MONTA VISTA HIGH SCHOOL

2022-23 SCHOOL PLAN
Mid-Year Update

Monta Vista High School

21840 McClellan Rd., Cupertino, CA 95014 • www.mvhs.fuhsd.org • 408.366.7600 • CEEB:053466

2022-2023 School Profile

Monta Vista High School (MVHS) opened in 1969 and continues to be one of the top comprehensive high schools in California and the United States. Located in the heart of Silicon Valley, MVHS is highly regarded for its strong academic programs and variety of extracurricular and co-curricular opportunities for students. A California Distinguished School, National Blue Ribbon award winner, MVHS is frequently recognized by Newsweek and US News and World Report for its outstanding student success. MVHS's school counseling program provides all students with academic planning, personal counseling, and postsecondary advising for college and career. Four full-time school counselors and a College and Career Advisor engage with students, parents, and staff to deliver comprehensive school counseling that personalizes the planning and counseling experience based on each student's needs and postsecondary goals.

Due to the extraordinary circumstances resulting from COVID-19 school closures, Fremont Union High School District adopted a district-wide Credit/No Credit structure for Spring 2020. During that time, students completed synchronous and asynchronous assignments in order to earn credit. Remote Learning curriculum focused on essential content and skills to prepare students for future coursework. Spring 2020 Credit/No Credit courses are not calculated into the GPA.

Ben Clausnitzer, Principal
Assistant Principals
  Sydney Fernandez (A-Ga)
  Nico Flores (Gb-Lin)
  Janice Chen (Lio-Sg)
  Mike White (Sh-Z)
School Counselors
  Ashley Voigt (A-Ga)
  Hannah Banks (Gb-Lin)
  Sylvia Lam (Lio-Sg)
  Clay Stiver (Sh-Z)
College/Career Advisor
  Rogelio Calderon
Registrar
  Shilpi Jain

Class of 2023 by the Numbers
487
students

43	91
National Merit Semi-finalists	National Merit Commended

GPA Distribution for Class of 2023

Individual class rank is not reported. To evaluate student performance, use the grade distribution chart below showing the number of students in each unweighted, cumulative 9-12 GPA category.

4.0	44 (9%)
3.5 -- 3.99	297 (61%)
3.0 – 3.49	109 (22%)
2.5 – 2.99	23 (5%)
2.0 – 2.49	7 (1%)
< 2.0	7 (1%)

Data as of 09/01/2022

GPA and Related Procedures

- Credits are posted at the end of each semester.
- Each semester class is 5 credits; most FUHSD classes are yearlong (10 credits) and meet for 150 instructional hours.
- GPA is calculated at the end of each semester (A=4; B=3; C=2; D=1; F=0). Honors and AP classes are not given additional point values.
- Cumulative GPA is all coursework from grade 9 to current. University GPA is college-prep academic courses only.
- Coursework earning P (Pass), NP (no pass), NM (No Mark), I (Incomplete), W (Withdrew) is not calculated into the GPA.
- Coursework from non-accredited or out-of-country schools are transferred as Pass/Fail.
- Final semester grade marks include letter grades only and no +/- scale option.

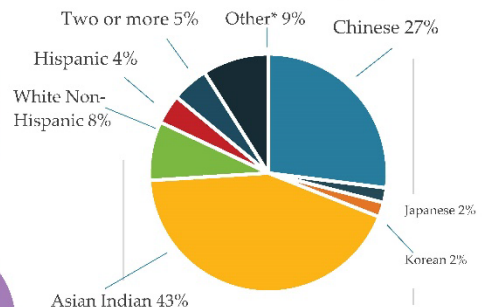## MVHS by the Numbers

97 teachers

1748 students grades 9-12

28 students in full-time off-site programs
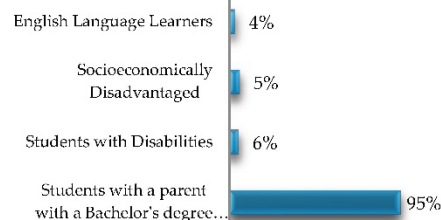
437:1 student to counselor ratio

74% of Class of 2022 took at least one AP course/exam

32.5 average class size

Student Racial Demographics

Two or more 5%   Other* 9%   Chinese 27%
Hispanic 4%
White Non-Hispanic 8%
Japanese 2%
Korean 2%
Asian Indian 43%

*Other includes: Vietnamese, Laotian, Cambodian, Hmong, Other Pacific Islander, Filipino, Black, American Indian

Additional Student Demographics

English Language Learners	4%
Socioeconomically Disadvantaged	5%
Students with Disabilities	6%
Students with a parent with a Bachelor's degree…	95%

Spring 2022 Assessment Snapshot

SAT*
371 students
682 (R) / 727 (M)
1408 mean composite
*data from Spring 2022

ACT*
171 students
30.5(R) / 30.8(M) / 29.2(S)
30.5 mean composite
*data from Spring 2022

CAASPP/Smarter Balanced*
Math
73% exceeding expectations
14% meeting standard
5% nearly meeting standard
6% not meeting standard
ELA
67% exceeding standard
21% meeting standard
8% nearly meeting standard
3% not meeting standard

Advanced Placement
982 students took 2,546 exams
86% scores of 3 or higher
44% scores of 5

Graduation Requirements

Subject	Credits
English (4 years)	40
Social Science (3 years)	30
Mathematics (2 years; min. Algebra 1 and Geometry)	20
Science (2 years; life and physical)	20
Physical Education (2 years)	20
Electives (includes courses beyond subject area requirements)	70
1 year in each of 2 of the following 3 areas: World Language Visual/Performing Arts Applied Academics (includes Career Technical Education, Programming, Work Experience)	20
Total Credits	220

School and District Policies

Students typically take 6 courses each year. Students enrolled in AVID, ASB Leadership, Academic Foundations, Learning Skills, or programs including Dual Enrollment, music, and some Career Technical Education pathways may take 7 courses. Due to budgetary constraints, students are generally limited to one course per subject area per year. AP and Honors courses are open access. Students taking AP courses are encouraged to take the corresponding exams. Some students choose to take courses through concurrent enrollment at one of the five local community colleges. This coursework is typically not included on the FUHSD transcript.

AP/Honors at MVHS

English
  American Lit Honors
  AP English Literature
Mathematics
  Pre-Calculus Honors
  AP Calculus AB; AP Calculus BC
  AP Statistics
  AP Computer Science Principles
  AP Computer Science A
Science
  Chemistry Honors
  AP Physics 1; AP Physics C
  AP Biology; AP Chemistry
  AP Environmental Science
Social Sciences
  AP Macroeconomics
  AP US Government
  AP US History
Visual & Performing Arts
  Advanced Drama Honors
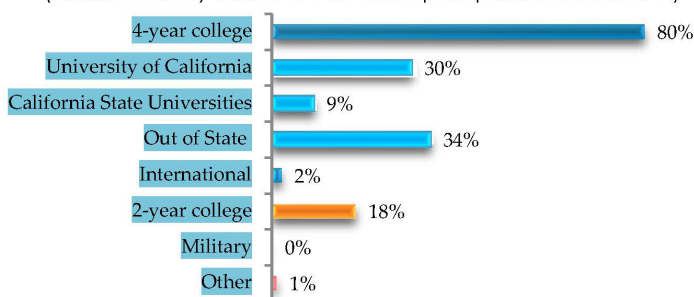**World Languages**
  Honors 4 and AP Chinese, French, Japanese, Spanish

Accredited by
Western Association of Schools and Colleges

Class of 2022 Postsecondary Destinations
(based on survey data and final transcript requests of 501 students)

Destination	Percentage
4-year college	80%
University of California	30%
California State Universities	9%
Out of State	34%
International	2%
2-year college	18%
Military	0%
Other	1%

In addition to University of California and California State Universities, recent MVHS Graduates (Classes 2019 – 2022) have matriculated at the following postsecondary institutions:

American University
Arizona State University
Art Center College of Design
Baylor University
Biola University
Boston College
Boston University
Brown University
Carnegie Mellon University
Case Western Reserve University
Chapman University
Columbia University
Cornell University
Culinary Institute of America
Dartmouth College
De Anza College
Drexel University
Duke University
Emory University
Foothill College
Georgetown University
Georgia Institute of Technology
Harvard University
Harvey Mudd College
Hofstra University
Indiana University at Bloomington
Johns Hopkins University
Loyola Marymount University
Massachusetts Institute of Technology
Middlebury College
Montana State University, Bozeman
New York University
Northeastern University
Northwestern University
Occidental College
Oregon State University
Otis College of Art and Design
Pennsylvania State University
Pitzer College
Pomona College
Purdue University
Reed College

Rensselaer Polytechnic Institute
Rhode Island School of Design
Rice University
Rose-Hulman Institute of Technology
Rutgers University-New Brunswick
Saint Mary's College of California
Santa Clara University
Seattle University
Stanford University
Swarthmore College
Syracuse University
Texas A&M University
The George Washington University
The University of Arizona
The University of Texas, Austin
Trinity University
Tufts University
University of British Columbia
University of Chicago
University of Colorado at Boulder
University of Hawaii at Manoa
University of Illinois at Urbana-Champaign
University of Maryland, College Park
University of Massachusetts, Amherst
University of Miami
University of Michigan
University of Minnesota, Twin Cities
University of Nevada, Reno
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Puget Sound
University of San Francisco
University of Southern California
University of the Pacific
University of Washington
University of Wisconsin, Madison
Vanderbilt University
Washington University in St. Louis
West Valley College
Willamette University

School Site Participation in District Initiatives

Title	Description	Site Participation
Letting Go of Literary Whiteness Book Club	Course mission: In *Letting Go of Literary Whiteness*, authors Carlin Borsheim-Black and Sophia Tatiana Saragianides offer discipline-specific practices for implementing antiracist literature instruction, including designing literature-based units that emphasize racial literacy, selecting literature that highlights voices of color, analyzing Whiteness in canonical literature, examining texts through a critical race lens, managing challenges of race talk, and designing formative assessments for racial literacy and identity growth. While this text assumes its audience teaches in schools where the majority of students identify as White, many of the ideas it presents are also relevant to teachers serving a more racially diverse community such as ours. This course will provide participants with both the opportunity to discuss the ideas in this book in a small group setting, and a system of support as they work to integrate some of the ideas from the text into their own teaching practices.	2
Asian American Pacific Islander (AAPI) Literature Professional Development Group	By the end of this three-session course, participants will have: • Explored the history behind the development of the umbrella terms "Asian American" and "Asian American Pacific Islander" (AAPI), and deepened their understanding of the ways in which these terms have been both beneficial to and problematic for the members of those communities • Deepened their awareness of the ways in which dominant culture/American schools have harmed, erased, misrepresented, alienated, excluded, or othered AAPI students/teachers and their experiences • Deepened their understanding of the migration experiences and histories of different AAPI ethnic groups • Deepened their understanding of racial literacy and also how this framework can inform what we do as English teachers when teaching literature of diverse mediums. • Explored the ways in which dehumanization	5

	manifests on a self, communal, and societal level—specifically via stereotypes/stock stories perpetuated in the world. • Applied sociological vocabulary/constructs to explore how humanization manifests on a self, communal, and societal level—specifically through counter-stories that reclaim the identity & lived experiences of AAPI people. • Explored the ways in which Asian American texts examine, reflect and represent the lived Asian American experience, while in some cases also pushing against Asian American stereotypes and stock stories. • Identified at least one Asian American literary work to add to the curriculum of a class they teach, and started the work of developing a lesson sequence that can be used to teach that work to students	
Repeat of NGSS Routines (only for teachers who did not attend 2021 PD)-- Fall 2022	To provide an introduction to an NGSS routine to science teachers who did not attend last year's sessions. During this one-day PD, teachers will learn how to design an NGSS routine that piques student curiosity through phenomena and engages them in performance tasks to learn science. The emphasis will be on the sense making of the phenomenon using the three dimensions. Participants will practice developing an NGSS routine using routine screener, phenomenon evaluation tool among other tools. There will also be time for cross-pollination between the sites and team time to start planning these NGSS routines.	<u>Chemistry (Cancelled)</u> <u>Physics</u> 1 <u>Biology</u> 0
NGSS Design Studio-- Fall 2022	To move towards creation/refinement of the NGSS routines for science teacher teams who are familiar with the NGSS routines with protected space, work time and support. During this daylong workshop, teacher teams will develop NGSS routines with support from the Curriculum Lead and other peers.	<u>Chemistry</u> 3 <u>Physics</u> 2 <u>Biology</u> 2

