2023-24 SCHOOL PLAN
Mid-Year Update

Monta Vista High School

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

2023-2024 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 and per California AB104 legislation, Monta Vista offered a Pass/Fail option for the 20-21 school year. 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.

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)
   Belinda Olson (Gb-Lin)
   Sylvia Lam (Lio-Sg)
   Clay Stiver (Sh-Z)
College/Career Advisor
   Rogelio Calderon
Registrar
   Shilpi Jain

Class of 2024 by the Numbers

410 students

45 National Merit Semi-finalists

121 National Merit Commended

GPA Distribution for Class of 2024

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.
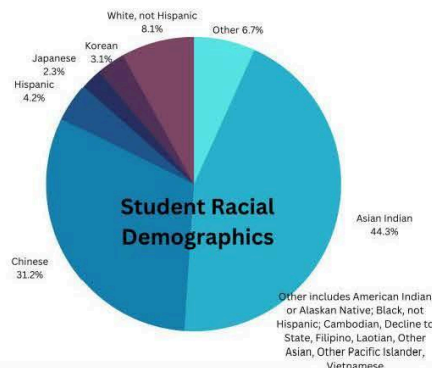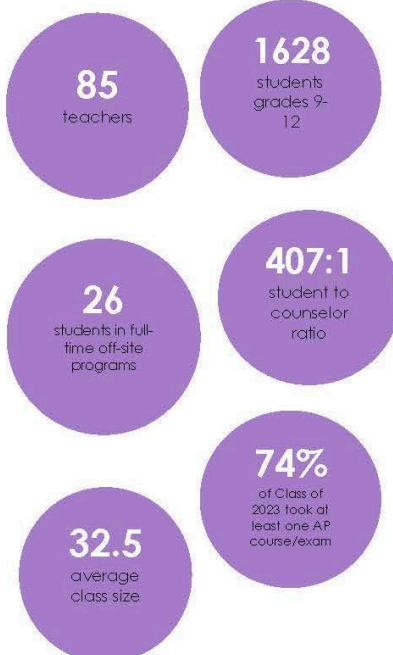
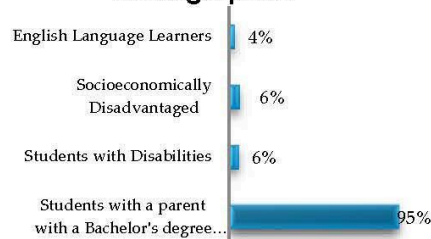| GPA Range	Students
3.75 - 4.0	184 (45.2%)
3.5 – 3.74	90 (22.1%)
3.0 – 3.49	95 (23.3%)
2.5 – 2.99	25 (6.1%)
2.0 – 2.49	8 (2%)
< 2.0	5 (1.2%)

Data as of 09/01/2023

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

85 teachers

1628 students grades 9-12

26 students in full-time off-site programs

407:1 student to counselor ratio

32.5 average class size

74% of Class of 2023 took at least one AP course/exam

Student Racial Demographics

White, not Hispanic 8.1%
Other 6.7%
Korean 3.1%
Japanese 2.3%
Hispanic 4.2%
Chinese 31.2%
Asian Indian 44.3%

Other includes American Indian or Alaskan Native; Black, not Hispanic; Cambodian, Decline to State, Filipino, Laotian, Other Asian, Other Pacific Islander, Vietnamese

Additional Student Demographics

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

Spring 2023 Assessment Snapshot

SAT*
372 students
682 (R) / 727 (M)
1408 mean composite
*data from Spring 2023

ACT*
171 students
30.5 (R) / 30.8 (M) / 29.2 (S)
30.5 mean composite
*data from Spring 2023

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
971 students took 2,831 exams
89% scores of 3 or higher
43% 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
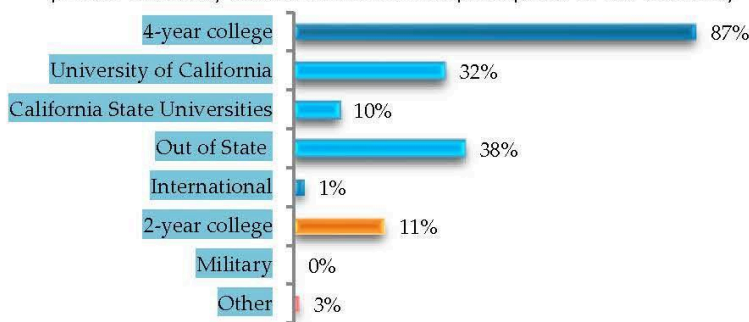**World Languages**
Honors 4 and AP Chinese, French, Japanese, Spanish

Accredited by
Western Association of Schools and Colleges

Class of 2023 Postsecondary Destinations
(based on survey data and final transcript requests of 485 students)

- 4-year college — 87%
- University of California — 32%
- California State Universities — 10%
- Out of State — 38%
- International — 1%
- 2-year college — 11%
- Military — 0%
- Other — 3%

In addition to University of California and California State Universities, recent MVHS Graduates (Classes 2020 – 2023) 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
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
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 manifests on a self, communal, and societal level—specifically via stereotypes/stock stories perpetuated in the world.	MVHS: 2
Beyond Literary Analysis	While there will always be a place for literary analysis in our English classrooms, this course seeks to support PLCs interested in designing authentic analytical writing tasks that require students to make choices about what it is they want to analyze; what their purpose is for writing analysis; who it is they want to write to; and the structure, word choice, and use of grammar and conventions that will best communicate their thinking to their audience.	MVHS: 7

Building Thinking Classrooms book club	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	MVHS: 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)	MVHS: 6

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.	MVHS: 2
Career Technical (CTE)	Career Technical Education (CTE) teachers and paraeducators met with the goal that by the end of the day they would be encouraged by success stories, heard by sharing challenges, and inspired by resources. Participants were provided an overview of CTE pathways, dual enrollment, and grants; student enrollment data; and model standards. There were presentations on web-based platforms that support the implementation of work-based learning. Participants were provided time to work with their pathway colleagues from across the district.	MVHS: 3
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!	MVHS: 0

| ELD 2/3 | ELD 2 Release Days: "District ELD 2 teachers collaborate to implement promising practices for language instruction that meet the needs of the students in front of us." After establishing this overarching collaborative purpose and establishing working agreements, teachers now voluntarily and periodically meet to share what curriculum their students have and are engaging with, the successes and challenges of implementation, and ideas or wonderings regarding next best steps for students. Texts such as Amplifying the Curriculum are used to ground curricular decisions and revisions, along with building a bank of student work samples to analyze as a team.

ELD 3 Release Day: "District ELD 3 teachers collaborate to implement promising practices - with continuously evolving common curriculum- for language instruction." After establishing this overarching collaborative purpose and establishing working agreements, teachers grounded their work for the year through reading about student-centered language scaffolding in Amplifying the Curriculum. Teachers noticed that the ELD 3 curriculum as outlined clearly included opportunities for amplified instruction; however, over time, actual implementation has become over-scaffolded. Teachers shared ideas for changes to support student growth, including examining rubrics and task cards for clear language objectives for students to reflect upon. | MVHS: 2 |
| Grading in Math | In this workshop, we will reflect on our grading practices so we can answer the questions, "What do we want our grades to do?" and "How can we grade to meet this goal?" We will explore effective practical grading tools that have been used by FUHSD math teachers for years. These tools will help us learn how we can grade in ways that not only accurately represent what our students know and can do, but also motivate students to keep persevering in our classes while making the work of grading easier for us as teachers. This workshop builds on the work PLC teams have done to clarify the essential learnings for their course as informed by the FUHSD Essential and Important Skills and will help teachers on PLC teams grade with greater precision. | MVHS: 2 |

