

2008 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal **Mrs. April Scott**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name **Monta Vista High School**
(As it should appear in the official records)

School Mailing Address **21840 McClellan Road**
(If address is P.O. Box, also include street address.)

Cupertino **CA** **95014--4055**
City State Zip Code+4 (9 digits total)

County **Santa Clara** State School Code Number **43 69468 4334462**

Telephone **(408) 366-7600** Fax **(408) 252-1519**

Web site/URL <http://www.mvhs.fuhsd.org> E-mail **april_scott@fuhsd.org**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* **Mrs. Polly Bove**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Fremont Union High School District** Tel. **(408) 522-2200**

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson **Mrs. Nancy Newton**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail only by FedEx or UPS original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, RM. 5E103, Washington DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 5 High schools
 _____ Other
- 5 TOTAL

2. District Per Pupil Expenditure: \$8523
- Average State Per Pupil Expenditure: \$7415

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 4 Number of years the principal has been in her/his position at this school.
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	329	269	598
2				10	331	283	614
3				11	330	322	652
4				12	343	326	669
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2533

6. Racial/ethnic composition of the school:
- | | |
|-------------------|------------------------------------|
| <u>0.2</u> | % American Indian or Alaska Native |
| <u>71</u> | % Asian or Pacific Islander |
| <u>0.4</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>27</u> | % White |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 5%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	111
(3)	Total of all transferred students [sum of rows (1) and (2)]	130
(4)	Total number of students in the school as of October 1	2492
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: .04 %
102 Total Number Limited English Proficient

Number of languages represented: 36

Specify languages: Arabic, Armenian, Assyrian, Bengali, Burmese, Cantonese, Dutch, English, Farsi, Filipino, French, German, Greek, Gujarati, Hebrew, Hindi, Hungarian, Indonesian, Italian, Japanese, Khmer, Korean, Mandarin, Polish, Portuguese, Punjabi, Russian, Serbo-Croatian, Spanish, Taiwanese, Thai, Turkish, Ukrainian, Urdu, Vietnamese, and Other

9. Students eligible for free/reduced-priced meals: 1%

Total number students who qualify: 27

10. Students receiving special education services: 5 %
138 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>10</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>90</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Number of full-time and part-time staff members:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>6</u>	<u>0</u>
Classroom teachers	<u>87</u>	<u>13</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u>9</u>
Support staff	<u>24</u>	<u>8</u>
Total number	<u>126</u>	<u>31</u>

12. Average school student-classroom teacher ratio 29:1

13. Attendance patterns of teachers and students as a percentage

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97%	97%	98%	98%	97%
Daily teacher attendance	99%	98%	99%	98%	98%
Teacher turnover rate*	8%	17%	12%	9%	3%
Student dropout rate (middle/high)	0.2%	0.4%	0.5%	0.8%	0.2%
Student drop-off rate (high school)	5%	5%	3%	3%	3%

Teacher turnover rate was calculated by dividing the number of new hires into the number of total teachers. Higher percentages for the 2004-2005 and 2005-2006 school years reflect growth in student population and the reinstatement of the state's 20:1 class size reduction in 9th grade English and Algebra 1 classes. A number of young staff that takes leaves of absence for family reasons, and a district commitment to holding probationary teachers to high standards also affects staffing. For 2005-2006, for example, there were 9 new hires in the English department alone, which constituted almost half the department.

14. Students who graduated in Spring 2007 are doing as of the Fall 2007

Graduating class size	<u>592</u>
Enrolled in a 4-year college or university	<u>80</u> %
Enrolled in a community college	<u>18</u> %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	<u>2</u> %
Total	100 %

PART III - SUMMARY

Located in Cupertino, the heart of the Silicon Valley, Monta Vista High School (MVHS) is in its thirty-eighth year as one of the top comprehensive high schools in California and the United States. The relatively stable school population is 2533 currently. The major subgroups are Asian (70%) and White/Not Hispanic (25%). Our most recent API is 900. Approximately 100% of our students will graduate and 95% will attend college after graduation. In the class of 2007, there were 47 National Merit Semi-finalists and 74 Commended students. Monta Vista has been both a California Distinguished School and a 1998 National Blue Ribbon award winner. A teaching staff of over 100 with 6 administrators and a support staff of 40 provide an environment that is both academically challenging and culturally enriching.

