Mountain View High School
SELF-STUDY REPORT

3535 Truman Avenue

Mountain View, CA 94040

Mountain View Los Altos High School District

March 25, 2019 - March 27th, 2019

ACS WASC/CDE Focus on Learning Accreditation Manual,

2017 Edition (Edited for 2018-2019 SY Visits)

Mountain View High School

Principal: *Dave Grissom*
Assistant Principal: *William Blair*
Assistant Principal: *Carmen Gomez*
Assistant Principal: *Teri Faught*
Student Services Coordinator: *Huong Vo*

WASC Coordinator
Kim Rogers, *Science and AVID Teacher*

Focus Group Leaders
Category A
Sarah Block, *Social Studies Teacher*
Kristin Cardenas, *Social Studies and AVID Teacher*
Tami Kittle, *PE and AVID Teacher*
David Marroquin, *Academic Counselor, Supervised Study*
Category B
Jyoti Reid, *Math and AVID Teacher*
Brook Mangin, *Social Studies Teacher*
Category C
Alisa Burmeister, *Social Studies Teacher*
Jeff Morgan, *World Language Teacher*
Category D
Christine Yow, *Science and ASB Teacher*
Ginny Sullivan, *English Teacher*
Category E
Carson Rietveld, *Social Studies and ASB Teacher*
Jill Denny, *Choir Teacher*

Mountain View Los Altos School District

Superintendent
Dr. Jeff Harding

Associate Superintendent, Educational Services
Margarita Navarro

Associate Superintendent, Business Services
Mike Mathiesen

Associate Superintendent, Personnel Services
Leyla Benson

Mountain View Los Altos School District School Board

Dr. Phil Faillace, President
Mr. Sanjay Dave, Vice President
Mrs. Debbie Torok, Clerk
Ms. Catherine Vonnegut
Mrs. Fiona Walter

Mountain View Los Altos High School District SIX-YEAR GOALS 2017-2022

Improve academic achievement of <u>all </u>students at all performance levels by:

Aligning curriculum, grading systems and practices

Promoting achievement of students in Science, Technology, Engineering and Math

Supporting the wellbeing of students and staff

Providing facilities that optimally enhance learning

Maintaining fiscal stability

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Preface

Mountain View High School Self Study Process

We formally started our Self Study in the Fall of 2017. We spent the Fall of 2017 working in Home Groups looking at data and analyzing, from our unique roles on campus, where we were finding success and where we saw areas of need. In the Spring of 2018, we met in Focus Groups and built off of the analysis we did in Home Groups to come up with our Critical Learners and ultimately our MVHS (WASC) Goals. Ready to get to work, we spent the start of the Fall of 2018 putting together our objectives and key measurable results (action plan). The details of these meetings are described below.

==**Fall 2017 - Home Groups**==

Our Home Groups were defined as the following;

- Students*
- Parents*
- Special Education
- English Language Department (ELD)
- Counseling
- Performing Arts
- Visual Arts
- Science
- Counseling
- Administration
- Support Staff

- Physical Education (PE)
- Math
- English
- Social Studies
- Science
- Wellness
- World Language
- Advance Via Individual Determination (AVID)
- Technology, Engineering and Design (TED)

Each Home Group had 2 facilitators, each of whom is a respected faculty member, that supported and guided the conversation and made sure the results were documented. We trained and supported the facilitators (slides) during our weekly Coordinator Meetings and used Google Classroom to provide supporting documents (data and previous WASC work) and as a shared place for documentation of each group's findings. Each Home Group had access to this Data folder.

Home Group Meeting #1 - Wednesday, 9/20/2017, Professional Development Afternoon

Here is the document that the Home Group facilitators used to record their work during each meeting, sent via Google Classroom. This first meeting was spent brainstorming all of the things we have accomplished over the past 3 years from our respective areas of expertise. This Reference Sheet was given to help get the ideas flowing. Participants were asked to link evidence wherever possible.

Home Group Meeting #2 - Wednesday, 10/1/2017, Professional Development Afternoon
We continued to prep and train (slides) Home Group Facilitators during our Coordinator Meeting time (Agenda for Home Group Meeting #2). During the second Home Group meeting, participants watched a portion of a talk given by Patrick Briggs that we call "Coke Machine University" (7:56 - 14:00). After watching this video and spending some time looking at our Data folder (linked above and in the appendix), participants were asked to brainstorm what they notice and to begin to identify our critical learners.

Home Group Meeting #3 - Wednesday, 11/15/2017, Department Meeting Time
Home Groups were asked to tie together their work from the first two Home Group meetings and identify, what is and what is not having a positive impact, with respect to our critical learners, based on data as much as possible (Slides). The outcome of these meetings are found in Chapter 2.

Spring 2018 - Focus Group Meetings

The 12 Focus Group Leaders that volunteered to help support our WASC Self Study, represent a variety of roles on campus and each of them felt that this work would help grow their leadership skills while supporting our school. Each Focus Group Meeting started with a community builder. The prompts for each category were divided up among the three meetings and the Focus Group Leaders facilitated those discussions.

Before the first Focus Group Meeting, we held a training session (slides), facilitated by two members of IST (Instructional Support Team) to help with facilitation skills and to provide each Focus Group Leader with a set of strategies to use should the conversations become challenging. Between the first and second Focus Group Meetings, we held a second training session (slides), to guide the reframing of some of the prompts and to troubleshoot issues that came up during the first meeting. Shortly after each Focus Group meeting, all Focus Group Leaders met to debrief, share the strengths and areas of growth for facilitating these meetings, and to simply build community amongst this cohort of leaders. For cohesion, the Leaders were always given a template slide deck to use, with space for them to add the prompts that pertained to their category, and given time to practice the community builder and to complete their slide decks with support from Assistant Principal, Teri Faught and the WASC Coordinator, Kim Rogers. The template slide decks are linked appropriately below. All slide templates and supporting documents were in a special Google Classroom Folder titled "WASC Focus Groups". The outcome of these meetings is located in Chapter 3.

Focus Group Meeting #1 - February 7th, 2018, Professional Development Afternoon
To kick off the Self-Study process (Slides), all participants gathered in the theater and were given a folder containing a copy of our 2013 WASC goals, MVHS Vision Statement, MVHS Student Learning Outcomes, College and Career Readiness Standards and the MVLA District LCAP goals.

We wanted to set the tone for the work ahead and the exciting opportunities these conversations would open up! Here is a list of participants in each Focus Group. Here is the Slide Template used by each Focus Group. Once in Focus Groups, a discussion of the WASC prompts and indicators in each category began. Copies of the WASC Chapter 3 Google Doc template were placed in Google Classroom, on which each Focus Group recorded their work.

Focus Group Meeting #2 - March 19th, 2018, Monday, Professional Development Afternoon
We continued our discussion of the prompts (Slide Template).

Focus Group Meeting #3 - April 25th, 2018
At this point, we were narrowing in on identifying our critical learners . Focus groups were asked to look at this list and make sure we weren't missing anything (Slide Template).

Fall 2018 - Focus Group Meeting #4 and Dept/Home Group Retreats
Focus Group Meeting #4 - August 18, 2018, Prior to the Start of the 18-19 School Year
The Focus Group Leaders presented our draft WASC Goals and facilitated gathering critical feedback from everyone (Slides).

Dept/Home Group Retreats - September 19-20, 2018
During our two Professional Development afternoons in September, Departments/Home Groups spent time using our MVHS WASC goals to develop their portion of our Action Plan (which we have called objectives and key measurable results). Leaders of these groups were given time during Coordinator meetings to prepare their agendas for their Retreat Days. During these meetings, they were given a template slide deck and had the support of their Admin Liaisons, IST as well as their fellow colleagues in the Coordinator meetings. Further refinement with support and feedback, of each Home Groups objectives, key measurable results and next steps took place during several Thursday afternoon Department Coordinator meetings.

Capacity to Implement and Monitor the Action Plan

Throughout the self-study process, direct and explicit connection to the cycle of inquiry was continually made, as evidenced in our slides linked above. As time is the limiting factor that often prohibits us from moving forward on our goals, a calendar of all available meeting times very clearly shows how we are intentionally choosing to use the time that we have, and each block of time is connected to our WASC goals (objectives and key measurable results). This calendar also shows when Home Group Leaders will have time to work on their objectives with their colleagues and when the time needs to be used for nuts and bolts or urgent matters that come up. In addition, time is being set aside during weekly Thursday Department Coordinator meetings to provide support, guidance and advice as Home Groups work to accomplish their objectives and refine them depending on the degree to which their key measurable results were met.
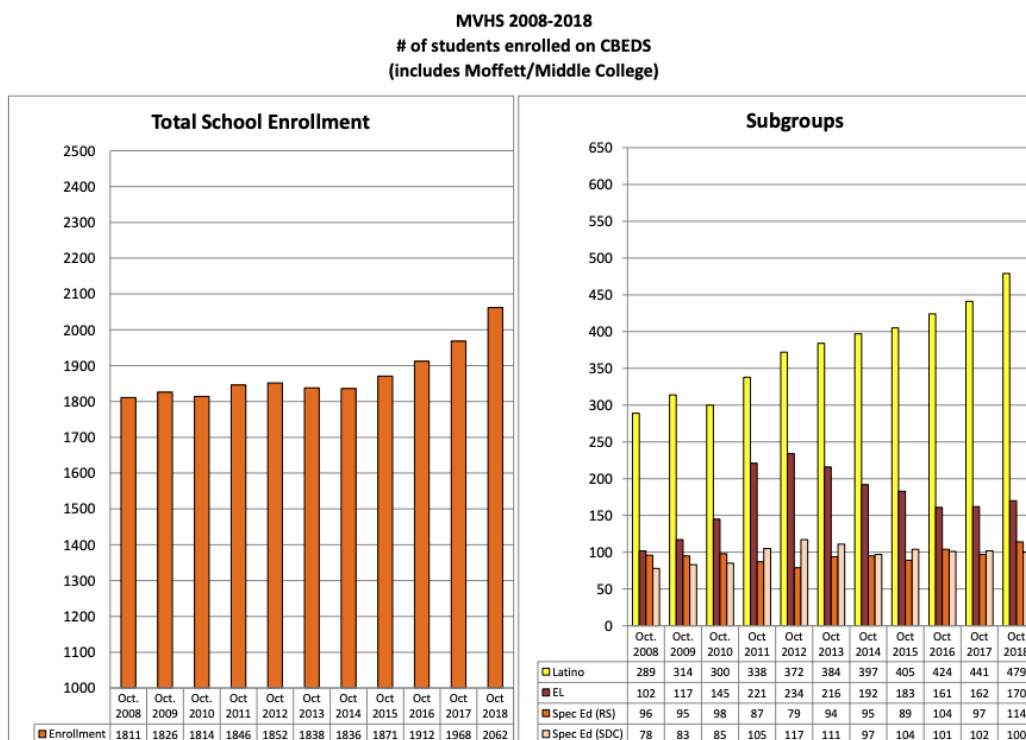
Mountain View High School

Chapter 1

Progress Report

Chapter I: Progress Report

<mark>Significant Changes and Developments</mark>

In the last 6 years, since our self study in 2013, many significant changes have taken place.

- As of October 2018, our **enrollment** is 2062 students which is an increase of 11.3 % from October 2012.

MVHS 2008-2018
# of students enrolled on CBEDS
(includes Moffett/Middle College)

Total School Enrollment

	Oct. 2008	Oct. 2009	Oct. 2010	Oct 2011	Oct 2012	Oct 2013	Oct 2014	Oct 2015	Oct 2016	Oct 2017	Oct 2018
Enrollment	1811	1826	1814	1846	1852	1838	1836	1871	1912	1968	2062

Subgroups

	Oct. 2008	Oct. 2009	Oct. 2010	Oct 2011	Oct 2012	Oct 2013	Oct 2014	Oct 2015	Oct 2016	Oct 2017	Oct 2018
Latino	289	314	300	338	372	384	397	405	424	441	479
EL	102	117	145	221	234	216	192	183	161	162	170
Spec Ed (RS)	96	95	98	87	79	94	95	89	104	97	114
Spec Ed (SDC)	78	83	85	105	117	111	97	104	101	102	100

- ***Administrative turnover*** was high at both the site and District level. On the MVHS campus, David Grissom became Principal in 2013, William Blair (former MVHS Teacher), Carmen Gomez (former LAHS teacher and New Teacher Coordinator and Teri Faught (former MVHS teacher and Instructional Support Team (IST) member) became Assistant Principals in 2013, 2014 and 2017 respectively. A new administrative position, Student Services Coordinator, was created in response to the increased need for wellness services. Huong Vo was hired to this position in 2016. At the District level, Dr. Jeff Harding became Superintendent in 2015, Mike Mathiesen (former MVHS Teacher and Administrator) became Associate Superintendent of Business Services in 2014, Leyla Benson became Associate Superintendent of Personnel Services in 2016 and Margarita Navarro became Associate Superintendent of Educational Services in 2017. A new District level position, Clinical Services Coordinator was implemented in response to the District's mental health and wellness needs. Susan Flatmo Ph. D., former MVLA psychologist, was hired to this position in 2016.

- With respect to **technology**, MVHS transitioned fully to "Bring Your Own Device" (BYOD) during the 15-16 school year as well as adopting G-Suite, our selection for cloud computing that supports online productivity and collaboration. Chromebooks are available for any student to check out and keep for their time at MVHS. The entire school and community has access to wifi, all teachers have computers and all classrooms have projectors.
- Our bell schedule changed in the 16-17 school year to include a 35 minute **Tutorial Period** every Tuesday where students can choose to go and see any teacher they wish to get extra help, to retake/revise an assessment, work on homework, collaborate with peers, or just take a break. Each teacher uses a scanner and the Teachmore App to take attendance during the Tutorial Period.
- In 2013, **construction** of the 600 wing, along Bryant Avenue, was complete. This was the final phase of the Measure A bond passed in 2010.   These new buildings contain 3 Science classrooms and 9 new multi-use classrooms currently occupied by World Language, Social Studies and AVID. An update District [Facilities Master Plan](#) was approved in March of 2018 with goals to improve all teaching spaces to meet education specification and facility assessment needs, improve classrooms and support facilities including food service, libraries, physical education and administration, improve outdoor student gathering areas and replace aging portable classrooms with permanent construction.
- Similar to all schools in California, we are working through the new expectations, pedagogical and curricular, of both **Common Core** and it's measurement tool, the SBAC, as well as the **Next Generation Science Standards** and it's measurement tool, the CAST. Our District has chosen to adopt the CA NGSS Three-Course Model.
- In 2014, responding to the increase need for teacher support, with the roll-out of Common Core and NGSS, the District established 4 Teacher-on-Special-Assignment (TOSA) positions collectively called the **Instructional Support Team (IST)**.
    - Tim Farrell
    - Marcey Winawer
    - Joy Hellman
    - Megan Sibley
- Due to tragic events in neighboring districts regarding mental health, as well as what we were hearing and seeing from our own students, their emotional well being became a very large concern. Student **wellness** became a priority. In addition to the creation of the new administrative site position of Student Services Coordinator, the campus now has 2 full time licensed marriage and family therapists, a social cognitive therapist, 4 CHAC (Community Health Awareness Counselor) interns, a CHAC lead therapist, a representative from CHC (Children's Health Council) and a Stanford fellow for psychiatric consults. We also partner with several community resources like Brief Counseling (one on one counseling) and Advent Group for outpatient addiction services. In addition, wellness became a District goal and a position was formed, titled MVLA Clinical Services Coordinator, and Susan Flatmo Ph D. started in that position in the 15-16 school year. Our PTSA started [Spartan Pause](#) which is s an ongoing collaboration among with the school administration, staff, ASB, and community

partners offering wellness activities to students once a month during lunch. The MVLA Foundation, our parent fundraising group, began funding a series of speakers to increase dialogue and create common awareness, understanding and empathy around the struggles of our students as educators and parents.

- We have strengthened our systemic **professional development**. Starting in 2015, on the Tuesday after school was out in June, the first Learningpalooza was planned and implemented by IST. This day long professional development was made up of 2 learning sessions in the morning and one in the afternoon. An opening inspirational talk was given, lunch was provided and a wrap up session at the end gave us time to enjoy ice cream and reflect. Each learning session offered a menu of choices, and each session was run by an expert staff member. Momentum and interest in this professional development grew year after year and this coming June 11th will be Learningpalooza 5! Participants can also choose to use a session to meet and plan with their course teams. Here are the schedules for all 4 previous Learningpaloozas:
  - Learningpalooza 4 - 2018
  - Learningpalooza 3 - 2017
  - Learningpalooza 2 - 2016
  - Learningpalooza 1 - 2015

Self-Study Action Plan Goals *(May, 2013)*

In addition to the above changes, additional progress has been made around each of our 2013 Action Plan goals. Critical areas for follow up are noted by the previous WASC visiting committee in red.

ACTION PLAN GOAL #1 - Create and maintain communication systems between school employees and between the school and the larger community related to student achievement. *(Continue the focus on improving school-wide communication to promote collegial conversations amongst certificated staff. Develop structures to provide whole staff meeting time to clarify objectives and celebrate successes.)*

During the last WASC visit in 2013, we, as a staff were healing from a well intentioned and well informed attempt to really take a look at our grading and assessment practices and the implications on all students ability to be successful, especially our students that fall into the expectation and opportunity gap. A group of staff members (and Administrators) read books by Marzano, Fullen, O'Connor and Dweck. These conversations unlocked many teachers' long and deeply held beliefs about grading and assessment and what it looked like in their curricular area. As a result, the faculty became divided. Private conversations were rampant, breeding mistrust. Feelings of inadequacy and judgement alienated some teachers and those pushing for these needed conversations were vilified.   This left us wounded and floundering.

Luckily, and excitedly, there were many lessons learned, and today, we are much better off for it. To begin, in 2014, the District formed the **Instructional Support Team (IST)** which is made up of 4 teachers on special assignment tasked with supporting the implementation of the Common Core State Standards, NGSS and Educational Technology.

The current member of this team are;
- Tim Farrell
  New Teacher Program Coordinator, Induction Mentor
- Joy Hellman
  *Instructional Support Teacher (TOSA): Common Core Literacy, New Teacher Support,
  AVID District Director*
- Meghan Sibley
  *Instructional Support Teacher (TOSA): Next Generation Science
  Induction Mentor*
- Marcey Winawer
  *Instructional Support Teacher (TOSA): Common Core Math and Edtech
  Induction Mentor*

These four highly regarded teachers work with teachers at both Los Altos High School, Mountain View High School and Alta Vista High School (our alternative High School). They have been instrumental in not only living up to their titles but helping teachers engage in courageous and respectful conversations. They can be found helping Department Coordinators put together purposeful and action oriented agendas for Department meetings, leading professional development or bringing in experts to do so, or giving one-on-one support implementing new technology. They were a crucial part of training the WASC Focus Group Leaders on how to effectively facilitate their Focus Group meetings and creating an environment where everyone (students, parents, teachers, support staff and Administrators) could be heard. A welcome outcome of the implementation of IST, is their ability to liaison between the District Office, Site Administration and staff. IST has had an enormous impact on communication.

In addition to the strategic use of highly regarded teachers as coaches, we also started to approach discussions by **starting with the "why"**. Based on Simon Sinek's idea of the "[Golden Circle](#)", organizations that are able to be innovative and inspiring, start with knowing "why" they do what they do, followed by recognizing "how" they go about doing it and then begin to delineate the logistics of the "what".

Coinciding with our work to create a positive culture among staff, we have been working with students to do the same.   The structure of our **Associated Student Body (ASB)** class changed from 1 class to 2 classes; ASB Activities and ASB Government. ASB Government is made up of our elected offices and ASB Activities is made up of students that are nominated by the staff and who apply and interview to join the class. The classes are offered the same period of the day and are taught by 2 teachers. Students in both classes work together to put on a variety of activities that try to reach as many students and staff as possible. Last year, we had our first ELD Commissioner working with ASB representing the ELD student population and crafting a handbook for new students. This opened the door for our ELD students to become more involved and informed about school activities. The ASB Wellness Committee works closely with the PTSA Wellness Committee to continue to grow our wellness initiatives. For example, monthly Spartan PAUSE events to support student wellness throughout the year, not just during finals. The ASB students are also starting to intentionally rethink what activities will create an inclusive and compassionate culture on campus and not just carry on traditions for traditions sake. One

example of this is removing gendered requirements for homecoming court, as well as the addition of a game room at each dance to support students being together regardless of interests. Students work together to brainstorm and execute on ideas that they believe will reach more students, especially thinking about things introverts might gravitate more toward. School-wide Kahoot during rallies has been a popular activity. Students continue to work on being student representatives for their student body constituents and providing the student body with a voice to the administration and school board. ASB Advisors work with the Administration to provide staff with more opportunities to build community, like after school get togethers, holiday parties, and staff teams for participation in rally games and lunchtime activities.

