



**Monta Vista High School  
ACS WASC/CDE MID-CYCLE VISIT  
SCHOOL PROGRESS REPORT**

**21840 McClellan Road, Cupertino, CA 95014**

**April 10, 2024**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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## **I: Student/Community Profile Data**

### **Community Profile**

Cupertino, California is situated about 10 miles west of the city of San Jose, in Santa Clara County of Northern California. Often referred to as the heart of the Silicon Valley, it is home to Apple Computer and many high-tech companies. Cupertino is a suburban community of about 58,000 people with about 54% having been born outside the country and 61% speaking a language other than English at home.

### **School Profile**

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

Monta Vista High School opened in 1969 and continues to be one of the top comprehensive high schools in California and the United States. MVHS is highly regarded for its strong academic programs and variety of extracurricular and co-curricular opportunities for students.

Parents at Monta Vista High School have multiple opportunities for involvement, including SSC, PTSA, ELAC, and campus booster organizations. They are integral to the support of students, teachers and coaches, enhancing the programs for our students. Parent advisory groups provide input and review the school goals and annual plans and give feedback to the development of the FUHSD LCAP and the school's Accreditation Action Plan for WASC.

### **Analysis: Student Achievement Data**

Please visit [here](#) to view the School and Community Profile Demographics and Student Achievement Data.

Please see more detailed analysis and additional data [here](#) in our 2023-24 Mid-Year Update to our School Plan.

**11th Grade CAASPP SBA:** Overall for the 2023 CAASPP results, our students increased in the percentage 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%.

**Analysis:** 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 & Reclassification Rates:** 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.

**Analysis:** 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.

**Graduation Rates:** 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%.

**Analysis:** 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 and Career Readiness:** 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%.

**Analysis:** 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.

**Advanced Placement:** 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).

**Analysis:** 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:** 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).

**Analysis:** 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).

**Suspension, Expulsion, & Attendance Data:** 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.

**Analysis:** 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.

## II: Significant Changes and Developments

Significant Change/Development	Impact on school/ programs
<p><b>Return to in person learning &amp; changing bell schedules</b></p>	<p><b>Description:</b> School returned to in-person school from distance learning during the COVID-19 pandemic. The virtual bell schedule of 4 blocks during the 2020-21 school year was retained with the addition of a 7 period day on Wednesdays from an asynchronous day during virtual learning. The bell schedule changed again in the 2021-22 school year with the new California law of an 8:30am start time. The 4 block schedule was maintained with the 7 period day moving to Mondays, tutorials were increased to 3 times per week, and school end time changed from 3:25 to 3:50 on Mondays, Tuesdays, and Thursdays and 3:05 on Wednesdays and Fridays.</p> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Staff revised curriculum to account for longer class periods with only one 7-period schedule throughout the week.</li> <li>• Switched to a two team PLC model with the addition of two collaboration periods.</li> <li>• Longer periods of 90 minutes to engage students in learning tasks.</li> <li>• Students have more access to help and support with additional tutorial time.</li> <li>• Student social engagement required more support.</li> </ul>
<p><b>Culture of Wellness</b></p>	<p><b>Description:</b> Schoolwide, student and staff focused on overall wellness and balance. There was a recognized need for more explicit mental health support for both students and staff as the community transitioned out of and beyond the COVID-19 pandemic.</p> <p><b>Impacts:</b></p> <ul style="list-style-type: none"> <li>• Implemented Care Solace as a resource to assist students, staff, and families in finding local mental health related programs and counseling services.</li> <li>• Piloting Wayfinder for SEL in some classes for potential schoolwide and district wide implementation in the future.</li> <li>• Staff PD specifically dedicated to instructing staff on wellness strategies for use with students.</li> <li>• Classroom resources made available for teachers to address students well being such as calming corners and mood meters.</li> <li>• Created a Wellness Room for students with dedicated Wellness Room Specialist, a position especially formed for the Wellness room.</li> <li>• Implementation of staff well being programs Caminar, <i>Onward</i> book club, and Fill Your Cup.</li> </ul>