High Leverage Practices	The purpose of the High Leverage Practices (HLP) PD is to support special education teachers in expanding their knowledge of research based best practices to support student learning in the least restrictive environment. All special education teachers participated in the first two sessions of this PD during Spring 2023 which targeted the HLPs of Adapting Tasks and Materials and Providing Scaffolded Supports. The final two sessions will happen in Fall 2023 and will focus on Strategies to Promote Active Student Engagement and Teaching Cognitive and Metacognitive Strategies. In addition to focusing on HLPs, teachers will frame their work using the essential beliefs of Universal Design for Learning: 1. Learner variability is the rule, not the exception 2. All learners can work toward the same firm goals and grade level standards 3. All students can become expert learners when barriers are removed.	MVHS: 7
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.	MVHS: 14
Queer Affinity Family	Using a Queer Educators in Community analytical framework, affinity professional development is about designing spaces of support, learning and healthy career development that are responsive to the needs of a particular marginalized community. Participants will be asked to participate in small/whole group community building, self-analysis, and written responses to critical questions. Emphasis on: intersecting identities, building community through shared experiences, understanding and recognizing heteroprofessionalism in the workplace, and agency.	MVHS: 6

	This affinity group strand is being offered as doctoral research conducted by James E. Aguirre through SJSU's Education Leadership Doctoral program.	
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? ● 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?	<u>English Language Arts</u> MVHS: 6 <u>Math (Alg 1)</u> MVHS: 6 <u>Science</u> MVHS: 6 <u>Social Studies</u> MVHS: 6

	- 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?	
Sexual Orientation, Gender Identity and Expression (SOGIE)	The purpose of this training, developed by R.I.S.E. is to build knowledge of information and issues to better Recognize, Intervene, Support and Empower LGBTQ+ youth in our school system. Our Sexual Orientation, Gender Identity and Expression (SOGIE) workshop will focus on: - Defining SOGIE in a comprehensible way, allowing us to become familiar with various terms and concepts that enable us to better serve and include our youth …and staff - Recognizing the challenges youth who identify as LGBTQ+ often face in our school system and community, and how to best support them - How to respond when our students come out - Actions we can take to advocate and create safer spaces for our LGBTQ+ youth at FUHSD - Accessing LGBTQ+ policies, practices and forms at FUHSD	MVHS: 3

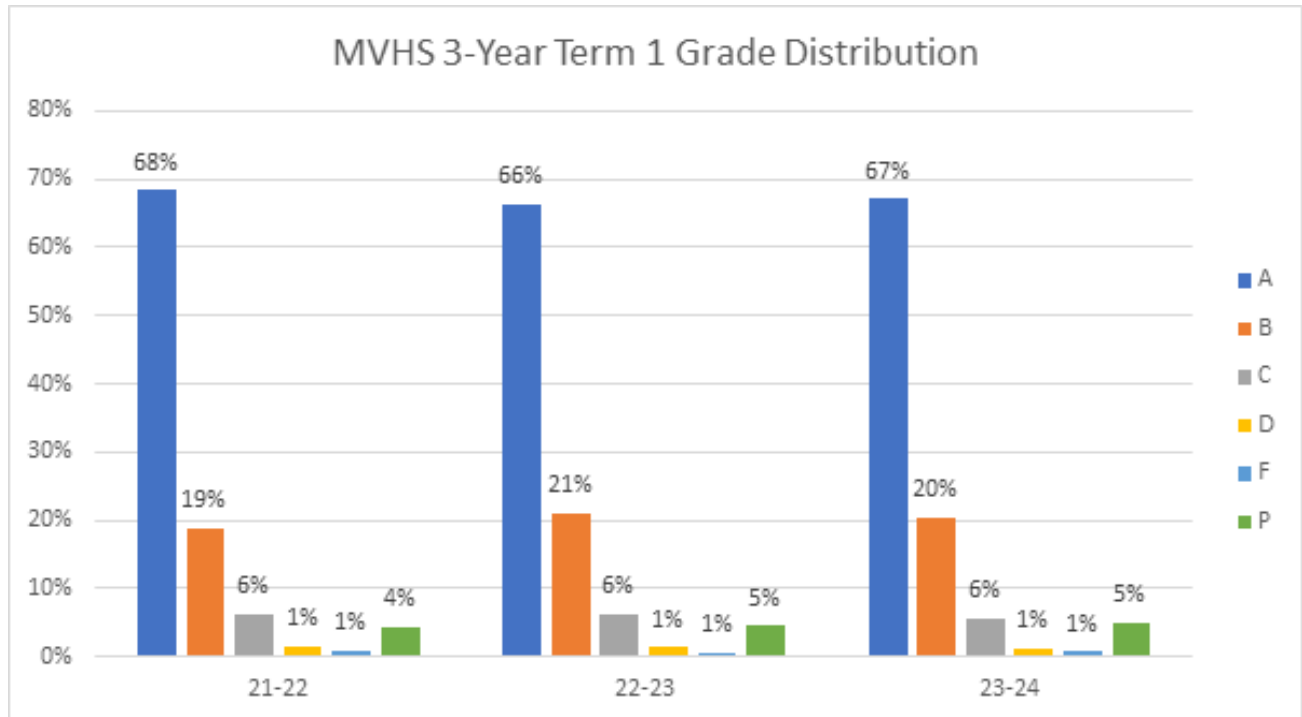| Trauma Informed Education & Social Emotional Learning (SEL) | **Trauma Informed Education and Social Emotional Learning (SEL)** - What are they and how do they intersect? The purpose of the Trauma Informed Education and SEL PD is to support all staff (certificated and classified) in expanding their knowledge and capacity to support student learning by creating an environment focused on the student-staff relationship and equitable outcomes. Emphasis will be on 4 core areas:

● How to deepen one's Self-Awareness, including strengths, implicit biases and triggers to increase equitable outcomes for students
● How to create a trauma-informed classroom environment, recognizing the benefit for all students
● How to teach core content more deeply, richer and in a mutli-dimensional way
● How to teach SEL skills explicitly so students are able to internalize and develop them
● Ability to highlight SEL concepts into the curriculum teachers already teach | MVHS: 3 |
| UDL Now Book Club | The purpose of the *UDL Now!* book club is to introduce teachers to Universal Design for Learning. Author Katie Novak has spent 20+ years in education and provides practical insights and strategies to support all learners by using the principles of universal design. She makes strong connections between UDL and equity, illustrates how providing voice and choice empowers learners, and gives examples and resources to help teachers plan proactively to reduce barriers in their lesson design and classrooms. By focusing on Universal Design for Learning, teachers will be continually examining and improving their practice to ensure high levels of learning for all students | MVHS: 1 |