ACTION PLAN GOAL #2- Create and align assessments in department teams. Use results to modify curriculum, instruction and assessment. *(Continue the focus on improving school-wide communication to promote collegial conversations amongst certificated staff. Develop structures to provide whole staff meeting time to clarify objectives and celebrate successes. Determine next steps for appropriate targeted professional development to support departments in regards to curriculum alignment, common formative and summative assessments, common grading practices, and common course information sheets.)*

The development of **Course Teams and Course Team Leaders** has been a significant shift over the past 6 years. We realized that structures and systems needed to be put into place as the foundation for meaningful discussions about things we could be doing to increase the success of all of our students especially around assessment and grading. Discussions around the idea of Course Team alignment, what that looked like and what it meant became more prevalent around campus. The "why" behind this was that a student's chances of success shouldn't hinge upon the teacher they're given, as well as a team of teachers could share expertise and best practices, ultimately analyzing student work together to determine how to best serve their students. There were early adopters and then IST was instrumental in moving this forward.
- There was much debate around what "alignment" meant, as many feared it meant "lock step". IST and the Administration (at both schools) came up with [Alignment 1.0 and Alignment 2.0](#).   Course Teams could find themselves somewhere on the Alignment 1.0 and 2.0 continuum. The goal was to keep moving the right direction along the continuum.
- IST worked with the District Office to come up with a template for our common [Course Information Sheets](#). Each part of the template was described in the [CIS Definitions and Examples](#). The expectation was that there would be one Course Information Sheet for each course and all teachers of that course needed to abide by the description of what was going to be taught and how it was going to be assessed and graded as outlined in that Course Information Sheet.
- Each Course Team has a Course Team Leader. This teacher is responsible for setting the agenda for Course Team meetings, facilitating the meetings and delegating tasks. IST has provided consensus training for Course Team Leaders during Learningpalooza and during a few 7th period trainings. In addition, several teachers, one from each department applied and received a Light Award Grant and developed the [Course Team Leader Role Description](#). This role has its challenges, depending on the size of the team, differing educational philosophies of team members and the fact that teams don't stay the same year after year due to the Master Schedule. Each semester, our Assistant Principal, Teri Faught, holds a [Course Team Leader breakfast](#) before school to provide support and

discuss successes and challenges their course teams are experiencing, as some members are making alignment difficult. To help share these struggles, a "Fishbowl" was held during a Coordinator Meeting in November 2018 to give Course Team Leaders a chance to express their successes and challenges in a format that allowed the Department Coordinators and Administrators to hear their collective voice in an effort for all of us to find ways to support their important role. This work and these conversations are ongoing.

- Lastly, IST began to encourage "Course Team Retreats". These retreats would be a half day or a full day when a Course Team would work together to accomplish a particular objective. The agenda would be carefully planned ahead of time with support and guidance from IST and Administrators. Time, away from the classroom, needed to be taken, to have the challenging but meaningful conversations around how we grade, designing our assessments, how much homework do we assign and why do we assign it, implementation of new curriculum, etc. Course Teams don't necessarily stay the same each year either and time needs to be taken to recalibrate and get everyone on the same page. This kind of professional development has proven to provide great outcomes and has become a priority for funding by the District.

==ACTION PLAN GOAL #3== - Use a combination of external and internal data to create and direct targeted classroom interventions.

While the Course Teams and Course Team Leaders became the norm, we were also having District wide conversations about **homework and academic Integrity.** Committees of teachers and Administrators from both Mountain View and Los Altos came together to develop District Policy around both of these issues.

- The amount and quality of homework varied widely across the school. We began discussing the role homework plays in our curriculum and how much we should be assigning each night, keeping in mind that our students take 6-8 classes and have a variety of responsibilities after school, whether that be sports, working, volunteering or helping out at home. Our Counselors put together an [MVHS Workload Estimates](#) document, which is handed out in January, so students had an idea of the time required of them outside of school for each class they chose to take. The Homework Committee, which went back to their respective school sites for input, ultimately came up with a recommendation to the District Administration that are known as the [Homework AR's](#) . The practices outlined in this document have become part of the fabric of what we do.
- Another practice that varied widely from teacher to teacher was the consequences for academic integrity violations. Many teachers would try to take care of these incidents themselves and some would refer students to the Administrators. To standardize expectations and consequences a new [Academic Integrity Policy](#) was created with input from all stakeholders (staff, students, and families). The new policy focuses our consequences on growth and learning, and we have added a Restorative Justice component to the policy. Through this policy our goal is to achieve a more equitable and authentic education for our students and to foster a culture of integrity and personal growth on campus.

- In April of 2012, as a result of a Grading Task Force convened by the District Administration, [BP 5121](#) / [AR 5121](#) were adopted, expressing the District's expectations around grading and assessment. These began to serve as the foundation for discussions in our Course Teams around how we choose to grade and assess and the impact that has on our students opportunities for success. Examples of this can be seen in a Course Teams retake or revision policies, grade trending, 5 point grading scale, rubric grading and separating work habits grades from content mastery grades just to name a few. During the 17-18 school year, 5 Leadership meetings, led by Assistant Principal William Blair, were held that provided a space for us to reflect on the positives and the unintended consequences our our various retake and revision policies. Having the time and space to brainstorm and share with colleagues from different departments resulted in either some slight revamping of policies, or reaffirmation of the practice.

==ACTION PLAN GOAL #4== - Use a combination of external and internal data to make decisions about course offerings.

- Looking at A-G completion rates for some of our targeted groups of students, it was clear that we were not capturing all of the potentially qualified students for our AVID (Advancement via Individual Determination) program. We have offered 4 AVID classes, one at each grade level for a very long time and now we have increased to two 9th grade and two10th grade classes, working towards having two classes at each grade level within the next 2 years. This has also allowed us to bring in more staff to teach these new sections, thus diversifying our cohort of AVID teachers.
- In a concerted effort to prepare our ELD students to be eligible to apply to college, the ELD Department collaborated with academic departments to offer SDAIE US History and SDAIE Comp/World Lit, which are all A-G classes. In Science, the Environment Science class is heavily infused with SDAIE strategies even though it is a more heterogeneous class. We also expanded our offerings for our ELD 1 and 2 students in more curricular areas. These classes are ELL Social Studies, ELL CWI, ELL Civics, ELL Economics, Pre-Biology and Pre-Environmental Science.
- Responding to a desire to increase student choice, we have added several AP classes to our curriculum since the last WASC visit; AP Psychology, AP Environmental Science. This was intended to appeal to a wider variety of students, particularly students traditionally underrepresented in AP classes, as well as AP Computer Science, AP Government, AP Macroeconomics, AP Physics 1 and AP C Mechanics and E&M.
- Social Justice was implemented by the Social Studies Department in the 18-19 school year, as a course that would very much appeal to our critical learners. It is intended to address a number of issues including broader representation in the curriculum, and a course that goes right at the ideas of activism and empowerment that we feel are increasingly what students are hungry for in their learning experience. The course represents a fairly non-traditional offering for our campus.
- In Science, we are in the process of implementing the NGSS 3 Course Model, where the expectation is that all students will take Biology, Chemistry and Physics. For years, we have not had a non-AP Science elective for students that want 4 years of Science and don't want to take an AP class. To help increase enrollment in Science (also addresses Goal #5

below) and better prepare our students for college, starting in the 2019-2020 school year we will be offering an Anatomy and Physiology class to meet this need.
- A new student leadership class will be offered, called "Ambassadors". Ambassadors had traditionally been a club on campus, but their roles and responsibilities began to increase such that it seemed appropriate to offer a class that will help expand the opportunities for a diverse group of students to learn how to and become student leaders. Ambassadors will be selected based upon an application and interview process, to represent the diversity of the school and work closely with ASB to foster a positive and supportive student culture.

ACTION PLAN GOAL #5 - Increase enrollment of underrepresented students in AP, Honors and of all students in STEM courses. *(Continue efforts to reduce achievement gap.)*

Our data looks promising in this area. Looking at "**Board Indicator #9 AP/Honors Enrollment**" (see Appendices), we have increased the number of Latino students taking Advanced Placement and Honors Courses from 339 seats in the 2015-2016 school year to 427 during the 2018-2019 school year. Likewise, our socioeconomically disadvantaged students occupied 208 AP/H seats in 2015-2016 and that is up to 306 in 2018-2019. We have even seen an increase in the enrollment of students in our Resource Program in AP and Honors classes, 28 in 2015-2016 up to 42 in 2018-2019.

During the 13-14 school year, the District contracted with **Equal Opportunity Schools** (EOS) whose mission is to ensure students of all backgrounds have equal access to America's most academically intense high school programs, and particularly that students of color and low-income students have opportunities to succeed at the highest levels. Through data collection and interviews, EOS assessed our "equity access" and gave us feedback and recommendations, which has served as a helpful guide as we work to increase the success of these students once they are in our rigorous courses. As we had already removed most of the barriers to enrolling in Honors and AP classes, as the report mentions, our work now needed to be on what takes place IN those classrooms.

Much of our **professional development**, both during the school year and during Learningpalooza (see offerings linked above on page 4) has been around how to create an environment in the classroom that is a safe place for all students to have an opportunity and expectation to be successful. Learning sessions about Culturally Relevant Teaching, Identity Safety and Grading for Equity are a few examples. One of our Assistant Principals is partnering with a an IST member to convene an Excellence and Equity Professional Learning Community (PLC). This PLC is designed to support and strengthen inclusive equitable learning practices while promoting academic achievement and excellence for all students.

As mentioned above, we are **expanding the number of sections of AVID**. In addition to that, in partnership with the MVLA Foundation, we are uniquely developing the cultural capital in our AVID students with a program called PEAK (Pathways, Exposure, Academic Connection and Knowledge). Through company visits to a variety of Silicon Valley businesses in 9th and 10th

grade and Internships along with a Mock Career Fair in 11th and 12th grade, AVID students begin to see the variety of jobs available to them as well as the skills needed to be successful in these jobs. This program was started in the 2015-2016 school year. This program won the 2018 Glenn Hoffman Exemplary Program Award given by each year by the Santa Clara County School Boards Association (SCCSBA).

In the fall of 2018, at the request of a couple of District Board Members in collaboration with the AVID Department, we held an **"AVID Town Hall" meeting**. To better understand the experiences of our students that fall into the expectation and opportunity gap we gathered 14 AVID students from grades 10-12 and gave them an opportunity to respond to some questions about their experiences at Mountain View High School with respect to our expectations and the opportunities we, as an entire school community, provide. There were 2 District Board Members, our Superintendent and Assistant Superintendent of Educational Services, all of the MVHS Administrators, all 6 AVID teachers and the conversation was facilitated by a member of IST. These students were asked about the challenges they've faced in honors and advanced placement classes.   Not only was this incredibly informative for all of us in the room but the power of our students' voices was insightful and inspiring.

==ACTION PLAN GOAL #6== - Create mission and vision statements that reflect current practice and include school-wide learning objectives. *(Resume the process of the creation of a School-wide Mission and Vision which reflects current reality and includes School-wide Learning Outcomes.)*

During the 2015-2016 school year a group of teachers and administrators participated in several meetings convened by our previous WASC Coordinators to craft our school's mission statement, vision statement all tied to our Student Learning Outcomes. As drafts were formulated, input was sought from key leadership groups and each Department on campus was given the opportunity to give feedback. Parents and student groups met and gave input on Vision Statement draft. The final draft voted on by Leadership and then the entire school. Here is the documentation of the timeline of events.

Mountain View High School Mission Statement
We are committed to creating a community of learners with the knowledge, skill, and values necessary to combine personal success with meaningful contributions to our multicultural and global society.

MVHS Vision and Student Learning Outcomes
We at MVHS value an equitable and collaborative learning environment in which students and staff respect the diversity of our society.

Thus, when students graduate from MVHS they will be able to :
- *collaborate and contribute when working with others.*
- *evaluate and integrate multiple perspectives*
- *communicate through a variety of media.*
- *advocate for themselves and others.*

We value the intellectual, emotional and physical well-being of our community.

Thus, when students graduate from MVHS they will be able to
- *embrace growth mindset and the continuous process of learning.*
- *respect varied definitions of success.*
- *balance work and personal lives.*
- *consider the community as they make choices and accept responsibility for their actions.*

We are committed to empowering lifelong learners who can think critically, solve problems creatively, and participate ethically at MVHS and in our greater democratic society.

Thus, when students graduate from MVHS they will be able to

- *build strong content knowledge.*
- *respond to the varying demands of audience, task, purpose and discipline.*
- *pose questions and analyze evidence to reach a conclusion or solve a problem.*
- *reason abstractly and quantitatively.*
- *practice integrity by demonstrating honest, ethical and respectful behavior.*

Critical Areas for Follow Up Not in Current Plan

(Continue to explore curricula opportunities for all postsecondary educational experiences and educate community on value of a variety of postsecondary options.)

- ○ MVHS now has an official **Technology, Engineering and Design** (TED) department offering classes from App and Game Design to AP Computer Science and the launch of a new CTE Pathway! Mountain View High School's CTE Academy aims to teach career readiness and 21st-century technical skills to our students. The types of classes within the CTE Academy apply skills defined by the California CTE Model Curriculum standards and are taught by CTE credentialed teachers in their respective field. Students have the ability to pursue career pathways specific to a wide array of industry sectors such as Engineering, Games and Simulation, Software Engineering, and Architectural Design. These pathways then culminate in a capstone course where students build large scale projects using emerging technology while integrating skills in collaboration, management, leadership, and field research. The [MVHS CTE Steam Academy](#) will be taking place next school year (2019-20), and we will continue to expand our offerings to include other industry sectors in the future.

As the social pressures on our youth today, especially in Silicon Valley, rose, there was an increase in need for additional personnel and services to address the **mental health and wellness** of our students. Our Administrators were spending so much of their day handling students that weren't performing well academically because of mental health crisis that it made it difficult to be instructional leaders. There weren't enough trained personnel to handle the issues our students were having. As mentioned above, the District created a Clinical Services Coordinator position and the high school created a Support Services Coordinator. These individuals work with a number of school based and community based resources (listed above)

to provide a continuum of services to meet the varying mental health needs of our students, in conjunction with many activities to educate, shift mindsets and provide support.

- Some teachers have been trained in Kognito, where we are given tools to learn how to talk to students that may be in crisis. This training let's teachers know that it's OK to ask questions and be uncomfortable with the uncomfortable. The next step in staff training is QPR (Question, Persuade, Refer) which will take place on February 7th, 2019. This training will help staff members understand what kinds of questions to ask and feel confident about persuading students as to their next steps.
- Around the campus there are 5 referral boxes where teachers and students can place a referral form for mental health services. These boxes are check 3 times a day. There is also an electronic version of the referral available to staff.
- Our Health class, which has been a 1 semester class taken at the sophomore level, will now be available as a year long "Health and Wellness" class partnering with Mission B and El Camino Hospital to provide mindfulness, social and emotional learning and stress-reduction for our students.
- To provide more targeted support for our ELD students, we have now designated one Administrator, Academic Counselor and Therapist for our ELD population. The therapist visits the ELD classes regularly to address the the needs of this population and a regular and ongoing basis.
- Our second therapist has been given the Special Education caseload to address ERMS (Emotionally Related Health Services) on top of the IEP.
- The formation of committees like the District Wellness committee (MVHS), Wellness Task Force (District), Immigrant Support Committee and Immigrant Resource Fair.
- Coordinating the Health Van, Treasure Closet (clothes) and Pantry Closet (toiletries and school supplies).

Mountain View High School

Chapter 2

Student/Community Profile and Supporting Data and Findings

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

Our Data Story

All data comes from the 18-19 Annual Review and Board Indicators. Please see appendices for these full reports.

Mountain View High School is situated in the heart of Silicon Valley and is one of two comprehensive high schools in the Mountain View Los Altos Union High School District, which also consists of an alternative high school, an adult education center, Freestyle Academy for Arts and Technology as well as Middle College. The District serves the cities of Mountain View, Los Altos and Los Altos Hills.   Current enrollment at MVHS is 2062 students, up from 1852 in October of 2012. Of notable significance is the diversity of our students, which come to us from 2 feeder school Districts, Los Altos School District (Blach and Egan Middle Schools) and Mountain-View Whisman School District (Graham and Crittenden Middle Schools). A little more than 20% of our students come from local private and Charter schools. The most significant changes in the last 11 years include a reduction from 54% to 43% of Caucasian students and a commensurate increase in Latino (16% to 23%), and Asian (19% to 27%) students.

Oct. 2018

Other 21%
Blach 34%
Crittenden 13%
Egan 1%
Graham 32%

Oct. 2018

Other 7%
Latino 23%
Caucasian 43%
Asian 27%

Oct. 2018

Oct. 2018

Spec Ed RS
6%
Spec Ed SDC
5%

ELL
8%

SED
16%

Regular Ed
81%

Total School
Enrollment
2062
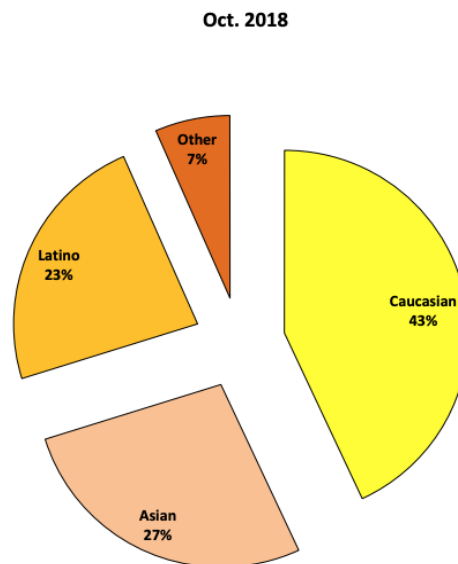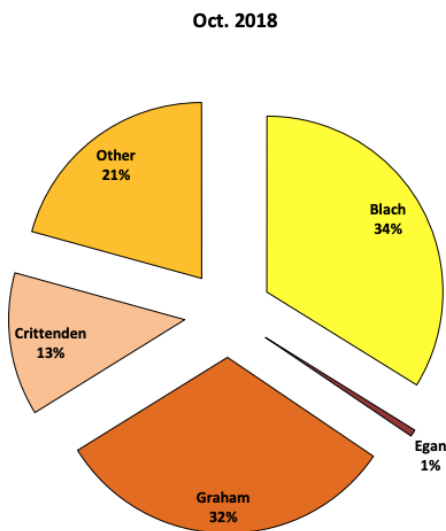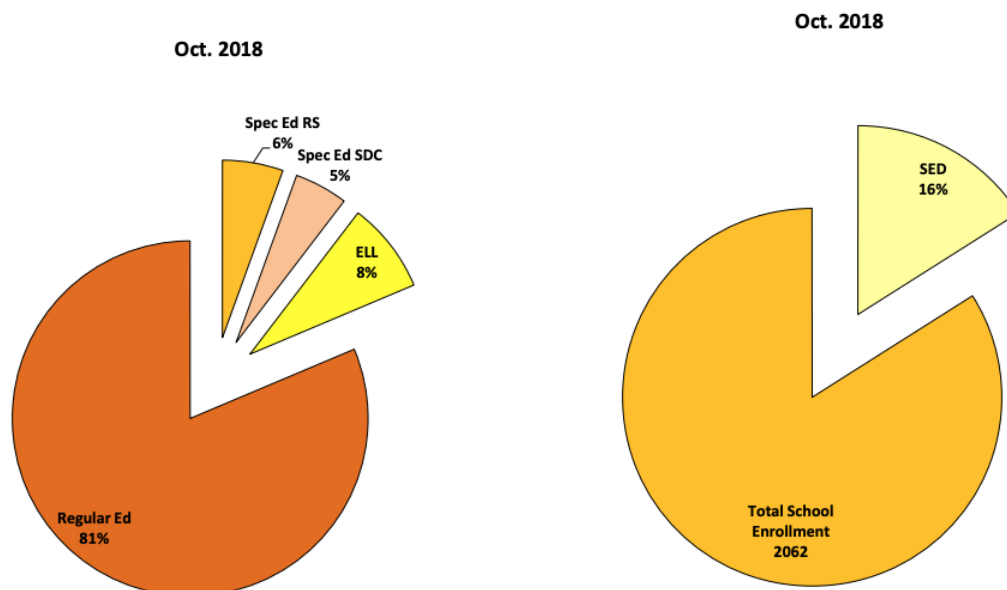
Over the last couple of years, we have started disaggregating the data collected about our Latino population to better address the opportunity and expectation gap and move away from a one-size-fits-all approach.
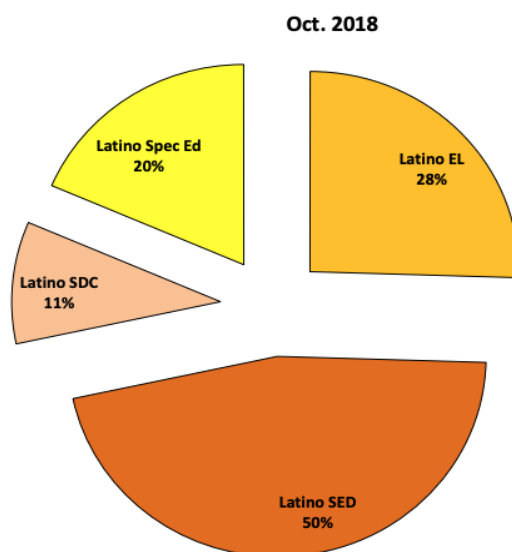
Oct. 2018

Latino Spec Ed
20%

Latino EL
28%

Latino SDC
11%

Latino SED
50%

A significant shift has occurred in the demographic profile of Special Ed students. In 2008, 54% of SpEd were Caucasians, compared to 35% today; and 26% were Latinos, compared to 45% today.

SPED Ethnic Distribution 18/19

Caucasian 35%
Latino 45%
Asian 14%
Other 3%
Afr. Amer. 3%

SPED Ethnic Distribution 08/09

Latino 26%
Afr. Amer. 5%
Caucasian 54%
Asian 7%
Other 8%
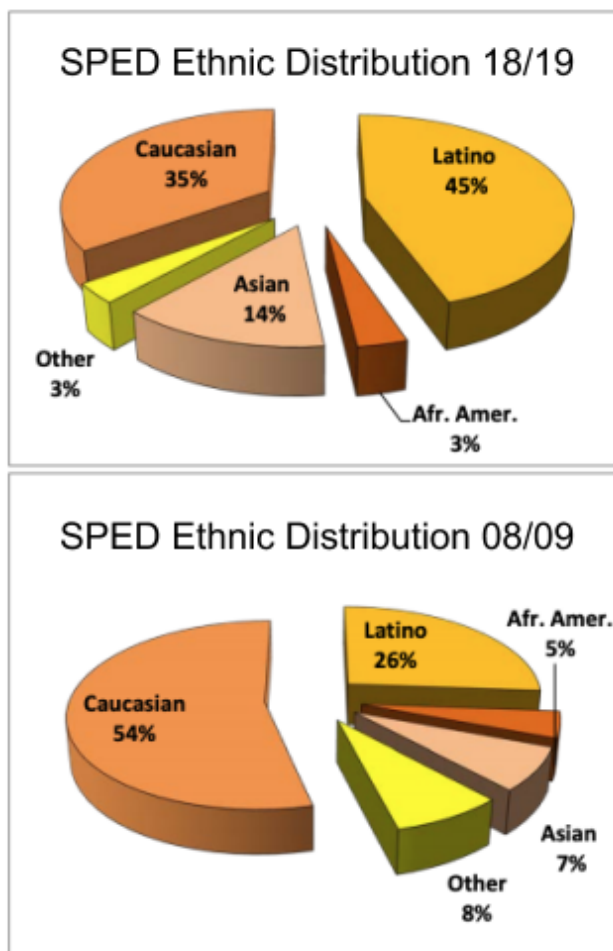
The staff at MVHS consists of 104 teachers, 5 Administrators, 6 Academic Counselors, 1 At-Risk Counselor, 62 classified staff members, a Speech Pathologist, 27 Instructional Aides (24 Special Ed and 3 ELD), bilingual Community Liaison, and a large group of specialist including 2 licensed Marriage and Family therapists, dedicated solely to mental health and wellness (see Chapter 1). We are fortunate to have a full time librarian, Susan Lamarche, who is also a credentialed English teacher (taught here at MVHS!) and a full time library assistant. The library is open from 7:00am - 4pm Monday through Friday, with expended Supervised Study hours from 4:00pm-6:00pm Monday through Thursday. Our College and Career Center is run a by certified College counselor, Leslie Felipe, and our College and Career Center Coordinator, Jessica Yazdani and is open from 7:45am - 3:30pm everyday. The Tutorial Center Coordinator is Nancy Rafati who keeps the Tutorial Center open from 7:30am - 4 pm.