We have a reputation for rigorous academics and extensive elective and co-curricular programs. By offering this comprehensive education, we can achieve our vision 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.” An article on the top 100 high schools in America in *Newsweek* (2007) ranked Monta Vista High School 85th, the 7th California high school, and *U. S. News and World Report* confirmed our students success’ by ranking Monta Vista the 59th best high school in the United States. Curriculum is geared to achieving our Expected Schoolwide Learning Results (ESLRs) and is aligned to California State Standards. To help all students achieve their academic potential, MVHS enriches its comprehensive curricula with 20 advanced placement and honors courses in five departments, special day classes for Special Education students, sheltered Social Studies, Science and English classes, ELD classes as well as an AVID (Advancement Via Individual Determination) Program, and a wide range of elective choices. Students also have access to nearby DeAnza College through College Now and other programs. For support outside the classroom, students can get help from one of the three Guidance Counselors, a school psychologist, the Study Buddy Society (SBS), an after school peer-tutoring program, or from teachers during the weekly Tutorial. Even if they are having difficulty academically, at-risk students can recover credits for graduation through the Excel class which offers PLATO, a custom-designed on-line program, as well as traditional curriculum. Co-curricular activities abound, offering nearly 80 clubs. Students can also access our award-winning Career Center with computerized college and career-search services staffed with a full time technician and open to students every day, all day, and some evenings as well.

Student support comes from other students as well as staff. Link Crew involves approximately 150 students working to make high school a positive experience for other students. Camp Everytown is an opportunity for students to learn about themselves in a setting removed from school. A student advocate provides professional psychological and emotional assistance, dealing with the full spectrum of adolescent issues. Monta Vista's Leadership students, active participants in the governance of the school, continue to create innovative ways to unite students and staff into a single learning community that values responsibility, respect, and honesty.

The strong parental support and outstanding early education provided by the Cupertino Union School District provides the foundation to place Monta Vista High School students among the highest achievers in California. Parents provide moral and monetary support by creating booster clubs to support activities, volunteering to chaperone, giving presentations to classes, and building an entire "city" for the Senior All-Night Party. Parents and students have access to staff, to course information, and to student grades through the school website, through the School Loop system and through individual teacher web sites. Guidance meetings for students and parents covering topics ranging from high school life and co-curricular involvement to the course selection and college application processes. These meetings are translated into Chinese, Japanese, and Korean.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Monta Vista participates in California's Standardized Testing and Reporting (STAR) program, which includes a battery of California Standards Tests (CSTs) in the spring. CSTs are aligned with state's framework for content standards and are administered in English-Language Arts, mathematics, science, and social science for grades 9 through 11. The English-Language Arts (ELA) CST for each grade level assesses student mastery in reading comprehension, literary response and analysis, word analysis and vocabulary, writing strategies and conventions. Students who score "proficient" or "advanced" on the CST ELA are defined as having full control of the English language and writing strategies, and are able to analyze fiction and non-fiction works for implicit and explicit meaning, including consideration of style and purpose (California Standardized Test Program Performance Descriptors, <http://www.cde.ca.gov/dataquest>).

Monta Vista students continue to perform at high levels of proficiency on these exams. In the spring of 2007, approximately 90% of our 9th grade students scored proficient or above on these exams; our English Learners and Students with Disabilities scored proficient or above at 37% and 50%, respectively. There is a declining trend in proficiency as students move from 9th to 10th to 11th grade; this may be partially due to an increased level of difficulty in the state content standards and therefore the CSTs, and may also be a result of a lack of motivation on the part of students who, in 10th and 11th grade, may be taking SAT and AP exams as well and turn their focus toward those exams. The "English Learner" subgroup consists of students who are enrolled in ELD and Sheltered classes; students who are considered "English Learners" at grade 10 and 11 are therefore students with lower levels of English language skill, and who may not have been in the United States for very long. Even then, our English Learners scores of 30% (9th), 29%

(10th), and 16% (11th) proficient and above far outperform the state averages of 7% (9th), 4% (10th), and 4% (11th) proficient and above, as do our Students with Disabilities.