New NGSS Routines-- Spring 2022	To continue to build capacity for designing the NGSS routines by providing another set of examples of such routines for teachers to use. During this one-day PD, teachers will be presented with a new NGSS routine developed by their peers. This routine will focus on the 4-big shifts with the NGSS routine to bring equitable and relevant science learning for all learners. Participants will have time to start developing an NGSS routine with their teams using routine screener, phenomenon evaluation tool and other tools. There will also be time for cross-pollination between the sites and team time to start planning these NGSS routines.	<u>Chemistry</u> 3 <u>Physics</u> 3 <u>Biology</u> 4
Building Thinking Classrooms book club	After spending fifteen years in math classrooms, math education researcher Peter Liljedahl has become an expert in how students behave in math classrooms. He knows the savvy ways in which students can engage in "non-thinking" behavior, which includes rote memorization and repetitive calculations, but also behaviors like "mimicking," which make it look like a student is learning when they are, in fact, not learning at all. In Building Thinking Classrooms, Liljedahl offers 14 research-based teaching practices for enhancing learning in the math classroom. This professional learning opportunity is intended to build upon two previous Math PD offerings: the Math Discourse PD and the Productive Math Struggle PD. The purpose of the *Building Thinking Classrooms* Book Club is to provide teachers with the opportunity to discuss key ideas from the book, which will help them learn practical tools and moves they can use to create a classroom environment in which students learn math deeply. The monthly book club sessions will also provide teachers with a support system as they apply their learning in the classroom. Outcomes: • An understanding of high-leverage teaching practices to move toward a thinking classroom • Experiments in the classroom via "mini" action research projects	1

| Statistics and Probability | This PD is intended to equip teachers with foundational content knowledge and effective teaching practices needed to teach the essential and important statistics standards called for by the Common Core and outlined in the FUHSD Essential and Important Skills document. This PD will also make explicit connections to three key Common Core Math Practices: math practice 2 (reason quantitatively), math practice 3 (construct viable arguments), and math practice 4 (model with mathematics) throughout the sessions.

   Our cross-site planning team will make a case for why it is important for all students to learn statistics and probability. We will use real data and embed the learning in real world applications by exploring issues such as economic inequality, racial profiling and policing, environmental issues, and opportunity. We will teach ready-made lessons featuring high-level tasks to engage teachers, with their "student hats" on, in exploration and problem solving, highlighting the role of interactive learning in collaborative sense making. Teachers will reflect on their learning with their colleagues and apply their learning by planning to implement the ready-made lessons.

   Statistics and Probability PD Outcomes:
 1) Statistics and probability content knowledge
 2) Understanding of statistics and probability content in high level tasks
 3) Teaching practices for statistics and probability content
 4) A set of ready-made lessons featuring high level tasks for Algebra 1, Geometry, and Algebra 2 | <u>Wealth Distribution</u>
0

<u>Zip Codes &</u>
<u>Test Scores</u>
0

<u>False Positives</u>
0

<u>Sampling Disaster</u>
0 |
| Leveling Up Alternative Assessments - Individual Coaching | Interested teachers request individual support to reflect on and improve projects. An examination of goals, materials, and/or grading of these projects is considered. | 1 |

Coaching Skills for Leaders	The mission of this course is to help leaders develop essential coaching skills that support the continued growth of educators within FUHSD. Over the course of the sessions, participants will develop a coaching mindset and be equipped with a robust set of tools to engage their colleagues in inquiry that allow us to pursue equity and excellence for all. In order to achieve this mission, we have structured the course so that all participants can: • Practice coaching skills in a safe space with a fellow participant • Identify when and how to coach from the three different coaching stances • Develop their toolkit of trust-building strategies • Inquire into their own coaching practice to meet their growth goals as a coach • Apply coaching skills with a willing colleague (optional)	3
Courageous Leaders	The mission of Courageous Leaders is to provide participants with the opportunity to explore the essential question: *How can we, as Courageous Leaders, use mechanisms and create the conditions that promote healthy collaboration and support adult and student learning?* Over the course of the sessions outlined in the table below, we will learn both about the mechanisms (organizational tools, protocols, and structures) we can use and the conditions (inclusivity, safety, and trust) we can foster as we work together in pursuit of our goal of ensuring high levels of learning for all.	0

Equity in Action! (EiA!)	The mission of this course is to empower educators at all levels of our system to examine inequities across our classrooms, schools, and the district in order to enact systemic change within FUHSD. In order to achieve this mission, we have structured the course so that all participants can: • Engage in deep inquiry around an equity problem by consulting relevant literature, gathering and analyzing data, and engaging in discussion and reflection. • Utilize the support of a coach to determine next steps and implications for the community. • Build collaborative partnerships within EiA! and/ or their contexts to effect systemic change. • Strategically share their work with stakeholders: staff, admin, parents, students, and others!	2
Ethnic Studies Release Days	<u>Curriculum Development team</u> The curriculum development team will meet during six full-release days in the 2022-23 school year. During those release days, the curriculum development team will: • Establish the guiding concepts, pedagogy, and framework that will guide Ethnic Studies at FUHSD • Development essential questions, target skills, and assessment structures for each unit • Help create tools for reflection and accountability to be used in the pilot year • Provide questions and suggestions to guide the social studies curriculum lead's next steps in supporting pilot teachers <u>Advisory Team</u> The advisory team will meet for one full-release day in February in order to: • Provide critiques and ask questions about any materials created by the curriculum development team • Generate a list of potential topics that might be used in the Ethnic Studies pilot year • Provide guidance for further PD and support for pilot teachers.	<u>Curriculum Dev</u> 1 <u>Advisory</u> 1

Onward	*Onward* is a year-long course beginning in June 2022 and ending in May 2023, and it is based on the book written by Elena Aguilar, designed to cultivate emotional resilience in educators. Using the book and accompanying workbook, we will engage in a book-club style professional development offering that will meet once a month for the duration of the 2022-23 school year. We will discuss dispositions such as empowerment, courage, and trust. Our meetings will be low-prep and low-pressure discussions about the chapter of the month along with engaging activities from the book.	3
Sheltered/ Integrated ELD	Each PD is smaller in size and will allow participants to zero in on integrated ELD/sheltered instruction in a specific content area. Teachers will: • Experience examples of how to scaffold one or more of the language domains (i.e., reading, writing, speaking, listening). • Have an opportunity to share ideas and ask questions in a roundtable format with colleagues. • Have time to apply learnings by working individually, with a colleague, or with a facilitator. English Language Arts- During the one-day PD, we will explore: • When during an instructional sequence in English Language Arts would it be meaningful for students to engage in verbal discourse? • How do we create a classroom environment that encourages students to contribute ideas verbally? • How do we prepare students with background knowledge and the English language necessary to engage in verbal discourse? Math- Sheltered Math teachers will meet multiple times during the year (probably release time during the work day) to ask and work on these questions: • What are key "function" words used in Math? (10-12 words?) • What does the writing/speaking look and sound like when students do tasks in responding to the various functions?	<u>English Language Arts</u> 3 <u>Math (Algebra 1)</u> 0 <u>Science</u> 0 <u>Social Studies</u> 1

- How can we create and utilize model texts to prep students in their writing/speaking?
- How can we prepare students with the language necessary to respond to these tasks?

Science- During the one-day PD, we will explore:
- Where in an NGSS routine would it make sense for students to read and listen using academic English?
- How might teachers support EL students to read in science?
- How might teachers support EL students to listen/ comprehend audio texts in science?

Social Studies- During the one-day PD, we will explore:
- Why is speaking important in social studies classrooms?
- What are different types of thinking/speaking skills important for social studies?
- How might teachers support EL students (in language and content) to engage in rich conversations?

| Health Curriculum Release Days	FUHSD will be creating a one-semester health/ wellness class (hoping to pilot in '23-'24). This class will address the CA state content areas in the framework for high school health, which are: • Nutrition and physical activity; • Growth, development, and sexual health; • Injury prevention and safety; • Alcohol, tobacco, and other drugs; • Mental, emotional, and social health; and • Personal and community health. The first step of developing this course is to gather interested staff members who might be willing to work collaboratively to vision and develop this class. During these release days, staff will explore what the vision, mission and design of this course should be. Individuals who participate in this process may remain in a consultant role and others may continue the development of the course and work collaboratively on one or more of the units keeping in mind the overarching agreed-upon vision of the course.	4

FUHSD LCAP Goal #1 Sustain generally high student performance while ensuring high levels of learning from every student.

Monta Vista High School WASC Goal	Student Success: All students will achieve academic success through standards-based curriculum, effective instruction, and early intervention.
Monta Vista High School 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 (SWD, Hispanic or Latinx, EL, SED)

DATA PRESENTATION

High School Achievement and Outcomes

3-Year Academic Grade Term 1 Distribution by Percent
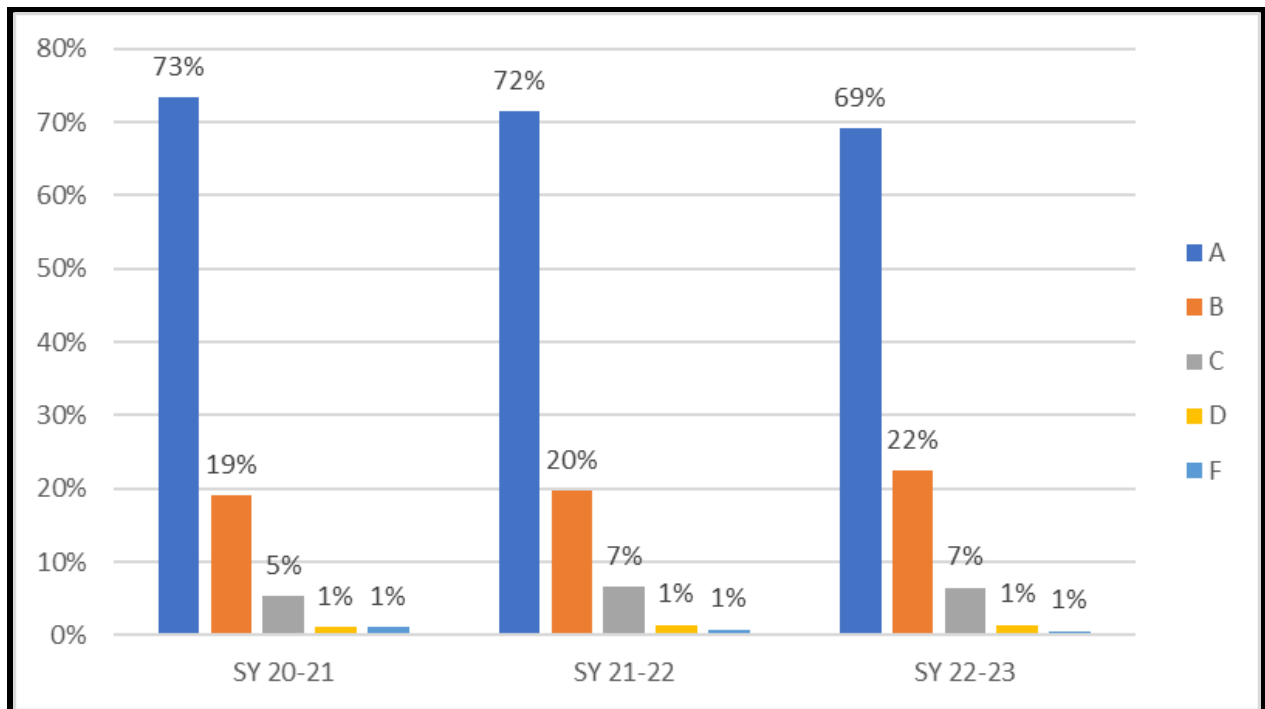
CAASPP Smarter Balanced Assessment Results