MVHS maintains a strong college going culture. The data below shows a consistent percentage of our students satisfying the A-G requirements for acceptance to a 4 year college, a large percentage of each senior class takes the SAT and does remarkably well compared to the state averages and roughly 90% of our graduating seniors are accepted to a college.

MVHS 2008-2018
a-g Course Completion
% of graduating Seniors
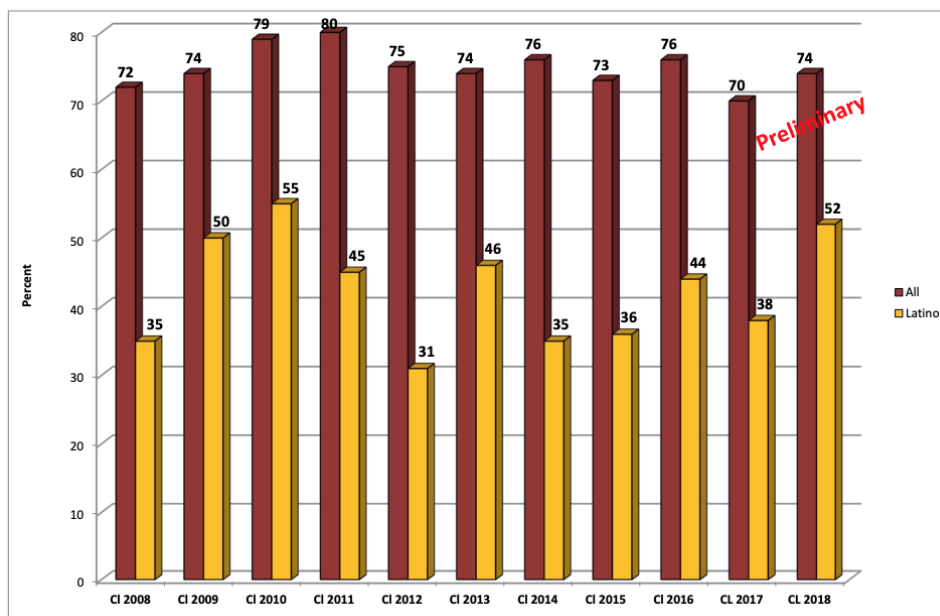
MVHS 2003-2018
Number of SAT and ACT Test Takers
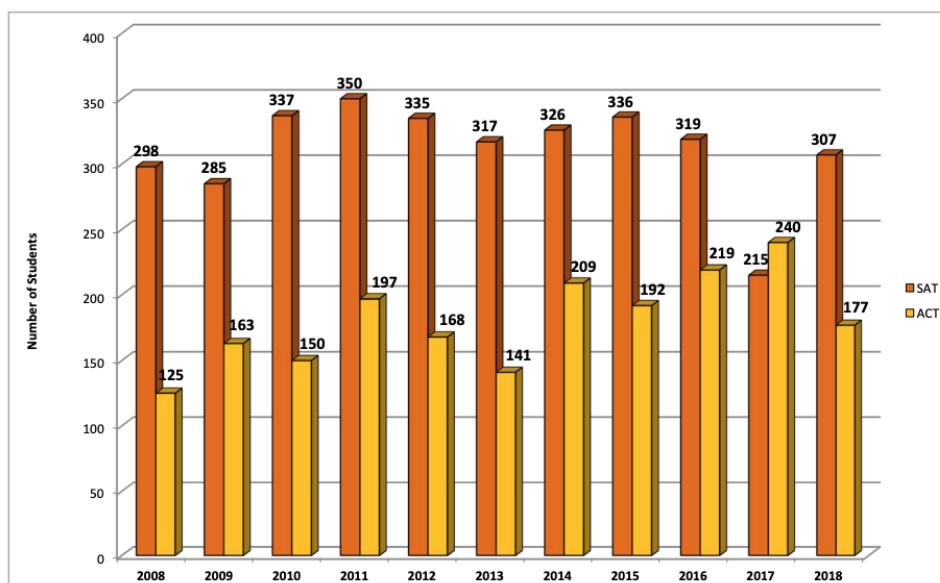
MVHS Class 2017 and 2018
New SAT Score Averages
ERW
Math
Combined

Indicator #13
Post HS Plans - 1st Choice Colleges

	Class of 2018		Class of 2017		Class of 2016		Class of 2015		Class of 2014		Class of 2013	
	#	%	#	%	#	%	#	%	#	%	#	%
MOUNTAIN VIEW												
# Graduating Seniors	434		416		427		436		406		407	
#/% Students reporting acceptance to College	393	91%	362	87%	383	90%	399	92%	370	91%	382	92%
#/% Students reporting acceptance to College of 1st Choice	187	43%	197	47%	235	55%	211	48%	191	48%	185	47%

Data Source: Senior Survey from NAVIANCE

An important piece of Mountain View High School's story is our decision to go to a full "open access" policy in 2000-2001, when all prerequisites, for all classes, were removed. Students, with input from their families, could choose to take any class they wished, without the barriers that often prevent students from taking rigorous courses than those that whose parents were familiar with the education system.   These prerequisites had a larger impact on students whose parents didn't go to college. This was a large step towards our work at closing the opportunity gap. Students are not denied the opportunity to take a course just because they didn't earn an "A" in a previous course, or didn't complete the assigned summer assignment because they had to work. Yes, this was almost 20 years ago, but saying we are "open access" and truly being "open access" look very different. As the data continues to show that more students are enrolling in our honors and AP courses, we are now doing the difficult work of providing an

academically safe and welcoming environment where all students, no matter the level of challenge they choose, can grow their student skills and access the curriculum being taught!

MVHS 2008-2018
AP Test Results
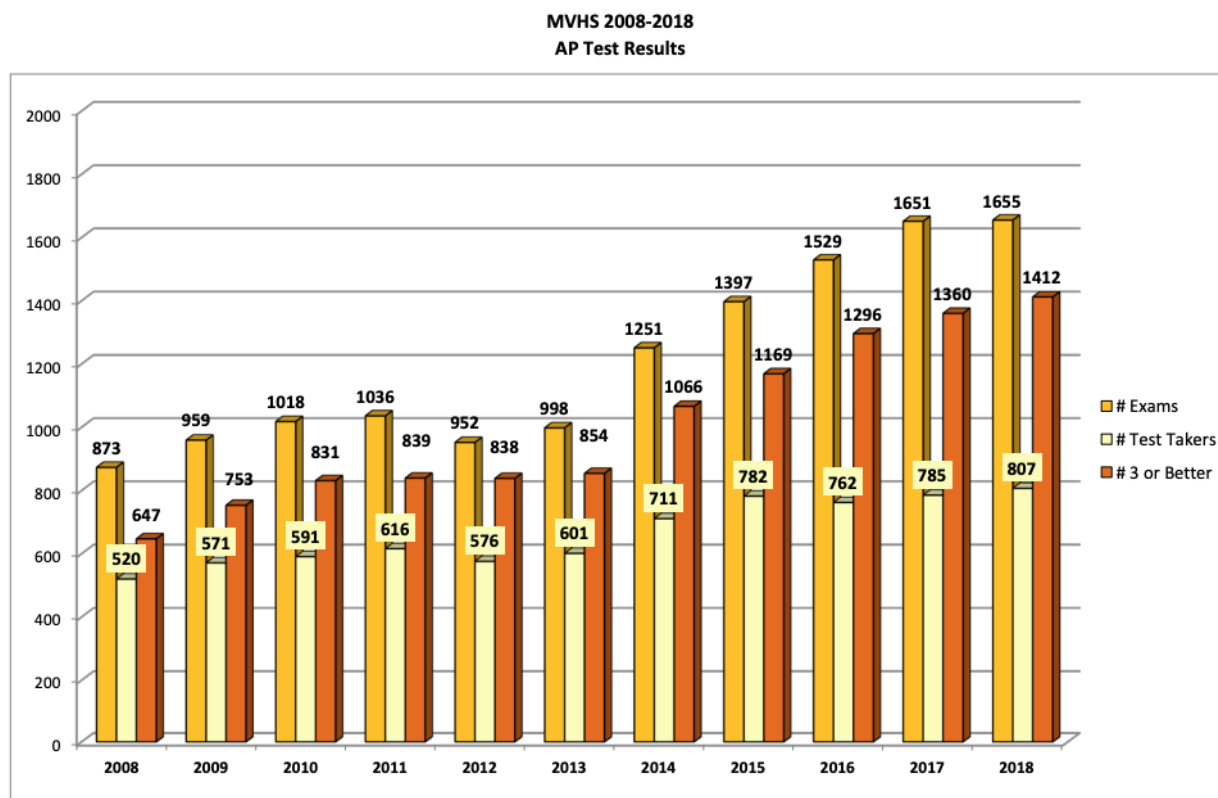
Advising in January, before students begin to register for their next years classes, we hold an Advisory Week. During this week we spend quite a bit of time both in class and during planned out of class activities, showing videos that describe our elective programs (Advisory Day Video #1 and #2) , and giving students as much advice and information as possible so they can make a well informed decision about what classes they should take, with both an appropriate level of academic rigor and life balance. We have also added an Advisory Arena this year where students can ask students and staff specific questions about potential classes. All students are given an Advisory Packet of the week that includes a Course Selection Worksheet, Time Management Worksheet and a spreadsheet which indicates the estimated amount of homework required for each class. An example of this mindset is that AP Language and Composition is taught at the sophomore level and all of our AVID sophomores enroll in the class and take the AP exam.   Critical reading and writing skills are paramount for success in any subsequent course, whether it be high school or college and any future job. This has been our practice for over 10 years now. This would not be possible without the intentional work and growth mindset of the teachers that teach AP Language and Composition in addition to their collective belief in their "why".

The **Counseling Department at MVHS** consists of 6 Academic Counselors and 1 At-Risk student counselor. The student body is distributed among the Counselors with the exception of all ELD 1 and 2 students being assigned to one Counselor and each AVID grade level class being assigned to one Counselor. Their average caseload is 330   Our students are fortunate that they get a scheduled one-on-one meeting with their Counselor each year to which their parents are invited. During these meetings, the student receives guidance around their 4 year high school plan in line with the students goals, involvement in extracurricular activities, and direction to services and support provided by the high school both academic and personal. Our Counselors are also readily available should a student want to schedule another appointment or drop in for a variety of situations. Our Counselors are the main conduit through which all the facets of a students life come together in one place, and they work tirelessly to guide our students, and their families, towards appropriate growth and well being.

The Mountain View High School staff engages in a truly student centered **master schedule process.** In March, after all students have chosen their classes for the next school year, and the District has given us our allotted FTE, each Department starts the process of distributing their course offerings amongst their teachers and rooms. A few initial conversations are had between Coordinators of various Departments to reduce conflicts. For example, the ELD Department works closely with Content Area Departments that offer ELD or SDAIE classes to make sure these classes are offered throughout the day. In April, all Coordinators and Administrators come together for a process we call "Big Board", where we place classes on the Master Schedule according to a set of criteria and the conflict matrix is run each time a course is placed to make sure the most students have access to each class. Currently, we start with our support classes, which would be ELD and AVID, followed by singletons, doubletons, tripletons, and then the rest.

We currently offer an **8 period day,** periods 0-7. Increasingly, fewer classes are offered 0 period and we have trouble keeping students in 7th period because of athletics. There is also a stigma that surrounds 7th period. It's not viewed as "cool" to have a 7th period by much of our student body. Squeezing all of our courses into what ends up being a 6 period day has become challenging. We are exploring a variety of options to address this including the elimination of 0 period and starting athletics after 7th period.

School Programs

Mountain View High School offers a supportive, robust and rigorous academic program ([19-20 Course Catalog](#)). You will often hear students comment that there isn't enough time to take all that they want to take.

> 82 College Prep Classes
> 10 Honors Classes
> 26 Advanced Placement Classes
> 40 Support Classes *(6 ELD; 4 AVID; 3 Supervised Studies; 1 Academic Support (for newcomers); 15 SAI courses; 5 Life Skills; 1 Daily Living Skills ; 5 SDC courses).*

- **English** - In the 9th grade, all students take Survey of Literature. These classes are staffed at 20:1 and provide the needed foundation for future success in reading and writing. Because we are not a unified school district and are fed into from two separate elementary districts, placing all 9th grade students in the same English class provides an opportunity for all freshmen to be in classes together as they become part of the MVHS community. The English Department offers two AP classes, AP Language and Composition, taught at the sophomore level and AP English Literature and Composition, taught at the senior level. Honors American Literature is a choice for juniors wanting to challenge themselves. Regular college prep English is offered at the 10th, 11th and 12th grades with ERWC also being a 12th grade option. For our ELD students, the English Department offers Survey and Comp World Lit SDAIE. Two electives, Intro to Journalism and Comp Journalism are the classes that produce *The Oracle*, our student newspaper. The English Department has been steadily working on vertical alignment of the Common Core State Standards.
- **Math** - Our math department offers more classes than any other department. All courses satisfy the A-G requirements for math credit except Financial Algebra which is an A-G elective course and Math Mastery is not an A-G class. Much focus and emphasis has been placed on successful completion of Algebra 2 by all students which has steadily increased year after year. This is one of the Board Adopted Indicators and part of our LCAP plan. A strong group of teachers teach Algebra 2 and have been given a common prep period to facilitate their collaboration.

MVHS 2008-2018
Completion of Alg II/II H

Mountain View High School											
	Class 2008	Class 2009	Class 2010	Class 2011	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016	Class 2017	Class 2018
12th grade students, CBEDS day	395	410	437	460	441	422	435	456	454	437	456
Completion with C or better (All students)	287/73%	319/78%	339/78%	337/73%	347/79%	329/78%	328/75%	361/81%	374/84%	358/80%	392/86%

% C or Better by Ethnicity

- ○ The Math Department offers the traditional Algebra 1, Geometry, Algebra 2, Trigonometry/Math Analysis, Statistics and Calculus.
- ○ Honors Geometry, Algebra 2, Trigonometry/Math Analysis are also available for students who would like the additional rigor.
- ○ AP Statistics, AP Calculus AB and AP Calculus BC are options, in addition to Multivariable Calculus.
- ○ Financial Algebra is an A -G elective course.
- ○ The Math Department is constantly working to find innovative ways to support students that may require a different approach or simply more time.
  - ■ Algebra 1 Enhanced - Algebra 1 class and a Skills class taken concurrently in 1 year.
  - ■ Algebra 2 Enhanced A and B - Algebra 2 taught over two years
  - ■ Algebra/Geometry - two year math sequence with the topics of Geometry and Algebra 2 spiraled over the two years. The students stay with the same teacher for the 2 year sequence. Many students start in Algebra 1 Enhanced and continue into this course.
  - ■ Math Mastery - for students that aren't ready for Algebra 1. Most of the students in this course are ELL, Sped or both. If needed, they can stay in this course for multiple years.
- **Science** - The Science Department has been working diligently on understanding and implementing the NGSS 3 course model. At its most basic, this means that all students will take Biology, Chemistry and Physics with Earth and Space Science woven throughout all 3 of these courses.
  - ○ In addition to the big 3, the Science Department offers Environmental Science for students that might need a year of skill development before taking Biology.
  - ○ Both Honors Biology and Honors Chemistry are options for students looking for additional rigor.
  - ○ Many AP courses are offered in the Science Department; AP Environmental Science, AP Chemistry, AP Biology, AP Physics 1 and AP Physics C Mechanics and Electricity and Magnetism.
  - ○ A new elective course, Anatomy and Physiology, will be offered starting in the 19-20 school year as a non-AP elective for students that want to continue their education in Science but don't want to take an AP class.
- **Social Studies** - Similar to English, all incoming Freshmen take the same 9th grade class, World Studies. Sophomores can choose to take Contemporary World Issues (CWI), a semester course paired with a semester of Health, or Modern European History (AP MEHAP) or World History AP (WHAP). As juniors, students must take either college prep US History or AP US History. Civics paired with Economics or AP Macroeconomics and Government round out the Social Studies program during a students senior year. The department has offered AP Psychology as an elective option for many years now and recently added Social Justice as a non-AP elective. Our Social Studies Department has been a leader in having conversations around equity in both there college prep and AP classes and is working on the vertical alignment of skills as students progress through their classes during high school. The Social Studies department is also undertaking a revamping of the CWI course and exploring the possibility of adding additional courses.

- **World Language** - The   World Language Department at MVHS offers course work in Spanish, French, Japanese and Chinese.
  - *Spanish* - In addition to Spanish 1, 2, 2 Honors, 3, 3 Honors and 4, MVHS teaches a Spanish 3 Honors for Spanish Speakers course. Our native Spanish speakers can start in this class as a freshman because many of them speak Spanish fluently but have never been formally taught how to write in Spanish. This allows them to then go into Spanish AP (Spanish Language and Culture) followed by Spanish AP (Literature) immediately following their freshmen year.
  - *French* - French 1, 2, 3, 3 Honors (combination class) and AP and 5 Honors
  - *Japanese* - Japanese 1, 2, 3, 4, AP Japanese Language and Culture
  - *Mandarin/Chinese* - 1, 2, 3, 4, AP Mandarin/Chinese Language and Culture (4 Honors will be added in the 19-20 school year).
- **Technology Engineering and Design (TED)** - The TED Department is brand new, and excited to offer courses in Engineering Technology, App and Game Design, Architectural Design, Intro, AP and Advanced Computer Science and an Innovative Design Capstone class for the new [CTE STEAM Academy](#)!
- **Performing Arts** - The Performing Arts Department offers courses in Dance (Beginning/Intermediate/Advanced-level Jazz Dance, and World Dance), Vocal Music (Concert Choir, Treble and Bass Clef A Cappella Choirs, Chamber Choir and Madrigals), Drama (Acting 1, 2, & 3, and StageCraft 1 & 2), and Instrumental Music (Marching Band, two Jazz Bands, two levels of Orchestra, Symphony Orchestra, two levels of Concert Band, Winterguard and Winter Percussion). The Dance Spectrum Show every May is standing room only and our [Singing Valentines](#), performed by our Madrigals make Valentine's Day on a high school campus one of everyone's favorite day of the year! Our marching band is enthusiastic, inspiring and devout competitors. Students and directors get to collaborate on a department-wide musical every year. One of biggest places on campus that exemplify acceptance and kindness is found in our Performing Arts Department.
- **Fine (Visual) Arts** - Our visual arts department offers courses in painting, drawing, ceramics, photography, commercial art, publication design, and digital art. AP Studio Art is an option for students wanting to work on more advanced projects. The students in Digital Art have been instrumental in designing and printing many of our posters around campus around well being and the "Take 4" initiative in Science.
- **Physical Education** - MVHS's innovative Physical Education Department offers what is well known to be an academically rigorous, comprehensive 9th grade Core Physical Education Class. After freshman year, students have the luxury of choosing between Weight Training, Advanced Weight Training, Team Sports and Total Fitness. A large component of our Physical Education classes is focused on teaching students how to live healthy lives and developing the habit of regular physical activity.

In addition to academic rigor, Mountain View High School staff are proud to be a part of and support our programs that directly serve our students in greatest need.

- **ELD** - Mountain View HIgh School houses the district's ELD program. All of the ELD students that enter the MVLA school district start out at MVHS. The [ELD classes](#), and classes primarily taken by ELD students in other departments, are placed on the Master

Schedule first each school year so that this group of students gets the classes they need. This also lets us work out potential conflicts with other academic departments before we are too far along in the master scheduling process. The ELD Department and the AVID Department collaborate to move students that fit the AVID profile when exited from ELD in AVID, to continue their trajectory towards college.   Monthly lunch meetings are held with 12th grade ELD students with a focus on post HS plans at community colleges. Once ELD are exited from the program they can put in a request to transfer to our sister school, Los Altos High School, if that is their home school. We have also added some push-in psycho-education in select ELD classes.

- **AVID** - Advancement via Individual Determination (AVID) is a well supported program at MVHS for 28 years. Most of that time we offered four sections of AVID, one at each grade level. The AVID teacher stays with their AVID cohort from 9th through 12th grade. Each AVID teacher partners with one academic counselor so that the they can collaborate and share expertise around supporting their AVID class. MVHS has traditionally sent teachers to the AVID Summer Institutes in all subject areas as they consistently share well researched best practices in a format that allows participants to immediately implement their learning. We are very fortunate that the District has agreed to let us increase the number of AVID sections offered to two sections per grade level. AVID would not be as successful as it is without the partnership of our content area teachers. The joint support our AVID students receive is second to none. The MVLA Parent Foundation also supports AVID and the PEAK program described in Chapter 1.

