP Environmental Science: Environmental Science, Biozone International (2013) • AP Biology: Biology, Pearson (2016) • AP Chemistry: Chemistry, the Central Science, Prentice Hall (2011)	Yes	0.00 %
History-Social Science	Social Studies Textbooks by course (year adopted): • World History: Modern History: Patterns of Interaction, Holt McDougal (2010) • U.S. History: The Americans: Reconstruction through the 21st Century, Holt McDougal, (2012) • U.S. Government : United States Government : Democracy in Action, McGraw-Hill/Glencoe (2007) • Economics: Economics: Principles and Practices, Glencoe (2001)	Yes	0.00 %
Foreign Language	World Language Textbooks by course (year adopted): • Spanish program: Realidades, Pearson (2016); Imagina: Espanol Sin Barreras,Vista Higher Learning (2015); Abriendo Lenguaje, McDougal Littel (2007) • French program: Bien Diet!, Houghton Mifflin Harcourt (2013); Interaction: Langue et culture, Cengage Learning (2013) • Japanese program: Genki, Japan Times (2000) ; Adventures in Japanese, Cheng & Tsui (2004) • Chinese program: Integrated Chinese, Cheng & Tsiu (2001); Chinese Made Easy, Joint Publishing (2015); Jia You! Chinese for the Global Community, Cengage Learning (2008)	Yes	0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/31/2020

School Facility Conditions and Planned Improvements

Built in 1969, Monta Vista High School's facilities include a cafeteria and student union, library, gymnasium, field house, athletic fields and theater. The campus has a total of 95 classrooms, including four portables. There are sufficient classrooms and staff spaces to support teaching and learning, as enrollment does not exceed the maximum plant capacity of the site. The Monta Vista High School campus was inspected in Jan. 2020, and is in exemplary condition. The school facilities manager, in collaboration with the principal, works daily with six full-time custodians to ensure that the school is maintained to provide for a clean and safe learning and working environment. District maintenance staff provides specialized support and expertise when needed. Monta Vista High School works with district personnel to ensure that work orders are completed accurately and in a timely manner. The district employs a "deep cleaning" crew during school breaks to complete tasks that are not possible when students and staff are present. Pool and grounds personnel maintain the pool, track, fields and landscaping, ensuring a beautiful and safe campus for all. The students, staff and community benefit from bond measures that have allowed grounds and facilities to be modernized and upgraded, providing optimal facilities for all to enjoy. Construction of a new two-story classroom addition to Building B at Monta Vista was completed at the end of 2017. The building includes a bridge connecting Buildings B and D and HVAC and fire alarm upgrades for Building B. A new gym lobby was completed in the 2018-19 school year. Staff members, including assistant principals and student conduct liaisons, help keep students safe on campus before, during and after school. A campus climate team also meets regularly to discuss and review safety related concerns. School resource officers (SROs) also make regular visits to the school site. Monta Vista also has traffic safety guards that assist students in safely arriving and departing campus.

Last updated: 1/27/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Exemplary

Last updated: 1/27/2020

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, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	89.0%	86.0%	80.0%	82.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	90.0%	89.0%	76.0%	78.0%	38.0%	39.0%

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	567	548	96.65%	3.35%	85.95%
Male	283	267	94.35%	5.65%	85.39%
Female	284	281	98.94%	1.06%	86.48%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	447	436	97.54%	2.46%	87.84%
Filipino	--	--	--	--	
Hispanic or Latino	20	19	95.00%	5.00%	52.63%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	77	72	93.51%	6.49%	84.72%
Two or More Races	16	14	87.50%	12.50%	78.57%
Socioeconomically Disadvantaged	36	33	91.67%	8.33%	60.61%
English Learners	23	23	100.00%	0.00%	47.83%
Students with Disabilities	37	33	89.19%	10.81%	33.33%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	567	551	97.18%	2.82%	89.11%
Male	283	270	95.41%	4.59%	89.63%
Female	284	281	98.94%	1.06%	88.61%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	447	437	97.76%	2.24%	94.51%
Filipino	--	--	--	--	
Hispanic or Latino	20	19	95.00%	5.00%	26.32%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	77	73	94.81%	5.19%	75.34%
Two or More Races	16	15	93.75%	6.25%	80.00%
Socioeconomically Disadvantaged	36	34	94.44%	5.56%	70.59%
English Learners	23	23	100.00%	0.00%	73.91%
Students with Disabilities	37	34	91.89%	8.11%	35.29%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless					