The Smarter Balanced Summative Assessments in English-Language Arts/Literacy and Mathematics were developed by a national consortium of state education leaders in K-12 and higher education, and are aligned to the Common Core State Standards. The CAASPP summative assessment is taken once in high school, during the 11th grade year and are also used as an indicator of college readiness by the California State University (CSU) system.
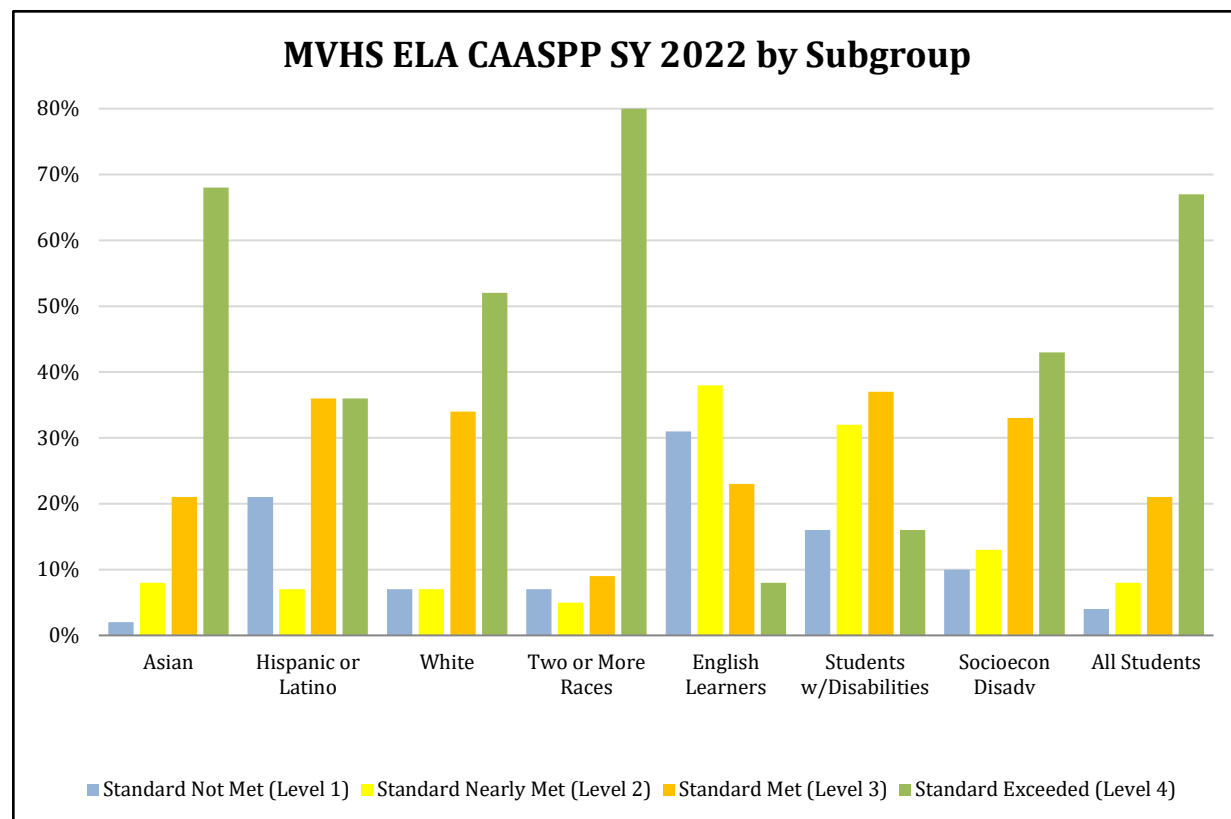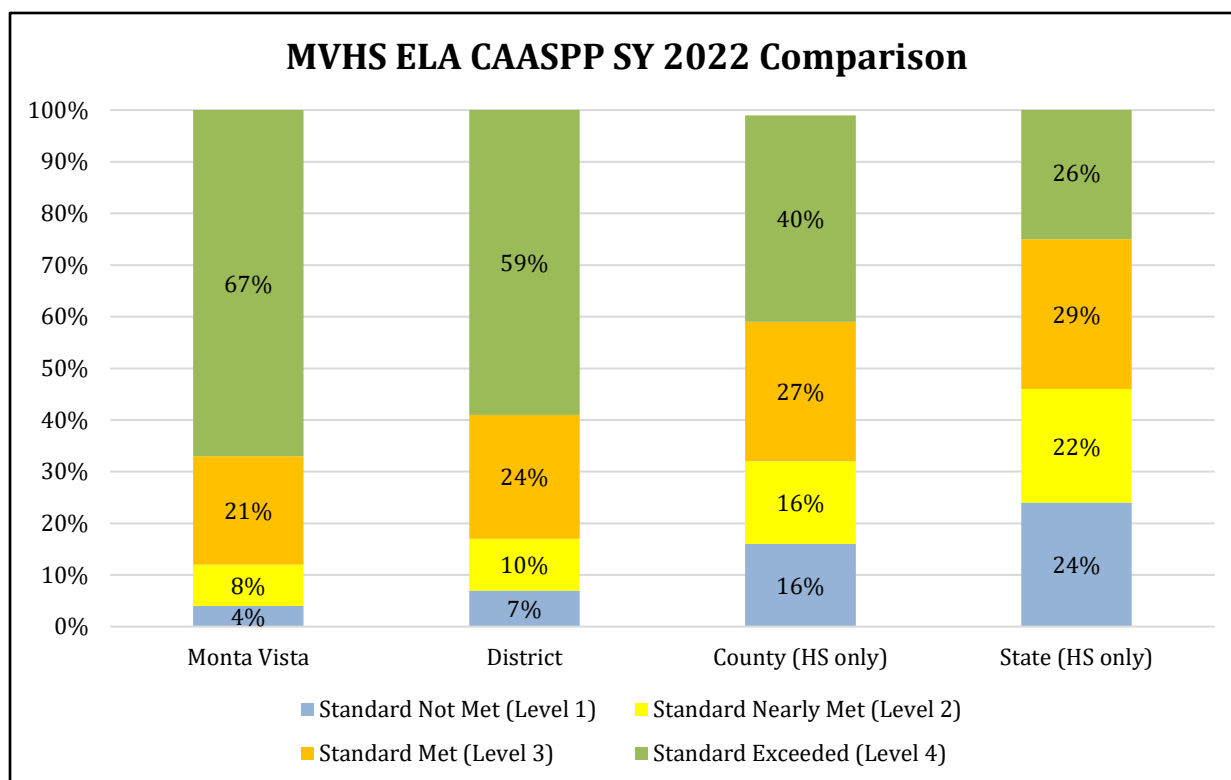
The Early Assessment Program (EAP) measures students' college readiness for college-level writing and mathematics, and is a joint effort between the California State University (CSU) system, the California Community Colleges Chancellor's Office (CCCO), and the California Department of Education. The Early Assessment Program (EAP) is designed to provide students with an early signal of college academic preparation through California Assessments of Student Performance and Progress (CAASPP/EAP) results. CAASPP/EAP scores are one of the multiple measures the CSU utilizes as an indicator of students' readiness for college-level coursework in English and mathematics and for placement of first-time freshman in the appropriate General Education (GE) English and mathematics courses once they enroll at the CSU.

Students who score at the highest performance level "Standard Exceeded" (Level 4) will enroll in general education English and/or mathematics college level courses upon entering the CSU. Students who score at the "Standard Met" (Level 3) performance level must complete an approved year-long English and/or mathematics course in the twelfth grade with a grade of "C-" or better. Students who score at the "Standard Nearly Met" (Level 2) or Standard Not Met (Level 1) performance level will be placed in supported general education English and/or mathematics college-level courses unless they meet the exemption criteria through completion of other multiple measures (ACT, SAT, High School coursework or high school grade point average, and college transfer coursework).

CAASPP 2022 Results by Achievement Level: School, District, County, State

Achievement Level	Monta Vista		District		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	67%	74%	59%	60%	40%	30%	26%	12%
Standard Met (Level 3)	21%	14%	24%	15%	27%	17%	29%	15%
Standard Nearly Met (Level 2)	8%	6%	10%	10%	16%	17%	22%	21%
Standard Not Met (Level 1)	4%	6%	7%	16%	16%	36%	24%	52%

MVHS ELA CAASPP SY 2022 Comparison

Legend: Standard Not Met (Level 1), Standard Nearly Met (Level 2), Standard Met (Level 3), Standard Exceeded (Level 4)

	Monta Vista	District	County (HS only)	State (HS only)
Standard Exceeded (Level 4)	67%	59%	40%	26%
Standard Met (Level 3)	21%	24%	27%	29%
Standard Nearly Met (Level 2)	8%	10%	16%	22%
Standard Not Met (Level 1)	4%	7%	16%	24%

MVHS ELA CAASPP SY 2022 by Subgroup

Legend: Standard Not Met (Level 1), Standard Nearly Met (Level 2), Standard Met (Level 3), Standard Exceeded (Level 4)

CA School Dashboard English Language Arts Indicator

Very High (Highest Status)		High	Medium	Low	Very Low (Lowest Status)
• All Students • Asian		• Socioeconomically Disadvantaged • White	• n/a	• n/a	• n/a

MVHS Math CAASPP SY 2022 Comparison

	Monta Vista	District	County (HS only)	State (HS only)
Standard Exceeded (Level 4)	74%	60%	30%	12%
Standard Met (Level 3)	14%	15%	17%	15%
Standard Nearly Met (Level 2)	6%	10%	17%	21%
Standard Not Met (Level 1)	6%	16%	36%	52%

Legend:
- Standard Not Met (Level 1)
- Standard Nearly Met (Level 2)
- Standard Met (Level 3)
- Standard Exceeded (Level 4)

MVHS Math CAASPP SY 2022 by Subgroup

Legend: Standard Not Met (Level 1), Standard Nearly Met (Level 2), Standard Met (Level 3), Standard Exceeded (Level 4)

CA School Dashboard Mathematics Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
• All Students • Socioeconomically Disadvantaged • Asian • White	• n/a	• n/a	• n/a	• n/a

School Site Commentary

Monta Vista students continue to show resilience by coming out of remote learning two years ago and doing well with Term 1 letter grades and CAASPP results.

Monta Vista is in year two of a six-year WASC action plan and continues to meet the growth target set by students, families, and staff of having our overall student A/B/C grades at 98% or higher.

To help with some context for the 2022 CAASPP results, they are compared to the last time Monta Vista had CAASPP results in 2019. Overall, our students increased in the percentage of students meeting or exceeding the standard in ELA from 86% to 88% and slightly decreased in the percentage meeting or exceeding the standard in Math from 89% to 88%.

While the percentage of overall students meeting or exceeding the standard in CAASPP ELA slightly increased, we also saw an increase to all four student groups for our WASC growth target. Students with Disabilities (up from 34% to 53%), Hispanic or Latinx (up from 53% to 72%), English Learners (not a significant number of students per CAASPP in 2019, up from 18% in 2018 to 31%), and Socio-Economically Disadvantaged (up from 69% to 76%) student groups all experienced increases.

The percentage of overall students meeting or exceeding the standard in CAASPP Math slightly decreased by one percent as a whole. We did see an increase to two of our four student groups for our WASC growth target. Hispanic or Latinx (up from 26% to 35%) and English Learners (not a significant number of students per CAASPP in 2019, up from 55% in 2018 to 71%) student groups experienced increases. During this same time, we did see a decrease to two of our four student groups for our WASC growth target. Students with Disabilities (down from 37% to 27%) and Socio-Economically Disadvantaged (down from 73% to 70%) student groups experienced decreases.