- **Spartan Scholars** - This program is currently serving approximately 60 students grades 9-12. They are learning a variety of skills to successfully navigate their academic demands such as organization, time management and goal-setting, while having access to adult tutors twice a week. Students also learn mindfulness and stress management strategies, and gain awareness about college and the world of work through speakers and field trips. The criteria for the program is tied to our LCAP and who we identify as "unduplicated" pupils. They have the highest priority for the program based on the following criteria:
    - English Language Learners (ELD 3, 4, reclassified and not yet reclassified English Language Learners)
    - Students eligible for free or reduced lunch
    - Foster Youth
    - Students considered "homeless" by the district
    - Have demonstrated ongoing academic issues and are not being served by SPED or AVID.

- **Special Education** - The MVHS Special Education Department offers a wide variety of services and supports to meet the academic, social, and emotional needs of students with an Individualized Education Plan. These services include therapeutic services, Speech and Language services, Specialized Academic Instruction (SAI), and other services dictated by the IEP and/or developed by the IEP team. For students with moderate to severe disabilities, MVHS offers a medically-fragile SAI classroom, a non-medically severe SAI class for students with moderate to severe learning needs, and an SAI class dedicated to students with moderate learning needs. All of these classrooms offer certificates of completion and life skills training to assist students in independence and daily living skills. For students with mild to moderate disabilities, MVHS offers various SAI general education

courses (English, Math, History, and Science), Learning/Study Skills (an organizational class that assists students with difficulties in executive functioning), and Academic Communication (a class that is specifically designed for students on the autism spectrum). MVHS also utilizes the support and knowledge of transition specialists and a post-secondary teacher to make sure that students--and their parents--have a firm understanding of the programs and services offered after graduation.

- **Students with 504 plans** - Although not part of any specific department, the teachers, Counselors and Administrators take the writing and implementation of a student's 504 Plan very seriously. At the start of each year, the student, many of their teachers, their Academic Counselor, their parents and their Administrator meet to discuss the issue that is causing the student problems accessing the curriculum and agree on appropriate accommodations for that student and what it would look like in each class. Through input and dialogue, a plan is written and signed and helps everyone in the room understand how to best support the student. These meetings happen on Wednesday and Thursday mornings before school starts and occasionally in the afternoon. This process takes a lot of time and every time we have a discussion of whether these meetings are the best use of our time, we agree, as a school that they are important. Once a plan is in place, a parent can opt to continue the plan during subsequent years without another 504 meeting if desired.

There are times that the typical high school environment just isn't the right fit for a student. We offer a few **alternative programs** for students looking for something different.

- [Freestyle Academy](#) - Since 2006, Freestyle Academy has challenged students to be creative and imaginative with communicating their ideas by producing art for larger project-based units through various multimedia visual and audio formats with modern software and hardware tools. Each student takes 3 classes at Freestyle Academy that contributes to the final productions for each quarter-based project. In this 2-year program limited to 80 Juniors and 80 Seniors, each student enrolls in 2 required core classes English and Digital Media (max number of students 20 per class) and then chooses a production focus either Film or Design or Animation (max number of students 13-16 per class). Students take other classes and complete other graduation requirements (Math, Social Studies, Civics, Economics, etc.) at Los Altos HS, Mtn. View HS or Alta Vista HS for the remainder of each day. Students apply to be a part of Freestyle Academy their sophomore or junior year.
- [Alta Vista](#) - Students may be transferred to Alta Vista, MVLA's continuation high school, if they are not on track to graduate due to attendance or grades.
- [Middle College](#) - Middle College (through Foothill Community College) is a nontraditional high school program for bright college-bound students who may not be performing up to their full potential or want a change from the traditional high school environment.
- [College Now](#) - A program for qualifying juniors and seniors that allows them to start college early and graduate from high school with a year or more of transferable college credit.
- [Adult Education](#) - Students may choose to take a class through Adult Education to remediate a class not available in the summer or due to 504 or medical conditions which prohibit doing an in seat class, or often students will do Health over the summer through

Adult Education.

Many **extracurricular activities** are available that attract a passionate group of students all around a common interest!

- There are a large number of clubs (typically 60-75 clubs) in which students can choose be involved.
- As mentioned in Chapter 1, ASB has expanded and is currently in the process of redefining itself and its role in creating campus culture.
- Spartan Pride can be seen during any of our athletic events.

Fall Sports (approx 300 students)
- Cross Country (coed)
- Football
- Girls Golf
- Girls Tennis
- Girls Volleyball
- Boys Water Polo
- Girls Water Polo

Winter Sports (Approx 220 students)
- Boys Basketball
- Girls Basketball
- Boys Soccer
- Girls Soccer
- Wrestling (coed)

Spring Sports (approx 800 students)
- Badminton (coed)
- Baseball
- Boys Golf
- Boys Lacrosse
- Girls Lacrosse
- Softball
- Swimming|Diving (coed)
- Boys Tennis
- Track (coed)
- Boys Volleyball

Parent Groups

- Mountain View Parent Teacher Student Association - The PTSA raises money each year to support the Library, Life Skills Instruction for Special Ed, Robotics, Science Olympiad, ASB and Spartan Pause Wellness Activities. Click here to see all of their funding recipients.
- MVLA Foundation - A group of parents across the District that raise money each year to fund the Tutorial Center Coordinator, our College and Career Center Coordinator, the PSAT for all 9th - 11th graders during College Awareness Day, 20:1 class size reduction in freshman English and Math classes, Innovation Grants for teachers, as well as a host of other significant initiatives.
- Latino Parent Outreach
- LPO (Latino Parent Outreach)/; It is a group of Latino parents that meet once a month and their objective is: To become active members in our diverse school community, be a strong voice when it comes to the needs and wants of our Latino students, and support them in their social, emotional and academic growth.
- ELAC: English Language Advisory Committee: This group advises the principal and staff on programs and services for English learners.
- Tea Time   A group of Chinese parents who meet the second Friday each month with two

objectives. One focus is to share a potluck luncheon with each of their children plus one friend so that the parents can get acquainted with their child's friends. The second focus is for parents to meet directly after the student luncheon to learn about navigating through the American school system, extra-curricular activities, A-G and college requirements, parent-child relationships, and parentings issues and other requested topics,

- [Instrumental Parent Boosters](#)
- [Sports Boosters](#)

Implications of the Data

From our home group and focus group work, we initially identified the following students as critical learners (Some of our students fall into several of these groups):

- Latino/a Students
- ELL students
- Special Ed Students
- Students under high levels of stress
- Students in the "middle"

Latino Students

Although our overall numbers of students enrolled in AP and Honors classes has risen steadily from year to year, it looks like we are still not enrolling Latino students commensurate with their percentage of our overall population. Latino students make up 23 % of our population and 11.3% of our Honors seats and 12% of our AP seats. This is up from 8% of Honors seats and 9% of AP seats in the 2012-2013 school year. These numbers actually look better when looking at the Latino disaggregated data. 31% of our Latino population is Special Ed/Special Day and 28% are still classified as English Language Learners, most of whom would not be ready for an AP or Honors class. That means that roughly half our Latino students, 12.5% are eligible for AP and Honors classes, which is very close to our actual numbers of 11.3% in Honors and 12% in AP!
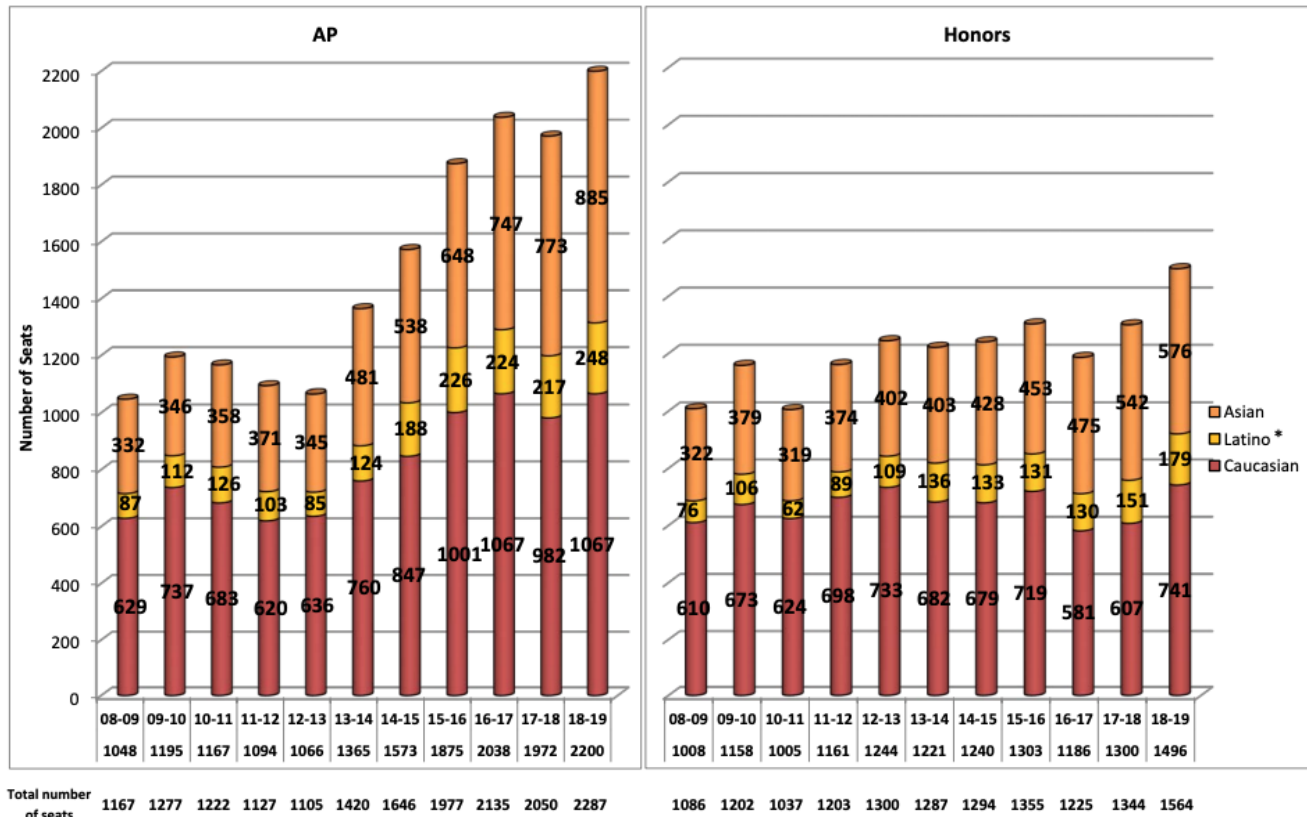
MVHS 2008-2018
AP/Honors Enrollment
Total Number of Seats

Working towards parity in our courses is a priority for both the School Board and Mountain View High School. We are now starting to look at specific demographic data in our courses. This information can be used by Departments and Course Teams to inform pedagogy and instruction.

MVHS 2018-19
STEM Courses
Significantly underenrolled by student groups
Goal: Parity between school and course enrollment
Minimum 5%age point deviation

COURSE	CAUCASIAN		ASIAN		LATINO		MALE		FEMALE
% of Total School Enrollment	**43%**		**27%**		**23%**		**51%**		**49%**
	% of Course Enrollment		% of Course Enrollment		% of Course Enrollment		% of Course Enrollment		% of Course Enrollment
MATH									
Algebra II			17%				46%		
Algebra IIH					6%				
Trig			21%						
Trig H	38%				5%				
Financial Algebra			21%				41%		
Statistics			15%		18%		45%		
Calculus					10%		28%		
AP Calc AB					8%				
AP Calc BC	34%				3%				42%
AP Statistics	34%				7%				
Multi Variate Calc	27%				12%				19%
SCIENCE									
Bio H					6%				
Bio AP					5%		32%		
Chem H					7%		46%		
AP Chem	34%				3%		44%		
Physics					18%				
AP Physics I					8%		35%		
AP PhysicsC:M					11%				22%
AP Physics C:E&M					9%				19%
Environ Sci	23%		10%						
AP Environ Sci			22%				43%		

When digging deeper and disaggregating our Latino data, our Latino students that are not multi-funded are out performing our student population as a whole. Where we are seeing the

largest discrepancy are for Latino students that are also socioeconomically disadvantaged or are still acquiring English language skills. Our next steps will be to use this data to help inform Course Team, Department and Leadership discussions.

MVHS 2018
Latino Performance - Disaggregated

	a-g	Alg II Completion	AP results > 3	Frosh GPA 2.0+	1 or more 9th gr F's	AP 1 or more classes	Graduation rates
■ All students	74%	86%	86%	95%	6%	51%	95%
□ All Latino	52%	60%	65%	85%	17%	32%	88%
□ Latino, not multi funded	79%	68%	69%	95%	10%	49%	98%
■ Latino EL	0%	17%	80%	76%	24%	10%	56%
□ Latino RFEP	60%	74%	58%	86%	19%	37%	100%
■ Latino SED	27%	44%	55%	80%	23%	26%	77%
■ Latino SpEd	7%	14%	33%	60%	13%	2%	100%
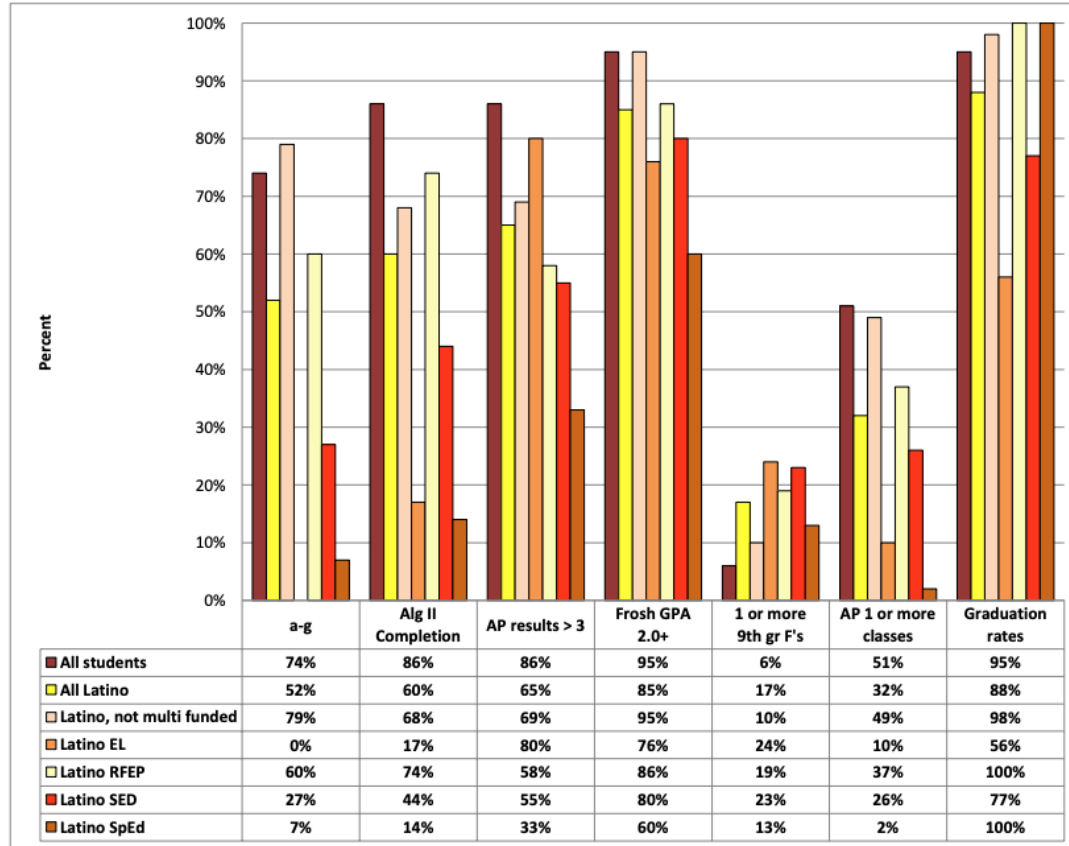
Special Education Students and Long Term English Language Learners

Another area of concern indicated in the data is that 45% of our Special Ed students are Latino (see pie chart above), up from 26% in the 08-09 school year. Our initial work in examining this trend shows over-representation of Latino students classified as Special Ed coming to us from one of our feeder Districts, indicating a greater need for systemic articulation between our 2 Districts.   In addition, many of these students tend to be LTELs (Long Term English Learners). The Special Ed and ELD departments are currently exploring the reclassification criteria and addressing the students on a case by case basis to determine whether they can be reclassified. Many of these students' issues are not language acquisition based but rather based on their special education needs or disability.

Looking at our Math and ELA SBAC data for the last 2 years further supports the need to focus on the needs of our SED and ELL students, especially the Latino students that fall into these categories. Many of these students also come from Crittenden Middle School in the Mountain View Whisman School District.

Indicator #1b
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - Math

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
Math Spring 2018														
All	464	409	88%	293	72%	2681	191	47%	102	25%	40	10%	76	19%
Ethnicity:														
Caucasian	209	176	84%	144	82%	2704	88	50%	56	32%	10	6%	22	13%
Caucasian (Reg Ed only)	175	148	85%	131	89%	2727	82	55%	49	33%	5	3%	12	8%
Hispanic	108	98	91%	33	34%	2554	15	15%	18	18%	17	17%	48	49%
Hispanic (Reg Ed only)	38	36	95%	21	58%	2631	10	28%	11	31%	8	22%	7	19%
Hispanic & Special Ed	22	18	82%	1	6%	2468	0	0%	1	6%	2	11%	15	83%
Hispanic & LEP	35	28	80%	2	7%	2452	1	4%	1	4%	2	7%	24	86%
Hispanic & SED	56	49	88%	10	20%	2517	5	10%	5	10%	8	16%	31	63%
Hispanic & RFEP	42	40	95%	14	35%	2578	6	15%	8	20%	10	25%	16	40%
African American	10	6	60%	3	50%	2684	3	50%	0	0%	3	50%	0	0%
Asian	123	116	94%	105	91%	2756	81	70%	24	21%	8	7%	3	3%
Feeder Schools:														
Blach	166	149	90%	129	87%	2729	87	58%	42	28%	9	6%	11	7%
Crittenden	45	40	89%	18	45%	2598	9	23%	9	23%	8	20%	14	35%
Egan	2	2	100%	1	50%	2648	1	50%	0	0%	0	0%	1	50%
Graham	144	130	90%	90	69%	2674	61	47%	29	22%	12	9%	28	22%
Other	107	88	82%	55	63%	2647	33	38%	22	25%	11	13%	22	25%
Gender:														
Male	228	204	89%	145	71%	2688	99	49%	46	23%	24	12%	35	17%
Female	236	205	87%	148	72%	2673	92	45%	56	27%	16	8%	41	20%
Special Populations:														
Resource (R)	32	30	94%	11	37%	2569	4	13%	7	23%	7	23%	12	40%
SDC (S)	24	14	58%	0	0%	2415	0	0%	0	0%	0	0%	14	100%
504 (PGM:101)	52	37	71%	25	68%	2652	10	27%	15	41%	4	11%	8	22%
LEP (L)	42	35	83%	5	14%	2485	4	11%	1	3%	3	9%	27	77%
LEP (L) + in ELD + in SpEd (R/S)	4	4	100%	0	0%	2440	0	0%	0	0%	0	0%	4	100%
LEP (L) + in ELD + Not in SpEd (R/S)	27	23	85%	3	13%	2497	3	13%	0	0%	3	13%	17	74%
LEP (L) + Not in ELD + in SpEd (R/S)	8	5	63%	0	0%	2397	0	0%	0	0%	0	0%	5	100%
LEP (L) + Not in ELD + Not in SpEd (R/S)	3	3	100%	2	67%	2605	1	33%	1	33%	0	0%	1	33%
FEP (F)	41	38	93%	34	89%	2755	29	76%	5	13%	2	5%	2	5%
RFEP (R)	90	85	94%	53	62%	2654	29	34%	24	28%	14	16%	18	21%
AVID (PGM: 160)	36	35	97%	18	51%	2609	6	17%	12	34%	9	26%	8	23%
SED (FRE)	90	76	84%	27	36%	2576	18	24%	9	12%	13	17%	36	47%
FSTR/HMLSS (PGM: 190/191)	15	13	87%	4	31%	2530	1	8%	3	23%	2	15%	7	54%

Data source: Aeries Query - will not match reports from TOMS
Red = Below 75% achievement of "ALL"
Target: All 75%; Subgroups <56%

\\MVA\netshare\Home\Educational Services\Performance Monitoring\Indicators\INDICATORS, #1-17
updated: 8/24/18ap; 9/6/18ap