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Career Technical Education (CTE) Programs (School Year 2018—19)

The Fremont Union High School District offers a variety of career technical education (CTE) courses in each of its five high schools. During the 2018-19 school year, CTE pathways were available to students in seven industry sectors: Arts, Media & Entertainment (Homestead High School [HHS], Lynbrook High School [LHS], and Monta Vista High School [MVHS]; Building & Construction Trades (CHS, MVHS); Business & Finance (all schools); Marketing, Sales & Service (MVHS); Engineering & Architecture (CHS, FHS, HHS, MVHS); Health Science & Medical (CHS, FHS); Hospitality, Tourism & Recreation (CHS, FHS, HHS, LHS); Public Services (CHS, HHS); and Transportation (FHS). Different schools have pathways that reflect their students' interests and faculty expertise. The CTE courses are open to all students on campus, and, when scheduling allows, students from other FUHSD campuses may enroll. FUHSD's CTE courses are designed to support the College and Career Readiness Standards along with the Model Curriculum Standards unique to each pathway. With the support of state funding through CTE Incentive Grant programs, the district has established pathways and continues to meet equipment and professional development needs in order to provide students with more enrichment activities. FUHSD's CTE program provides students with the competitive advantage of having the opportunity to create solutions to real-world problems.

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	485
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	17.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/24/2020

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.19%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	90.32%

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Parents at Monta Vista High School have multiple venues for involvement. The Monta Vista High School Parent Teacher Student Association (PTSA) and booster organizations (athletic, music and art) volunteer thousands of hours and generously contribute financially. They are integral to the support of students, teachers and coaches, enhancing the programs for our students. Parent advisory groups provide input and review the school goals and annual plans and give feedback to the development of the FUHSD Local Control Accountability Plan and the school's Accreditation Action Plan for the Western Association of Schools and Colleges (WASC). For information on how to get involved, please contact the executive assistant to the principal at (408) 366-760

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	0.20%	2.20%	9.70%
Graduation Rate	98.80%	96.40%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	0.20%	0.50%	2.00%	2.10%	9.10%	9.60%
Graduation Rate	98.70%	98.70%	94.80%	95.20%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
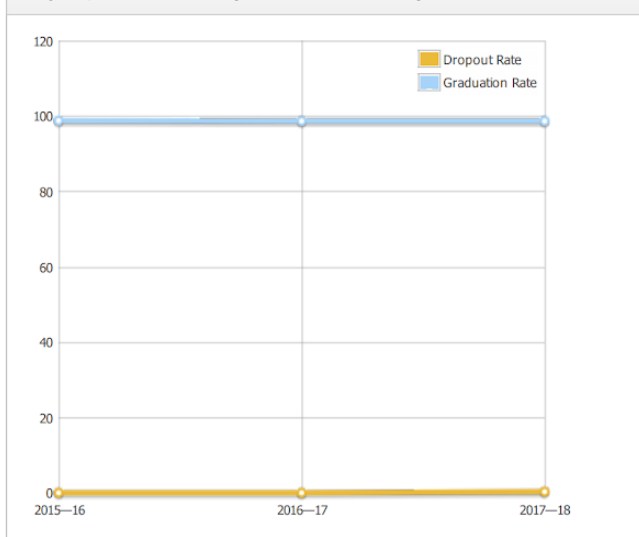
State Priority: School Climate

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.50%	0.40%	0.50%	1.90%	2.20%	2.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.20%	0.20%	0.10%	0.10%	0.10%	0.10%

School Safety Plan (School Year 2019—20)

The high school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Monta Vista's School Safety Plan is developed in partnership with the district's director of facilities and with local law enforcement and fire agencies. The plan is reviewed regularly to align with the updated district and regional guidelines. Evacuation routes are adjusted as necessary to adapt to construction areas and addition of new facilities. Emergency responsibilities and signals, chain of command and evacuation processes are reviewed regularly by the administration and shared with staff and School Site Council. The school safety plan will be reviewed, updated and discussed with staff and the School Site Council on Feb. 11, 2020, and is scheduled for review by the Board of Trustees on Feb. 25, 2020.