<p><b>Equity &amp; Diversity Focus</b></p>	<p><b>Description:</b> Students and staff desired more explicit guidance surrounding equity and diversity. Conversations, PD, and other methods of support were devised to develop more focused conversations regarding equity and diversity on campus.</p> <p><b>Impacts:</b></p> <ul style="list-style-type: none"> <li>• Implemented mandatory advisories surrounding SEL and equity topics.</li> <li>• Created SEEC (Social Emotional and Equity Coalition) comprised of students and staff to empower student voice</li> <li>• Periodic SEL newsletter addressing diversity and equity topics as they relate to SEL.</li> <li>• Addition of AASP (African American Scholars Project) to provide direct support for Black students through workshops, field trips, and family nights.</li> <li>• Curriculum updated for more explicit diversity focus in many depts.</li> <li>• PLC goal to commit to 2 of 5 equitable grading practices.</li> <li>• Created and implemented MV Community Agreements.</li> <li>• ILT participating in Project Sankofa PD to build leadership skills for equity focused work and move work forward.</li> <li>• Historical Thought of the Day included in bi-weekly school wide announcements.</li> </ul>
<p><b>New &amp; Revised Courses added to Curriculum</b></p>	<p><b>Description:</b> Multiple courses across multiple subject areas were added to the curriculum to address student interest, rigor, and increase on-level course offerings to allow for more diverse paths to graduation.</p> <p><b>Impacts:</b></p> <ul style="list-style-type: none"> <li>• Students have more access to diverse curriculum to ensure a comprehensive high school experience.</li> <li>• Increases student access to courses that are rigorous and A-G eligible without being Honors or AP to increase student success.</li> <li>• Photo &amp; Design, Stagecraft Tech, Science &amp; Society and Interdisciplinary Research allow students alternate pathways to explore a subject based on their interest.</li> <li>• The addition of Inclusion classes in Biology, Chemistry, Science and Society, Literature &amp; Writing, and World Literature give SPED students more available options to be A-G eligible.</li> </ul>

<p><b>New Courses Pilot: Ethnic Studies/Health</b></p>	<p><b>Description:</b> Both Ethnic Studies and Health were introduced as an opt-in pilot program for 9th graders. Each is a semester course with students taking one class first semester and the other class second semester. Ethnic Studies will be required by the State of California in the coming years and Health is currently required by the State of California. Both classes are being piloted with a thoughtful approach to study the broader school impacts of course implementation.</p> <p><b>Impacts:</b></p> <ul style="list-style-type: none"> <li>• Continuing studying of broader school impacts with more close attention paid to impacts on elective programs, course selection conflicts, course selection options in number of courses students are allowed to take, and the bell schedule</li> <li>• ELD 3 students will be integrated into both Health and Ethnic Studies next year to ensure curriculum meets the needs of all learners.</li> <li>• Designed to help refine school culture and create more informed students capable of understanding diverse perspectives.</li> </ul>
<p><b>Declining Enrollment</b></p>	<p><b>Description:</b> Between the 2020-21 school year and the current 2023-2024 school year Monta Vista has declined in student enrollment from around 2000 students to 1630 students. Our four year enrollment projection is 1568 students. Declining enrollment isn't just limited to Monta Vista and affects all five school sites in FUHSD with our peak enrollment of around 11,000 students reached a few years ago with projected enrollment to level out at around 8,000 students.</p> <p><b>Impacts:</b></p> <ul style="list-style-type: none"> <li>• Changes in staffing to more staff switching school sites or teaching at multiple sites, limiting student access to teachers and increasing teacher effectiveness.</li> <li>• New bell schedule proposed to allow more access to elective programs, balance teacher time on split site assignments, and reduce conflicts in singleton/doubleton courses to continue to offer a diverse, comprehensive curriculum.</li> <li>• Increase in singleton and doubleton courses across the schedule, creating more student course choice conflicts and potential decrease in elective programs.</li> <li>• Reduction in World Language options across the district; Monta Vista phasing out Japanese starting in the 24-25 school year.</li> </ul>



<p><b>Technology/One to One</b></p>	<p><b>Description:</b> Students are now provided a Chromebook or allowed to bring/use their own devices for school use. Use and understanding of our new LMS, Schoology, has continued to evolve as well as created the need for an additional messaging system, Reach My Teach. Unified Insights was also implemented to analyze various student data.</p> <p><b>Impacts:</b></p> <ul style="list-style-type: none"> <li>• District Schoology Team created with a Schoology Lead at each school site.</li> <li>• More integrated communication between teachers, parents, administrators, and counselors to support students across courses.</li> <li>• Students have regular access to technology on and off campus, allowing for more technology integration in curriculum.</li> </ul>
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### **III: Engagement of Stakeholders in Ongoing School Improvement**

For the development of the mid-year update to our school plan, staff, students, parents, School Site Council members, and Parent Teacher Student Association members were invited to two reflection sessions to look at school data around school goals. (These School Goals were created through a process that included students, families, and staff about three years ago.) The in-person reflection process includes looking at school data together. The data includes schoolwide grades, CAASPP and ELPAC scores, College and Career Readiness Indicator, SAT/AP scores, post secondary data, attendance data, and suspension rates. The reflection sessions also prioritize having stakeholders engage in small group dialogue and collect feedback on Monta Vista's strengths and areas of improvement. This feedback then contributes to the revision and update of the mid-year plan.