Indicator #1b
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - Math

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
Math Spring 2017														
All	451	389	86%	269	69%	2677	163	42%	106	27%	54	14%	66	17%
Ethnicity:														
Caucasian	211	171	81%	136	80%	2707	86	50%	50	29%	18	11%	17	10%
Caucasian (Reg Ed only)	188	156	83%	131	84%	2720	85	54%	46	29%	15	10%	10	6%
Hispanic	91	79	87%	30	38%	2561	6	8%	24	30%	15	19%	34	43%
Hispanic (Reg Ed only)	41	34	83%	22	65%	2642	6	18%	16	47%	6	18%	6	18%
Hispanic & Special Ed	14	9	64%	0	0%	2431	0	0%	0	0%	1	11%	8	89%
Hispanic & LEP	21	20	95%	0	0%	2448	0	0%	0	0%	2	10%	18	90%
Hispanic & SED	41	40	98%	8	20%	2513	0	0%	8	20%	9	23%	23	58%
Hispanic & RFEP														
African American	4	4	100%	1	25%	2626	0	0%	1	25%	3	75%	0	0%
Asian	119	110	92%	89	81%	2726	69	63%	20	18%	10	9%	11	10%
Feeder Schools:														
Blach	153	130	85%	118	91%	2751	88	68%	30	23%	7	5%	5	4%
Crittenden	57	52	91%	19	37%	2579	5	10%	14	27%	15	29%	18	35%
Egan	1	1	100%	1	100%	2648	0	0%	1	100%	0	0%	0	0%
Graham	132	113	86%	79	70%	2668	38	34%	41	36%	16	14%	18	16%
Other	108	93	86%	52	56%	2639	32	34%	20	22%	16	17%	25	27%
Gender:														
Male	231	204	88%	131	64%	2667	80	39%	51	25%	32	16%	41	20%
Female	220	185	84%	138	75%	2688	83	45%	55	30%	22	12%	25	14%
Special Populations:														
Resource (R)	16	12	75%	3	25%	2536	0	0%	3	25%	3	25%	6	50%
SDC (S)	17	7	41%	0	0%	2387	0	0%	0	0%	0	0%	7	100%
504 (PGM:101)	51	35	69%	24	69%	2681	12	34%	12	34%	8	23%	3	9%
LEP (L)	26	25	96%	2	8%	2470	1	4%	1	4%	3	12%	20	80%
LEP (L) + in ELD + in SpEd (R/S)	1	1	100%	0	0%	2487	0	0%	0	0%	0	0%	1	100%
LEP (L) + in ELD + Not in SpEd (R/S)	15	15	100%	0	0%	2435	0	0%	0	0%	2	13%	13	87%
LEP (L) + Not in ELD + in SpEd (R/S)	3	2	67%	0	0%	2381	0	0%	0	0%	0	0%	2	100%
LEP (L) + Not in ELD + Not in SpEd (R/S)	7	7	100%	2	29%	2566	1	14%	1	14%	1	14%	4	57%
FEP (F)	48	42	88%	36	86%	2741	27	64%	9	21%	4	10%	2	5%
RFEP (R)	83	78	94%	42	54%	2631	17	22%	25	32%	21	27%	15	19%
AVID (PGM: 160)	28	27	96%	13	48%	2614	1	4%	12	44%	11	41%	3	11%
SED (FRE)	60	58	97%	11	19%	2527	1	2%	10	17%	17	29%	30	52%
FSTR/HMLSS (PGM: 190/191)	8	8	100%	2	25%	2479	0	0%	2	25%	0	0%	6	75%

ata source: Aeries Query - will not match reports from TOMS
ed = Below 75% achievement of "ALL"
arget: All 75%; Subgroups <56%

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updated: 8/24/18ap; 9/6/18ap

Indicator #1a
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - ELA

MVHS	11th Grade Enrolled	Tested		EAP		AVG SS	Exceeded 4		Met 3		Nearly 2		Not Met 1	
		#	%	#	%		#	%	#	%	#	%	#	%
All	464	406	88%	322	79%	2675	230	57%	92	23%	42	10%	42	10%
Ethnicity:														
Caucasian	209	177	85%	158	89%	2703	116	66%	42	24%	11	6%	8	5%
Caucasian (Reg Ed only)	175	149	85%	143	96%	2724	110	74%	33	22%	4	3%	2	1%
Hispanic	108	93	86%	41	44%	2564	16	17%	25	27%	24	26%	28	30%
Hispanic (Reg Ed only)	38	36	95%	25	69%	2640	12	33%	13	36%	10	28%	1	3%
Hispanic & Special Ed	22	18	82%	4	22%	2479	0	0%	4	22%	2	11%	12	67%
Hispanic & LEP	35	23	66%	1	4%	2438	0	0%	1	4%	3	13%	19	83%
Hispanic & SED	56	45	80%	12	27%	2513	4	9%	8	18%	12	27%	21	47%
Hispanic & RFEP	42	40	95%	18	45%	2582	8	20%	10	25%	15	38%	7	18%
African American	10	8	80%	7	88%	2661	2	25%	5	63%	1	13%	0	0%
Asian	123	116	94%	108	93%	2724	91	78%	17	15%	3	3%	5	4%
Feeder Schools:														
Blach	166	148	89%	137	93%	2726	116	78%	21	14%	5	3%	6	4%
Crittenden	45	40	89%	19	48%	2590	10	25%	9	23%	12	30%	9	23%
Egan	2	2	100%	1	50%	2596	1	50%	0	0%	0	0%	1	50%
Graham	144	131	91%	106	81%	2674	70	53%	36	27%	14	11%	11	8%
Other	107	85	79%	59	69%	2631	33	39%	26	31%	11	13%	15	18%
Gender:														
Male	228	203	89%	155	76%	2662	104	51%	51	25%	25	12%	23	11%
Female	236	203	86%	167	82%	2688	126	62%	41	20%	17	8%	19	9%
Special Populations:														
Resource (R)	32	30	94%	17	57%	2586	4	13%	13	43%	7	23%	6	20%
SDC (S)	24	14	58%	1	7%	2448	0	0%	1	7%	1	7%	12	86%
504 (PGM:101)	52	37	71%	30	81%	2685	24	65%	6	16%	6	16%	1	3%
LEP (L)	42	30	71%	3	10%	2451	0	0%	3	10%	4	13%	23	77%
LEP (L) + in ELD + in SpEd (R/S)	4	4	100%	0	0%	2423	0	0%	0	0%	0	0%	4	100%
LEP (L) + in ELD + Not in SpEd (R/S)	27	18	67%	1	6%	2441	0	0%	1	6%	3	17%	14	78%
LEP (L) + Not in ELD + in SpEd (R/S)	8	5	63%	0	0%	2435	0	0%	0	0%	1	20%	4	80%
LEP (L) + Not in ELD + Not in SpEd (R/S)	3	3	100%	2	67%	2571	0	0%	2	67%	0	0%	1	33%
FEP (F)	41	37	90%	37	100%	2754	32	86%	5	14%	0	0%	0	0%
RFEP (R)	90	85	94%	56	66%	2638	34	40%	22	26%	18	21%	11	13%
AVID (PGM: 160)	36	35	97%	19	54%	2603	4	11%	15	43%	13	37%	3	9%
SED (FRE)	90	73	81%	34	47%	2566	15	21%	19	26%	14	19%	25	34%
FSTR/HMLSS (PGM: 190/191)	15	13	87%	5	38%	2534	2	15%	3	23%	2	15%	6	46%

Data source: Aeries Query - will not match reports from TOMS
Red = Below 75% achievement of "ALL"
Target: All 85%; Subgroups <64%

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updated: 8/23/18; 9/6/18ap

Indicator #1a
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - ELA

MVHS	11th Grade Enrolled	Tested		EAP		AVG SS	Exceeded 4		Met 3		Nearly 2		Not Met 1	
		#	%	#	%		#	%	#	%	#	%	#	%
All	451	386	86%	332	86%	2686	232	60%	100	26%	25	6%	29	8%
Ethnicity:														
Caucasian	211	174	82%	163	94%	2713	119	68%	44	25%	5	3%	6	3%
Caucasian (Reg Ed only)	188	159	85%	151	95%	2720	116	73%	35	22%	3	2%	5	3%
Hispanic	91	74	81%	43	58%	2586	22	30%	21	28%	10	14%	21	28%
Hispanic (Reg Ed only)	41	34	83%	28	82%	2658	14	41%	14	41%	4	12%	2	6%
Hispanic & Special Ed	14	9	64%	1	11%	2442	1	11%	0	0%	1	11%	7	78%
Hispanic & LEP	21	15	71%	0	0%	2433	0	0%	0	0%	3	20%	12	80%
Hispanic & SED	41	37	90%	15	41%	2538	8	22%	7	19%	6	16%	16	43%
Hispanic & RFEP														
African American	4	4	100%	4	100%	2678	2	50%	2	50%	0	0%	0	0%
Asian	119	109	92%	100	92%	2718	80	73%	20	18%	7	6%	2	2%
Feeder Schools:														
Blach	153	129	84%	127	98%	2733	97	75%	30	23%	1	1%	1	1%
Crittenden	57	53	93%	32	60%	2601	12	23%	20	38%	14	26%	7	13%
Egan	1	1	100%	1	100%	2622	0	0%	1	100%	0	0%	0	0%
Graham	132	115	87%	102	89%	2687	71	62%	31	27%	2	2%	11	10%
Other	108	88	81%	70	80%	2668	52	59%	18	20%	8	9%	10	11%
Gender:														
Male	231	201	87%	168	84%	2670	101	50%	67	33%	15	7%	18	9%
Female	220	185	84%	164	89%	2704	131	71%	33	18%	10	5%	11	6%
Special Populations:														
Resource (R)	16	12	75%	7	58%	2601	2	17%	5	42%	3	25%	2	17%
SDC (S)	17	7	41%	0	0%	2399	0	0%	0	0%	0	0%	7	100%
504 (PGM:101)	51	36	71%	32	89%	2704	24	67%	8	22%	3	8%	1	3%
LEP (L)	26	19	73%	2	11%	2459	0	0%	2	11%	4	21%	13	68%
LEP (L) + in ELD + in SpEd (R/S)	1	1	100%	0	0%	2359	0	0%	0	0%	0	0%	1	100%
LEP (L) + in ELD + Not in SpEd (R/S)	15	9	60%	0	0%	2426	0	0%	0	0%	2	22%	7	78%
LEP (L) + Not in ELD + in SpEd (R/S)	3	2	67%	0	0%	2456	0	0%	0	0%	0	0%	1	50%
LEP (L) + Not in ELD + Not in SpEd (R/S)	7	7	100%	2	29%	2516	0	0%	2	29%	2	29%	3	43%
FEP (F)	48	42	88%	40	95%	2735	35	83%	5	12%	1	2%	1	2%
RFEP (R)	83	78	94%	62	79%	2648	29	37%	33	42%	13	17%	3	4%
AVID (PGM: 160)	28	27	96%	24	89%	2645	9	33%	15	56%	2	7%	1	4%
SED (FRE)	60	55	92%	26	47%	2561	11	20%	15	27%	12	22%	17	31%
FSTR/HMLSS (PGM: 190/191)	8	5	63%	3	60%	2602	3	60%	0	0%	0	0%	2	40%

Data source: Aeries Query - will not match reports from TOMS
Red = Below 75% achievement of "ALL"
Target: All 85%; Subgroups <64%

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updated: 8/23/18; 9/6/18ap

Wellness

Looking at our 2017 Challenge Success Survey and our 17-18 Healthy kids Survey, and the shear number of students seeking services from our mental health professionals, this feedback clearly indicates a need for our continued focus on wellness. We had over 500 referrals for therapeutic services at the end of the first semester this year, which is double from last year. According to the 2017 California Healthy Kids Survey 29% of our 11th graders are experiencing chronic sadness or hopelessness.

Figure 6. Average Hours of Sleep by Grade Level on a Typical School Night

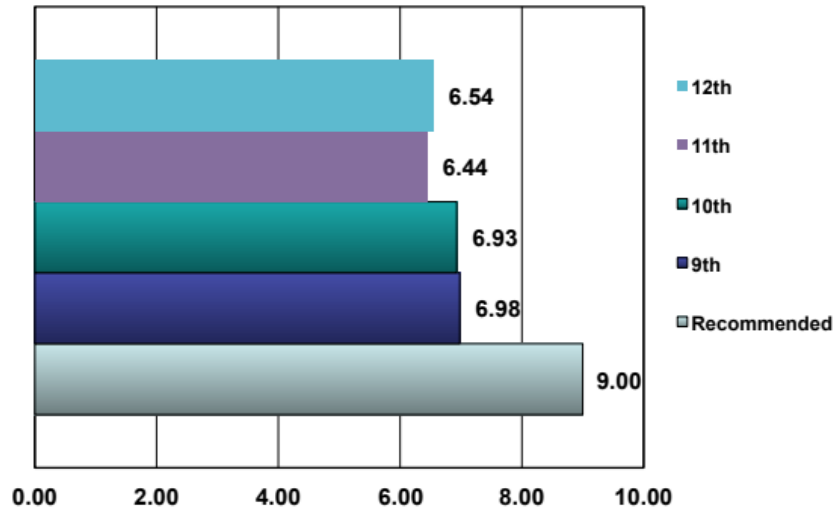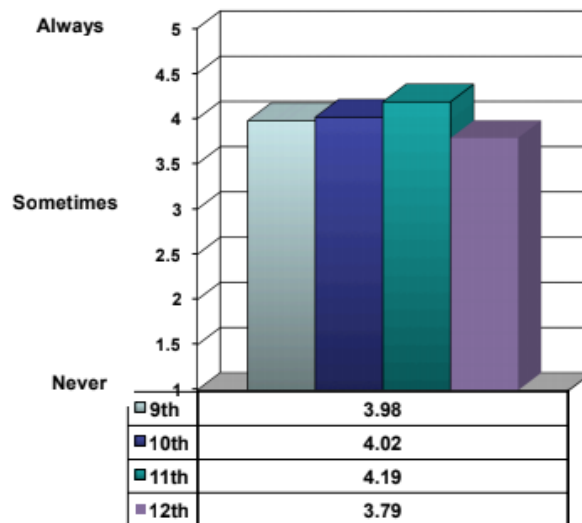|	
12th	6.54
11th	6.44
10th	6.93
9th	6.98
Recommended	9.00

Figure 7. Mean of How Often Students Experience Stress from Schoolwork by Grade Level

9th	3.98
10th	4.02
11th	4.19
12th	3.79

As a school we have been working to encourage and emphasize well being. As described above, the students are given written and verbal information during Advisory Week that help steer them towards a balanced life and what that looks like. This is often contradictory to the messages they see and hear growing up in Silicon Valley.

While we know that school expectations play a large role in the stress our students are feeling, we also see that social media plays a role as well, and that's less quantifiable. To this end, we held a special schedule during November for the past 2 years to do Digital Citizenship work with our students, Digital Culture Presentation #1 and Digital Culture Presentation #2. In conjunction, in February of 2017, we held a Digital Citizenship presentation in the gym with a rotating schedule so all students came to the presentation. Angela Alvarado, our Santa Clara County Assistant District Attorney (and MVHS Alumna) was the guest speaker along with our MVPD resource officers to discuss social media and how it relates to our community.   This is an area on which are continuing to focus.

Another wellness data point that caught our attention can be seen in the overview of our California Dashboard Indicators. We are in the "orange" for suspension rate due to a percentage of growth in the amount of suspensions school wide. While the amount of student suspensions overall remains relatively low as compared to other schools, they have increased at MVHS. While we do not believe that this signals a major concern at this time, MVHS Administration has taken steps to look at alternative programs for infractions to reduce the number of suspensions as well as the amount of time that students may miss school due to discipline infractions.
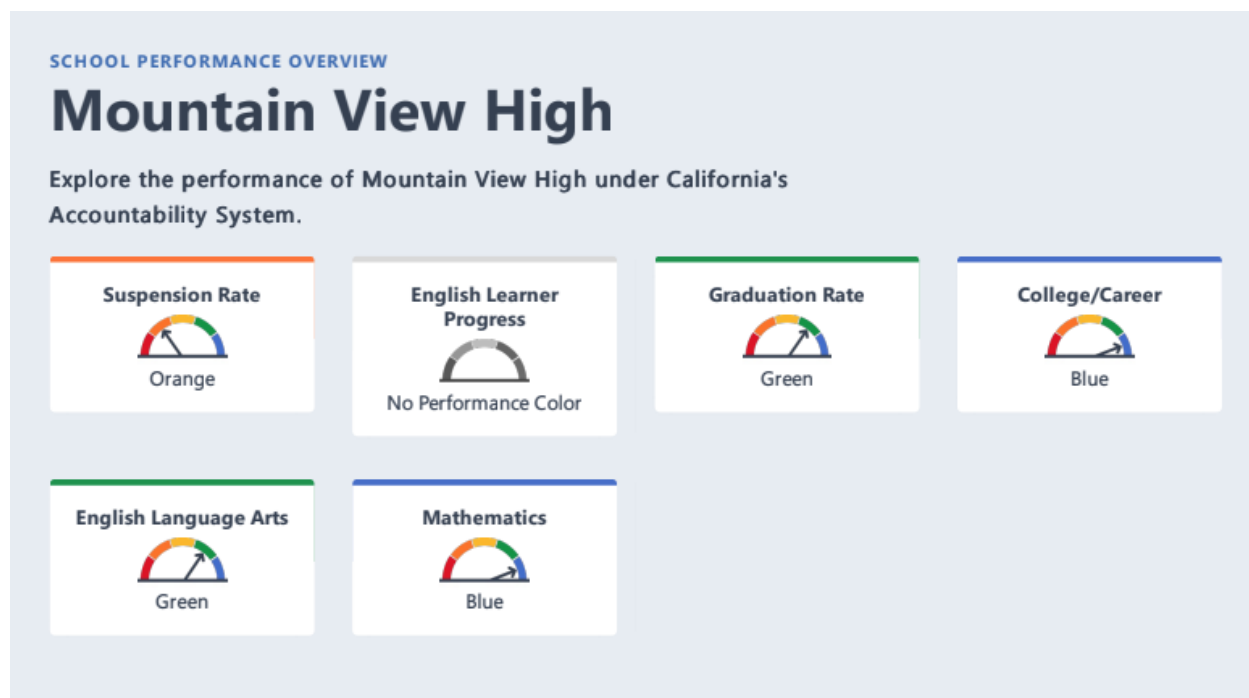
Students in the Middle

During the self study process, the term "students in the middle" came up often when talking about students we could better serve. These students tend to be unmotivated, disengaged and not on the A-G track. There isn't any data that can quantify these students as critical learners, but as a staff we see these students in our classes and in our counseling offices every day.   We have added a few non-AP classes, such as Social Justice and Anatomy & Physiology, as well as our new CTE STEAM Pathway in hopes of re-engaging this group of students. We know that we will need to find ways to track these students so that we can gauge the progress we are making or not making with them.

Mountain View High School

Chapter 3

Self Study Findings

Chapter III: Self-Study Findings

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

A1.   Vision and Purpose Criterion

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

Vision – Mission – Schoolwide Learner Outcomes – Profile

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

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

Findings	Supporting Evidence
The Leadership Team, led by our WASC Coordinators, developed our Mission, Vision and SLO's during the 15-16 school year.	-Notes regarding the process are in the old WASC folder. -We used our Mission, Vision and SLO's as our "why" during the self study process. -Vision statement is posted in each classroom

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

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

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

Findings	Supporting Evidence
Now that they have been written, time will need to be incorporated into our cycle of inquiry to reflect and refine our Vision, Mission and SLO's	-Leadership meeting agendas

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

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

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

Findings	Supporting Evidence
Areas of Strength:	-Copies of each were placed in all

-Our mission statement, vision statement and SLO's were used as our "why" during our self study process. -Our District LCAP goals were also used during our self study process to familiarize the MVHS community with this important part of our direction setting.	self study participants folders. -Margarita Navarro, our Associate Superintendent of Educational Services was a member of Focus Group A to provide information and clarity around the LCAP.

A2.   Governance Criterion

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

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
Areas of Strength:: -Policies are posted MVLA webpage -Board Policies are linked to Ed Code -CSBA = Sample policies -Board is constantly looking through all policies - updating, making sure we are compliant. -Board policies legally vetted by attorney. *Areas of Growth:* *-Need to create roles of board and post on webpage to find them (with ease).*	-see MVLA webpage . -2 School Board members, Fiona Walter and Joe Mitchner participated in our self study (Focus Groups E and A respectively).

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Areas of Strength:: -We look to PTSA newsletter and other parent groups (Boosters) that help guide and divide decision making. -Grissom's Gazette sent weekly to support communication with parents.	-weekly Grissom's Gazette -PTSA announcements sent as needed -E-list access on school webpage -Latino Parent Organization (LPO)

-E-lists: good communication tool for parents AND students -Community liaison is very involved in getting parents involved in school community and governance (ELAC) -PIQE: Parent Institute for Quality Education - teaches/coaches parents in advocacy and support for student *Areas of Growth:* *-get information out to parents/students about E-lists, it seems to be underused.* *-identify communities where parents have less information.* *-need to connect with parents of all communities/overall school community.* *-have the ability to broadcast parent meetings (youtube, school/district website) - so parents who are unable to attend, do not speak language.*	-PIQE flyers and agendas. *-Teachers and students unaware, or just discovering, E-lists* *-E-lists used inconsistently by groups* *-Strong latino community support; what about other communities?*

Uniform Complaint Procedures

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

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

Findings	Supporting Evidence
AReas of Strength: -complaint procedures evidence that leadership understands concerns in regards to complaints. *Area of Growth:* *-We are handed complaint procedures and told to post without explanation.*	-complaint procedure document posted in classrooms

A3.   Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Broad-Based and Collaborative

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

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is*

broad-based, collaborative and fosters the commitment of the stakeholders.

Findings	Supporting Evidence
Areas of Strength: -In Special Ed, collaborative continuous improvement occurs because there is a lot of dialogue among all IAs, teachers, and support staff. -Collaboration among staff to motivate students. -Counselors outreach to middle schools to meet, identify students for additional support so students don't fall through cracks. -Decisions for new course offerings (AP Environmental studies, AP Psychology, new ELD Social Studies and Science, Anatomy and Physiology, AP Macro/Gov, TED Courses). -Changes in homework policies and academic integrity policy developed through multi-layered leadership collaboratives (Administration, department, coordinators, staff) -Continuous collaborative improvement process reflected well in Math, Performing Arts, and Arts department - class offerings determined based on student data. -Effective placement of newcomers to our country in appropriate math classes. Classroom assistants support teachers in math classes. -Advisory day data (conferences with individual students and surveys) provide increasingly specific information about course choices. -Alignment has been a 7+ year process and the meta-goal is equity for students - providing similar experiences and rigor across course sections taught by different teachers. *Areas of Growth* *-We need more of a focus on the well-being of students and community, not just the academic needs.*	-5 years of Spartan Cafe, scheduling of IAs and co-teaching means students have collaborative team who know them and their learning goals. -Getting at-risk students spiritwear and develop motivational strategies. -Visits to middle schools and assessing possible students matches for additional support. -Use of middle school achievement data to identify students for potential additional support. -Data used (SBAC scores, AP scores, A-G/graduation data, grades) to decide about new courses. -Administrative Regulations developed Homework policy. -New Academic Integrity Policy. - Internalized student feedback. -Initial math pretest of newcomers by administration, after initial placement, collaboration and communication directly among math teachers can allow a move of a student from one class to another based on ongoing formative assessment and collaborative discussion about individual student learning. - Feedback from AVID and learning skills courses - everyone in biology, for example, can study in Learning Skills when all teachers give the test on the same day. *-It can seem at times that parents who have time and are vocal give more input and changes in curriculum are made based on this .*

- Would like to gather more ongoing parent feedback and would like to know which administrators to go to for various data sources. *-While communication is improving, it can improve more in seeking ongoing parent input (survey).*	

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
Areas of Strength: -Data such as SBAC results, grades and GPA distributions, AP exam results, data of student achievement based on demographics is provided to teachers, course teams and departments. That data is being used by individual departments and teams to help consider <u>course redesign or course offerings</u>. (ex. in Social Studies, EL offerings have been expanded to help support graduation requirements for our EL population or Math department reexamining it's Algebra II course). -Departments, course teams and individual teachers use data on micro level for their own instruction and assessments but not necessarily on a macro level. -Programs such as <u>Supervised Study</u> and a two year <u>Alg II course</u> are being created in response to data. -Tracking student outcomes in Alg I in order to make decisions for what happens two years from now for those students who aren't achieving at the level we'd like. -<u>Alg I Enhanced</u> created to help support students who are struggling with the course. -Instructional Support Team (IST) is helping math instructors examine their course scope, sequence, assessment and results to see how we can better those students in Alg I. -Monitoring is done by District Office office of instruction. -There are components of in-class improvement and learning results that can't necessarily be shown or reflected by data.	-Data is provided by district that is disaggregated in a variety of ways. -Department and course team alignment has led to common assessments that have led to better data on student results.