Last updated: 1/28/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	19	79	
Mathematics	31.00	5	33	34
Science	30.00	4	33	27
Social Science	29.00	4	38	15

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	21	76	1
Mathematics	30.00	6	36	32
Science	31.00	4	35	32
Social Science	29.00	4	43	11

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	31	64	1
Mathematics	30.00	9	26	34
Science	31.00	4	41	24
Social Science	29.00	5	41	13

* Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	516.80

*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.
**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.30
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	0.60
Other	2.40

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	$100941.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7506.64	$88538.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2018—19)

The wide range of services available to all students as part of the comprehensive high school program includes academic and socioemotional counseling, instructional materials and technology, and extracurricular activities and athletics. Academic support and intervention programs including but not limited to AVID, support classes in English Language Development, after school peer tutoring and Tutorial periods, and behavioral and drug counseling support classes are provided through general, site or grant funds.

Last updated: 1/22/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$70,000	$52,466
Mid-Range Teacher Salary	$99,821	$87,373
Highest Teacher Salary	$119,185	$109,803
Average Principal Salary (Elementary)	$	--
Average Principal Salary (Middle)	$	$142,025
Average Principal Salary (High)	$200,831	$153,904
Superintendent Salary	$395,378	$241,221
Percent of Budget for Teacher Salaries	33.00%	33.00%
Percent of Budget for Administrative Salaries	7.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

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Monta Vista High School ACS WASC/CDE Self-Study Report
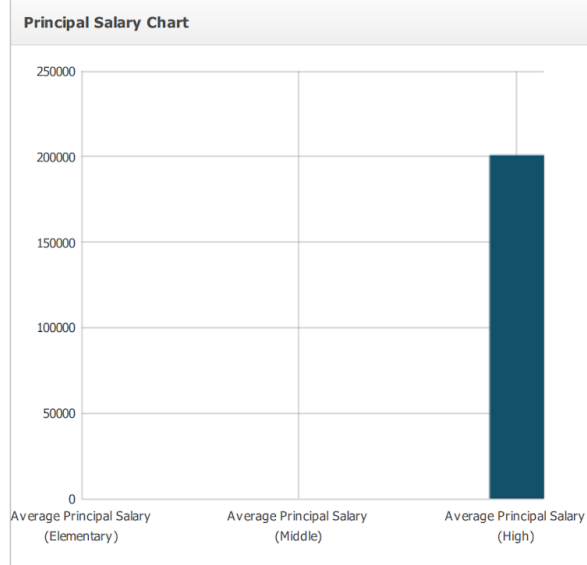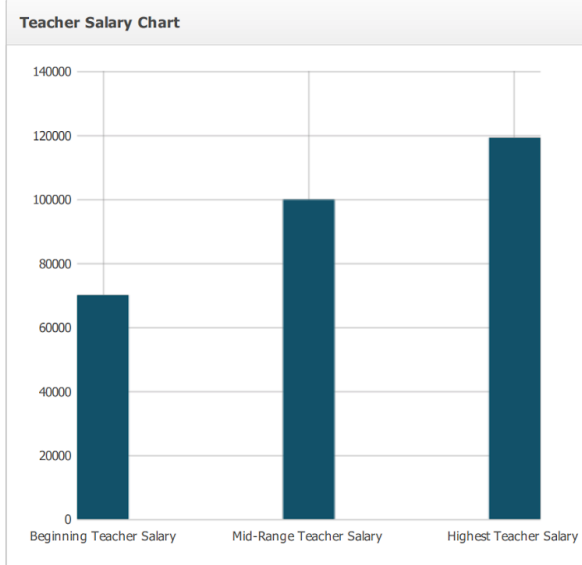
Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	8	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Mathematics	20	N/A
Science	29	N/A
Social Science	14	N/A
All Courses	79	53.20%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Appendix L: Graduation requirements

https://mvhs.fuhsd.org/guidance-student-support/high-school-planning/course-selection

MONTA VISTA HIGH SCHOOL   District Home

ABOUT US   ACADEMICS   GUIDANCE & STUDENT

COURSE SELECTION

The District Course Selection Guide, or course catalogue, provides valuable information on course descriptions by department, college admissions testing, guidance and planning and educational options.