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 Target(s)	● 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
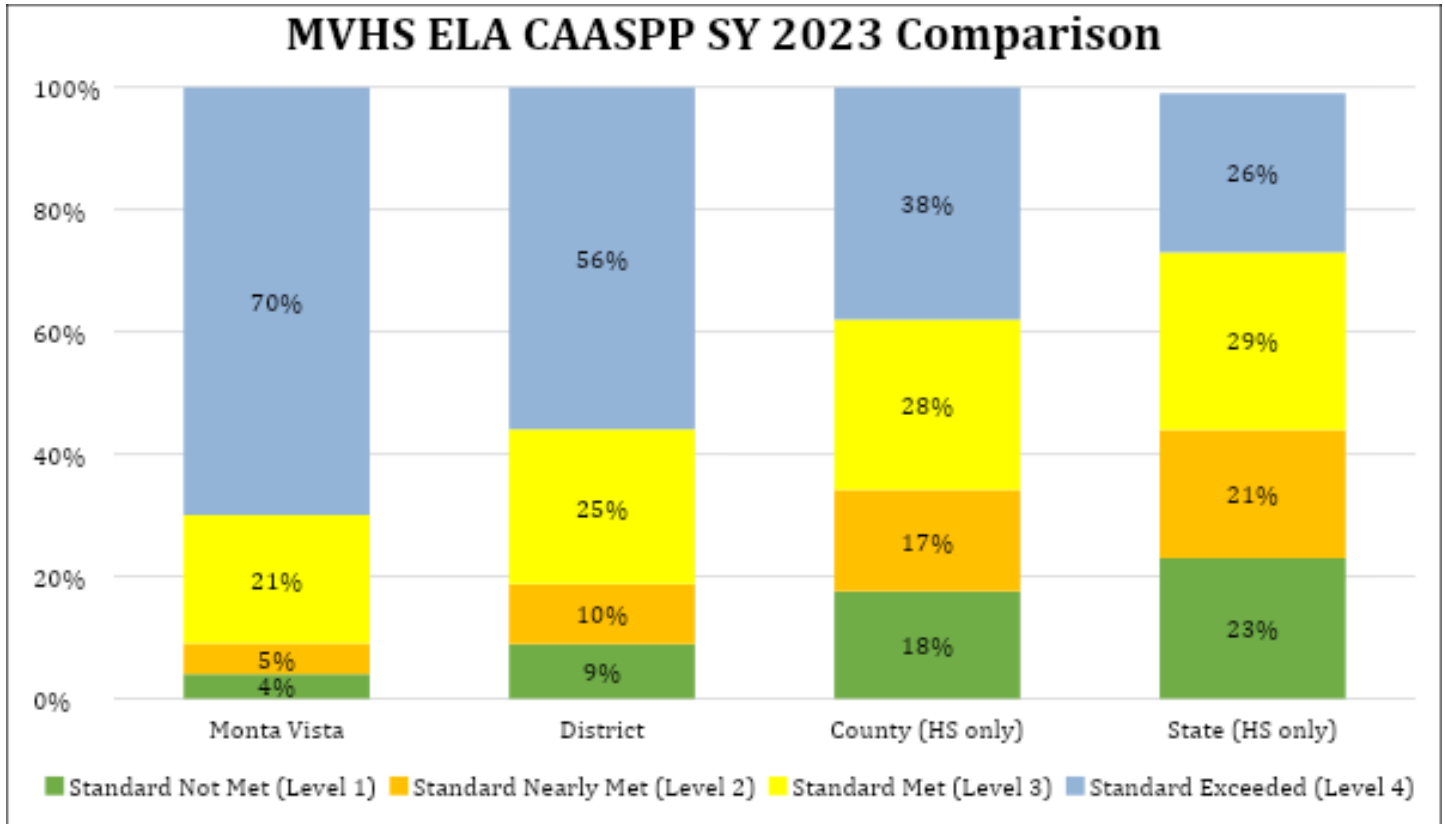
CAASPP Smarter Balanced Assessment Results

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 2023 Results by Achievement Level: School, District, County, State

Achievement Level	Monta Vista		FUHSD		County (HS only)		State (HS only)	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Standard Exceeded (Level 4)	70%	72%	56%	55%	38%	28%	26%	12%
Standard Met (Level 3)	21%	14%	25%	15%	28%	18%	29%	15%
Standard Nearly Met (Level 2)	5%	8%	10%	11%	17%	18%	21%	21%
Standard Not Met (Level 1)	4%	6%	9%	19%	18%	36%	23%	51%

MVHS ELA CAASPP SY 2023 Comparison

CA School Dashboard English Language Arts Indicator (Overall: High)

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
● Asian ● White	● No student groups	● No student groups	● No student groups	● No student groups

MVHS Math CAASPP SY 2023 Comparison

MVHS Math CAASPP SY 2023 by Subgroup

CA School Dashboard Mathematics Indicator (Overall: High)

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
● White	● Asian	● No student groups	● No student groups	● No student groups

School Site Commentary

Monta Vista students continue to do well with Term 1 letter grades and CAASPP results.

Monta Vista is in year three 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.

Overall for the 2023 CAASPP results, our students increased in the percentage of students meeting or exceeding the standard in ELA from 88% to 91% and slightly decreased in the percentage meeting or exceeding the standard in Math from 88% to 86%.

While the percentage of overall students meeting or exceeding the standard in CAASPP ELA increased, decreases were experienced for Students with Disabilities (down from 54% to 46%) and Socio-Economically Disadvantaged (down from 76% to 75%) student groups.

The percentage of overall students meeting or exceeding the standard in CAASPP Math slightly decreased by two percent as a whole. Decreases were also experienced for Students with Disabilities (down from 27% to 13%) and Socio-Economically Disadvantaged (down from 70% to 55%) student groups.

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 English Learner Progress measure looks at the progress that English learner students are making toward achieving English proficiency as measured on the ELPAC.

Group	Level 1	Level 2	Level 3	Level 4	Total Students Tested
EL in US < 1 yr	9%	36%	36%	18%	11
EL in US > 1 yr	5%	19%	37%	40%	43
All English Learners	6%	22%	37%	35%	54

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

Student Overall Achievement Levels by English Learner Group

ELPAC Domain Perfomance: All English Learners

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 Learner Reclassification Rate (%)

School Year	MVHS Students Reclassified (RFEP'd)	Total EL Students	SC County Reclassified	State of CA Reclassified
2017-18	24.6% (16)	3.1% (73)	13.2%	14.6%
2018-19	26% (19)	3.2% (73)	12.7%	13.8%
2019-20	17.8% (13)	3.5% (77)	14.3%	13.8%
2020-21	20.8% (16)	3.1% (63)	8.6%	6.9%
2021-22	21.7% (15)	3.9% (69)	--	--

*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 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 2022-23. Monta Vista HS earned a status level of "low" for ELPI on the CA School Dashboard for SY 2022-23.

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, 72% 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 20.8% to 21.7%) and 60% 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 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.

	Class of 2021		Class of 2022		Class of 2023	
	# in cohort	% graduated	# in cohort	% graduated	# in cohort	% graduated
Asian	463	98.1%	403	99.5%	380	98.9%
Hispanic or Latino	17	76.5%	19	89.5%	16	81.3%
White	58	96.6%	58	94.8%	35	100%
Two or More Races	28	100.0%	27	100.0%	27	100%
English Learners	20	80.0%	27	96.3%	25	96%
Students w/ Disabil	38	73.7%	32	93.8%	26	80.8%
Socioecon Disadv	38	86.8%	51	94.1%	48	95.8%
MVHS All Students	**572**	**97.4%**	**511**	**98.6%**	**487**	**98.6%**

CA School Dashboard Graduation Indicator (Overall: Very High)

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
● Asian ● Socioeconomically Disadvantaged ● White	● No student groups	● No student groups	● No student groups	● No student groups

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 continued at a high rate of 98.6%.

While the percentage of overall students graduating continued to be a consistent high rate, we also saw an increase or consistent high rate for our WASC growth target in Socio-Economically Disadvantaged (up from 94.1% to 95.8%) and English Learners (consistent 96.3% to 96%) student groups. Hispanic or Latinx (down from 89.5% to 81.3%) and Students with Disabilities (down from 93.8% to 80.8%) student groups experienced decreases. It is also worth noting that Hispanic or Latinx (76.5% to 89.5% to 81.3%) and Students with Disabilities (73.7% to 93.8% to 80.8%) continue to be up from two years ago.

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.

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 2021		Class of 2022		Class of 2023	
	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met	# in Cohort	% UC/CSU Met
Asian	463	96%	403	96%	380	96%
Hispanic or Latino	17	46%	19	59%	16	39%
White	58	89%	58	82%	35	86%
Two or More Races	28	89%	27	82%	27	89%
English Learners	20	81%	27	89%	25	67%
Students w/Disabilities	38	50%	32	43%	26	29%
Socioecon Disadv	38	85%	51	81%	48	76%
MVHS All Students	**572**	**94%**	**511**	**92%**	**487**	**93%**

CA School Dashboard College/Career Indicator (Overall: Very High)

Very High (Highest Status)	High	Medium	Low	Very Low (Lowest Status)
● Asian ● Socioeconomically Disadvantaged	● White	No Student Groups	● No Student Groups	● No Student Groups

School Site Commentary

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

In 2023, the UC/CSU A-G rate for our students slightly increased overall from 92% to 93%.