Areas of Growth: *-In general staff aren't familiar with these plans and processes and systems so it would suggest that unless there are staff involved in the creation of these plans, most staff are not using data to help LCAP or SPSA.* *-Supervised Study: Need accurate data points (further examining the referral process) to sufficiently track improvement and effectiveness.* *-Availability of Instructional Assistants - what data is being collected for distribution of IA's?*	*-most staff are unfamiliar with these acronyms!* *-Some higher-achieving students who get referred into a SS Class can skew improvement data.* *-Any course would benefit from having an IA in the classroom - we need to be sure that the correct data points are being aggregated.*

Staff Actions/Accountability to Support Learning

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

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

Findings	Supporting Evidence
Areas of Strength: -Master Schedule process; students are asked what they want in math and with 16 teachers and a complex math schedule, the department and Admin can be nimble enough to adjust the master schedule to accommodate an influx of students with a particular math need. Shared decision-making is facilitated by administration. -There are a lot of teacher leadership initiatives and meetings going on, but no central place or orientation of the communication process - who is responsible for what? What ongoing opportunities are available for people to join in being part of decision-making processes? -MVHS offers opportunities for students to speak their minds, but evidence of listening could be more clear. There is an interest among student representatives in seeing more acknowledgment and dissemination of input, decisions, and rationale for leadership and campus life programs and services. *Growth area:* *-Placement of students in support classes. A procedure could be improved to get all parties together at one table in a more time-efficient manner.*	-Decision-making requests from Coordinators meetings and Master Schedule Process. -Extended library hours, teachers signing up to help staff. Students report appreciation of teacher sign up. -ASB - officers and classes, 2nd period representative meetings. -Leadership meetings each Thursday, some are open, some not.

Internal Communication and Planning

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

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

Findings	Supporting Evidence
Areas of Strength	-504 calendar invites are useful
-Information is communicated in a variety of ways including emails, daily and weekly bulletins (like Friday Bulletin) that is excellent in providing key nuts and bolts information about upcoming dates and events like staff meetings, testing, assemblies etc. These are very effective in planning instructional calendars.	-Friday Bulletin -Daily Bulletin -Grissom's Gazette -School Google calendar
-The way that <u>SSTs and 504s</u> are scheduled and teachers/counselors are invited is effective. -Leadership and coordinators have a formal process to help make big decisions that is intended to help emerge differences and conflicts that can resolved prior to final decisions being made.	
-Differences/conflicts are resolved depending on the circumstances. Formal conflicts will follow procedures that involve due process rights including involving DTA. Others are resolved in more "informal" manner by discussions with department head or admin liaison for department or with admin as seems appropriate.	
Areas of Growth *--We feel overwhelmed by the amount of information we have to keep track of - schedules, signing up for rooms/spaces, event planning. Can get confusing with miscommunications between different people (email, calendars). There is confusion over which teacher/school-wide events need ASB approval (Art Show in Library) and which ones don't (some band events).*	*-It would be really nice to have one place to go to look up information - MVHS Drive is a great start. MVLA staff website (with all the forms, log in) is terrible!!!*
-We would like the IEP process to be more transparent, especially inviting teachers and counselors.	*-Often not aware when IEPs are happening*
-There are still issues around reactivity of Admin and staff to crisis situations. There isn't a coherent procedure or process in place that staff can turn to regarding how to handle a crisis, what can be said and what can't, how best to support students and staff in that moment. Part of this is needing to take time to discuss how to address these issues as a group and build a culture where staff feels empowered to do so.	*-There is a newly formed committee that is intended to address the issue that will set up response procedure to help during a crisis situation.*

-School Board does feel like it is disconnected to a pretty strong degree with what is happening on campus. It feels like decisions are sometimes made without knowing what is happening "on the ground."

A4.   Staff: Qualified and Professional Development Criterion

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

Indicators with Prompts

Qualifications and Preparation of Staff

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

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

Findings	Supporting Evidence
Areas of Strength -Staff members meet qualifications of their job descriptions. -New teachers (to teaching) have State & District evaluation that they must meet to be fully credentialed (BTSA) -New teachers (to district) go through 3-day orientation before school starts their first year -IST team provides some training for teachers -Coordinators provide some of the training for teachers in their Departments and Course Team leaders also share in responsibility of training. -Some training for incoming classified staff by outgoing staff. -District provides mandatory training for all staff members for mandated reporting, etc. *Areas for Growth* *-Some Aeries training for some classified* *teachers who work with the IAs but not as much from Admin. Can be*	-All teachers hired are credentialed in the area they are teaching -Learningpalooza -Dept Mtg Agendas -Course tEam Meeting Agendas

conflict between Coord and IAs at evaluation time. (Include multiple stakeholders in evaluation. There is currently no orientation for new Special Ed IAs or classified staff (re: procedures, etc.)	

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Areas of Strength -Friday Bulletin used by staff -We tend to be an oral culture - many times we have to ask to get answer. -Clearer line of communication since last WASC -Dept Coord play the role of transmitting info to department -Legal policies are sent out and posted *Areas of Growth* *-Some staff members are still unclear about the definition of alignment* *-District website is terrible - poorly organized and difficult to find what you are looking for* *-MVHS website also has problems: organization is not effective, links don't always work, difficult to find what you are looking for*	-Friday Bulletin -Coordinator Meeting, Department Meeting and Course Team meeting Agendas -District and Site Website

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
Areas of Strength Certificated / outside of school hours (teachers are frequently reimbursed with support of DO) - Staff has the opportunity to attend Learningpalooza. - Department and Course Team Retreats are highly supported and funded with Curriculum Institute Funds. - Representatives of various technology companies have been made available to explain and implement new technologies.	-Google classroom is ubiquitous across classes and subject matter. -Students appear more engaged and classroom time is more efficiently used -Classes are better organized

- Teri Faught hosted a series of workshops for training in new apps for educators. A couple years ago. - Google bootcamp on several Saturdays for training in the Google suite of features and apps. - Various course teams have their own applications that they learn and implement. - Joe Johnson has several online tutorials and instructions for staff and parents in the use of online resources. Certificated / during school hours - Aeries training on professional development days - Prof development days are about once a quarter - There is tech training during department meetings - The IST team is available for in-class training and assistance Classified / during school hours - Off campus Aeries training - Aeries comes and trains staff individually - Instructional Assistants could benefit from more training, they basically learn on the job. - More customized job descriptions for people coming in would be helpful, they are overly broad - more specific training then would need to be done to assist people in adjusting to their roles. *Areas of Growth* *More training is needed to help students balance healthy screen time and effective use of technology. More instruction on what videogames and screen time are doing to student health would assist with Wellness.*	for teachers and students -Algebra II semester grades indicate the effectiveness of the IST team's interventions Other math course team data -SBAC interim ELD data -Tech support provides consistent assistance to all areas of the school, not just teachers.

Supervision and Evaluation

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

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

Findings	Supporting Evidence
Areas of Strength Evaluation of teachers <u>New teachers:</u> -Goal setting at begin of yr -2 yr eval for new teachers (pre interim & post) -Final evaluation -Student survey -Portfolio -3 formal evaluations -Silent scribe during evaluation meeting	MVLA District Teachers Association CBA

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TENURED:
-2B: work in groups with focus; set goals; meet w/evaluator at beginning and end
Veteran teachers can be placed on 2A if there have been "issues". First year, student survey not part of it.

-Tenured teachers may choose to be on 2A
Possibility of PAR if there are "real" problems
-Our evaluation cycle is rigorous compared to other districts. Rubric is quite involved. Portfolio not generally found elsewhere.
-Some teachers give their own surveys regarding different aspects.

CLASSIFIED STAFF:
-Evaluation process s/b improved.
Struggle: not due until later in school year (May).
-When giving feedback, merit pay can be earned. New Admin comes in and if # does not reach merit pay, there can be problems. -There s/b more feedback to classified staff; process for when raters change.
-Teacher(s) are asked to give feedback on aides, custodial, not on office staff. Would be good to get info from teachers regarding office staff also.

-IST has become a great support in translating and, moderating conversations around teacher evaluation.
-Coordinators and course teams help new teachers to understand the culture.

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A5. Resources Criterion

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

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

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

Findings	Supporting Evidence
Areas of Strength	-Chromebooks
-In some cases we see an effective use of resources and decision making to support student achievement for higher performing students (expanded AP, PSAT testing during school day).	-Software/apps made available and suggested for wide variety of classroom needs (Actively Learn, Doctupus etc.)
	-Challenge Success
	-Healthy Kids Survey
-Instructional materials and technology resources are being used effectively in many areas although perhaps not in all. The resources are available and we get some great PD opportunities or CI opportunities to get training and to work on integrating the resources effectively.	-Surveying kids after implementation of changes like HW policies and tutorial period
	-Would be nice to know how funding amounts are determined and what, if anything, departments can do to provide feedback for this process.
-Adopting texts and new resources have formal process that is very driven by teachers to begin with and then works it way up through the district so that hopefully a variety of people involved have a chance to review and bring up concerns.	
-There are many different people and groups involved decision making around spending and resources which means that we are looking at a variety of things and making decisions that serve a variety of programs and students.	
Areas of Growth	
-Transparency of District Allocated Funds would be beneficial (i.e. What factors go into determining the amount of funding individual departments get).	
-Because we have a lot of resources, we may not always be making the most efficacious decisions about how to allocate resources or accountability around how those resources are being allocated.	
-There may be some decisions that aren't being made in concert with each other and so despite good intentions resources are being allocated in a way that conflict with each other. For example: we allocated a generous $ to wellness but there isn't a coherent vision of what wellness should be and look like and we also allocate $ to expand academic offerings that may undermine wellness.	

Practices

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

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

Findings	Supporting Evidence
-Much of this can be found on the MVLA School Districts Website. -We are a Basic Aid School District -LCAP and Basic Aid School Districts	District Goals: **SIX-YEAR GOALS 2017-2022** Improve academic achievement of <u>all</u> students at all performance levels by: ● Aligning curriculum, grading systems and practices ● Promoting achievement of students in Science, Technology, Engineering and Math ● Supporting the wellbeing of students and staff ● Providing facilities that optimally enhance learning ● Maintaining fiscal stability

Facilities

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

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

Findings	Supporting Evidence
Areas of Strength -the MVHS campus is maintained by a dedicated and loyal custodial staff. -Classrooms all have wifi, projectors and screens. -Many teachers classrooms are equipped with innovative furniture allowing more flexibility with the configuration of students. -The campus has beautiful open spaces, with grass, trees, benches and cement steps for students to gather or hang out. -The library and Tutorial Center has study spaces like you would find in college. -The campus has multiple sports fields, a pool, tennis courts and 2 gyms.	Walking around campus!

Areas of Growth -*Some classroom are very small.* -*Lack of lights on the football field*	

Instructional Materials and Equipment

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

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
-Areas of Strength -Library storage space is being used. There is an encroachment of space. -Procedures for picking up new materials are pretty straight-forward. -Some effective educational materials are not available to all due to their costs. -The databases for research are an effective and accessible resource. -Science and robotics competitions do well due to their access to excellent supplies. -The MVLA foundation and the DO's Instructional Materials funds supports the majority of databases. -MVLA Foundation helps cover the replacement of Chromebooks. -The Zendesk is an online site where we can request IT support. *Areas of Growth* -*There is not enough storage in the textbook center for all of the books and computers that are constantly being brought in.*	-Student engagement seems higher. -More teachers are comfortable with new technology. -Actively Learn provides immediate feedback and it has been observed that students will work to fix their responses. Technology with immediate feedback is good for raising engagement.

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
Areas of Strength -Forced ranking used for hiring. -Interviews for teachers are large group with	-Notes from interviews -District Office: attendance & calendar

teachers, students and Administrators. -Interviews for Administrators include all stakeholders. -Professional Development: Curriculum Institute money available for teachers to apply for course retreats and to attend conferences; LearningPalooza; Department retreats, etc. -BTSA support for new teachers -New Teacher Meetings and professional development before the school year and during the school year. -Further mentoring by IST, Course Teams and Department Coordinators.	

Long-Range Planning

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

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

Findings	Supporting Evidence
Areas of Strength -Input from students, parents and staff members is collected through surveys and meetings to inform the writing of the LCAP Goals. *Areas of Growth* *-We need more staff input, especially for goals that pertain to very specific departments on campus (i.e. Math, Special Ed and ELD)*	Student Survey Parent Survey Staff Surveys Agendas/Minutes from Stakeholder Meetings

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:
Summary, Strengths, and Growth Needs

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

Hiring qualified staff and providing ongoing mentorship, support and professional development have become a priority for the school. Parents have a variety of ways for accessing student and school information. Programs by MVHS parent groups and our Bilingual liaison offer workshops on student achievement, mental health and community involvement.   Communication has improved (use of gmail, Google suite) among staff. Collaboration within various departments has improved with a focus on communication to improve student success with individual learning goals. Tutorial Period and Spartan Pause has helped lower stress levels for students/teachers. The District and School Board ensure their practices and policies are meeting the needs of their stakeholders and compliant with Ed Code.

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

We need to determine if all parent populations from the school community are able to access information. Staff meetings can be used for information that is difficult to communicate via email or lends itself to further discussion for staff members. Communication from District/Site Administration to Site Staff needs to be improved. Websites at District and Site Level need to be improved as they are difficult to navigate. Need much more ELD funded Support staff as we are the only school in district that has the program and cannot support all students equally. Schools need to be aware of the business practices of the district, how funding is determined for departments. Textbook Room and Computer storage does NOT have enough room for all the resources that need to be distributed on a daily basis.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Areas of Strength -Creation of HW Policy -Wide use of Reading Apprenticeship practices -Infusion of Growth Mindset -Challenge Success -Creations of Academic Integrity Policy -Routine conferences with Academic Counselors	-The English Dept has gone to AVID, Reading Apprenticeship, National Conference at Asilomar -Science Dept has gone to CA NGSS Rollout, NSTA, CSATA -Math Dept-Asilomar CA Math Conference -Special Ed-Co teaching Conferences, incorporated more curriculum for Plan B-Career Dev't Intervention, Law Conferences for special Ed law -ELD-Immigration and Refugee Conference, ELD Dept Reps visit other ELD programs, and training on new testing interface (formerly CELDT); Based on research, we've expanded Pre-Science/english classes. These classes teach academic vocab and content rich -PE Dept-Certifications and CA FORD? Conference-MVHS presented about PE units. -Performing Arts-Midwest Band and Orchestra COnference; Choral Dept Leadership Retreat, Outreach tours and trips, Bringing in master dance teachers; People working on degrees -World Language-Belong to professional organizations and many have National Board Certification. -Student Teachers working through local universities bring materials and info into the classroom; 2 Teachers

	have been published and contributed to professional discussion
	-College and Career-Conferences to keep up to date on trends in colleges

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

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

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

Findings	Supporting Evidence
Areas of Strength -Next Generation Science Standards -Common Core State Standards - College Board Advanced Placement Curriculum -College Readiness Standards -Large list of course A-G requirements in all subject matters -Multiple AP courses in all subject matters -Non A-G classes are offered to set them for success in A-G classes; EL Economics class to give access to 1-2's EL students -STEM courses was a goal in 2013 and it sounds like its been achieved. STEM is great, but there is so much more. *Areas for Growth* *We needs more options for students that are non A-G and examin who the students are what this looks like in Silicon Valley.*	-Science has separate standards for NGSS that were adopted last year and we've been working on them for a year; For Chem and Bio-curriculum has been blown up and is realigning to these new standards; Example: 3 fold lens 1) content 2) skill and 3)ideas that are interdisciplinary where instruction spans all 3 lenses. -Social Studies align speaking and writing standards with rubrics for Socratic Seminar and writing samples; In early stages of discussing vertical alignment in writing. New course on Social Justice being offered to help understand life outside of HS/Mtn View bubble. -Performing arts-Playwriting programs; using skills to create multimedia presentations, create apps, run rehearsals; leadership development where kids are then taking skills outside of the classroom and teaching their own classes. -World Language-Focus is what a student can do with the language, not necessarily what they know. It's a shift from grammar to application and they can convey ideas and communicate and write essays in a different language -Special Ed-Beginning to create benchmarks; Working on a life after HS workbook; there is a college pathway and career pathway. They are taught transition activities-job applications, resume, interview--scaffolding these skills from freshman to senior year.

| | -Student comment -in every class, there is discussion. Teachers don't just tell us,,,, "if this is….then this is impacted." In science, we'll be discussing and then ask us to model. Thinking is a skill that is emphasized.

-Academic Support-In the pre-bio program that has been developed, the integration of language is important. We do much scaffolding in the language to then enable the student to get to a concept; We create a collaborative effort to create community. The opportunity for mastery is there now….

-English-Important shifts in the last few years; alignment was difficult to convince teachers, but now we're more aware of how alignment is important to help kids; Progress in discussing fundamentals of writing. It seems formulaic, but it transcends English and helps with other disciplines and college writing; The shift from fiction to nonfiction is a result of universities asking us to do that. Freshman, Sophomore and Junior year they write personal narrative essays in prep for having them write their college app essays; Seniors used to do a unit on how to write a college essay-informed how narrative writing is taught at other levels; More than 50% write a senior term paper of sorts. |
|---|---|

Congruence

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

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

Findings	Supporting Evidence
Areas of Strength	
-Courses align grading weights, categories, expectations, course pacing, large graded projects/assessments	-CIS's for course teams
	-Senior thesis
-Every senior will have to complete a senior thesis; highly structured; requirement and time limit is the same for every student; college-level research	-Vertical alignment - Student participant indicated that English felt more prepared going from regular to regular; going from regular to Honors/AP was a
-Regular biology and chemistry classes have made progress toward NGSS alignment; parents appreciate the	bit more challenging mainly due to HW

vertical alignment with middle school -New courses offered in math department: enhanced courses, financial math, two-year courses to help students be work-ready, college-ready -Science changed Earth Science to Environmental science to meet A-G requirement; also created two new ELD/SPEd courses so students can get science experiences without language barriers -English department works on understanding/applying the Common Core Standards; build on conversation skills -Greater need to align ELD and English department to further support students' English growth -Social Sciences created multiple ELD immersed courses to better prepare students for life expectations *Areas of Growth* *-What and how do we get feedback from graduates in regards to our vertical alignment success? Maybe survey students in the next level/grade if they feel prepared by previous class/level (check if they feel overwhelmed).*	load. -Advisory Day - Student participant indicates that there is more pressure in selecting courses for sophomore year because there are more choices. Teachers outline each possibility and have great conversations on Advisory Day to guide students of the next level course; at the middle school level, advice given by teachers seem more opinionated and not informative -Parent participant indicated that even when experiencing different outcomes in instruction, communication with admin/teacher has been helpful -AP scores indicators; growth in number of students passing -SBAC scores

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Areas of Strength -Student participant indicates that critical thinking is the big overlap across disciplines; when teachers help with analyzation and makes connection to real-world, then there is more overlap with other subjects -Bio and English both use Actively Learn and strategies from Reading Apprenticeship to annotate reading materials -Skills in Math applies in Science; calculus to physics; algebra to chemistry	-Learning Paloozas -Course Team Meetings

Articulation and Follow-up Studies

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

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
Areas of Strength - District and Site Administrators meet with Superintendents and Administrators in feeder school districts to discuss better communication and articulations. -Counselors/Ambassadors meet up with middle school students in regards to course selection and give better idea of what each course homework requirement would be; not to over accelerate but also make wise choices to stimulate the minds -Math night for parents/students to understand the math and the various courses offering and paths -Principals' exchange-English dept meets with middle school English teachers to give assessment	-Articulation lists with student grades and placement recommendations -Friday Bulletin and School Calendar

B2.   Access to Curriculum Criterion

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

Indicators with Prompts

Variety of Programs — Full Range of Choices

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

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

Findings	Supporting Evidence
Areas of Strength -Counseling office is collecting data and making career and major recommendations. -AVID's PEAK program takes students to Silicon Valley	-Survey given by the counseling team through Naviance -College Awareness Day in October

business to see the variety of jobs and career pathways available to them. Students also participate in a Mock Career Fair and internships over Winter and Spring Breaks.	-STEM week--students can meet professors and professionals in fields of interest
-Students encouraged to participate in career-related activities by teachers	-Life Skills class
-SPED students have access to career planning and skills development through the school	-Seniors write a senior thesis
-Students are learning skills in evaluating the quality and reliability of information, which is important for any career	
Area of Growth	
-Limited structured emphasis on potential careers and colleges. Most support for college and career selection occur in the classroom through informal conversations between faculty and students. Not much emphasis on the entirety of the college experience (how a specific school and major prepares a student for one or more career paths)	

Accessibility of All Students to Curriculum, including Real World Experiences

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

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

Findings	Supporting Evidence
Areas of Strength	-Course syllabi
-Trying to incorporate math concepts to real-world applications (word problems)	-Classroom visits
-Encouraging students not to shy away from world problem--they are examples of applications	
-History and Spanish--Connecting historical events to present day events;	
-PE Class--Fit for Life Project: Talking about how to remain healthy now, with the expectation that students will be thinking about this more in the future	
-Science--Talking about evolution and how to relates to us currently; genetic counselor assignment (real-world application/problem of scientific concepts)	
-World languages--languages are by their nature "real life." Discussion of current events and studying of authentic materials	
-Spanish for Spanish Speakers--Focuses on the unique	

needs of this population. -Pedagogical instruction--Questioning students on how to approach a problem. Giving them the skill of responsibility, questioning, autonomous problem solving -Special Education--Career Connections and Academic Communication classes (immediately applicable to the "real world") -English classes--Socratic seminars on universal themes that students can apply to their lives -Financial math (combating the question of, "When am I ever going to use…..") -Spartan Cafe	

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

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

Findings	Supporting Evidence
Areas of Strength -Parents are getting email updates through the college and career center. -Counseling Department does a good job of talking to students about their personal plan. Students meet with their academic counselor each year to discuss their 4 year plan and post high school goals. -Students can request additional appointments with their counselors at any time. -Advisory Week -College Awareness Day -The College and Career Center provides information about all types of college options, financial aid, scholarships and SAT/ACT testing. *Areas of Growth* *-Parents don't get all of the same info students get. More communication with all parents about what is going on at school and especially given parents info in advance so that parents can play a more active role in encouraging students to participate in these activities as well as asking about the activity after wards.* *-We talk a lot about college requirements but not about careers.*	-Counselors Calendars -Counseling notes in Aeries -Counseling Newsletter -College and Career Center Website

Post High School Transitions

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

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

Findings	Supporting Evidence
Areas of Strength -2 positions for the College and Career Center (Full time Counselor and a full-time coordinator); -Guidance Counselors meet with at every student at every grade level at least once per year. -AVID Program for first generation students, collaborates with volunteers from the community that mentor students during junior and senior year as they apply for colleges, financial aid and scholarships. -Honors and AP courses that prepare students well for college level work by emphasizing critical thinking. -Specific supports for EL Students - New department - TED- (Technology Engineering and Design). -Dual Enrollment at Foothill College -TTP and Workability -College Awareness Day -Naviance -School policies-retakes and rewrites	-Counselors have appointments with seniors and create college lists. -Countdown to College-hosting 20 different workshops for college and careers. -Junior level handbook from CCC. -Senior presentations in Gov/Econ classes at the beginning of the year; How to reach goals, prep for life after HS. -Junior presentations in US History classes regarding college app process -Teen job fair with the City of Mtn View and nd partnered with them to go to Sonoma State and UCSC. -EL Students-it depends; various levels of EL ability = different needs; we can't lump them all together, An example is CCC collaborated with ELD and provided a workshop once a month to discuss college and career (resume/ Dream Act/Foothill College Rep in Spanish language). -TED becoming an official department that will make viable, rigorous classes with potentials for internships; -Job shadows through CCC at several different spots/ MVFD and MVPD; In and Out and local restaurants; Shadowing at ATT Park.