2020-21 Course Selection Guide

For further information on planning courses based on time management, Career Technical Education, recommendations from departments and graduation requirements, see the tabs below. Note that MVHS may not offer all of the district's courses; a MVHS Course List can be among the documents below.

2020 Course Information Fair Schedule

COURSE SELECTION DOCUMENTS & PRESENTATIONS   **FUHSD GRADUATION REQUIREMENTS**

A student must earn a minimum 220 units, meeting specific course and subject area requirements, in order to receive a high school diploma:

CONTENT AREA	CREDITS
English	40
Social Studies	30
Mathematics	20
Science	20
Physical Education	20
Electives	70
Selective Electives*	20

*SELECTIVE ELECTIVES

Students must complete 10 credits each in two (2) of the following three (3) areas:

- Applied Academics: Career Technical Education, Business, Computer Science, Industrial Technology, Living Skills, Work Experience
- Visual/Performing Arts: Art, Music, Theatre Arts
- World Languages: Chinese, French, Japanese, Spanish

For more information about graduation requirements, please refer to the District Course Selection Guide or your high school's Guidance Office.

Appendix M: Any pertinent additional data (or have on exhibit during the visit)

See individual department and course binders provided in the visiting committee room for evidence of materials used by these groups.

FOCUS GROUP ASSIGNMENTS

A: School Organization, Vision & Leadership		B: Curriculum		C: Instruction		D: Assessment & Accountability		E: School Culture & Student Support	
Lead Julia Satterthwaite		**Lead** Debbie Frazier		**Lead** Sarah Finck		**Lead** Eric Otto		**Lead** Hannah Gould/Kavita Gupta	
Room A111		**Room** A103		**Room** B215		**Room** C108		**Room** D206	
Admin Ben Clausnitzer		**Admin** Janice Chen		**Admin** Mike White		**Admin** Nico Flores		**Admin** Michael Martinez	
Vanessa Otto	ELA	Stacy Cler	ELA	Mark Carpenter	ELA	Shozo Shimazaki	ELA	Venessa Nava	ELA
Kate Evard	ELA	Sara Borelli	ELA	Randy Holaday	ELA	Elly Brown	ELA	Lynn Rose	ELA
Megan Choate	ELA	Melissa Wright	ELA	Scott Perry	ELA	David Clarke	ELA	Jireh Tanabe	ELA
Kathleen McCarty	Math	Kathy Koch	Math	Jessica Kaufman	ELA	Katie Collins	Math	Monica Jariwala	ELA
David Greenstein	Math	Jeff Payne	Math	Melinda Gaul	Math	Colin Anderson	Math	Scott DeRuiter	Math
Jenna Smith	Science/Leadership	Mia Onodera	Math/Science	John Conlin	Math	Joe Kim	Math	Martin Jennings	Math
Pam Chow	Science	Jim Birdsong	Science	Renee Fallon	Science	Julie Choi	Science	Josh Kuo	Math
Ben Recktenwald	SS	Lora Lerner	Science	Kyle Jones	Science	Ken Gan	Science	Alan Wong	Math
Ashley Stolhand	WL	Michael Lordan	Science	Robbie Hoffman	SS	David Hartford	Social Studies	Supriya Moore	Science
Seema Tandon	Sped	Bonnie Belshe	SS	Pete Pelkey	SS	Mark Diamanti	Sped	Elizabeth McCracken	Science
Maria Autran	WL	Cody Owens	SS	Paula Dowell	Sped	Glenn Fisher	Sped	Pooya Hajjarian	Science
Dasha Plaza	PE	Scott Victorine	SS	Eden Ostique	Sped	Norma Abarca	WL	Robyn Brostowicz	SS
Carl Schmidt	Business	Don Vierra	Sped	Keiko Howard	WL	Ted Shinta	IT	Nick Bonacorsi	SS
Ricky Alegria	Music	Janissa Zahn	WL	Jeff Thomas	PE	Zoey Liu	WL	Hillary Barron	SS
Sylvia Lam	Guidance	I-Chu Chang	WL	Jay Shelton	Art	Julie Sullivan	PE	Shiela Altmann	Sped
Jackie Corso	New Teacher Mentor	Matt Tait	PE	Monique Balentine	Guidance	Shilpi Jain	Attendance	Kathleen Tracy	Sped
Diana Goularte	Executive Assistant	Jodi Johnson	Art	Jenny Irvine	Lab Assistant	Rebecca Kahn	Study Buddies	Ruth Seyer	Sped
Debbie Herrera	Food Service Mgr	Jeff Mueller	Business	Karl Tang	IT	Meg Teffera	Data Tech	Joyce Fortune	WL
Chris Kenney	Facilities Manager	Shari Summers	Music	Stuart Johnson	Para	Naeim Vahedi	Para	Molly Guadiamos	WL
Calvin Wong	Office Staff	Clay Stiver	Guidance	Maria Pangelina	Para	Tina Volzing	Para	Sarah Jensen	PE
Jennifer Giarritta	Office Staff	Kenneth Duckworth	Para	Stacey Lee	Student	Kenny Pope	Para	Brian Chow	Art
Javier Margarito	Health Clerk	Theresa Faraone	Para	Edwin Xie	Student	Rachel Chen	Student	Jessica Coscia	Guidance
Lisa Mueller	Office Staff	Edgar Marin	IT	Tina Bartlett-Panozzo	Parent	Jatin Soni	Student	Laura Utile	LMT
Ceazar Agront	Para	Michelle Chen	Student	Stephanie Fulmer-Smentek	Parent	Lalitha Shankar	Parent	Eli Yamauchi	Speech Therapist
Vivian Chapman	Para	Christina Kougiouris	Parent			Shuyi Tang	Parent	Deby Muskivitch	ELD
Thomas Michaelis	Student Conduct	Paige Zhang	Parent					Richard Prinz	Student Advocate
Nayana Balusu	Student	Jingna Zhang	Parent					Verna Grant	Library Tech
Michael Ding	Student							McKenna Parfet	Career Center
Adrianna Koppes	Student							Cathy Nakamura	Para
Venkata Vennam	Parent							Tricia Palomino	Office Staff
Atul Gupta	Parent							Deb Mandac	Office Staff
Mayur Patel	Parent							Supriya Lawrence	Registrar
								Paula Gaspar	Print Center
								Elaine Hamilton	Office Staff
								Dhruvika Randad	Student
								Michelle Sheu	Student
								Anand Iyer	Parent
								Gary Li	Parent
								Deanne Smith	Parent