While the percentage of overall UC/CSU A-G rate slightly increased, we also saw a decrease in the rates for our WASC growth target for our Hispanic or Latinx (down from 59% to 39%), English Learners (down from 89% to 67%), Students with Disabilities (down from 43% to 29%) and Socio-Economically Disadvantaged (down from 81% to 76%) student groups.

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 Admin	2020-2021 2020-2022 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, 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 2023-24 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 also have continued 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. For the past two years, this has included 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 2023-24 school year, we have seen the percentage of D or F students in three student groups decrease or stay the same over the span of the last two years. Students with Disabilities (29% to 22% to 27%), Hispanic or Latinx (28% to 20% to 22%), and Socio-Economically Disadvantaged (25% to 25% to 25%) student groups decreased or stayed the same in the percentage of D or F students from 2021-22 to 2023-24. Our English Learners student

group increased during this time (20% to 22% to 36%). It should be noted that the percentages for 2023-24 are based on 59 total students with a D or F grade from our four student groups at the end of term 1.

Also during this work in term 1 of this school year, we have seen the percentage of D or F students in two student groups decrease during progress reports over the course of the term. Hispanic or Latinx (32% to 22%) and Students with Disabilities (32% to 27%) student groups decreased during term 1. Socio-Economically Disadvantaged (23% to 25%) and English Learners (33% to 36%) student groups increased during this time. It should be noted that the total number of D or F students in our four student groups decreased from 71 to 59 over the course of term 1.

Term 1 of this 2023-24 school year saw the beginning implementation of our Guided Studies Program to go along with our already in place Study Buddies Program. Both are now staffed with an Interventions Program Assistant here at Monta Vista. Guided Studies operates during periods 1-5 while Study Buddies operates during periods 6-7 and after school. Guided Studies supports three of our student groups (9 students during term 1) as Students with Disabilities already have a Learning Skills class. Study Buddies supports all four student groups (12 students during term 1). We continue to look at how our newly implemented Guided Studies Program and our already in place Study Buddies Program can further support our four student groups through our administrative Student Assistance Team.

Our administrative Student Assistance Team has also partnered with our FUHSD Teaching & Learning staff around increasing resources (time, money, expertise) to better support our English Learners and Socio-Economically disadvantaged students during term 2 of this 2023-24 school year.

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		
	2021	**2022**	**2023**	**2021**	**2022**	**2023**	**2021**	**2022**	**2023**
Number of students tested	389	371	372	1,434	1,670	1,584	1,509,133	1,737,678	1,913,742
Math Avg	734	727	721	724	712	714	528	521	508
Evidence-based Reading and Writing Avg	682	682	674	675	667	671	533	529	520

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 727 to 721) and Evidence-based Reading and Writing (down from 682 to 674), Monta Vista students continue to perform higher than their peers across the nation.

Advanced Placement (AP) Results

AP Tests	2020-21	2021-22	2022-23
# of AP Test Takers	1,092	982	975
Total # of Exams Taken	2,778	2,545	2,836
% of Scores 3 or Greater	87%	86%	89%

*Many students take exams in more than one subject. The average at this school for the 2022-23 school year was 2.91 exams per student. Data from The College Board AP Reports.

AP Course Enrollment by Student Group: Current Year 2023-24

Subject area	Asian # Stu	Asian % of area	Filipino # Stu	Filipino % of area	Hispanic # Stu	Hispanic % of area	AfrAm/Black # Stu	AfrAm/Black % of area	White # Stu	White % of area	Two or More Races # Stu	Two or More Races % of area
English	74	93.67%		0.00%		0.00%	1	1.27%	2	2.53%	2	2.53%
Math	491	87.37%	6	1.07%	4	0.71%	1	0.18%	36	6.41%	22	3.91%
Other	143	91.08%		0.00%	1	0.64%		0.00%	7	4.46%	6	3.82%
Science	649	86.19%	8	1.06%	10	1.33%		0.00%	49	6.51%	35	4.65%
Social Science	456	86.20%	4	0.76%	8	1.51%	2	0.38%	33	6.24%	23	4.35%
World Lang	112	88.89%		0.00%	3	2.38%		0.00%	5	3.97%	4	3.17%
Grand Total	**1925**	**87.26%**	**18**	**0.82%**	**26**	**1.18%**	**4**	**0.18%**	**132**	**5.98%**	**92**	**4.17%**

Subject area	SpEd # Stu	SpEd % of area	LEP # Stu	LEP % of area	SED # Stu	SED % of area	Total in AP Subject #
English	1	1.27%		0.00%		0.00%	79
Math	2	0.36%	2	0.36%	18	3.20%	562
Other	2	1.27%		0.00%	4	2.55%	157
Science	2	0.27%	5	0.66%	26	3.45%	753
Social Science	3	0.57%	2	0.38%	22	4.16%	529
World Lang		0.00%	5	3.97%	5	3.97%	126
Grand Total	**10**	**0.45%**	**14**	**0.63%**	**75**	**3.40%**	**2206**

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

Subject area	Asian # Stu	Asian % of area	Filipino # Stu	Filipino % of area	Hispanic # Stu	Hispanic % of area	White # Stu	White % of area	Two or More Races # Stu	Two or More Races % 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%**

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

Subject Area	Students w/Disabil #	Students w/Disabil %	English Learners #	English Learners %	SED #	SED %	Total # of Students
AP English	0	0.0%	0	0.0%	6	7.1%	85
AP Math	4	0.7%	6	1.0%	23	3.9%	589
AP Other	1	0.5%	2	1.0%	10	4.9%	205
AP Science	5	0.7%	4	0.5%	27	3.5%	762
AP Soc Science	4	0.8%	4	0.8%	18	3.6%	497
AP World Lang	2	1.5%	6	4.5%	3	2.3%	133
Total	**16**	**0.7%**	**22**	**1.0%**	**87**	**3.8%**	**2271**

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 975 students taking 2,836 AP exams in 2023. Data from College Board reports this to be 2.91 exams per student with 89% of scores being a 3 or higher (up from 86% in 2022).
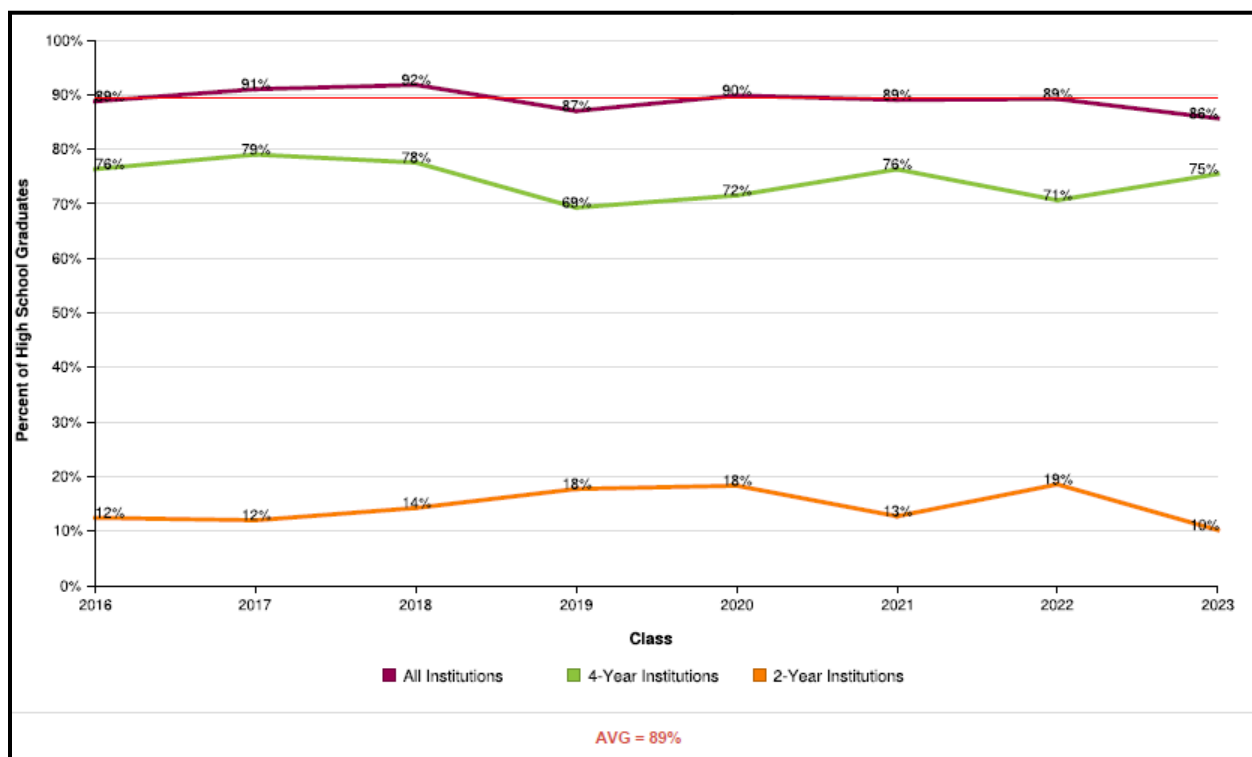
The percentage of students in our student groups underrepresented in enrollment in AP courses that slightly increased are Hispanic or Latinx, White, and Two or More Races. Underrepresented student groups in AP courses that slightly decreased are Students with Disabilities, English Learners, and Socio-Economically Disadvantaged.