Area of Growth *Resources for students that aren't college bound.*	-Watching a student cope with Madrigals; the exposure to other cultures; time constraints and organizing time was great preparation for college.

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

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

Teachers are actively engaged in improving/enhancing their curriculum by attending conferences, seeking and obtaining National Board Certification, and staying on top of new changes to standards (ex. Common Core, NGSS, etc.). This new information about best content and practices is then implemented in the classroom to the benefit of students. We know that the best instruction is being provided to students based on outside metrics (such as the SAT, ACT, college admissions, AP enrollment and test results, etc.) that testify to student success academically.

Since the adoption of the Tutorial period, students have more access to teachers to seek specific feedback and take advantage of revision opportunities that are encouraged at MVHS. With an emphasis on student health and mindfulness, students are encouraged to sign up for classes during Advisory Day that they are genuinely interested in rather than taking on excessive loads of Honors/AP classes. Likewise, students are advised on how to best take advantage of revision opportunities rather than doubling their workload.

Feedback from students tells us that they really appreciate it when teachers make purposeful and real-world connections about their content as explicit as possible.

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

While we have an increase in enrollment in AP/Honors courses we need to continue to support the students that are stretching a little beyond their comfort zone on a class by class, year by year basis - this includes teacher training and meeting student needs based on prior knowledge and exposure to the content. We need to monitor the number enrolled at the beginning of the year/end of year as well as the number taking the AP test and their scores. We need to monitor how many AP classes/AP tests our stretch students take while at MVHS and monitor their progress/scores/success. They may not do well on their first test but if they are willing to take another and do well on that it may encourage them to take more and push themselves.

We need to have a clearer purpose of instruction to communicate what the big picture looks like, including incorporating more outside professionals for mentoring and exposure to real-world applications. We also need to communicate the difference between being college ready (meeting A-G) and meeting graduation requirements. We need to offer more career-readiness opportunities to expose students their options whether they are college bound or not.

With the addition of the Google Suite, students and parents are overloaded by emails. We need a more streamlined process to communicate with students and parents that encourages them to stay checked in. We also need a more uniform way (most use classroom but some use elists and/or the school calendar) of using support technology to communicate with students and parents.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

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

Results of Student Observations and Examining Work

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

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

Findings	Supporting Evidence
Areas of Strength -We have students engaged in rigorous classes and there is a wide variety of classes to choose from. -MVHS has opportunities to for real world learning experiences -Many departments have increased their non-AP offerings.. -For the ELD students, we're doing something positive, which is to have them in academic classes where they are exposed to academic vocabulary (econ/gov, pre-biology). These are college readiness classes. U.S. History SDAIE. -<u>Science Department</u> we're adopting the NGSS. Course teams are working to align their courses with those standards in the next three years. There is a re-working of the curriculum and making sure the teachers are giving the same tests. We met with the middle school teachers to work on alignment (Graham, Crittendon and Blach). -<u>Foreign Language</u>--teachers give the same tests. We are focusing on real world communication. -<u>Social Studies</u>--there are some course teams are more aligned than others. In Econ/Civics--we are totally aligned (summative and formative assessments). This goes for the AP Macro/Gov. World Studies went to a conference that went through the new California standards. Using summer work as well to align. Our goal is to have all the course teams aligned. -<u>Special E</u>d, we work to align our courses. In English special ed, they try to align with the mainstream English classes. -<u>Math department</u>, we are aligned in course teams and give them same final exam. About 80% of the tests are identical. The other 20% is different, so we can prevent	-MVHS course selection documents -Hands-on, creative, application learning assignments/activities -Application to current events assignments/activities -Utilizing new technologies in and out of the classroom -Adjusting to the needs and wants of students and the community -Discussions among students -Discussions with teachers and students -Course team curriculum provided on CIS (course information sheets) docs and on school website New AP, ELD and elective offerings throughout the years -Counseling, AVID and other staff checking in with alumni -College Awareness Day activities - FREE PSATs -College visits in CCC -Military visits to campus -Civic Engagement Week by Social Studies -Yearly [TEDx event](#) -Social Justice, Anatomy and Physiology, Calculus, Financial Math - all non-AP options for students.

cheating.

-In our SAI math classes in Special Ed, our goal is to get them into the mainstream math classes, so we have a lot of discussions to make sure we're aligned.

-English, we are aligned in our course teams (summative and formative assessments). We're now working on vertical alignment for listening and speaking. We are also working on adding some student choice (African American literature course). We are also aligned with the college prep U.S. history classes.

-ELD, our courses are singleton, so we are aligned. The exception is that we are not totally aligned in that we have newcomers coming in and they are at different points.

-PE, we are aligned horizontally or vertically. If you transfer classes, you're fine. With our new elective for 10-12 classes-we're working on those. We found that a lot of the kids in PE don't want to be there. We'd like to provide more options--group fitness, weight training, group sports.

-In student support (Tutorial Center), we provide support all levels of students (special ed, struggling students, AP students, etc). There is a lot of support staff ready to help students. MVHS has an amazing support system.

Areas of Growth
-There are concerns about school culture, some students are not as motivated or connected to school.
-There are some extremes -- There isn't a middle ground. There can be a vast difference between AP and honors classes and the regular class. There is a calibration issue.
-We don't always have coursework that supports non college careers/job tracks.   For our special ed students, it's important to have classes that prepare them for a job after high school.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

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

Findings	Supporting Evidence
Areas of Strength -All teachers of a course have the same Course Information	-All departments use same template for course information sheets posted

Sheets (Syllabus) that outlines the grading and performance expectations for that course. This necessitates conversations around what is being taught and how proficiency is measured! -In English, we're working on taking "nebulus" language out of our rubrics. We have conversations to identify basic, proficient and advanced student work. We give students models of the different levels of writing proficiency.	on school website and distributed to families -Most course teams use common rubrics for assignments, expected content and/or skills -SIS (Aeries) provides descriptions, options for rubric grading, clear categories/weighting and methods for communication with families

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Areas of Strength *Note: We have defined "differentiation" as differentiation of instruction within the classroom so each student gets a learning assignment appropriate for his or her level of understanding, in addition to the variety of multimedia and technology used. Much of our staff has been trained in this practice.* -Foreign Language: In French we have a combo class French 3/3H where we differentiate daily. We're offering Spanish classes to differentiate for native speakers. -In math, we use multiple modes of learning (group work, but options to work alone, using the book, learning from a peer). It's important to provide an environment that supports differentiation. We also use software (IXL) that provides more individualized learning. It builds up the complexity of the problems. We also use Geometer Sketchpad--they can create different geometric shapes, more kinesthetic. Math also uses IXL in special ed--it provides explanations that helps students see where they need to work on. -In ELD we use a lot of scaffolding. Students are learning at their own pace. We take away the scaffolds as they get better. -In Science, we have very heterogeneous classes, so we try to provide extension questions for strong students. -In English, in ActivelyLearn, you can give extra support (vocab/glossary for English Language learners). This isn't flagged, so students don't feel singled out. -In Social Studies, we're using Newsela and Google docs.	*Much of this was documented in our Home Group work.* -Assignment sheets/rubrics -Chosen course textbooks -Differentiated assignments for different learning levels -Newsela.com -ActivelyLearn.com -Google docs, slides, sheets, drawings, mapping -IXL software -Class rosters with data from SIS (Aeries) -Google forms to assess online -Multiple versions of formal assessments Formative assessments/checks for understanding that get recorded, then teachers provide assignments to meet the needs of struggling students especially

We continue to explore where technology is useful. This can help with differentiation. Online assessing with different assessments.	

C2. Student Engagement Criterion

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

Indicators with Prompts

Current Knowledge

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

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

Findings	Supporting Evidence
Areas of Strength -Art and Math teachers are collaborating more. -Nine new Math classes were added. -Science teachers use a variety of online applications to deliver content and provide more stimulation of world-wide phenomenon. -Use of authentic materials and multimedia in world language classes. -In ELD classes students have more digital access to literature. -In English classes teachers are incorporating supplementary materials (videos, audio books, Google classroom, etc.). -In Social Studies teachers used Sutori (online timeline). -BYOD. -Small group study pods in the Library -Students have more options for paths. Increasing success of lower-achieving students.	*Much of this was documented on our HOme Group work.* -Pear Deck, Actively Learn, Lon-Capa, etc. See Science Homegroup Doc. -Students are exposed to real-life language, variety of cultures, accents, etc. -Geogebra -Textbook center allows for students to checkout Chromebooks

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Areas of Strength -Non-AP Stats class used project-based learning.	*Much of this was documented in our Home Group documentation.*

-POGILS (Process Oriented Guided Inquiry Lessons) -Socratic Seminars (cross-curricular) -Peer instruction (Physics-Mazure, AVID-tutorial, English SDAIE, Math, Stagecraft) -Simulations -Construction -Spartan Cafe -Gardening -Museum project -Google calendar, classroom -Explicit group norms and roles (Literature circles, etc.) -Differentiation (in readings, etc.) -AVID notebook style (reflection and revision) -Tutorial period -Supplemental materials for World Language classes (online resources)	-Project assignment sheets provided by course teams -Departments meet to create multiple-course assignments -See bell schedule and course offerings

Examination of Student Work

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

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

Findings	Supporting Evidence
Areas of Strength -In courses and programs on campus, student have been able to extend their learning further through application and involvement at higher levels. -Students from all backgrounds are encouraged and included in classes, activities and programs	-Museum project in World Studies -Socratic Seminars in multiple courses -TEDx event -Model building/Inquiry labs in Physics -Senior thesis in English -Spartan Cafe by Special Education -Construction class -Gardening -Set design class -Young playwrights project -Video projects -Performing arts students working in other schools (outreach) -Ambassadors program -Camp Metamorph -Google docs for research projects -Small group study pods in the Library -Oracle Newspaper class and production -Yearbook class

	-Broadcasting
	-Online note-taking
	-Spartan Buddies

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Areas of Strength -Algebra 1 statistics unit to collect and analyze data. -Students find supporting evidence, listen and defend their ideas. (History, English, Science, Philosophy) -Video-based projects where students are asked to explain phenomenons or model concepts for a student audience. -In English students create analytical essays and provide peer feedback in the revision process. -Exploratory activities that lead to a discovery of a concept. (POGIL and PhET are examples), Science. -Open-ended labs in Science designed by students, rather than following a specific list of instructions. They are creating their own procedure to understand how reliable evidence is collected. -Group roles used across subjects for projects and socratic seminars. Helps students develop metacognitive skills in recognizing group dynamics and stepping into different roles. -Self evaluation and reflection: Students set goals before group or individual activity, then after activity evaluate how well they performed according to rubrics and their own goals. -Senior Thesis in English - students design their own research questions, identify relevant lenses to approach their question, evaluate credible sources, synthesize main ideas, and create their own argument. -Students in English courses show their thinking process through an inference chart - shows their background knowledge and how they come to a conclusion -English /History a lot of reasoning and looking at context. Reading, connect knowledge. Student participation and motivation is evidence of engagement -Encourage interest through cultural experience ie traditions through a holiday experience to increase participation. -Cultural potluck in ELD	-Socratic Seminars observations and assessments are based on evidence and argumentation skills. -Teacher observations of individual and group work. -Grading system (SIS/Aeries) demonstrates level of proficiency in activities and standards listed on the left. -all assignments provide student products of those listed on the left.

-To learn something your care about ie ETHICS was less interesting, whereas WASTE was more interesting and students were more involved in discussions -ELD: using reading of various text, then relate to Real World and synthesize information for projects/ essays. -Real World situations allow students to be more interested and involved. They can engage with different mediums: ie museum projects in lieu of speaking. -World History AP we did a lot of essays and there was compare and contrast, analyzing of different information to see how things connect together. -ELD Career Projects include Guest speakers, research of careers, formulate their own slides, and a presentation of their selected careers. -SDAIE Hist. Actively Learn to use a series of questions to check comprehension of reading. Creation of daily journals. -Grades reflect the diversity of skills in each class. Therefore teachers are looking wholistic at student's skills/abilities. -In regular (mainstream) class socratic seminars and other similar skills/ practices/applications. Students can lead the discussions. -Students in Science courses analyze their lab results to determine how successful the lab was and if it needs to be re-designed (error analysis) -Use evidence from different texts to support their own arguments in essays and analysis paragraphs -Teach group norms and roles so that every individual in a group can contribute an equal amount - give everyone a role so no one dominates or is left out -SDAIE and Art - collaboration to create books about their experiences coming to this country -Student leaders in Performing Arts - student directors, student choreographers, student section leaders, etc. -Persuasive Speech unit in English- researching topics, working to create their own logical argument that is supported with other texts -Students in Social Studies classes engage in simulations that require them to problem solve within the setting of a historical situation. -Literature circles - English and Spanish courses -Statistics class Survey Project Project Video	

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
Areas of Strength -<u>Desmos</u> to see graphical representation of mathematical equations -<u>Ixl</u> used to provide adaptive practice for mathematical concepts. -Apps like <u>Google form, Socrative, and Kahoot</u> as formative assessments. -Computer <u>simulations </u>(PhEt) -<u>Phone apps</u> -<u>Newsela-</u> provides the same article at different reading levels and languages. -Flipped Classroom - <u>screencastify, doceri</u> -Socratic Seminars online on <u>Google Docs</u> - helps introverted students get involved -Choir uses <u>NoteFlight</u> so students can practice their parts outside of class even if they do not play piano -<u>Actively Learn</u> - can be used for revision and evaluation process; slow students down so they read carefully; technology that helps students that struggle with reading. -Science - <u>PearDeck</u> -<u>TORSH-Talen</u>t for filming for speaking and listening activities like Socratic Seminars -<u>Podcasting</u> -<u>Smart Pen</u> -Vocabulary Wall on <u>Padlet</u> -<u>Recording</u> essays, dialogues, and presentations on Google Classroom -ASB use technology. to plan events -Write essays and upload to <u>Google Classroom</u> - <u>Quizlet </u>encourages motivation -If students miss a class, they can see online what they are missing in <u>Google Classroom /Calendars.</u> -You can be invited to other teacher's <u>Google Classroom</u> to help students who need extra help from another teacher -<u>Tutor.com</u> -<u>Bozeman science</u>, used as a supplementary to materials in Science -<u>Youtube </u>for explanations/how to videos -Spanish uses <u>VHL</u> -Using their own <u>phones to record</u>	-What we see happening in classes. -Course Team lesson planning. -Professional DEvelopment Training

-Departments like Special Ed, AVID and SPartan Scholars can see other teachers' websites to support learning very readily. *Areas of Growth* *-There are some abuse, some students will use technology for gaming, videos.* *-Only problem we have is WIFI when classes go on at the same time.*	

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Areas of Strength -Robotics Club -Yosemite Art focused science supported field trip -Art & music programs travel the world to perform -International Thespian Society attends the CA State Thespian Festival to perform and take workshops and interact with other high school theatre students -Specific software - industry standard materials & information -Girls who code -Computer Science Club -2 new computer science classes - video game design -BEAM - students go to local companies and work on projects - supervised by company personnel -AVID PEAK Program -American Math Competition - 80-90 students -American Invitational Math Competition - 4-5 students -US Math Olympics - 1-2 students - volunteers teach kids -Mock trial, Speech and Debate, Future Business Leaders cCub, Leo Club - special projects in community -NAHS - student leadership in arts - field trips to museums, guest speakers -Geometer sketchpad, IXL - software in math - interactive, self-guided Synchronis software -AMIGOS - takes students to S. America -Iwata, Japan visits -Actively Learn program in English -Relationship w/police - low stress community service opportunities -Physics - hands on building	-Regional competitions -Photographs instagram, documented lesson plans, web page -Madrigals choir, orchestra, wind ensemble -Portals to research all subjects -CAD, Adobe in all art classes, Solidworks, Sketchup -http://mvla.lon-capa.net -www.albert.io -www.study.com -https://phet.colorado.edu/ -www.socrative.com -http://hyperphysics.phy-astr.gsu.edu/ -https://docs.google.com/document/d/1Lfkab2KIjXTaVrdOtOTd1AM36z4o66ZWfNwU9if9rss/edithbase/hframe.html

-Engineering - students learn to fix computers, etc -Sports - teamwork large percent of students participate (including clubs and dance) -40-50 clubs on campus that students design themselves -Unidos - tutoring/mentoring after school -Global Glimpse -Students in Social Studies classes regularly read and analyze primary documents to learn about and discuss historical developments in the form of; photographs, political cartoons, diaries, letters, speeches poetry, music, documentary video, interviews, etc. -Big History; an online resource that teaches history through different articles in order to get students to learn from a big-picture perspectives. -Teachers upload primary and secondary sources to Google Classroom. -CNN 10, online broadcast of current world events, students view weekly in some social studies classes and discuss the content and personal reactions. -<u>Special Ed</u> has a job club, students are exposed to work experience in addition to the classroom instruction. -Students in drawing classes take field trips to museums, such as MOMA and De Young Museum. -Students in Acting and Stagecraft take field trips to see professionally produced plays -TheatreWorks Silicon Valley, The Oregon Shakespeare Festival -<u>Physics;</u> students use online resources in addition to textbook: LON-CAPA, Albert.IO, Study.com, Phet Simulations, Socrative Hyper-Physics; teacher prepared notes provided online or given by hand to students. Students design, build and launch a rocket, students build a gadget, stratosphere balloon program managed by physics students; -Youtube & other platforms to watch videos, clarify topics and make learning more interactive: in science students take notes from videos they watch on their own. Students in Social Studies classes read primary documents and examine the authors in order to evaluate reliability. -Various manipulatives are used in math classes -Various java apps used in Statistics to illustrate complex concepts visually -<u>World Language</u> uses Newsela to supplement themes being covered in class. Live annotations. Adjusts to individual student reading levels. Teachers can	

manipulate writing activities. Has comprehension quizzes at the end. They use publisher provided online reading resources to enhance cultural awareness and reading skills. -Cultural comparison in AP World Languages. -PE use target heart rate zone watches that gives students instantaneous email feedback about their performance. Guest speakers used about ethical food choices and nutrition. Students use health related apps. -Civic Engagement Week for students outside of social studies class to get involved, here speakers etc. all week.	