Going forward, Monta Vista will continue to solicit feedback from these same stakeholders in yearly reflection sessions. The mid-year update is made available to all via the MV website.

#### IV: Progress on the Implementation of the Schoolwide Action Plan

WASC GOAL 1: STUDENT SUCCESS			
Critical Learner Need	Action: How did staff respond?	Impact: How has student growth reflected actions?	Evidence (LINK)
All students will achieve academic success through standards-based curriculum, effective instruction, and early intervention.	<p>PLC teams identify struggling students through cycles of inquiry.</p> <p>Schoolwide check-ins every progress report (6 weeks); some PLC teams complete 3 week check-ins.</p> <p>School counselors meet with at-risk 8th graders from at-risk list and meet with them on an ongoing basis.</p> <p>In 2021-2022 school staff (ILT) explored systems for targeted tutorials.</p> <p>NGSS routine development PD's have occurred for staff.</p> <p>Admin SAT list updated and reviewed by team every six weeks. School counselors and/or assistant principals contact individuals on the SAT list when appropriate. Case Manager if SPED. Student referral to PLC. Referral to GS.</p> <p>Admin <u>review data</u> regularly to see change/growth. Biggest difference is keeping track of these four groups better than in previous years.</p> <p>Created Guided Studies program to support struggling students.</p> <p>Implemented student tutors in the classroom that teachers select to help provide students feedback/support</p>	<p>Students have access to targeted tutorial time and struggling students are directed to tutorials by individual teachers for intervention.</p> <p>Underserved and struggling students with multiple D/F grades have access to Guided Studies program.</p> <p>Students are experiencing more NGSS aligned instruction in science classes</p>	<p>PLC check-in google forms PLC work re: targeted interventions</p> <p>ILT document for targeted tutorial systems</p> <p>Examples of teacher specific or PLC team targeted tutorials</p> <p>D/F Records</p> <p>District PD website</p> <p>CAST Test scores</p> <p>Science NGSS curriculum/lesson plans</p> <p>Google slides for the NGSS routine PD</p> <p>Admin SAT list</p> <p>Guided studies program</p>

WASC GOAL 2: PLC WORK			
Critical Learner Need	Action: How did staff respond?	Impact: How has student growth reflected actions?	Evidence (LINK)
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.	<p>6 people will be sent to PLC conferences this year (23-24), first time since COVID.</p> <p>The district has increased the number of PD offerings and we have a number teachers attending these offerings</p> <p>Science department participated in vertical alignment PD</p> <p>School Site Council (SSC) has an ongoing budget to support release days for PLCS.</p> <p>All staff participated in Equitable Grading Practices PD (starting 2022 - ongoing); Project Cornerstone PD (23-24).</p> <p>At the beginning of the 2022 and 2023 school years, staff received short PLC PD at start of year</p> <p>Work is still needed to be done around identifying and aligning primary PLC's to core graduation required courses and identifying and communicating LeGos for every CFA</p> <p>Admin offer and host retake/redo Fridays. This frees up teachers to help students with content during tutorial.</p> <p>One check-in per semester with IDL/TL/AL meetings. Members come to meetings having looked at survey data in order to make meetings more meaningful.</p> <p>Certificated staff respond to three surveys on PLC practices (22-23 one survey per PLC and 23-24 is one survey per team member)</p> <p>Difficulty creating a central location to track and store PLC work. We are not there yet as we are not able to find a meaningful way to implement.</p> <p>Progress needed to be made in regarding to our goal of highlighting and celebrating PLC achievements</p>	<p>Students have more opportunities to retake or redo assignments.</p> <p>Students are more often graded on the quality of their work rather than the timeliness.</p> <p>Overall student grades may be more reflective of their understanding and less due to other factors.</p> <p>Students can make up or redo tests/assignments with admin proctors on Fridays.</p> <p>Students receive targeted intervention through teacher and PLC, however no school wide targeted tutorial.</p>	<p>List of PLC conference attendees</p> <p>District PD website</p> <p>SSC budget sheet</p> <p>Staff meeting agendas</p> <p>Staff PD slides</p> <p>IDL/TL/AL meeting minutes/agendas</p> <p>PLC survey data (Beginning, mid, end of year surveys)</p>