The California High School Exit Exam (CAHSEE) includes an English-Language Arts (with essay) and math exam aligned to the state framework for content standards up to grade 10. For math, the exam includes mathematical reasoning, logic, elementary statistics, Algebra and Geometry. Students who pass the CAHSEE are defined as having a grasp of real and rational numbers and a strong understanding of the fundamental concepts of Algebra and Geometry (California Standardized Test Program Performance Descriptors, <http://www.cde.ca.gov/dataquest>). The CAHSEE is administered first to 10th graders in March, and students have up to five attempts (twice a year) to pass both sections of the exam. Monta Vista boasts a high pass rate ranging from 97% to 100% of students passing on their first attempt. Students must pass the exam in order to be eligible to receive a high school diploma. Our English Learners continue to perform well on the math exam as it is not as language-intensive; our Students with Disabilities pass the exam at a high rate compared to the state averages of 47% (EL) and 32% (SD), respectively.

California State Assessment data is available through the state's Data and Statistics website, <http://www.cde.ca.gov/ds/>

2. Using Assessment Results

Monta Vista's staff is committed to using data to understand and improve student and school performance. Student performance data is considered in placing students in courses appropriate to their skill levels. The California English Language Diagnostic Test (CELDT) assesses non-native English speaker's abilities in reading, writing, listening, and speaking, and is administered annually to students as a measure of their English language development. This assessment is also used in the redesignation process, as well as in placing students in courses. Standardized test data is considered in determining the appropriateness of a student requesting to override a teacher recommendation into a higher-level course. Performance data is viewed as one measure of a student's preparation for such classes. Such student data is also examined as a part of our Student Assistance Team process, which reviews referrals for students who seem to be struggling academically or socio-emotionally, and oftentimes makes recommendations for classroom or school-level interventions or accommodations as a support for students.

All staff has access to Cruncher, a data software program, to obtain performance data about their current and former students, and there are in-service opportunities to learn and explore the program. In the fall with the arrival of last spring's California Standards Test (CST), California High School Exit Exam (CAHSEE), and Advanced Placement (AP) results, administration, department chairs, and teachers examine student performance data to learn about their incoming students, as well as to reflect on their curriculum as they plan for the new school year. Departments examine content-specific performance data (including CAHSEE, CST, AP, SAT, and college placement exams) as they establish goals for the year: the English department analyzed writing data and determined a need to establish clarified writing standards and expectations across the vertical team; the math department identified a need to examine the Geometry curriculum in addition to their current work with the district's Algebra 1 initiative.

3. Communicating Assessment Results

Recognizing the role that our community plays in Monta Vista's success, we make every effort to keep all parents informed and to provide all parents the opportunity to communicate with the school. Quarterly newsletters, the school's website, and meetings with community groups such as the PTA provide opportunities for sharing school performance data and discussion. Monthly parent coffees provide an informal conversational setting for parents to meet with the Principal to discuss topics of interest identified by the parents. In January of 2008, the principal began meeting with a new group called Connections, a bilingual parent group. One of the topics addressed in this group is the importance of standardized testing and their students' role in affecting school performance.

Linked to the Monta Vista web site, the "School Loop" system provides information to parents and the community, including class assignments and student grades (confidential access only) and allows easy access for communication with school personnel. All teachers are accessible by email and some teachers maintain individual web sites as well. In both fall and spring, the counselors, administrators, and the College/Career Center technician hold a series of meetings for students and parents that cover topics including transcript management, graduation requirements, course selection and college application processes.

4. Sharing Success

Monta Vista shares its successes its four sister schools in the district through regular district-level meetings and collaboration. Teachers, administrators, classified staff, parents, and students have opportunities to come together with their counterparts from other schools at these meetings: two Monta Vista administrators sit on the district's Curriculum and Guidance council and three are district liaisons to department chair groups with representatives from each school. Last year Monta Vista teachers led the district's Advanced Placement teachers through the AP Course Audit process, as the school had been invited to participate in an advance review and had gained valuable insight from the experience. Student representatives to the Inter-District Council (IDC) meet with their counterparts and collectively support student programs at all five schools. These roles provide key opportunities to share best practices and celebrate successes, as well as to come together to problem solve and discuss issues. Monta Vista staff participates in a variety of professional development workshops both as attendees and as presenters, providing further opportunities to share experiences with other educators and schools.