It should also be noted that Monta Vista students continue to perform higher on CAASPP ELA and Math than their peers across the county and the state.
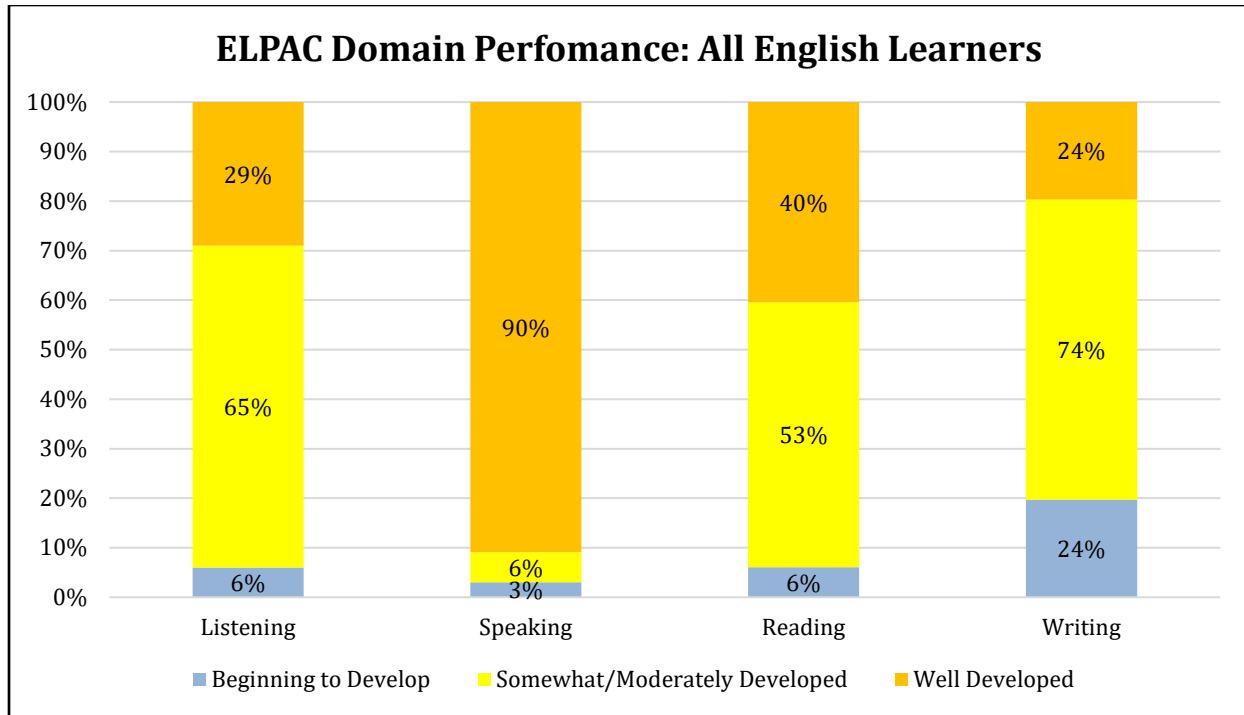
ELPAC Results
ELPAC Summative Assessment

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. 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.

Student Overall Achievement Levels by English Learner Group
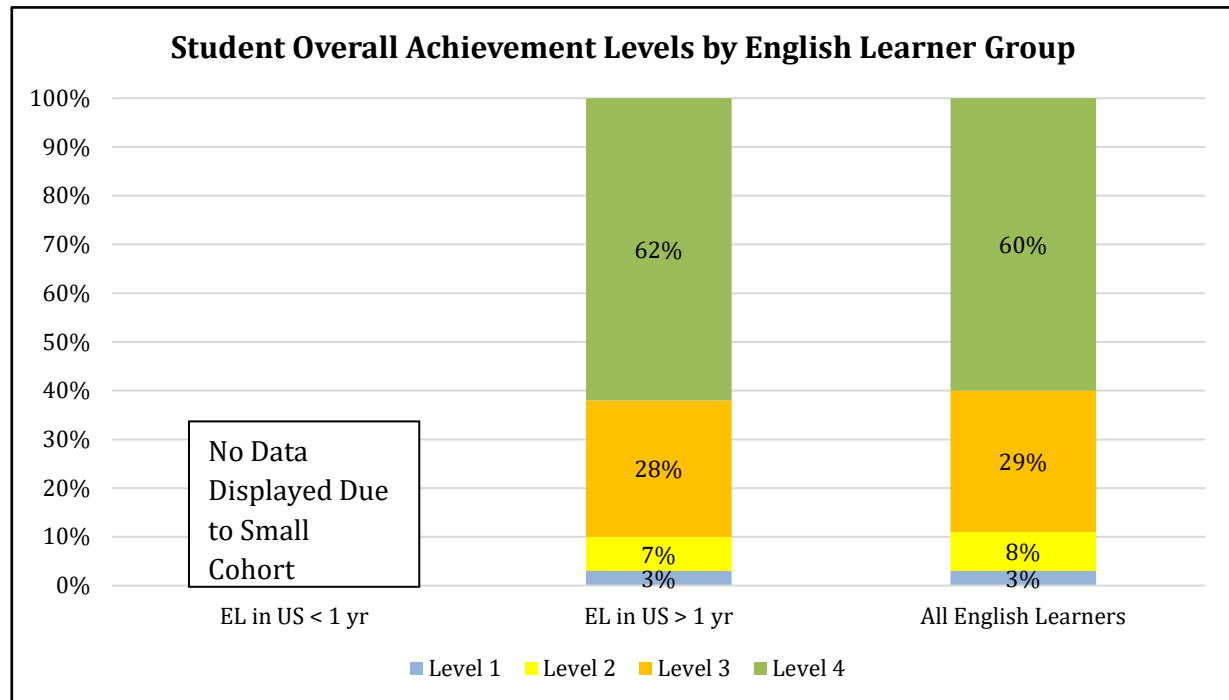
Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	*	*	*	*	*
EL in US > 1 yr	3%	7%	28%	62%	60
All English Learners	3%	8%	29%	60%	62

*an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested

ELPAC Domain Perfomance: All English Learners

	Listening	Speaking	Reading	Writing
Well Developed	29%	90%	40%	24%
Somewhat/Moderately Developed	65%	6%	53%	74%
Beginning to Develop	6%	3%	6%	24%

Legend: ■ Beginning to Develop   ■ Somewhat/Moderately Developed   ■ Well Developed

Reclassification of English Learners

Based on the new 2018–19 Summative ELPAC threshold scores, the California State Board of Education approved the use of ELPAC Overall Performance Level (PL) 4 as the statewide standardized English Language Proficiency (ELP) criterion for reclassification beginning with the 2018–19 Summative ELPAC administration for grades K–12. The summative ELPAC score of "Overall PL 4" is used to determine whether a student has met the ELP assessment criterion. All other criteria remain locally determined. As such, the criteria used for reclassification in the Fremont Union High School District are the following: (1) Summative ELPAC Overall score of "4", (2) Final semester grades in academic classes of "C" or higher, (3) 9.0 grade equivalence in reading based on Gates McGinities or another district-approved reading assessment AND a passing score on a writing task, and (4) parental consultation/opinion. Reclassification of EL students is conducted on an annual basis each spring following the finalization of the fall term final grades.

English Learning Reclassification Rate (%)

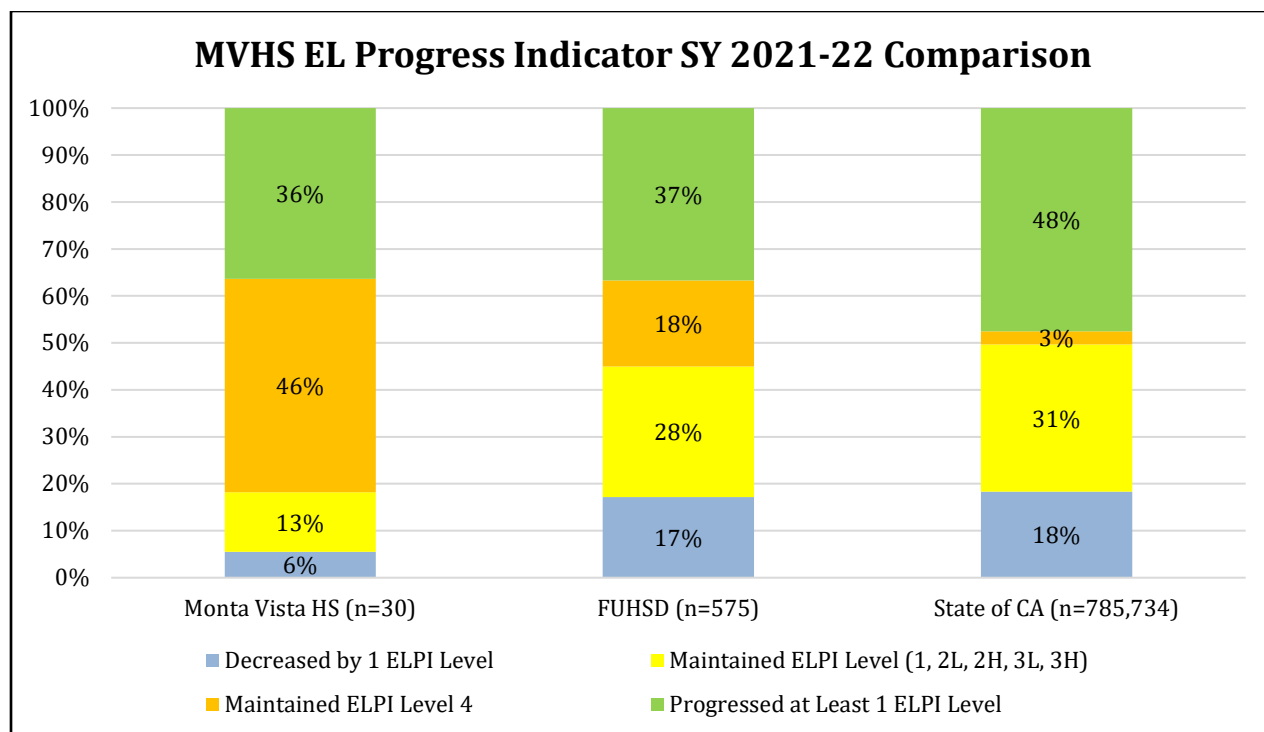| School Year	Students Reclassified (# RFEP'ed/Total EL)	Total EL Students (# EL/Total Students)
2015-16	11.8% (8)	2.8% (64)
2016-17	15.6% (10)	2.8% (65)
2017-18	24.6% (16)	3.1% (73)
2018-19	26% (19)	3.2% (73)
2019-20	17.8% (13)	3.5% (77)
2020-21	20.8% (16)	3.1% (63)

*SY 2019-20, and 2020-21 percentage of RFEP'ed students are lower due to difficulties in administering the Summative ELPAC remotely as a result of the COVID-19 pandemic.

English Learner Reclassification %
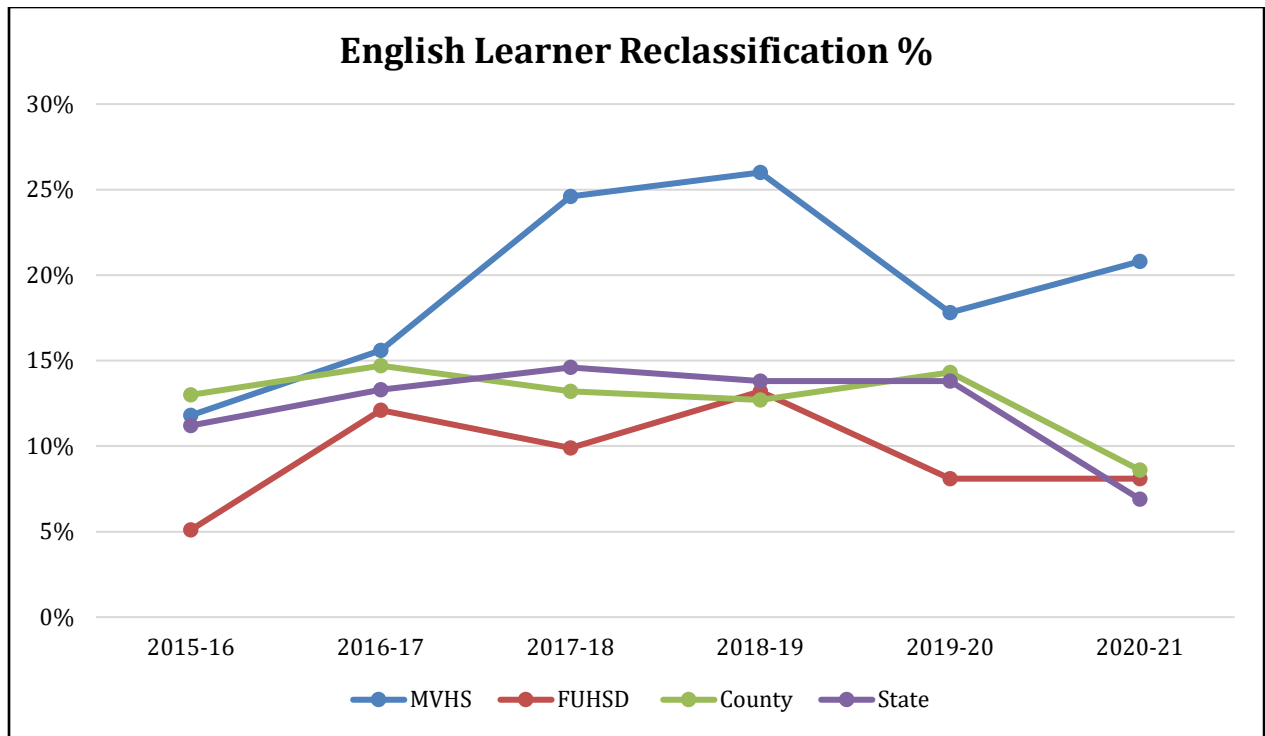
English Learner Progress Indicator (CA School Dashboard)

The California School Dashboard includes an English Learner Progress Indicator (ELPI), based on student performance on the ELPAC Summative assessment. This indicator measures student progress toward English language proficiency in terms of movement by performance level. For the ELPI, "progress" is defined as a student who maintains a performance level 4 (highest possible) from the previous year or increases one or more performance levels. The charts below represent the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e. levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level. Fremont Union High School District earned a status level of "low" for the English Progress Indicator on the CA School Dashboard for SY 2021-22. Monta Vista HS earned a status level of "very high" for ELPI on the CA School Dashboard for SY 2021-22.