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.
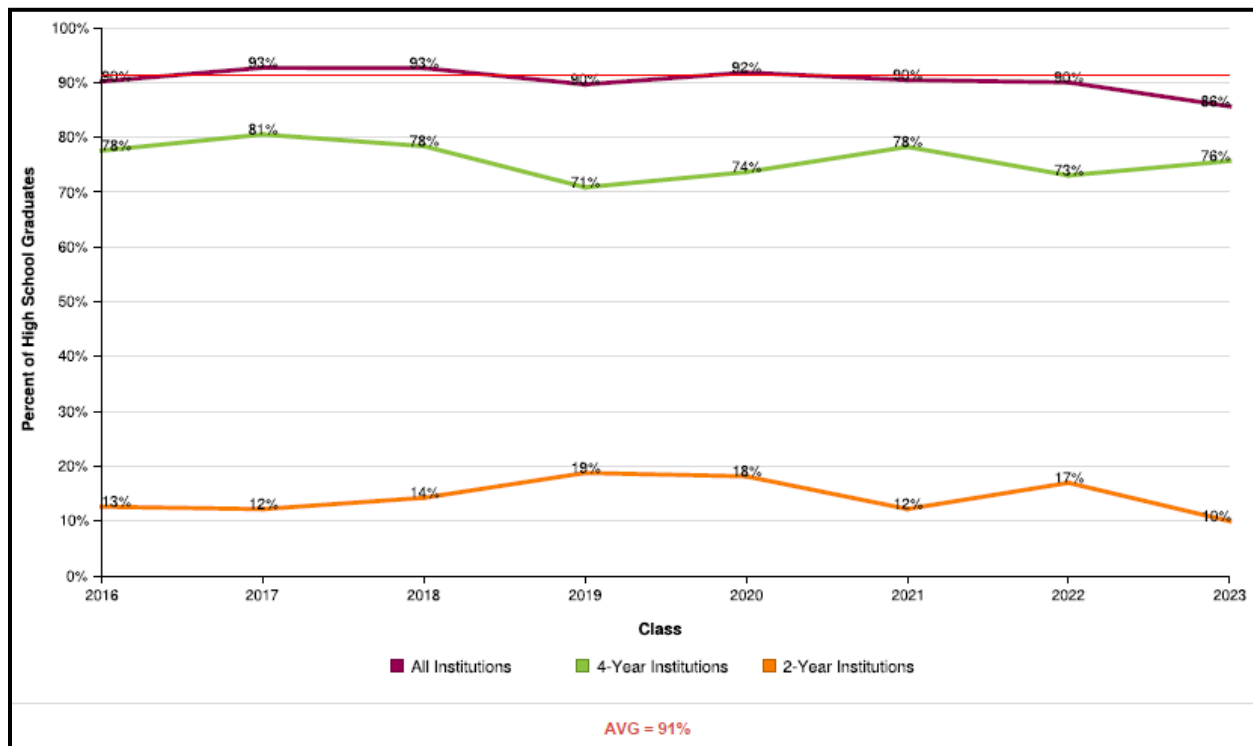
Post-secondary enrollment persistence, graduation

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.
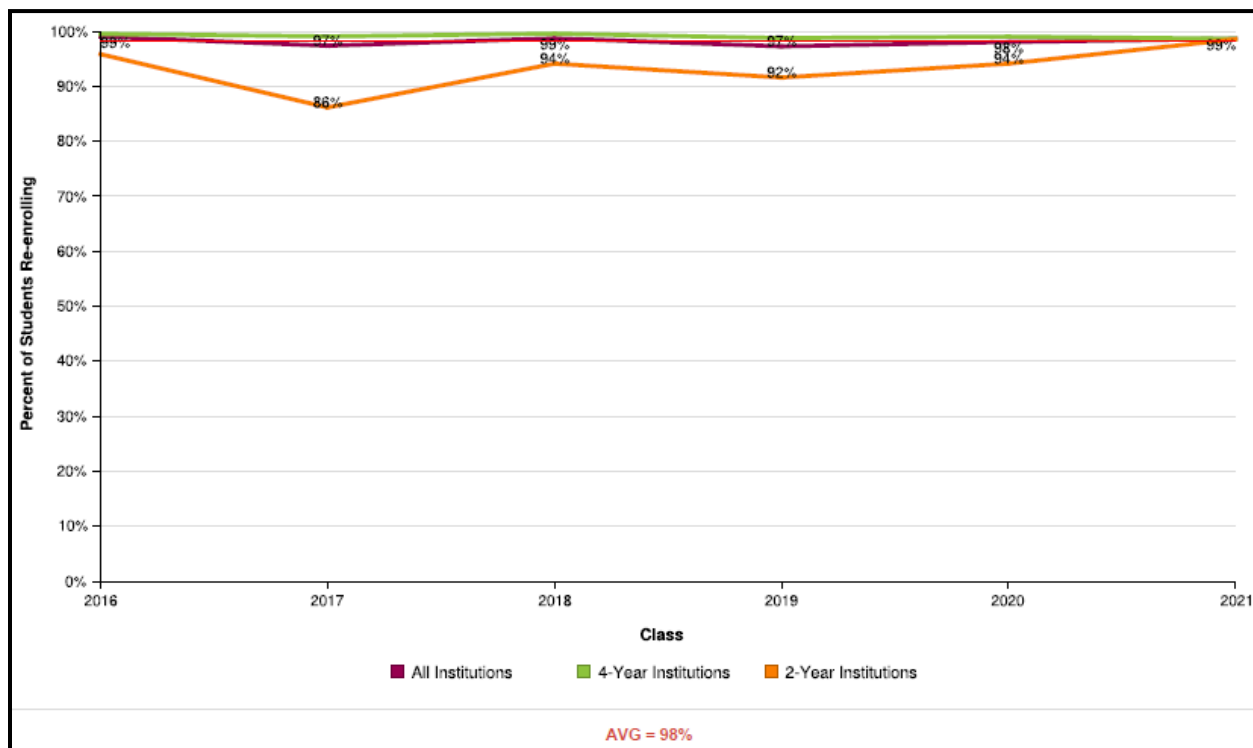
Post‑secondary Enrollment and Graduation by Cohort
Students Entering Post‑Secondary Institutions Immediately after High School