### WASC GOAL 3: SEL/WELLNESS

Critical Learner Need	Action: How did staff respond?	Impact: How has student growth reflected actions?	Evidence (LINK)
Every student will feel cared for as a human being and learner.	<p>Adopted a framework and structure for delivering SEL curriculum</p> <ul style="list-style-type: none"> <li>CASEL (framework used by counselors and school advisories)</li> <li>8 schoolwide advisories with 6 SEL advisories per year.</li> </ul> <p>Say Something - anonymous reporting system</p> <p>Social Emotional Equity Coalition (SEEC)</p> <p>Wayfinder Pilot</p> <p>Created student Wellness Room with dedicated Wellness Specialist</p> <ul style="list-style-type: none"> <li>Themed wellness days</li> </ul> <p>Counselors include SEL learning in introductory presentations and course selection presentations.</p> <p>Increase in SEL professional development with staff to provide a comprehensive approach for student and staff wellness</p> <p>Created opportunities for staff wellness: Caminar, <i>Onward</i> book club, and Fill Your Cup</p> <p>Increased parent education around SEL/Wellness with support from district Project Cornerstone</p> <p>Coffee with counselors, coffee with principal, guidance presentations, and course videos provide opportunities for communication with community</p> <p>FUHSD has increased to 1.4 FTE school based therapists (an increase from 1.0 FTE)</p>	<p>Students have engaged in SEL advisories using the CASEL framework</p> <p>Students participate in SEEC and have voice in what is needed on campus to support SEL/Equity work throughout MV.</p> <p>Students experience various opportunities to engage in wellness activities throughout the year</p> <p>Students are hearing from adults on campus to learn about various SEL topics</p>	<p>Advisory lessons</p> <p>Survey in May to collect data on SEL advisories.</p> <p>SEEC agendas/ slide decks</p> <p>SEL website for staff and SEL newsletter</p> <p>ILT working group on SEL in the classroom pushed out to PLC's to get more classroom implementation</p>

WASC GOAL 4: PARENT AND STUDENT FEEDBACK			
Critical Learner Need	Action: How did staff respond?	Impact: How has student growth reflected actions?	Evidence (LINK)
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.	<p>Increase opportunities for parent and student involvement and feedback</p> <p>22-23 first survey to all four grade levels.</p> <p>Counselors get student feedback:</p> <ul style="list-style-type: none"> <li>• Pre and Post surveys in student presentations</li> <li>• Survey current 12th graders about college application process</li> <li>• Senior exit survey</li> </ul> <p>Counselors get parent feedback:</p> <ul style="list-style-type: none"> <li>• College Night feedback from our 11th Grade parents/guardians</li> <li>• Request questions for each Coffee with Counselors presentation ahead of time</li> </ul> <p>PTSA sends out emails to members and emails to admin to send out to non members. SSC has appropriate membership</p> <p>Implemented MV New Parent Orientation Night before the start of the school year.</p> <p>Counselors have a follow up night around homecoming that talks about transition to highschool, wellbeing of students, academic information (graduation reqs. etc)</p> <p>Implement the use of Schoology as a communication tool between school and home</p> <p>ELAC meeting provides targeted Schoology training for EL parents.</p> <p>District technology letter</p> <p>Principal messaging around SEL and community building.</p> <p>School Plan Reflection Session</p>	<p>All four grade levels participated in a survey on school connectedness.</p> <p>Students receive information tailored to their needs.</p> <p>Students and parents have a voice in SSC.</p> <p>Students can provide feedback through SEEC</p> <p>Students and parents receive the same progress reports within Schoology.</p> <p>Students and parents can use Schoology and Reach my Teach to connect with teachers</p> <p>Parents can provide input/feedback on school plan</p>	<p>MV School connectedness survey Healthy Kids Survey</p> <p>PTSA Emails</p> <p>MV New Parent Orientation Webinar Video/Slides</p> <p>Slides and Webinar video from counselor follow up night.</p> <p>ELAC information</p> <p>Technology Letter</p> <p>Principals emails home</p> <p>Feedback from school plan reflection session</p>

## **V: Schoolwide Action Plan/SPSA Refinements**

[Link to the most recent Schoolwide Action Plan/SPSA](#)