FUHSD Schedule - 2 Block-days-per-week

Monday			
Pd.	Start	End	Min.
Collaboration	7:45 AM	8:35 AM	50
1	8:40 AM	9:25 AM	45
2	9:30 AM	10:15 AM	45
3	10:20 AM	11:10 AM	50
Brunch	11:10 AM	11:25 AM	15
4	11:30 AM	12:15 PM	45
5	12:20 PM	1:05 PM	45
Lunch	1:05 PM	1:45 PM	40
6	1:50 PM	2:35 PM	45
7	2:40 PM	3:25 PM	45
		IM	350
		Total	460

Tuesday/Friday			
Pd.	Start	End	Min.
1	8:00 AM	8:45 AM	45
2	8:50 AM	9:35 AM	45
Tutorial	9:40 AM	10:15 AM	35
3	10:20 AM	11:10 AM	50
Brunch	11:10 AM	11:25 AM	15
4	11:30 AM	12:15 PM	45
5	12:20 PM	1:05 PM	45
Lunch	1:05 PM	1:45 PM	40
6	1:50 PM	2:35 PM	45
7	2:40 PM	3:25 PM	45
		IM	390
		Total	445

Wednesday - Block Day			
Pd.	Start	End	Min.
Collaboration	7:45 AM	8:50 AM	65
4	8:55 AM	10:30 AM	95
Tutorial	10:35 AM	11:15 AM	40
Brunch	11:15 AM	11:30 AM	15
5	11:35 AM	1:05 PM	90
Lunch	1:05 PM	1:45 PM	40
6	1:50 PM	3:20 PM	90
		IM	330
		Total	455