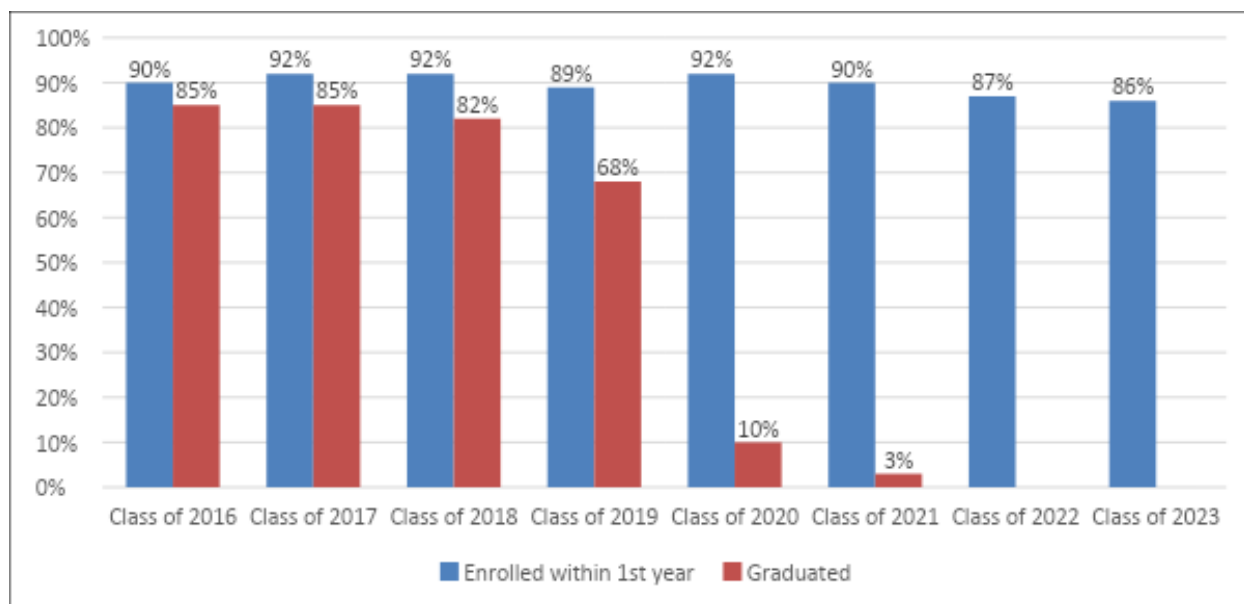## Students Entering Post‑Secondary Institutions within 1 Year after High School

AVG = 91%

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

AVG = 98%

Post‑secondary Enrollment and Graduation by Cohort

	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
Enrolled within 1st year	90%	92%	92%	89%	92%	90%	87%	86%*
Graduated	85%	85%	82%	68%	10%	3%	--	--

*Data from most recent graduating class is incomplete and should be used with caution.

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 (89% average immediately after high school and 91% average within 1 year after high school).

The persistence rate from freshman year to sophomore year for our students showing they are highly prepared for success at post-secondary institutions continues to consistently also be at high rates (98% average).

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, 2016, and 2017).

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	Team Leads	2021-2026
	Reevaluate and redefine expectations of "coherence" and "consistency" in each PLC team	Collaboration Time	Team Leads	2020-2021
		Summer Work Days		
		Sub Release Days		
	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		Ongoing
	Highlight and celebrate PLC achievements			

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 students now. This means that our PLCs work collectively to develop essential learnings, develop common formative assessments, analyze student work, and intervene for students that have not yet learned what is essential.

Monta Vista continues to make progress towards our WASC Growth Targets around coherence and consistency during this 2023-24 term 1 within courses through our course-alike PLC work with our FUHSD guiding questions. For the first time in this post pandemic era, Monta Vista sent 5 staff members to a Solution Tree PLC At-Work conference to help push our work forward to better support student learning. PLC Teams on campus have completed a beginning and middle of the school year survey so far this school year. From these PLC Team surveys for term 1, we know that 91.2% completed 1 or more common formative assessments based on an essential learning (70.8% completed 2 or more and 50% completed 3 or more), 55.9% analyze student work together often or always (91.2% analyze student work sometimes, often, or always), and 50% report implementing a

collective intervention often or always based on the common formative assessment to better support student learning (79.1% implement a collective intervention sometimes, often, or always).

Also for coherence and consistency, our PLC Teams in term 1 continue to engage in learning and implementing the three pillars of equitable grading practices (accuracy, bias resistant, and motivation) and five strategies or practices within the pillars (accuracy – *avoiding zeros*, bias resistant – *grades based on student work, not timing of work*, bias resistant - *reframing homework*, motivation – *retakes and redos*, motivation - *rubrics*). Each course-alike PLC Team has been tasked with choosing two or more of the equitable grading practices to implement for this school year. From our PLC Team surveys for term 1, we know that 50% are implementing the practice of *avoiding zeros* (up from 47% last year), 67.6% are implementing the practice of *grades based on student work, not timing of work* (up from 34% last year), 85.3% are implementing *retakes and redos* (up from 60% last year), 32.4% are implementing *reframing homework* (new to this school year), and 73.5% are implementing *rubrics* (new to this school year).

To support the work of our PLC Teams around *retakes and redos*, our administrators are proctoring student *retakes/redos* during tutorial time on Fridays in a B-building classroom. The idea is for administrators to support the proctoring of the retake/redo 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.

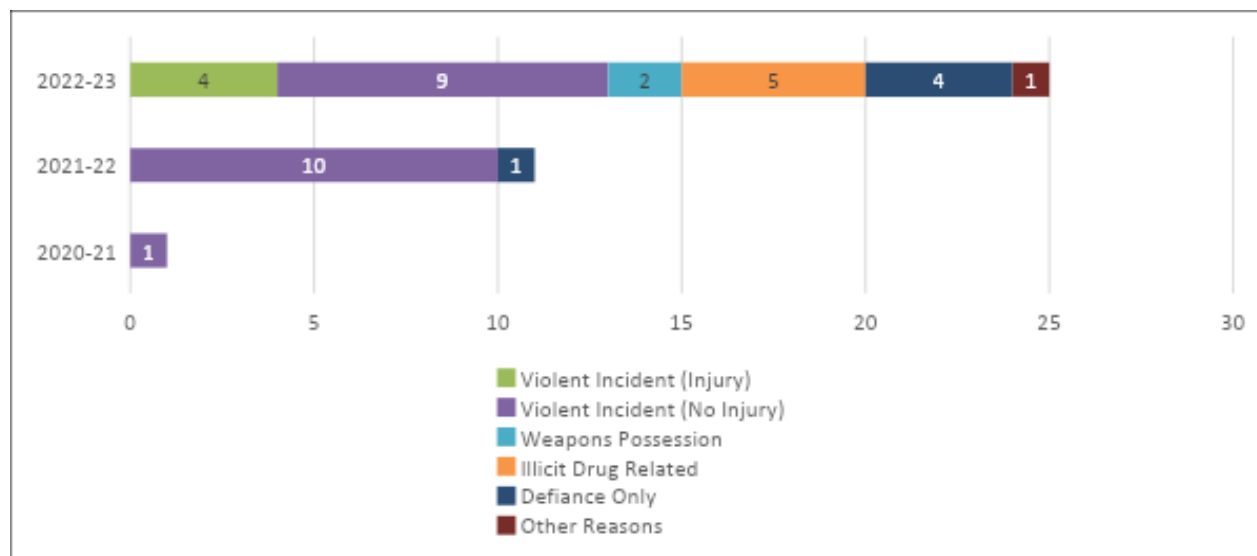| Monta Vista High School WASC Goal	SEL/Wellness: Every student will feel cared for as a human being and learner.
Monta Vista High School Target(s)	• Increase the percentage of students feeling comfortable seeking out help from a staff member as reported on the Student Wellness Survey • Decrease the overall chronic absenteeism rate to 5% or less

DATA PRESENTATION

Discipline and Absenteeism

Expulsions (multiple years)

School Year	Cumulative Enrollment	Count of Incidents	Count of Unduplicated Students	School Rate of Expulsion	FUHSD Rate of Expulsion
2020-21	2,052	0	0	0.00%	0.00%
2021-22	1,875	0	0	0.0%	0.09%
2022-23	1,781	0	0	0.0%	0.00%

Suspensions by Category Over 3 Years

Students Receiving One or More Suspensions: Multiple Years (by student group)

Student Groups	2020-21			2021-22			2022-23		
	# stu	%	# total cohort	# stu	%	# total cohort	# stu	%	# total cohort
Asian	1	0.1%	1,605	5	0.3%	1,439	11	0.8%	1,367
Filipino	0	0.0%	16	0	0.0%	21	0	0.0%	30
Hispanic/Latino	0	0.0%	74	2	2.5%	79	1	1.3%	80
White	0	0.0%	205	2	1.2%	173	3	2.0%	147
Two or More Races	0	0.0%	100	0	0.0%	101	3	3.1%	96
English Learners	*	*	*	1	1.3%	78	1	1.3%	76
Socioeconomically Disadvantaged	*	*	*	2	1.4%	142	3	2.7%	112
Students with Disabilities	*	*	*	4	3.1%	127	5	4.4%	114
All Students	1	0.0%	2,052	9	0.5%	1,875	19	1.1%	1,781

# of students is an unduplicated count. Some students may have been suspended more than once; this is reflected in the suspension rate.