MVHS EL Progress Indicator SY 2021-22 Comparison

Category	Monta Vista HS (n=30)	FUHSD (n=575)	State of CA (n=785,734)
Progressed at Least 1 ELPI Level	36%	37%	48%
Maintained ELPI Level 4	46%	18%	3%
Maintained ELPI Level (1, 2L, 2H, 3L, 3H)	13%	28%	31%
Decreased by 1 ELPI Level	6%	17%	18%

Legend:
- Decreased by 1 ELPI Level
- Maintained ELPI Level (1, 2L, 2H, 3L, 3H)
- Maintained ELPI Level 4
- Progressed at Least 1 ELPI Level

School Site Commentary

Monta Vista is proud of the performance of our English Learners and their progress towards fluency in the English language.

Out of all of our English Learners, 89% are moderately or well developed in regard to overall achievement levels.

Our English Learners continue to perform higher than their peers across the county and state with an increase to their reclassification rate (up from 17.8% to 20.8%) and 82% of English Learners making progress towards English Proficiency based on maintaining ELPI level 4 or progressing at least 1 ELPI level.

Our English Learner Program continues to be excited and proud of their work with our English Learners.

Cohort Graduation Rates

Cohort Graduation Rates

California adopted the adjusted four-year cohort methodology to calculate graduation and dropout rates, consistent with federal guidelines, beginning with the Class of 2017. This methodology involves tracking students longitudinally using the California Longitudinal Pupil Achievement Data System (CALPADS), and accounts for students who enter or leave the school district over the course of four years. Students who continue for a 5th year or in Adult Education, or who earn a high school proficiency exam, are not included in the "high school diploma graduates" calculation.

Student Group	Class of 2020		Class of 2021		Class of 2022	
	% Graduated	# in Cohort	% Graduated	# in Cohort	% Graduated	# in Cohort
Asian	98.9%	449	98.1%	463	99.5%	403
Hispanic or Latino	85.7%	21	76.5%	17	89.5%	19
White	92.1%	76	96.6%	58	94.8%	58
Two or More Races	94.1%	17	100.0%	28	100.0%	27
English Learners	96.2%	26	80.0%	20	96.3%	27
Students w/ Disabil	90.0%	40	73.7%	38	93.8%	32
Socioecon Disadv	90.7%	54	86.8%	38	94.1%	51
All Students	**97.4%**	**570**	**97.4%**	**572**	**98.6%**	**511**

Cohort Graduation %
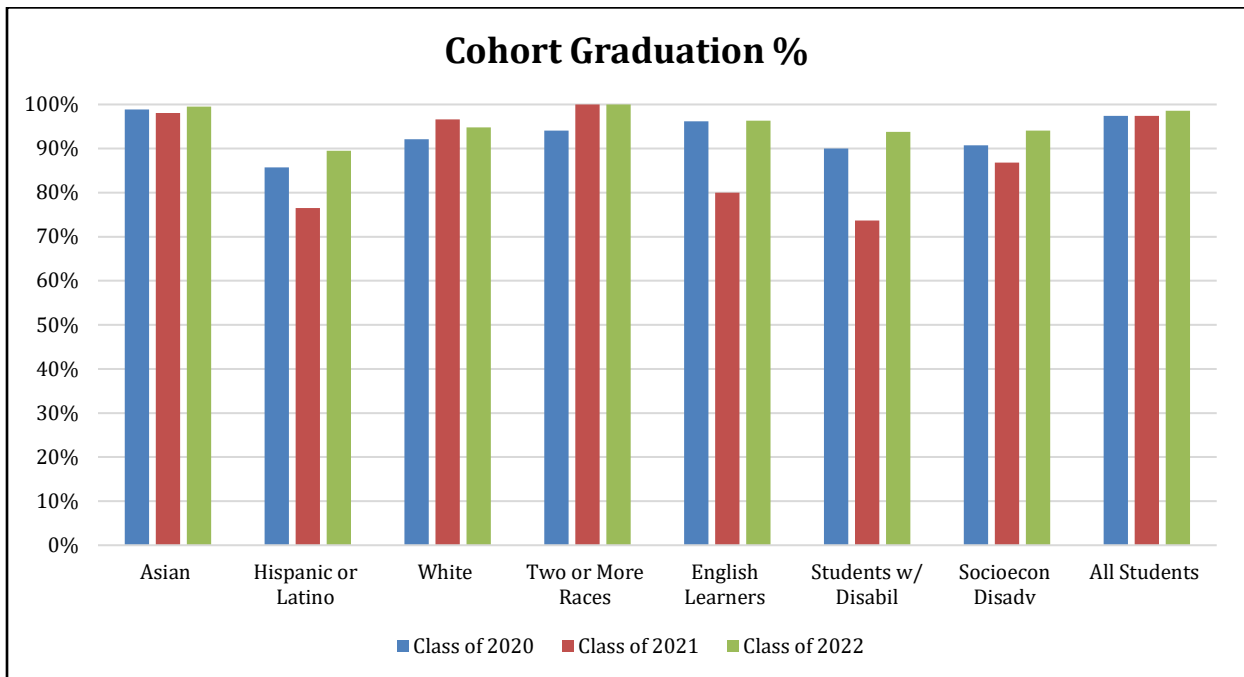
CA School Dashboard Graduation Indicator

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
• All Students • Asian	• Socioeconomically Disadvantaged • Students with Disabilities • White	• n/a	• n/a	• n/a

School Site Commentary

Monta Vista students have consistently had strong graduation rates and low dropout rates over the years.

Last year for all students, the graduation rate increased slightly from 97.4% to 98.6%.

While the percentage of overall students graduating slightly increased, we also saw an increase to all four student groups for our WASC growth target. Students with Disabilities (up from 73.7% to 93.8%), Hispanic or Latinx (up from 76.5% to 89.5%), English Learners (up from 80% to 96.3%), and Socio-Economically Disadvantaged (up from 86.8% to 94.1%) student groups all experienced increases.

Our goal remains the same, to have all students achieve at their highest level and this includes graduation rates in all student groups.

College Readiness

California School Dashboard: College and Career Readiness Indicator

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, completion of a Career Technical Education (CTE) pathway, completion of college courses, or passing AP exams or the CAASPP assessments. Due to COVID-19, The CCI was not published for Class of 2022 on the California School Dashboard and is expected to resume reporting for Class of 2023.

Graduates Meeting UC/CSU A-G Course Requirements

Students must complete at least 15 courses in 7 content areas (a-g) with a "C" or higher to meet minimum UC/CSU eligibility requirements.

Student Group	Class of 2020		Class of 2021		Class of 2022	
	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met
Asian	449	96%	463	96%	403	96%
Hispanic or Latino	21	67%	17	46%	19	59%
White	76	70%	58	89%	58	82%
Two or More Races	17	88%	28	89%	27	82%
English Learners	26	72%	20	81%	27	89%
Students w/Disabilities	40	39%	38	50%	32	43%
Socioecon Disadv	54	74%	38	85%	51	81%
MVHS All Students	**570**	**91%**	**572**	**94%**	**511**	**92%**

UC/CSU Met %

Legend: ■ Class of 2020   ■ Class of 2021   ■ Class of 2022
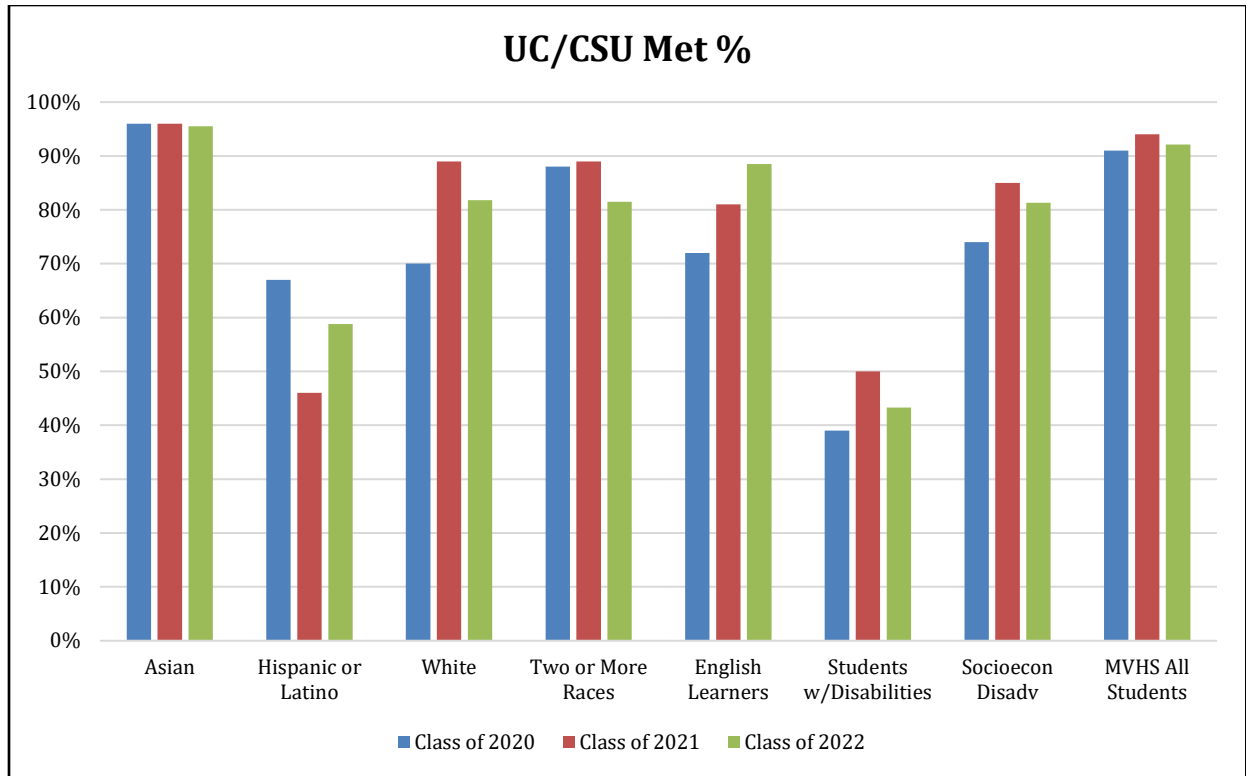
School Site Commentary

Monta Vista continues to prepare a large number of students for life after high school, including both college and career.

In 2022, the UC/CSU A-G rate for our students slightly decreased overall from 94% to 92%. The 92% UC/CSU A-G rate, while lower than the rate in 2021, is an increase from 91% during the years of 2018, 2019, and 2020.

While the percentage of overall UC/CSU A-G rate slightly decreased, we also saw an increase to two of our four student groups for our WASC growth target. English Learners (up from 81% to 89%) and Hispanic or Latinx (up from 46% to 59%) student groups experienced an increase. Students with Disabilities (down from 50% to 43%) and Socio-Economically Disadvantaged (down from 85% to 81%) student groups experienced a decrease.

Monta Vista remains committed to ensuring that all students are college and career ready.

STATUS UPDATE OF WASC 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 (SWD, Hispanic or Latinx, EL, SED)

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) Follow up with students identified from the 8th grade high risk list within the first three weeks of school and ongoing	PLCs Solution Tree Middle School At-Risk Lists	Team Leads SAT Admin GCs	Every three weeks Every three weeks
Implement Targeted Tutorials to support struggling students with D/Fs	Explore and research other school structures with a targeted tutorial system Increase teacher initiated invitations for students with D/Fs to attend tutorials Develop pilot program for schoolwide targeted tutorial system	 PLCs GCs	Tutorial Task Force Team Leads DLs Tutorial Task Force	2020-2021 2020-2022 2022-2024

			Admin	
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, SWD, Hispanic or Latinx, 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

Analysis of Progress

Overall progress in 2022-23 for our students here at Monta Vista continues to be positive. Our students as a whole continue to perform well compared to their peers in the county and the state. And, we have work to do supporting all students, in particular our Students with Disabilities, Hispanic or Latinx, English Learners, and Socio-Economically Disadvantaged student groups.