Thursday - Block Day			
Pd.	Start	End	Min.
1*	8:00 AM	9:30 AM	90
2*	9:40 AM	11:10 AM	90
Brunch	11:10 AM	11:25 AM	15
3	11:30 AM	1:05 PM	95
Lunch	1:05 PM	1:45 PM	40
7	1:50 PM	3:20 PM	90
		IM	385
		Total	440

Appendix N: Budgetary information, including school budget

MONTA VISTA HIGH SCHOOL		
Coding	**PROGRAM / BUDGET DESCRIPTION** **PROGRAM NAME**	**2019-20 Budget**
See Details	SITE GENERAL "B" BUDGETS	$672,356
See Details	SITE GENERAL "PO" BUDGETS	$26,100
Res. 9208	FUHS FOUNDATION	$37,263
CC 018200	INTERVENTION & PEER TUTORIAL	$67,907
CC 709100	ENG LEARNERS & LOW INCOME	$106,449
CC 301200	SCHOOL IMPROVEMENT	$93,694
CC 715600	INSTRUCTIONAL MATERIALS	$273,120
CC 077500	TECHNOLOGY MATCHING FUND	$164,023
Res. 3550	PERKINS GRANT	$0
	TOTALS	**$1,440,912**

Appendix O: Glossary of acronyms and terms used in this document

AP: Advanced Placement, only used for the copyrighted College Board courses.

ASB: Associated Student Body, the primary form of student government

AVID: Advancement Via Individual Determination, only used for the copyrighted AVID courses and materials.

BTSA: Beginning Teacher Support and Assessment, though in practice this term is used interchangeably with any of the programs that FUHSD uses for new teacher induction.

CAASPP: California Assessment of Student Performance and Progress, a standardized test.

CCSS: California Common Core State Standards, the content standards used to develop curriculum.

CER: Claim, Evidence, Reasoning, an acronym used to teach students how to write about a text.

CELDT: California English Language Development Test, a test previously used to determine progress in English acquisition for English Language Learners, but replaced last year with the ELPAC.

CTE: Career Technical Education, courses taught by educators who have experience in the profession being taught, in order to better prepare students for a career path.

EAP: Early Assessment Program for the California State Universities, was given in conjunction with the CSTs, but has been recently replaced by the CAASPP.

ELAC: English Learners Advisory Council, a committee made up of staff and community members to work in conjunction with and help guide the ELD program.

ELD: English Language Development, an umbrella term for courses and services designed to meet the needs of English Language Learners.

ELL: English Language Learners, a term describing students whose first language is not English, and who are still working to meet grade-level with their English.

ELPAC: English Language Proficiency Assessments for California, the newer test given to ELL students annually. This replaces the now-defunct CELDT.

FTE: Full Time Equivalent, one FTE is one full time employee.

FUHSD: Fremont Union High School District, the district that governs Monta Vista High School.

IEP: Individualized Education Plan, a term used to describe the agreement between the school and the student, in order to ensure that appropriate support is provided for students with disabilities, generally administered through the Resource Department.

LCAP: Local Control Accountability Plan, the report developed by the district that guides the work of the schools.

LeGos: Monta Vista Student Learner Outcomes are called LeGos, short for Learning Goals.

LT: Leadership Team, a group that meets after school one day per month and is open to any staff

member, that discusses and makes recommendations about school issues.

MVHS: Monta Vista High School

NGSS: Next Generations Science Standards, the standards that guide the development of Science curriculum.

PLC: Professional Learning Community. This term can refer to the Solution Tree conference that many have attended, or to the groups formed on the basis of the training.

Resource: Name of department that provides special educational services, including facilitating IEPs, formerly referred to as Special Education or SpEd.

School Plan: The report that is published by the principal's office and fulfills the requirements of the SPSA. The term School Plan is used interchangeably with SPAS.

SDAIE: Specially Designed Academic Instruction in English, generally used to describe courses that teach the mainstream curriculum, but use strategies designed to support ELLs.

SED: Socioeconomically disadvantaged

Sheltered: term used interchangeably to describe SDAIE courses at Monta Vista.

SRO: School Resource Officer, the officer who serves as a liaison between Monta Vista High School and law enforcement.

SPED or Special Education: Services provided for students who qualify for an IEP. Also, formerly the name of the Resource department.

SPSA: Single Plan for Student Achievement, used interchangeably with School Plan.

SwD: Students with Disabilities