*The CDE didn't published accurate disaggregated subgroup data for suspension rates for 20-21 for ELL, SWD, and SPED.

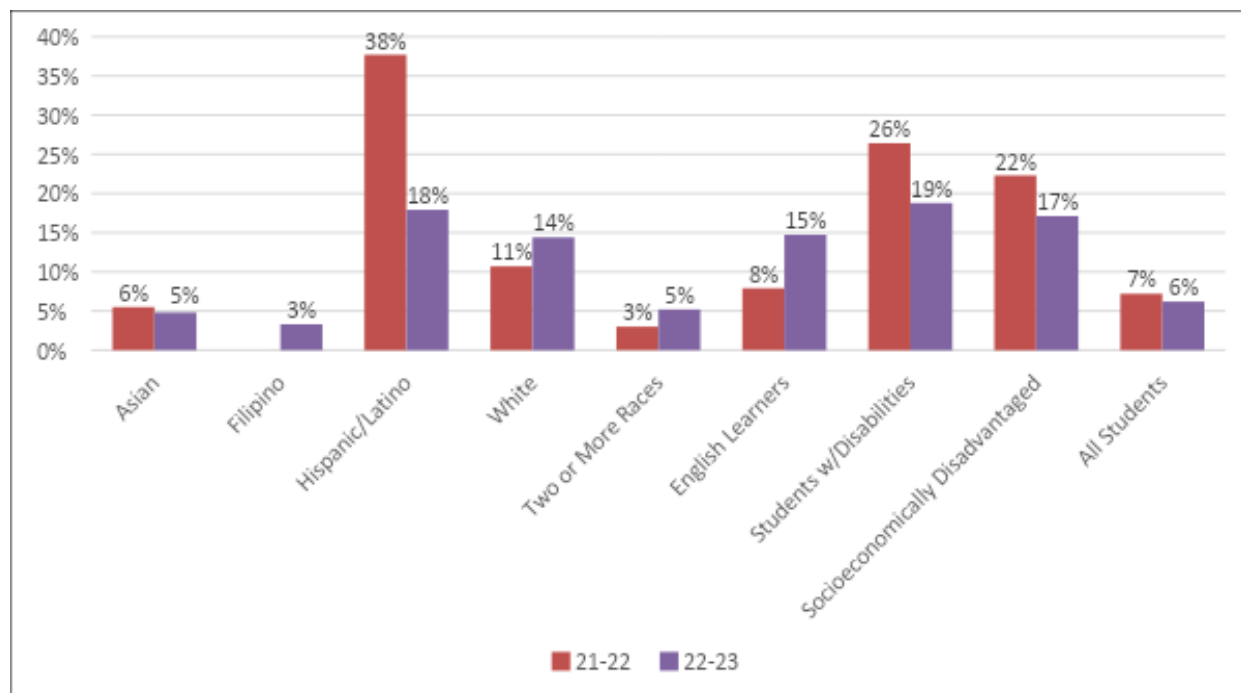**CA School Dashboard Suspension Rate Indicator (Overall: Medium)**

Very Low (Highest Status)	Low	Medium	High	Very High (Lowest Status)
● No student groups	● English Learners ● Hispanic ● White	● Asian	● Two or More Races ● Socioeconomically Disadvantaged ● Students with Disabilities	● No student groups

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: Two Years (by student group)

Group	2021-22		2022-23	
	Enrollment	Chronically Absent %	Enrollment	Chronically Absent %
Asian	1,425	6%	1,362	5%
Filipino	20	0%	30	3%
Hispanic/Latino	77	38%	78	18%
White	169	11%	146	14%
Two or More Races	101	3%	96	5%
English Learners	76	8%	75	15%
Students w/Disabilities	121	26%	112	19%
Socioeconomically Disadvantaged	139	22%	111	17%
All Students	**1,853**	**7%**	**1,772**	**6%**

California Healthy Kids Survey (CHKS)

The California Healthy Kids Survey (CHKS), created by the California Department of Education (CDE), is an important tool used to help guide District efforts to promote better health and well-being among our students and improve the school learning environment. The survey gathers information on developmental supports provided to students; school connectedness and barriers to learning; school safety; health-related concerns; risk of depression and suicide; and protected class identifiers such as sexual orientation and gender identity. Prior to administration in January 2023 the District had been utilizing other surveys and last administered CHKS during the 2009-2010 school year. The return to CHKS was in connection to participating in Tobacco Use Prevention Education through the Santa Clara County Office of Education and acknowledging the increase of survey items in the areas of mental health and wellness.

Since 2007 a District Wellness Council composed of a diverse group of students, parents, teachers and staff, administrators, and community members has been in place. The Council utilizes scientific research, case study, and survey information to inform district direction for student wellness. Through meetings held during the first semester of the 2023-2024 school year the Council reviewed, analyzed, and discussed the CHKS results from January 2023. Input included the following considerations:

- School Connectedness/Caring Adult Relationships
    - Increase social capacity of students past freshman year.
    - Support all staff in connecting with students including front office, food service, custodial.
    - Review opportunities for parents to engage on campus.
- Academic Motivation and Meaningful Participation
    - Remain mindful of student focus on grades and advanced placement classes.
    - Increase communication to students about how decisions are made.
    - Encourage teacher/students/parent communication.
- Mental Health Measures
    - Incorporate mental health staff in projects focused on student wellness.
    - Continue providing relationship building and social-emotional learning efforts for incorporation into classrooms, wellness spaces, and across our campuses.

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. Like many schools, suspension numbers did increase in 2022-23 as this was the second full year back from remote learning. We are experiencing lower numbers of suspensions during term 1 of this 2023-24 school year.

Chronic Absenteeism is certainly being monitored much more tightly within FUHSD and at Monta Vista. As we have dug into this work at Monta Vista to better support all students, our overall Chronic Absenteeism rate for 2022-23 decreased (from 7% to 6%) stepping closer to our WASC

growth target of 5% or less for our Chronic Absenteeism rate. Decreases were experienced for our Hispanic or Latinx (down from 38% to 18%), Students with Disabilities (down from 26% to 19%), and Socio-Economically Disadvantaged (down from 22% to 17%) student groups. An increase was experienced for our English Learners (up from 8% to 15%) student group.

Monta Vista continues to look to be a culture of caring and wellness for our students. Having comparison data helps us as a school to know where we are doing well and where we need to improve for our students here on campus. The January 2023 CA Healthy Kids Survey is a start to doing this at an FUHSD and Monta Vista level. Our students reported a score of 60% for *School Connectedness* (FUHSD average was 62%) which means they agreed or strongly agreed to 3 of the 5 survey items for this category. Our students also reported a score of 69% for *Academic Motivation* (FUHSD average was 68% and CA average was 65%) which means they agreed or strongly agreed to 2.76 of the 4 items for this category. And, our students reported a score of 21% for *9th grade Chronic Sadness* (FUHSD average was 22% and CA average was 37%) and 24% for *11th grade Chronic Sadness* (FUHSD average was 32% and CA average was 42%) which means they agreed or strongly agreed to .21 and .24 of the 1 item respectively for this category.