Our current work supporting our district's LCAP Goal #1 is around providing support and interventions for struggling students with a D or F grade. This includes monitoring our four student groups from our WASC action plan in a more systemic manner, similar to a Student Assistance Team, for administrators to determine intervention strategies and other resources to work with students, families, and teachers that best support our students and their learning.

During this work in term 1 of this 2022-23 school year, we have seen the number of D or F students in our four student groups both decrease from the prior year and decrease over the course of the term. Students with Disabilities (down from 29 to 20 students), Hispanic or Latinx (down from 22 to 14 students), English Learners (down from 16 to 15 students), and Socio-Economically

Disadvantaged (down from 31 to 22 students) student groups decreased in the number of D or F students from 2021-22 to 2022-23. Students with Disabilities (down from 27 to 20 students), Hispanic or Latinx (down from 24 to 14 students), English Learners (down from 23 to 15 students), and Socio-Economically Disadvantaged (down from 31 to 22) student groups decreased in the number of D or F students during the course of term 1 in 2022-23.

This term 1 letter grade data along with CAASPP scores, graduation rates, and UC/CSU A-G rates for our Students with Disabilities, Hispanic or Latinx, English Learners, and Socio-Economically Disadvantaged student groups is moving in a positive direction for our students.

We are looking forward to implementing a Guided Studies Program, staffed with an Interventions Program Assistant, here at Monta Vista during this term 2 of 2022-23. This Guided Studies Program will further support our four student groups through our administrative Student Assistance Team.

Monta Vista will continue to reflect with students, families, and staff as we look to think and do different in our efforts to support all students as we aspire to the goal of having all students achieve at their highest level.

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.

Monta Vista High School WASC Goal	PLC Work: Analyze data to 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.
Monta Vista High School Target(s)	• 100% of PLC teams will analyze student data for students getting D/F at the second progress report • 100% of PLC teams will complete a beginning, middle and end-of-year self-assessment surveys which will include details about the grading and redemptive practices used by members of the PLC • 100% of PLC teams will complete at least one cycle of inquiry for a CFA, which will include analysis of student work, per semester as monitored by self-assessment surveys

DATA PRESENTATION

Scholastic Achievement Test (SAT) Results

	MVHS			FUHSD			Nation		
	2020	**2021**	**2022**	**2020**	**2021**	**2022**	**2020**	**2021**	**2022**
Number of students tested	434	389	371	1,822	1,434	1,670	2,198,460	1,509,133	1,737,678
Math Average	727	734	727	697	724	712	523	528	521
Evidence-based Reading and Writing Average	678	682	682	657	675	667	528	533	529

School Site Commentary

Monta Vista students continue to perform well on assessments such as SAT. While there was a slight decrease in Math (down from 734 to 727), Evidence-based Reading and Writing remained the same (682). The averages over the past 3 years remain relatively unchanged with a slight increase in Evidence-based Reading and Writing (up from 678 to 682).

Monta Vista students continue to perform higher than their peers across the nation.

Advanced Placement (AP) Results

AP Tests	2019-20	2020-21	2021-22
# of AP Test Takers	1,165	1,092	982
Total # of Exams Taken	3,050	2,778	2,545
% of Scores 3 or Greater	93%	87%	86%

*Many students take exams in more than one subject. The average at this school for the 2021-22 school year was 2.59 exams per student. Data from The College Board AP Reports.

AP Course Enrollment by Student Group Current Year: 2022-23

Subject area	Asian		Filipino		Hispanic		White		Two or More Races	
	# Stu	% of area	# Stu	% of area	# Stu	% of area	# Stu	% of area	# Stu	% of area
English	78	91.8%		0.0%		0.0%	3	3.5%	4	4.7%
Math	533	90.5%	4	0.7%	3	0.5%	23	3.9%	24	4.1%
Other	192	93.7%		0.0%		0.0%	6	2.9%	7	3.4%
Science	681	89.4%	6	0.8%	8	1.0%	41	5.4%	22	2.9%
Social Science	439	88.3%	7	1.4%	7	1.4%	22	4.4%	18	3.6%
World Lang	117	88.0%	1	0.8%	2	1.5%	5	3.8%	7	5.3%
Grand Total	**2040**	**89.8%**	**18**	**0.8%**	**20**	**0.9%**	**100**	**4.4%**	**82**	**3.6%**

Subject Area	SpEd		LEP		SED		
	# Stu	% of area	# Stu	% of area	# Stu	% of area	Total # Stu
English	0	0.0%	0	0.0%	6	7.1%	85
Math	4	0.7%	6	1.0%	23	3.9%	589
Other	1	0.5%	2	1.0%	10	4.9%	205
Science	5	0.7%	4	0.5%	27	3.5%	762
Social Science	4	0.8%	4	0.8%	18	3.6%	497
World Lang	2	1.5%	6	4.5%	3	2.3%	133
Grand Total	**16**	**0.7%**	**22**	**1.0%**	**87**	**3.8%**	**2271**

AP Course Enrollment by Student Group Comparison Year: 2021-22

Subject area	Asian		Hispanic		White		Two or More Races		Total # Stu
	#	%	#	%	#	%	#	%	
English	59	93.65%		0.00%	1	1.59%	2	3.17%	63
Math	528	89.64%	2	0.34%	31	5.26%	25	4.24%	589
Other	143	93.46%		0.00%	7	4.58%	2	1.31%	153
Science	667	88.11%	8	1.06%	47	6.21%	26	3.43%	757
Social Science	404	87.45%	7	1.52%	30	6.49%	14	3.03%	462
World Lang	114	89.06%	1	0.78%	4	3.13%	9	7.03%	128
Grand Total	**1,915**	**88.99%**	**18**	**0.84%**	**120**	**5.58%**	**78**	**3.62%**	**2,152**

Subject area	SpEd		LEP		SED	
	#	%	#	%	#	%
English	1	1.59%	1	1.59%		0.00%
Math	6	1.02%	9	1.53%	25	4.24%
Other	2	1.31%	2	1.31%	6	3.92%
Science	5	0.66%	9	1.19%	37	4.89%
Social Science	4	0.87%	7	1.52%	28	6.06%
World Lang	2	1.56%	6	4.69%	12	9.38%
Grand Total	**20**	**0.93%**	**34**	**1.58%**	**108**	**5.02%**

School Site Commentary

Monta Vista students continue to challenge themselves while in high school by enrolling in AP or college level curriculum.

While we are decreasing in school enrollment, we still saw 982 students taking 2,545 AP exams in 2022. Data from College Board reports this to be 2.59 exams per student with 86% of scores being a 3 or higher.

The percentage of students in our student groups enrolled in AP courses over the past years remains relatively unchanged in that our Hispanic or Latinx, White, Students with Disabilities, English Learners, and Socio-Economically Disadvantaged student groups are underrepresented in AP classes.

Increasing representation for these student groups in AP classes is a work in progress. We continue to work with students and their families to match their interest and passions to their rigor in regard to course selection that best supports their learning. This includes encouragement for all students, including programs such as AVID, to challenge themselves to learn at their highest level while maintaining a focus on their personal wellbeing.

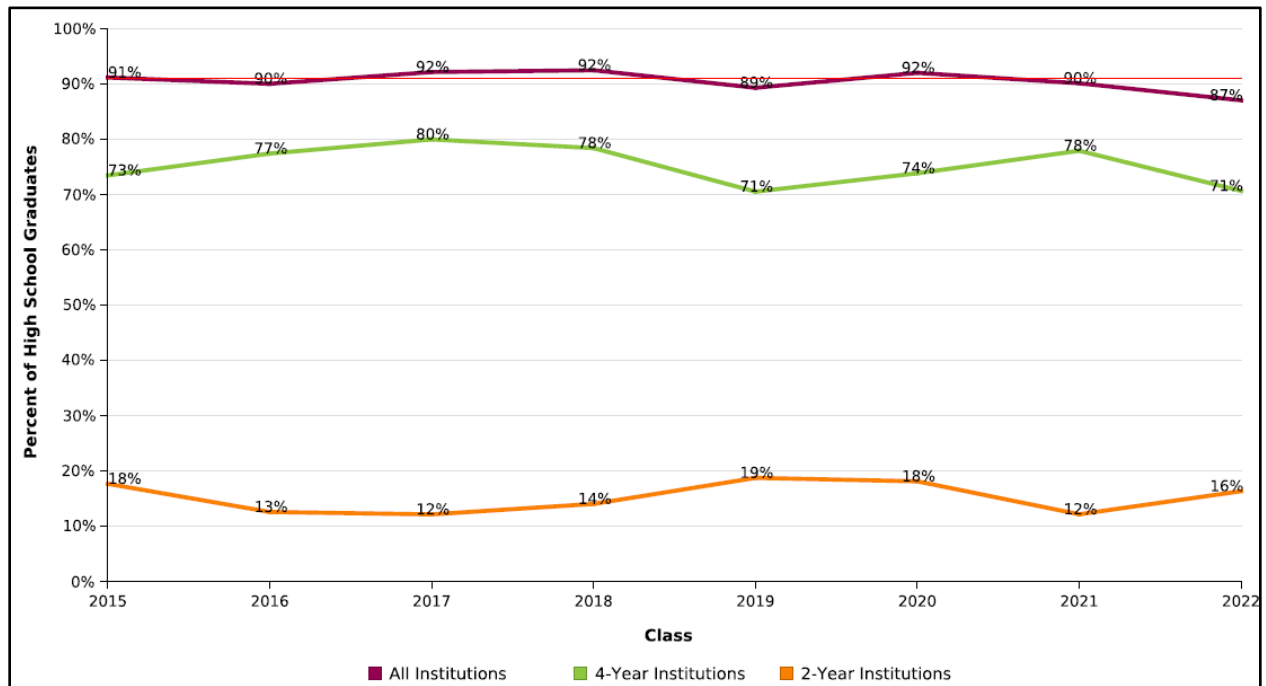## Post-secondary enrollment persistence, graduation

Post-secondary program data is made available to us through a number of different sources, including the National Student Clearinghouse (NSC). For this resource, our graduate data is matched against enrollment records of participating post-secondary institutions. Participation in this service is by subscription and is voluntary; not every program our students attend after high school is included.

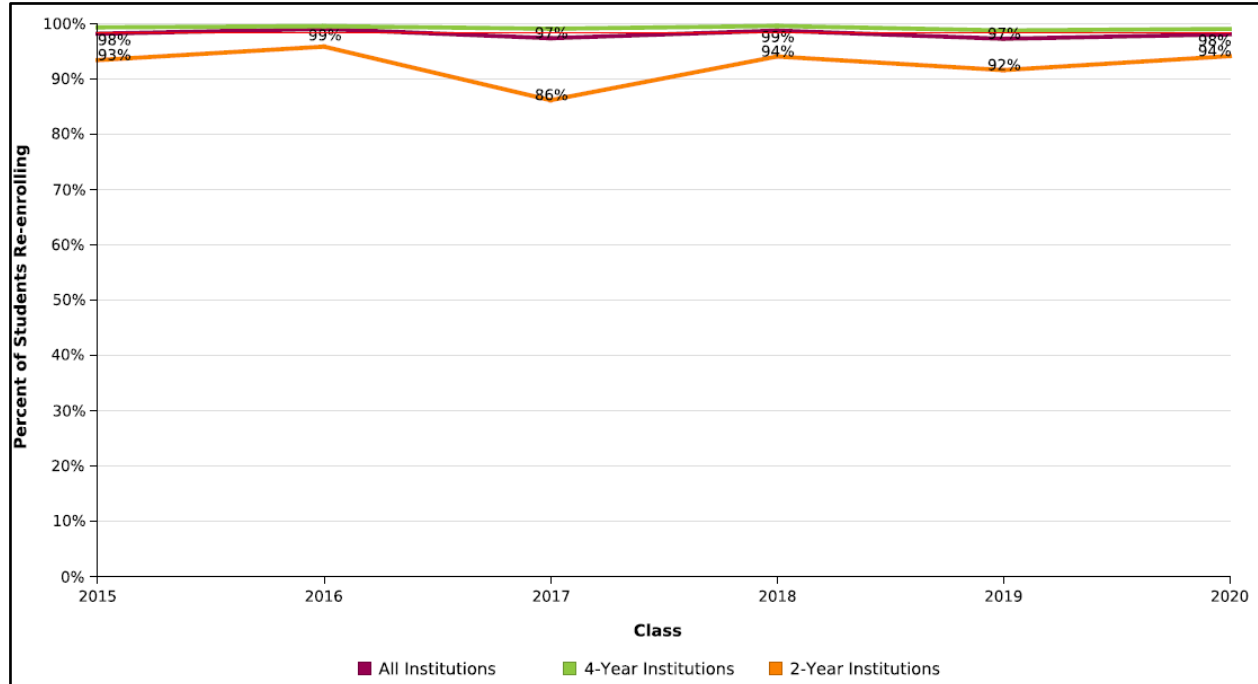### Post-secondary Enrollment and Graduation by Cohort