The school also shares news with the community through the school website, an additional school community-only online tool called School Loop, newsletters, the student newspaper, and the community newspapers. We open our doors to the community for events such as the springtime Festival of the Arts, which celebrates the talent of our Visual and Performing Arts departments, as well as athletic events and other student activities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Monta Vista is proud of its diversity of curriculum, enabling students to choose courses that best meet their needs and goals. Monta Vista delivers a rigorous, relevant and coherent standards-based curriculum for all students, aligning with state and district standards, as well as the school's learning goals. All core departments have and use state adopted textbooks and

resources. Students have open access to the courses they choose, except those limited by grade level requirements.

English: All freshmen are required to take Literature/Writing, advancing then to the sophomore level of World Literature, which coincides with their study of World History. Beginning with the junior level, students have the wide range of choices from, American Literature (regular and Honors), British Literature, Mythology/Folklore, Contemporary Literature and English AP. Humanities is once again being offered for the 2008-2009 school year.

Mathematics: All students are required to have two years of mathematics to graduate, with a minimum of Algebra I and Geometry. Algebra I is our most basic course, and students can pursue mathematics through Calculus AB, Calculus BC or Statistics AP. Computer programming (regular and AP) is another option for students. Two levels of Algebra II, and 2 levels of Pre Calculus provide support for students.

Modern Language: Four languages—French, Spanish, Japanese, and Chinese—are taught, each with the full spectrum from Level I through AP. Curriculum is adapted for heritage speakers and non-heritage speakers. Written and oral application of each language is emphasized.

Science: All students must pass 2 years of Science to graduate, one year in life science and one in physical science. All freshmen take Biology and most proceed to Chemistry or Chemistry Honors. Following Chemistry, students can pursue Physics (regular, Honors or AP), Chemistry AP, Biology AP, Physiology. Many of our students request two science classes a year.

Social Science: All students must meet the World History, US History and US Government and Economics requirements for graduation. The Social Science department does not offer any other areas of study, but has introduced new variations on the required courses to now include Government AP, Economics AP, and a new integrated approach to US History, partnering with American Literature, called American Studies. These add to the existing US History AP option.

Visual and Performing Arts (Art, Music, Drama):

Art: The Art Department has options for students starting with Art 1, Ceramics, or Beginning Photography. Students can pursue advanced study in each of these areas, and many choose to study Graphic Design and Multi-Media production through Regional Occupation Program, ultimately moving on to exclusive art schools.

Music: The Music department has 3 full-time teachers, 2 instrumental and 1 vocal. The vocal offerings range from beginning mixed choirs to select audition groups. Instrumental course offerings include concert band, marching band, 2 levels of orchestra, jazz band, and Music Theory AP.

Drama: Beginning Drama through Advanced Drama compliment the ROP Stagecraft class, providing students a full spectrum of show productions.

Physical Education: Students meet a 2 year requirement in PE. All ninth graders take PE9, which includes the state curriculum standard of Health and Wellness. All students take the Physical Fitness tests. Students can pursue Dance, Weight Training and PE Elective in subsequent years.

Business: Course offerings of Principles of Business, International Business, Marketing, Law, and Money and Banking, provide students project based application and community partnerships opportunities.

2b. (Secondary Schools) English

The overall goal of the English Language Arts program is to enable the student to respond in a variety of ways to the ideas in literature, starting at the personal and progressing to the universal level. This goal is achieved in the classroom by: using literature that focuses on aesthetic, ethical, cultural and political issues and themes; using active learning strategies that help students integrate thinking, reading, speaking, listening and writing; using a variety of assessment strategies.