Monta Vista is looking forward to having the November 2023 CA Healthy Kids Survey from this current 2023-24 school year for comparison to the January 2023 CA Healthy Kids Survey to see where we continue to do well and to see where we need to continue to improve for our students.

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 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 Advisory	SEL Task Force	Admin LT	2022-2026
	Research potential equity topics to include in SEL activities and lesson plans	SEL Task Force	Equity Task Force	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 caring and wellness 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. Monta Vista continues to focus on 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*, bias resistant - *reframing homework*, motivation – *retakes and redos*, motivation - *rubrics*) reinforces and strengthens the work our staff is doing to build positive student-teacher relationships.

Supporting our students socially and emotionally continues to be a focus with the implementation of our new MV Wellness Room during term 1 of this 2023-24 school year. The space is staffed with our Wellness Room Specialist, an FUHSD position. The idea of our Wellness Room is to teach students self-regulation strategies so they "become less reactive and more proactive in their learning" (MIT T&L Lab). Our Wellness Room started during term 1 as a space that students access for 15 minutes at a time (to limit missed instructional time) with a wellness pass that students obtain by asking their teacher. We had 67 students access the space in this manner. Some of these students were connected to one of our School Based Therapists via the Wellness Room. Towards the end of term 1, our Wellness Room had activities with the focus of supporting our students and destigmatizing the space. We had 83 students access the space in this manner. During term 1, our MV Wellness Room served 150 students (9.2% of our total students) in a way that is new to us on our campus. And, the Wellness Room has already seen increased numbers of students accessing the space during term 2. We look forward to continuing to grow this as a support for our students here at Monta Vista.

A few other notable ways that Monta Vista is continuing, with intention this school year, to build a culture of caring and wellness for our students includes MV Classroom Calming Corners, Wayfinder SEL Pilot, Teacher Resources for the Classroom, access to our School Based Therapists, access to Care Solace, School Counselor Advisory, and FUHSD/MV Advisories.

Our Classroom Calming Corners are a little slice of our Wellness Room in the classroom as they are a designated space in the classroom to help students learn self-regulation strategies (can include

items like a mood meter, self-care cards, and activities for self-regulation). We started the school year with 15 classrooms and have grown to be over 20.

We have 7 teachers engaged in the Wayfinder SEL Pilot to try this SEL classroom curriculum to see if it or curriculum like it has value for our students and our school culture in the future.

Our Teacher Resources for the Classroom includes welcoming/inclusion activities to help with every student having a voice in the room. They also include engaging strategies, brain breaks, and transitions to help students anchor learning, regain focus, and enhance creativity. Lastly, they include optimistic closures for students to have the opportunity for an individual and shared understanding, along with a sense of accomplishment to support forward thinking.

Monta Vista increased access to our School Based Therapists by increasing staffing to 1.4 FTE. This is 1.2 FTE for students in general education and 0.2 FTE for students in Special Education. Students can access our School Based Therapist in a variety of manners, including a Wellness Check-In form on our website.

Monta Vista has increased access to Care Solace this year by pushing out information to all students and families. Care Solace is a resource meant to assist in finding local mental health related programs and counseling services for students.

Our School Counseling Team started our students off this year with an Advisory lesson being focused on SEL. We continue to use CASEL as our SEL framework and in August, our Counseling Team led an Advisory lesson that included helpful SEL information that featured our new MV Wellness Room and tips on how to manage stress throughout the entire school year. This has been followed by FUHSD/MV SEL Advisory lessons (8 total throughout the school year) that focus on building community through developing healthy relationships.

It should also be noted that Monta Vista has a goal to support the wellbeing of our staff to help reset and restore so that our staff are better able to serve the needs of our students. There are a variety of ways that staff can engage in wellness, including the opportunity for wellness coaching with Family & Children Services, a Division of Caminar. This wellness coaching is available to our staff in-person at Monta Vista, Zoom, or by phone.

For our staff, we also have our MV Breathing Room, Onward Book Club, Fill Your Cup, and College Letter of Recommendation Release Day. Our Breathing Room includes meditation every Thursday morning prior to the start of school, hosted in our Wellness Room and facilitated by one of our teachers. Our Onward Book Club meets once a month during lunch, explores emotional resilience for educators, and is facilitated by three Monta Vista staff members. Fill Your Cup includes one opportunity each semester during collaboration time for staff members to come together, build community, and engage in wellness activities facilitated by their peers. Our College Letter of Recommendation Release Day is an option for staff writing 20 or more recommendation letters to gain the time they need during the school day to support our many students that are seeking a post-secondary education after high school.

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

MVHS End-of-Year Survey for the 2022-2023 School Year
This anonymous end-of-year survey for all students grades 9-12 was the first of its kind at Monta Vista and looked to gather the student experience around feeling valued, connected, and a sense of belonging to our school community. Connectedness data is below for comparison data from prior surveys.

Connected

	% Often/Always	% Sometimes	% Rarely/Never
I feel comfortable asking for help from at least 1 student at MV.	81.4	12.6	12.9
Students at MV feel comfortable asking me for help.	71.8	21.2	6.9
I feel comfortable asking for help from at least 1 adult at MV.	69.7	25.3	6.0

Connected Comparison Data From 2018-2019 School Year Student Survey

	18-19 % Often/Always	22-23 % Often/Always
I feel comfortable asking for help from at least 1 teacher.	56	69
I feel comfortable asking for help from at least 1 school counselor.	28	54
I feel comfortable asking for help from at least 1 school based therapist or school psychologist.	31	41
I feel comfortable asking for help from at least 1 assistant principal or principal.	30	37

School Site Commentary
Monta Vista has taken a step to meet our WASC Growth Target set by students, families, and staff by developing and implementing our first ever end-of-year survey for students in grades 9-12 during the 2022-23 school year. The survey looked to gather the student experience around feeling valued, connected, and a sense of belonging to our school community.

The only comparison data Monta Vista has is from a connectedness survey in January of 2019. In 2022-23, we saw increases in students feeling comfortable asking for help from at least one teacher (up from 56% to 69%), at least 1 school counselor (up from 28% to 54%), at least 1 school based therapist or school psychologist (up from 31% to 41%), and at least 1 assistant principal or principal (up from 30% to 37%).

Monta Vista values the voice of our students and we are looking forward to continuing with our end-of-year survey for all students each year to have ongoing comparison data to see where we continue to do well and to see where we need to continue to improve for our students.

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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 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

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 is in the second year of having a student committee that provides feedback. 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 Social Emotional & Equity Coalition (SEEC), 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. SEEC has 5 categories and 6 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 SEEC working groups have used surveys this school year as a means to better understand the needs of our students, families, and staff. One example of a SEEC working group project is a window painting initiative with the goal of students coming together to decorate the windows of classrooms and buildings with positive affirmations or other drawings that represent our student voice the most. Another example of a SEEC working group project is to gather student feedback on some of the equitable grading practices, like retake/redo, and present those to our Monta Vista staff so that staff can continue moving forward with the student perspective in mind.

An example of a project that has recently been completed by a SEEC working group was their creation of an MV Advisory Lesson for all students on campus that focused on the Black History Month. Our students wanted this Advisory Lesson to include activities that classrooms could engage in as a community and not be only a video. Included in this Advisory Lesson was a short informational video about Black History Month, a fun classroom Kahoot activity focused on the contributions and history of Black Americans, and an activity around making bracelets with beads made up of the Black History Month colors of black, red, yellow, and green (students learned about the representation/symbolization of those Black History Month colors in the video) for all students to wear.

Monta Vista continues to be excited to offer 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, Back to School Night, 9th Grade Parent Information Night, 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, SSC, PTSA, and more.

For the second year in a row, Monta Vista continued with 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.