Students Entering Post-Secondary Institutions Immediately after High School
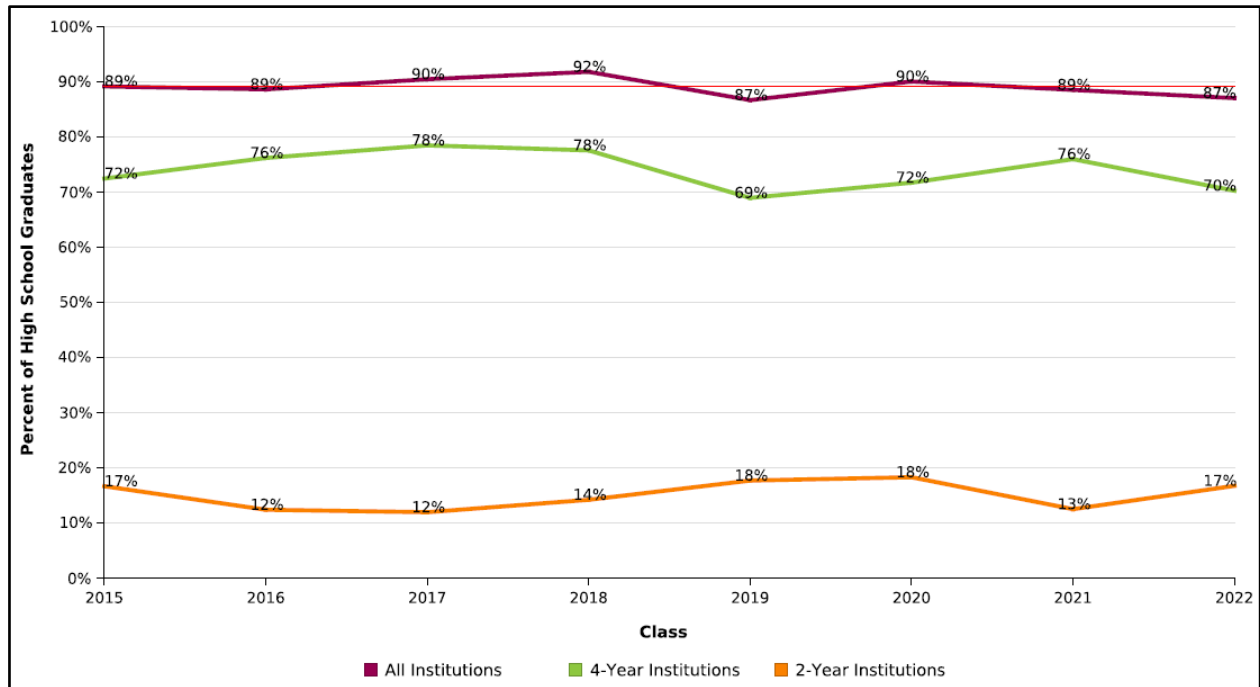
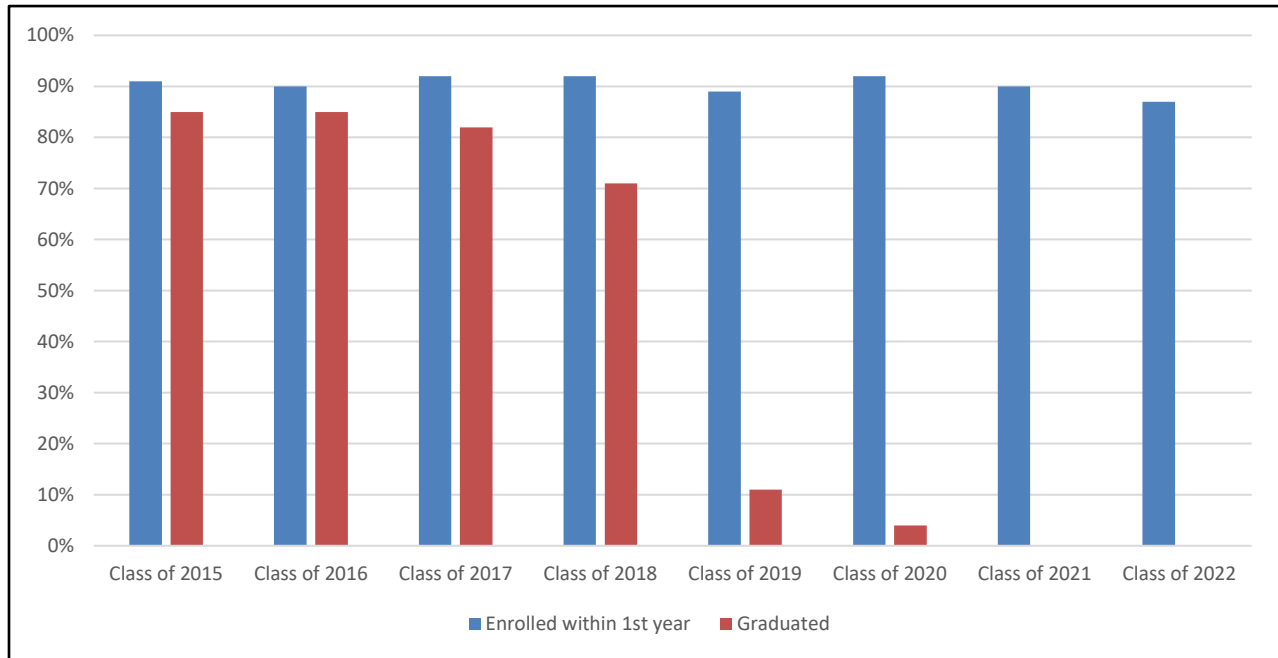## Students Entering Post-Secondary Institutions within 1 Year after High School

Students Enrolled in College the First Year Who Returned for a Second Year (Freshman to Sophomore Persistence)

Post-secondary Enrollment and Graduation by Cohort

	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
Enrolled within 1st year	91%	90%	92%	92%	89%	92%	90%	87%
Graduated	85%	85%	82%	71%	11%	4%	--	--

School Site Commentary

Our Monta Vista students continue to consistently access both 2-year and 4-year post-secondary institutions after high school at high rates (17% for 2-year, 70% for 4-year, 87% for all institutions).

The persistence rate from freshman year to sophomore year for our students at post-secondary institutions continues to consistently also be at high rates (94% and higher).

Not only do our students go to and stay at post-secondary institutions at high rates, they also graduate from post-secondary institutions at high rates (85% for the classes of 2015 and 2016).

STATUS UPDATE OF WASC ACTION PLAN

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

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 Summer Work Days Sub Release Days	Team Leads	2021-2026
	Reevaluate and redefine expectations of "coherence" and "consistency" in each PLC team		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 Work	Administration and PLC Team Leads and DLs meet together for regular check-ins and progress update	Collaboration Time	Admin Team Leads DLs	Monthly
	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

Analysis of Progress

Monta Vista looks to address our district's LCAP Goal #2 through our course-alike PLC collaborative teamwork that occurs mostly on Wednesdays and Fridays for 50 minutes during our late start collaboration times.

We designate our collaborative time to a two-team model, a Primary PLC and a Secondary PLC. Teams at our school have collectively committed to working through continuous cycles of the FUHSD guiding questions with a continued focus on intervening for student now. This means that our PLCs work collectively to develop essential learnings, develop common formative assessments, discuss the use of high leverage teaching strategies, analyze student work, and intervene for students that have not yet learned what is essential.

While Monta Vista has made progress over the years around coherence and consistency within courses through our course-alike PLC work with our FUHSD guiding questions, our staff here in 2022-23 has engage in professional development around equitable grading practices. Specifically, our staff has been learning about the three pillars of equitable grading practices (accuracy, bias resistant, and motivation) and one strategy or practice within each pillar (accuracy – avoiding zeros, bias resistant – grades based on student work, not timing of work, and motivation – retakes

and redos). Each course-alike PLC this year has been tasked with choosing one or more of the equitable grading practices to implement during the 2022-23 school year.

In the process of implementation during this first year of a more systemic approach across Monta Vista with equitable grading practices, we are supporting our teams through a series of self-assessment surveys and check in times for department leads, team leads, and administrators. Through this support, our staff has asked for help with retakes and redos during tutorial time as the number of retakes and redos has increased. A working group in our Leadership Team has helped to create a pilot program that will be implemented for 4 weeks in March that includes administrators proctoring retakes and redos during tutorial time every Friday in our Student Union. The idea is to continue with the higher number of retakes and redos with administrative support while providing more time to staff in the classrooms for other interventions to support student learning.

FUHSD LCAP GOAL #3 Every student will feel safe, cared about, and both academically and socially engaged in school.

| Monta Vista High School WASC Goal	SEL/Wellness: Every student will feel cared for as a human being and learner.
Monta Vista High School Target(s)	• 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

DATA PRESENTATION

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Discipline and Absenteeism

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Expulsions (multiple years)

School Year	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2019-20	2,213	1	1	0.05%	0.05%
2020-21	2,052	0	0	0%	0%
2021-22	1,875	0	0	0%	0.09%

Suspensions by Category Over 3 Years
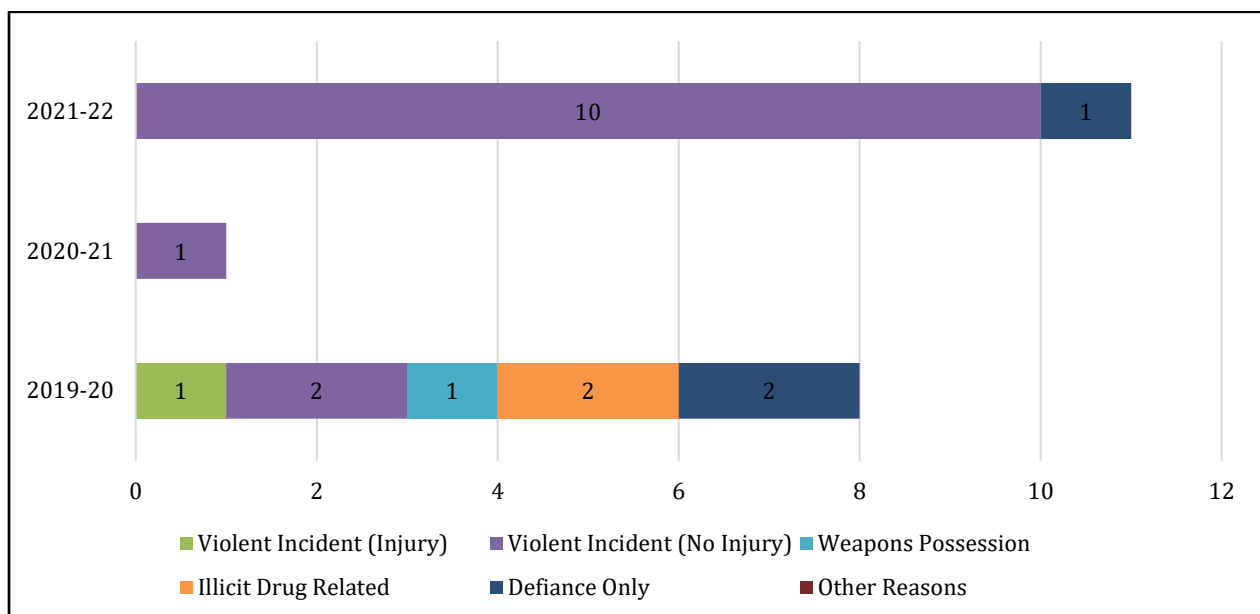
Student Groups	2019-20			2020-21			2021-22		
	# stu	%	# total cohort	# stu	%	# total cohort	# stu	%	# total cohort
Asian	3	0.2%	1,726	1	0.1%	1,605	5	0.3%	1,439
Filipino	0	0.0%	14	0	0.0%	16	0	0.0%	21
Hispanic/Latino	1	1.2%	82	0	0.0%	74	2	2.5%	79
White	3	1.2%	252	0	0.0%	205	2	1.2%	173
Two or More Races	1	1.0%	105	0	0.0%	100	0	0.0%	101
All Students	**8**	**0.4%**	**2,213**	**1**	**0.0%**	**2,052**	**9**	**0.5%**	**1,875**

students is an unduplicated count. Some students may have been suspended more than once; this is reflected in the suspension rate. The CDE hasn't published accurate disaggregated subgroup data for suspension since 18-19 for ELL, SWD, and SPED.