Writing instruction focuses on the various types of writing, the awareness of purpose and audience, the process of writing and on self-discovery: connecting personal experience to the ideas and issues of literature. Speaking and listening activities are integrated into all language classes although there are opportunities to take specific class work in speech. The English program is designed in two parts: the **foundation** and the **selective** program. In order to complete the foundation program, students must take Literature & Writing in 9th grade and World Literature in 10th. Students are expected to develop their abilities to read more broadly and to comprehend at higher levels, as well as to work effectively in groups. Throughout the curriculum, students are encouraged to think both creatively and critically; to express independent thinking; and to work on clarity of thought in written and oral communication. All of our year-long courses are aligned to meet State standards as well as Monta Vista's learning goals. Lit/Writ I integrates the study of literature with instruction in the writing process. Materials include poetry, prose, fiction and non-fiction. At grade 11, students have access to any of the courses except those specifically limited to seniors. The courses juniors can access include British Literature, American Literature, Mythology. American Lit Honors is also available as well as a new offering, American Studies, an interdisciplinary course combining American Lit and U.S. History. At grade 12, students can choose all of the junior options as well as AP English and Contemporary Literature. Sheltered classes are available at all grade levels. Staff development and collaboration have provided teachers with training in literacy techniques. We also maintain a 20-1 ratio for 9th graders. Teachers use varied instructional techniques to assist students in achieving standards, including, but not limited to, literature circles, read alouds, think alouds, to name a few. Teachers also use diverse assessment tools to aid student success. Assessments include performances based on the course literature, speeches, portfolios as well as timed-writings and formal essays.

3. **Additional Curriculum Area: Science**

To achieve our vision of graduates “who can adapt to the challenges of the future,” good science background is essential in our technology-oriented society and workplace. All of our science classes fulfill the UC/CSU requirement. Based on the Science Content Standards for California Public Schools, the content of our science classes includes the essential skills and knowledge students will need to be scientifically literate citizens in the twenty-first century.

Students have the opportunity to learn science by receiving direct instruction, by reading textbooks and supplemental materials, by solving standards-based problems, and by doing laboratory investigations and experiments. Students are encouraged to take a science class each year, not only to enhance future college admissions, but also to gain a better understanding of the world around them. AP (Advanced Placement) courses are based on standards established by College Board through the Advanced Placement Program.

Biology is required for entering 9th graders and a sheltered class is offered to assist students who need it. The topics covered are Cell Biology, Genetics, Ecology, Evolution, Physiology, and Investigation and Experimentation. After the 9th grade, students have a variety of options.

Chemistry and Physics are available for 10th graders on up. Supplementing the basic curriculum are Chemistry and Physics Honors. For grades 11-12, Physiology, AP Physics, AP Chemistry, and AP Biology allow students to pursue their interests and prepare for careers such as engineering, medicine, natural resource management.

4. Instructional Methods

Monta Vista's staff uses a variety of teaching strategies to increase the rigor and relevance of their courses including inquiry based instruction, project-based learning and interdisciplinary collaboration. Teachers use a variety of instructional strategies to enable all students to access rigorous, relevant and coherent standards-based curriculum and to achieve the school's learning goals. All staff has access to quality resources including textbooks, media, and technology. The modified block schedule, and a weekly staff collaboration period, supports teachers' use of diverse instructional strategies, including simulation, Socratic dialogue, literature circles, student produced videos, cooperative learning, lecture, and inquiry, as well as hands-on and community-based learning. Students in all disciplines produce written and oral communications, complete long and short-term projects and apply basic skills and concepts to increasingly complex assignments. Some teachers use School Loop or other resources to allow students to conduct discussions that expand knowledge and understanding of course material. Teachers are using more technology in the classroom (more online tools, PowerPoint lectures, experimentation into personal response systems for formative assessments during class lectures) to add in the delivery of effective instruction. In addition, several classes offer websites so students and parents can have access to lecture notes, animations, and keys any time, and from any place. Activities such as robotics, mock trial, mock elections, Biology "case studies" and speech and debate as well as clubs such as DECA, and FBLA give all students the opportunity to apply their classroom learning in a real world context. Many of our staff members have been recognized for their innovative instructional methods, receiving grants from regional and national organizations. Teachers collaborate with the Special Education and guidance department regarding students who need accommodations for special needs, differentiating and individualizing instruction.

5. Professional Development

With a new principal and a fairly new staff, defining "what makes Monta Vista, Monta Vista" became a focus of our staff development, and with that, a need to examine our curriculum based on our values. Staff development and teacher collaboration time during the 2005-2006 and 2006-2007 school year was largely devoted to the idea that examining our curriculum in course-alikes, and applying the "sieve" to protect and focus on what we value, was the work of a school moving from "Good" to "Great." This notion reflected our time spent in course-alike collaboration, and also our participation in district initiatives such as in ELD and Algebra, with the ultimate goal of addressing the needs of all students and improving student achievement. . Our Annual School Plan, based on student performance data and aligned with the district long-range plan and our school's WASC Action Plan, incorporates this work in its goals of supporting the needs of struggling students in ELD and Algebra 1, and "Educating the Whole Child, Educating Every Child." Some of the specific activities have included: instructional strategies for English learners, technology training, Student Assistance team referrals and 504 students, student achievement data analysis, and staff simulations of Camp Everytown and ethics activities to address the socio-emotional needs of students. Teachers are supported in their pursuit of

professional development activities with funding and release time with the understanding that their participation in such activities ultimately will impact student achievement. Monta Vista staff has participated in activities such as: Advanced Placement institutes, administrative credential programs, National Council of Teachers of Mathematics, Industry Initiative for Science and Math Educators, AVID conferences, and content-specific conferences.

PART VII - ASSESSMENT RESULTS

Subject: English-Language Arts Grade: 9 Test: California Standards Test (CST)
 Publisher: Educational Testing Service (ETS)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% scoring "Proficient" or above	90	86	88	84	85
% scoring "Above Proficient"	71	67	69	51	54
Number of students tested	623	644	657	638	558
Percent of total students tested	99.7	99	99.8	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. English Learners					
% scoring "Proficient" or above	37	39	33	29	42
% scoring "Above Proficient"	N/A	N/A	N/A	N/A	N/A
Number of students tested	30	36	43	34	45
2. Students with Disabilities					
% scoring "Proficient" or above	50	32	45	25	25
% scoring "Above Proficient"	N/A	N/A	N/A	N/A	N/A
Number of students tested	16	25	22	20	16

Subject: English-Language Arts Grade: 10 Test: California Standards Test (CST)
 Publisher: Educational Testing Service (ETS)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% scoring "Proficient" or above	82	84	83	84	76
% scoring "Above Proficient"	57	60	53	57	41
Number of students tested	639	668	618	537	547
Percent of total students tested	99	99	99	96	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
SUBGROUP SCORES					
1. English Learners					
% scoring "Proficient" or above	29	18	19	12	21
% scoring "Above Proficient"	N/A	N/A	N/A	N/A	N/A
Number of students tested	28	40	36	25	48
2. Students with Disabilities					
% scoring "Proficient" or above	24	39	31	29	39
% scoring "Above Proficient"	N/A	N/A	N/A	N/A	N/A
Number of students tested	38	33	26	14	28

E Subject: English-Language Arts Grade: 11 Test: California Standards Test (CST)
 Publisher: Educational Testing Service (ETS)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April	April
SCHOOL SCORES*					
% scoring "Proficient" or above	78	79	80	71	70
% scoring "Above Proficient"	59	57	51	36	43
Number of students tested	665	597	524	512	488
Percent of total students tested	99	96	96	91	93
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
1. English Learners					
% scoring "Proficient" or above	16	31	12	4	10
% scoring "Above Proficient"	N/A	N/A	N/A	N/A	N/A
Number of students tested	37	26	26	26	40
2. Students with Disabilities					
% scoring "Proficient" or above	31	19	41	33	26
% scoring "Above Proficient"	N/A	N/A	N/A	N/A	N/A
Number of students tested	32	26	17	22	27

Subject: Math Grade: 10 Test: California High School Exit Exam (CAHSEE)
 Publisher: Educational Testing Service (ETS)

	2006-2007	2005-2006	2004-2005	2003-2004*	2002-2003*
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% Passing	98	98	99	99	97
Number of students tested	639	696	642	557	607
Percent of total students tested	100	99	97	98	N/A
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	N/A	N/A	N/A	N/A	N/A
1. English Learners					
% Passing	89	90	100	92	100
Number of students tested	27	40	35	25	57
2. Students with Disabilities					
% Passing	85	88	100	100	65
Number of students tested	34	32	19	17	40

* The California High School Exit Exam was first administered as a 10th grade census and graduation requirement in 2004. Prior to that year, Monta Vista was a participant in the pilot administration of the exam; the exam was administered to 9th and 10th graders on a voluntary basis.