CA School Dashboard Suspension Rate Indicator

Very Low (Highest Status)	Low	Medium	High	Very High (Lowest Status)
• All Students • Asian • Two or More Races	• English Learners • Socioeconomically Disadvantaged • White	• Students with Disabilities • Hispanic	• n/a	• n/a

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.

Due to COVID-related closures for SY 2019-20 the California Department of Education deemed the chronic absenteeism data unreliable and didn't report the associated percentages for subgroup absenteeism.

Group	20-21		21-22	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
Asian	1,600	1.2%	1,425	5.5%
Filipino	16	0.0%	20	0.0%
Hispanic/Latino	70	20.0%	77	37.7%
White	201	2.5%	169	10.7%
Two or More Races	100	2.0%	101	3.0%
English Learners	66	4.5%	76	7.9%
Students w/Disabilities	120	17.5%	121	26.4%
Socioeconomically Disadvantaged	131	6.9%	139	22.3%
All Students	**2,039**	**2.1%**	**1,853**	**7.2%**
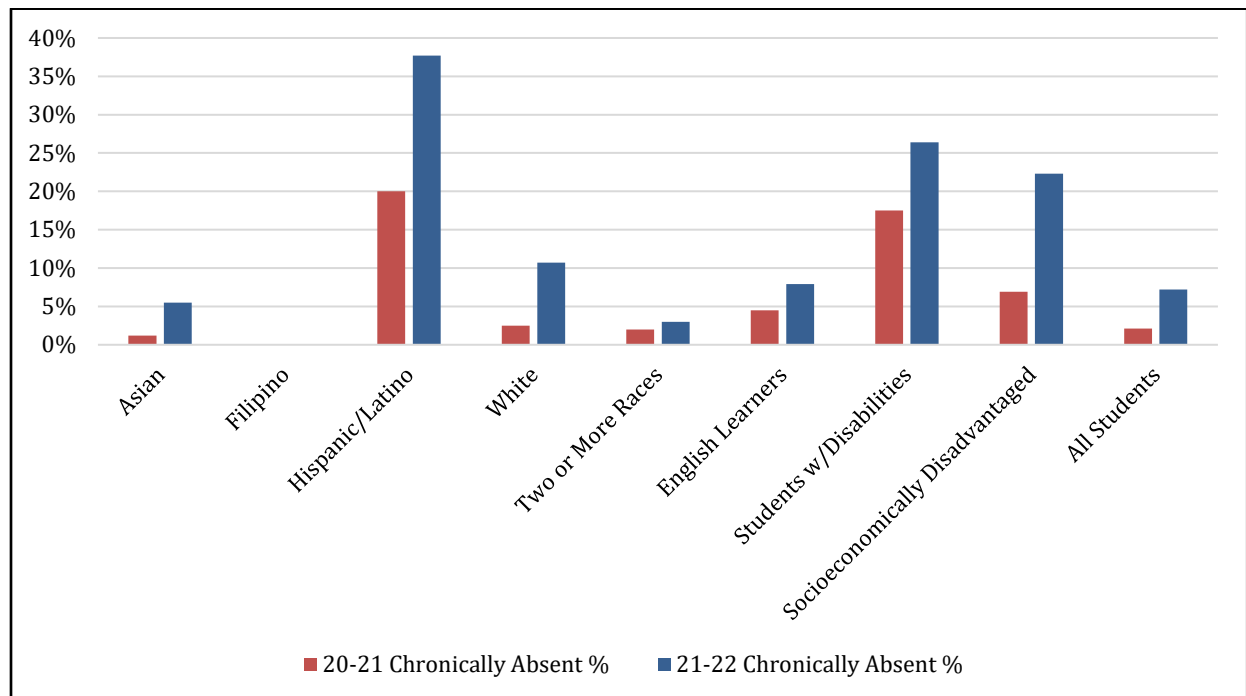
School Site Commentary
Monta Vista students continue to attend classes on a regular basis and do not miss many days away from class or learning due to suspension, expulsion, or chronic absenteeism.

Our suspensions and expulsions are very low and tend to be isolated incidents. Suspension numbers did increase slightly in 2021-22 as this the first full year back from remote learning (went to remote learning in March of 2019-20 and remained in remote learning for 2020-21).

Chronic Absenteeism is certainly being monitored much more tightly as we have returned from remote learning within FUHSD and at Monta Vista (remote learning for 2020-21 and in-person for 2021-22). This is an area for us at Monta Vista to dig into a bit to better support all students as our overall Chronic Absenteeism rate increased (from 6% in 2019, prior to remote learning, to 7.2%) and our WASC growth target is for the Chronic Absenteeism rate to be at 5% or less. In particular, our Hispanic or Latinx, White, Students with Disabilities, and Socio-Economically Disadvantaged student groups have higher percentages of chronic absentees than the overall school average.

STATUS UPDATE OF WASC ACTION PLAN

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

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 PLCs Summer Work Sub Release Days	Admin LT	2020-2021
	Research available SEL curriculum (including anti-bias education) for purchase and/or develop own lessons for piloting		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		Admin SEL Task Force LT	

	framework and curriculum as needed			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 Advisory	SEL Task Force SEL Task Force	Admin LT Equity Task Force	2022-2026
	Research potential equity topics to include in SEL activities and lesson plans			2021-2022
Increase parent education around SEL/Wellness	Explore strategies for increasing parent education at other school systems		SEL Task Force	2021-2024
	Plan and increase opportunities for parents to attend course selection informational sessions, guest speakers, coffee with counselors and college, and guidance parent presentations	PTSA GCs SEL Task Force CCC	Admin	2021-2024
	Ensure consistent messaging and language used between students and parents after SEL framework is established to share what students are learning at school	Schoology MV Website	Admin	2022-2026

Increase SEL professional development with staff to provide a comprehensive approach for student and staff wellness	Sharing of mindfulness and wellness activities as a staff	Staff Meetings Collaboration Meetings	SEL Task Force	2020-2026

Analysis of Progress

Monta Vista continues to aspire to create the conditions necessary for all students to learn at their highest level and we know that a culture of care can contribute to creating those conditions.

Taking a proactive approach to address our district's LCAP Goal #3, we continue to focus on building and maintaining positive relationships with our students. Our professional development and course-alike PLC work this year around equitable grading practices comes from the intersection of equity, SEL, and grading practices. Where those overlap, the center of that work, or the heart of the work is the student-teacher relationship. Our staff works hard to show care, build trust, build community, create safe space, and cultivate a culture of students taking risks and making mistakes to help them learn. A focus on equitable grading practices (accuracy – avoiding zeros, bias resistant – grades based on student work, not timing of work, and motivation – retakes and redos) reinforces and strengthens the work our staff is doing to build positive student-teacher relationships.

Our Counseling Team started our students off this year with Advisory lessons being focused on SEL. We continue to use CASEL as our SEL framework and in August, our Counseling Team led an Advisory lesson focused on the whole student and included helpful SEL information and strategies for students to use throughout the school year. This has been followed by FUHSD SEL Advisory lessons that focus on helping students grow their awareness of their brain, their mood states, and how to take care of themselves when they are feeling triggered and on helping students grow their awareness of themselves in relation to others. At the start of term 2, our Advisory lesson/time was focused on the first comprehensive wellness survey our students have taken in 3 years. Monta Vista is looking forward to working with the FUHSD Wellness Task Force to dig into that data to continue to support our students socially and emotionally.

Our Monta Vista Equity & SEL Task Force is comprised of students and staff. We have 8 working groups within the task force and one of the working groups is supporting our efforts to open a wellness space on campus for students. We now have a location, a room within our Library as it is very much the central hub to our campus. And, we also have some furniture appropriate for a wellness space in that room. Our task force working group is taking the approach of 3 phases to the wellness space. Phase 1 would be opening the wellness space during term 2 of this school year as a space for students to go during times such as before school, tutorial, brunch, lunch, and after school. Phase 2 would be staffing the wellness space with a classified position so that access to the wellness space could expand to cover the entire school day. Monta Vista is working with FUHSD now in hopes that this will occur at some point during term 2 of this school year. Phase 3 would be staffing the wellness space with a dedicated school-based therapist and that timeline is currently unknown

as we hope to partner in the future with an outside program, such as with the county, to help with the funding of the staffing.

One unique opportunity for our staff that is new this school year is the opportunity for wellness coaching, individual or group, with Family & Children Services, a Division of Caminar. This wellness coaching is available to our staff in-person, Zoom, or by phone. The goal of the wellness coaching for staff is to help reset and restore so that our staff are better able to serve the needs of our students.

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.

Monta Vista High School WASC Goal	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.
Monta Vista High School Target(s)	• 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

DATA PRESENTATION

In a community survey conducted in January 2022, the FUHSD continues to be viewed favorably and rated positively by most, and the high schools' quality education and reputation remain the District's top attributes. Six in ten say the District is doing an "excellent" or "good" job in its handling of COVID-19.

School Site Commentary

Monta Vista looks forward to seeing the results of the wellness survey from January of 2022 and please see further comments below under *Analysis of Progress*.

STATUS UPDATE OF WASC ACTION PLAN

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

TASK	STEPS	RESOURCES	WHO	TIMELINE
Increase opportunities for parent and	Develop and implement annual student/parent survey about SEL and	SEL Task Force GCs	Admin	2021-2024

student involvement and feedback	Connectedness for each grade level			
	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

Analysis of Progress

Monta Vista continues to work to provide opportunities to students and families to learn about and give feedback on school priorities, expenditures, and programs.

We have positive relationships with our School Site Council (SSC), Parent Teacher Student Association (PTSA), and Associated Student Body (ASB) Leadership Class and Legislative Council. SSC continues to help guide us on expenditures that support the growth of both students and staff. PTSA continues to be think partners with us as a school community and has formed a student committee that provides feedback each meeting to the principal. ASB Legislative Council continues to seek out from our student body what Monta Vista does well, what Monta Vista could do better, and what events they would like to see at Monta Vista. This helps guide their work as student leaders on campus and provides us as a school with feedback on how to better serve our students.

Our Monta Vista Equity & SEL Task Force, made up of students and staff, is continuing our journey to think about transforming our campus culture to the one we are wanting and dreaming it to be. Student voice is important to us here at Monta Vista and we look to empower our students in this process. Our task force has 5 categories and 8 working groups. The 5 categories include Student Life, Campus Feel, & Wellness; Family Culture & Pressure; Curriculum, Grading, & Redemptive Practices; SEL Curriculum, Life Skills, & Mental Health; and Racism, Equity, & Inclusion. Many of our working groups have used surveys this school year as a means to better understand the needs of our students, families, and staff. One example would be our working group looking to design family education surveyed both students and families during term 1 about the parent-student connection and parent resource accessibility at Monta Vista. The next step for this working group is to implement, based on their findings from the surveys, a family educational opportunity at Monta Vista.

We are excited to say that Monta Vista is back to opening its doors again to in-person gatherings for our students and families to learn more about our school. These opportunities include our 9th Grade and New Student Orientations, 9th Grade and New Family Orientation, School Counselor Nights, Coffee with the Principal, Coffee with the Counselors, English Language Advisory Council (ELAC), Course Selection Information Nights, Math Informational Nights, Elective Night, Course Information Fair, Elective Lunch Fair, SSC, PTSA, and more.

New this year was the opportunity for students, families, and staff to attend in-person reflection sessions to provide input for our Monta Vista School Plan. One reflection session was held during the school day, and another was held after the school day to provide more flexibility to fit the needs of our school community. Monta Vista provided water, tea, coffee, and some snacks. The reflection sessions included looking at school data together, engaging in small group dialogue, and collecting feedback on Monta Vista's strengths and areas of improvement.