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Areas of strength -Special Ed Life Skills program - career shadowing, apprentice program, construction, police and firefighters, city planning and development and military. CFOs/Other Financial Advisors come in to speak to students how to financially plan for their future, students also practice interviews and resume writing. -Senior Thesis in English- depending on their topic, students might interview or shadow career professionals -Young Playwrights Project - students work with professional actors and directors to bring their originally written plays to life on stage -Women in STEAM - came to 9th grade Bio classes to speak -STEAM week - professionals come to talk to students -TEDx - student speakers and outside speakers -Stagecraft course gives real world experience to students who may want to pursue a technical or construction career -College & Career Center field trips - Time with Mountain View city engineers & city planners, mechanics, environmental engineers, etc. -NASA Rise summer internship; AP Bio research with local biotech companies & Stanford; Google Internship SSL (tentative); MVHS Job Fair (March). -Special Education; Job Club, TPT program, students are given choice to , Summer Job Program - job skills lessons that teach skills necessary for various jobs such as	-Department planning. -Course Team Planning. -School Calendar -Conversations with students

customer service, organization, how to be a good worker, students are placed in jobs with local companies over the summer; Students go on regular field trips, such as Giants Game and examine jobs related to the field trip. -<u>Life Skills</u> run the Spartan Cafe, take meal & coffee orders online and deliver to various classrooms. -Civic Engagement Week, local political and community leaders on campus to speak with students. Students are given opportunities to learn about engaging with their local community and their role as citizens in a democracy. -SPED has child development -NextGen Financial - showed teachers new techniques to teach financial math to students -100 Black men - mentorship for African American boys -Digital art collaborates with game design class including field to UCSC art and engineering -Commercial art designs logos and branding for off campus groups -ASB Government and Activities a nd Ambassadors -Madrigals, choir do community service, bring the arts to nursing homes, other schools -Choir students become teachers at the Music School and teach elementary kids music -Broadcasting -Walk out - social activism, political process -Military Helicopter Flight Simulator brought to campus by US Army *Areas of Growth* *-We have many opportunities for our Special Ed students to experience career preparation activities. We could be more intentional in each of our disciplines to make sure students see the connections between the skills and content they are learning and a possible future career.*	

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

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

The majority of MVHS students are exposed to high level, differentiated instruction, using a variety of methodologies and technology. Multiple departments are creating new courses to meet the need of all students including critical learners. Departments and course teams have adjusted well to the changes that have come with new Common Core national standards and changing state standards. Much of the skills we have taught as a school have been enforced before the addition of national standards.   The community, including families, businesses and individuals help support our students through volunteer time and resources. MVHS Administration, Departments and Course Teams evaluate data, resources and assessments to gauge the needs of classes, families and individuals. Departments collaborate often across disciplines to provide a unique, thoughtful, supportive and engaging learning environment.

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

Because of the diversity in our student population and multiple opportunities on campus, balance in learning and student choice is hard to achieve for every individual student. Homework load, class load and stress among students to reach content and skills standards is still a school culture burden. We need to determine what data is helpful in determining whether and what we need to change about how we teach and measure the standards as well as maintain student and staff wellness.

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

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

Indicators with Prompts

Professionally Acceptable Assessment Process

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

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.]*

Findings	Supporting Evidence
Areas of Strength **-**Local level reporting- we use Aeries. This is a strength because it is accessible to pretty much any stakeholder involved with that student. -AP testing data - teachers look at the course data and at the course team level. If course teams talk about this, it is up to them and they have to find the time. Letting know people know WHY.	-Lunch and learns -Homegroup documentation -Gradebooks good window to understanding student performance in class.
Areas of Growth *-Need more structured or alloted time to look at SBAC or other meaningful data. Need to learn how to analyze the SBAC data and pair into the type of curriculum taught. We are good at collecting and disaggregating data but not at actually using it.* *-What data do we gather to measure our SLO's?* *-How are we measuring performance? There seems to be more emphasis on content than skills.* *-Some teachers use 1 - 4 grading scale and it is confusing when it translates into letter grade on Aeries.* *-Some AP Courses Teams look at the disaggregated data to confirm that this is an achievement/ethnic gap in this AP classes. We need to have a more school wide discussion to how to close this.* *-At the local level grading test and quizzes in class seem to just show what students got on the test... but there seems to lack the meaningfulness of reflection of learning from mistakes/errors.*	*-No training in analyzing data or time to do so.* *-Very few tests that assess skills* *-Look at the majority of the tests* *-Many tests but not seeing the results (or little time to see the results and discuss).* *-Look at the type of tests given*

Basis for Determination of Performance Levels

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

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

Findings	Supporting Evidence
Areas of Strength -Most course teams have a grading system that is aligned and works for their course team. -When the grades are clear, this minimizes the stress because they own this grade. -SPED is a pass/fail grading system. This takes away the stress. They pretty much all pass and enjoying the learning. IEP goals is what supports the student's areas of growth and then gets assessed each year. *Areas of Growth* *-Some of the grading processes amongst teachers in a course teams are not similar - still inconsistent.* *-There was some feedback that homework should be weighed more than 15%... if homework is really about a learning tool and students are supposed to spend a lot of time and stress over this, then they should be given credit for this work. The weighted level of categories often make students prioritize where they want to spend their effort.*	-Course Information Sheets

Monitoring of Student Growth

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

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

Findings	Supporting Evidence
Areas of Strength -Revision policies helps students review the material and master the material if they get more time as well as help students with lower grades recover. -Some course teams in the English department have been	-SIS -Grade Mark Distribution Analysis -Conversations in Course Team and Department Meetings.

working on using trending of assessment data in order to monitor student progress. Making sure that summative and formative assessments both match desired standards has been a focus. Revision policy is built in to this system, and teachers are similarly trying to focus on making sure students who most need to revise are able to access that resource.

-US History team to change how revisions are done given the huge time it takes to do reassessments. Now semester final is a reassessment. Teachers replace original test score with score on the final.

-Some math classes use cumulative tests to allow students to make progress on particular standards.

-Changing the grading system to have categories that match the standards and then basing the tests on the standards. This helps monitor progress toward academic standards.

Areas of Growth
-Need to help students make better decisions about how much and what to revise and motivating students with lower grades to take advantage of the retakes and revisions.
-We need a better way to intervene so that students are more successful on the revision.
-Need to find ways to support the different needs of the newcomer EL vs. the LTEL. Creating a smoother system for identifying reclassified students.
- Sometimes, having your final replace it doesn't always reflect learning. What things can be done to motivate the students to take advantage of the help offered?

Thoughts for future conversations:
-Teachers leave behind the material on an assessment and don't return to it.
-Tests are sometimes much harder than quizzes and not an accurate monitor of growth.
-Numbers of Ds and Fs in particular classes demonstrates how some students seem to be left behind. C averages might be an indication of need for more support.
-Many students don't make the connection between the daily work and the summative assessments. Area for growth: how do we reinforce that understanding with

students? -SBAC testing is inaccurate because the level of the test is not reflective of the level of the math class the student is taking necessarily.	

Assessment of Program Areas

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

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Areas of Strength -Course teams engage in collaborative review of student work in order to evaluate curriculum and instruction and its connection to student learning. -New homework policy was a positive outcome of the process: some changes are initiated because of student input. In the case of homework, initial student concerns were taken to the administration who created a survey for all stakeholders. Leadership and Coordinators created a revised homework policy that was negotiated with LAHS and all staff. -Students feel as though talking to teachers is a viable method of raising concerns. -Administration holds fishbowls in order to solicit student input. These sessions lead to re-evaluation. -AVID site team evaluates data on a regular basis in order to assess the effectiveness of their program. -IST team facilitates review of data like LCAP data. Used to assess programs like EL in terms of math achievement and English achievement. -EL Department uses CELDT data to evaluate students for placement and evaluate program. -PE department uses data to inform curriculum and instructional changes. Teachers share successes and needs for improvement.	-Grade Mark Distribution Analysis: quarterly review of grade distribution spurred some conversations between team members in order to calibrate assessments. -Conversations in Course Team meetings -AVID Site Team presentation slides. -Transcripts from fishbowls

-Math - course teams work together to create common assessments and curriculum changes. -World Languages & Social Studies: department collects internal data, but does not have a system for review. Area for growth: developing capacity and finding time to use internal data. -Science: Chem and Chem H Course Teams have common assessments. Not reviewed explicitly, but the team checks in about averages on the tests. -Parents: can go to PTSA with a need for change. Can go to a teacher that the parent or student knows well. -Board members have period discussions that include staff and students. Newspaper staff have opportunities to talk to staff and board. Area for growth: Make more students aware of opportunities to talk to staff and board. Area for growth: create a centralized system for raising concerns. -English Department changed the process by which students are recommended for ERWC in order to facilitate CSU entrance. *Area for growth:* *-We'd like to start a conversation about making A-G requirements graduation requirements? What are the benefits and drawbacks?*	

Schoolwide Modifications Based on Assessment Results

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

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

*Note: A few prompts were reworded to help the Focus Group participants understand what is being asked.

Parents	Students
Do your students seem to continually grow from year to year in their content areas? Do they end up repeating ideas? Do they remain confused?	When you get your AP/SBAC results, do you feel like your education in future years address your areas of confusion? In a class, are your assessment results addressed?

Has your student ever needed materials or a different class in order to be more successful and they weren't?	

Admin/DO	Staff and Support Staff
How does the DO evaluate student assessment results? What changes have been made based on this? What changes were not able to made? Results of assessments → Resulting effectiveness of those programs?	To what extent does the school/course teams use assessment results? To what extent does professional development support you in addressing your students' assessed needs? For students that you support, do their needs get addressed post assessment?

Findings	Supporting Evidence
Areas of Strength -Teachers and counselors might use assessment data to help plan for course selection. -SBAC data is possibly helpful if we break it down by the teacher. Way to vague for it to be helpful in the format it is in. -Some classes require a preparation before retaking an assessment (something to reinforce learning). Mandating preparation before revisions helps students fill gaps in learning. -Alg II - did a great job of support resources and allocation to improve our students scores in this class. -Analysis of assessment and grading by Site and DIstrict Administration led to the new Board Policy on grading and assessment. *Areas of Growth* *-In course teams - need to provide **time,** prompts, guidance and support to become more reflective on assessments.* *-We get AP data - can we break it down by the teacher - so those teachers can have conversations within their course team on strengths and weaknesses and what support or changes do they need.*	-Course Team conversations -Coordinator Meeting Agendas

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Parents	Students
What systems are there for parents to express concerns or praise for different courses? To what extent do your students continue to feel challenged but prepared in their classes?	How do you express concerns or praise about courses that are not challenging or that you were not prepared for? When a student doesn't complete
Staff and Support Staff	**Admin/DO**
How do course teams and departments evaluate the effectiveness of different courses? How do course teams and departments determine if a course needs revamping/changes in HW/etc?	How does administration/DO keep track of issues of graduation requirements or changes in courses? What sources of information does admin/DO use to evaluate different courses and determine any necessary changes?

Findings	Supporting Evidence
Areas of Strength -SPED - on an individual basis based on what student is capable of. More individualized, not about content, environment. IEPs are part of process. -PE - evaluate student performance. Discuss lessons and see how students grasp knowledge. Department meetings - discuss upcoming unit. Check in to see how its going. Pre-post unit meeting. -Math - respond to state standards - redirected focus. Standardized testing. Course teams meet 1/month - break topics into units. Determine how many days to spend. Look at student performance on test. Keep what works well. What doesn't. Either spend more time or adjust how it is taught. Moving target - work in progress. Changing all the time. -For new things there seems like there's a process, but old not as much. -Parents have an informal process for praise and concern of courses/teachers *Areas of Growth* *--Need system for students to give feedback/praise. Sometimes*	Course Team and Dept conversations.

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difficult if it is an issue with teacher not course. *-Periodically courses need to be reworked to fit the needs of our students, there should be a check-in once courses are established*	

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

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

Indicators with Prompts

Appropriate Assessment Strategies

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

D2.1. Prompt: Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
Areas of Strength	-SIS
SPED - specific to cognitive level. Coming up with alternative ways to teach if they aren't understanding. Meet students where they are.	-Course Information Sheets
Math - based on past practice/tradition. Decisions made previously. Change is slow (gradual/incremental). Ex: use of multiple choice on exams. It wasn't done historically but has become adopted over the years. Democratic process in department. Take a vote on any changes. If change doesn't work → reflects poorly on teacher, pretty traditional. 4 tests for each semester. 1 test at end of chapter.	
Students - better when tests and quizzes are more often → more opportunity to do better, helps gauge understanding. Like math, because it's consistent and dependable. Clarity - not an issue. Most cases it's fine - but can be hard going from what is taught to applying on test.	
Parents - assessments sometimes don't match what is taught → sometimes assessment is harder. Generally, students know what's expected. But sometimes hard to go from what is taught to how to apply on test in more detailed in depth way.	
Observation - Assessment practices, number and design, vary widely across and within disciplines.	

Demonstration of Student Achievement

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

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

Findings	Supporting Evidence
Area of Strength -Collaboration is an expected value among teachers. We've made significant progress in the area of encouraging collaboration. -Attempting to monitor course team alignment. -Teachers are encouraged to attend professional development outside of school. -Course Team Alignment is one step in the direction toward equitable education. Reconsider alignment to be framed in terms of learning goals. -Teachers can pilot new courses, or get training to expand course offerings. Teachers can pilot and bring back knowledge to their departments.	-SBAC/SAT/PSAT/ACT data -IST team organized lunch meeting to look at data. Optional. -Some course teams analyzed IAB data. Answered the Qs: What do students need to know, what do teachers need to be able to know? -Materials from College Board and supporting assessment materials. -Course Team collaboration time -Aligned assessments among course teams. -Curriculum Institute funds applications and grants. -Social Justice, Game & App Design, AP Human Geography (TBD), Advanced CS (post-AP), Financial Math -Course Team Survey from Admin. - checking in on logistics, where are we on alignment, when do we meet, 1.0 vs. 2.0 Curriculum Institute requires follow-up with department. This begins thoughtful conversations that may otherwise not happen.
Areas of Growth *-We would like a process in place for considering data and how it reflects curricular goals.* *-Need space and time for interdepartmental alignment. If interdisciplinary alignment is an*	

expectation (Level III) in evaluation, there need to be opportunities for that to take place. *-We would like to see a system in place that encourages participation in professional learning communities so that these conversations don't only happen if a teachers opts to attend a professional development opportunity.* *-What is "data"? How do we know we're collecting the right data? vs. looking at data we traditionally collect.*	

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

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

Findings	Supporting Evidence
Areas of Strength -Advisory days are when teachers can "recommend" which course students should take given their ability/interest; student misconceptions about courses can be addressed. -More and more teachers are doing revisions with students and consulting with them and then giving them an opportunity to revise or retake. -Admin uses student surveys to get feedback from students on how timely and relevant feedback is given to them. -Our students leave here well prepared for college. -Our College and Career Center does a good job working with students who are interested in careers; since it is not a focus of our school, we don't have a lot of students who go and are interested, but those who do get a lot of information. -Overall feeling is that mostly the students are clear about what they need to do in each class; there is a small subset of students who have no idea. -AVID teachers have their students go through the PSAT to analyze their results. -Non-AVID students get their PSTA results in English	--Our CCC is supportive in helping parents know the roadmap of high school and preparing for college -CCC meets with students to communicate their needs and preparation needs. -SIS -New Teacher Surveys -College attrition data -CCC calendar of events

class…. They are not given a whole lot of time to go over the results (partly due to teachers not have that much time) *Areas of Growth* *-Lack of life-readiness and life-skills of all students, particularly college-bound/honors students.* *-Need for collaborative skill development.* *-Transparency about what courses would get the check of "did you take the most challenging courses that the school offers".* *--The new teacher survey - should be emailed out to all teachers to suggest they give the survey to their students to get feedback on how things are going.*	

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

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

Many effective systems and policies have been implemented that use the findings from assessments to improve student learning. As a school, we are good at collecting data and disaggregating the data from a variety of sources - SBAC, CAST, AP, SAT, ACT, as well as individual classes and course teams. Some course teams analyze their data from their assessments, while others use trending as a way to monitor student progress. Schoolwide systems and policies like the use of Aeries for reporting classroom data and revision policies have also been effective in supporting and communicating student progress. Alignment within a course team as well as clear grading systems have resulted in more fair and clear expectations for all students. The Special Education department has employed a pass/fail grading system that has been effective at removing or reducing stress as well as increase student enjoyment around learning.

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

One of the ways in which the school leaders and staff could improve their use of assessment processes is by creating and revising the systems already used for analyzing data and making decisions in order to ensure that these systems are focused on the needs of students and contribute to the school's vision. Keeping the students as the focus of discussion will help school leaders, staff, and parents to make decisions and reforms that best impact students' experiences and learning.

Even though course teams have made a lot of progress in aligning their use of formative and summative assessments and strategies, they need more time allocated to evaluating the student work from those assessments in order to gauge student learning and modify their teaching, and as well as the expectation from school leaders to do so. When teachers get the time and support to do this kind of data analysis, they will get better information about how their english learner and Special Education populations are doing in classes and will be more able to make changes to future curriculum to better meet the needs of these critical learners. Additionally, this time to reflect on the data will help course teams evaluate their formative and summative assessments, making sure that the assessments are valid indicators of student achievement toward the course's identified learning goals.

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

E1. Parent and Community Engagement Criterion

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

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

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

Findings	Supporting Evidence
Areas of Strength -Involvement with the community	-Bilingual Community Liaison (Alma): monthly meetings with parents to build community, staff is invited to speak with them -Home visit program for EL parents; staff and teachers can welcome parents, help with cultural understanding. Non-English speakers in community: whale-watching field trip, Museum / Academy of Sciences.
-Involvement with Industry and Business	-Special ed goes out into the community on Mondays to an art center and once a month they go to the animal assistant farm - work with the animals and time to play -BEAM club where students are involved in internships -STEM programs that bring in speakers from industry and career options -field trips (examples: SJ Mercury News, guest journalist speakers, Cantor museum at Stanford, Mandarin class field trip to Chinatown) -AVID field trips to learn about universities and industry: Intel and Google -Art docents come from San Jose, Museum, SFO - visit the sites and they come here. -Commons Art Shops come in and offer employment for students, under umbrella of Great America and Gilroy Gardens. -Performing Arts - guest conductors, clinicians, choreographers , universities

	-Ted ex - professionals come
-Involvement with Families	--El Cafecito (now LPO)parent meeting for Spanish speaking parents; bringing in resources from the community (exp affordable housing, tenant laws, immigration resources, CSA or city agencies for opening businesses, Chamber of Commerce)
	-Tea Time
	-AVID site team meetings include families
	-Mandarin Program: lots of family involvement (cooking classes, chaperones for field trips to SF and other locations), guest speakers about various Asian cultures, cultural celebrations like Lunar New Year celebrations,
	-Pique
	-Back to School night
	-FAFSA workshops for financial aid info for parents
	-Strong parental involvement in Choir programs
	Parent perspective: Appointments with academic counselors to review 4 year plan in English and in Spanish.
	-Parent Education Series
	-Parent involvement in athletics (more representation through Sports Boosters); parent involvement in budgetary issues
	-Positive Coaching Alliance to address roles and responsibilities: creates more connection with parents, especially those who have previously coached their own kids
	-Online communication with parents (Aeries, HW posted online)
	-Parent night for sports on a seasonal basis
	-Community and parents involved in art show or committee - back to school night, asking for volunteers raising funds or doing PR, - not every day in class but being involved.
	-Robotics program: huge level of parental involvement (supervision, mentors, hosting support nights, providing technical skills)
	-Science Olympiad: started by parent; program has developed into a monumental success
	-Parental involvement in Civic Engagement and STEAM Weeks

Areas for Growth	
-There is some concern about effectively communicating to all parents. The website is very difficult to navigate and it is sometimes difficult to access the right person when calling the school especially for non-English speaking parents.	
-Athletics: What is the best means to communicate with parents? We want more parental involvement.	
-Need more staff to help non-English speaking parents; Alma does amazing work and we need more people like her; need more robust programs to help incoming students; huge need for EL families (examples: how to sign up for Aeries, identify who their Vice Principal is, who their counselor is)	
-Diversity of parents who speak many different languages, not just Spanish: we need a structure to identify which languages are spoken.	

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Areas of Strength -Guest Speakers	-Civic Engagement Week (coming up in March 2018): Social Studies dept along with ASB are helping to bring speakers in and organizations in i.e. ACLU, SIREN, many others from gov / non-profit) -Author Visits -Computer Science: Teals Program that bring professionals into the classroom; Girls Who Code club during year and summer; -TEDx -Counseling visits: example: Jaimie Tabuchi visiting US History classes--Soul Force

-Partnerships/Internships	-Naviance program has excellent resources for students (summer programs; internships, etc): -The View (Mountain View) -Military recruiters -Youth Advisory Counci;l -SPED: Childcare program, community outings, St Patricks Day Dance, Veterans Affairs -Partnering with De Anza and Foothill (art, performings arts, science)
Field Trips	-Science takes multiple fields trips - exploratorium - -International performing arts field trips -Exchange programs - Iwata -College and career center - teen job fair, trips to visit colleges -Skype session with other countries in choir -College tours - limited space -Each AVID grade level visits 2 Universites a year as well as visits to Silicon Valley business, Mock Career Fair and Internships.
Areas of Growth: *-Establish Processes for communication (example: for parents to have key information re-communicated on various occasions to ensure that they have up to date info): sometimes we have so many different areas to post info but we need to know the best way to communicate.* *-Announcements: teachers often get information about various opportunities outside of school and we make announcement but it would be great to share that information with the whole school .*	

E2. School Environment Criterion

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

Indicators with Prompts

Safe, Clean, and Orderly Environment

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

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
Areas of Strength -MVHS takes bullying seriously -Restorative justice was a big deal - less heard of now. It is a work on progress. -Parents perspective - teachers are all available, really makes kids feel they have access to teachers. Teachers text reminders and made themselves available for questions. -As a parent many of the teachers try to get to know the students as individuals not just in context of content, forms a stronger link between them. -Counselors and CHAC do an incredible job supporting students with mental health services. -Dedicated custodial staff that is highly valued by the rest of the staff! *Areas of Growth* *-There is a lot of focus on the upper and lower performance students, but the middle is less supported. -Drug & alcohol health education: Students feel they need more information in addition to health classes.* *-Need more supervision in the back parking lot (driving safety, inappropriate behavior)* *-There is a desire for the adults and students on campus to say something when they hear inappropriate or derogatory*	-Email sent to parents about vaping and e-cigarettes; discipline is not a long-term solution -Latino awards night -Gender identity pronoun and respect presentation on how teachers can better help transgender students cope. --Transgender students: on a confidential basis, if PE teachers are notified about a trans student, students can go to the locker room that meets their gender preference; greater respect . -Large increase in mental health personnel -Clean campus with benches and open areas to gather.

language in a joint effort to create a safe environment for all students. *-Dress code enforcement*	

High Expectations/Concern for Students

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

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

Findings	Supporting Evidence
Areas of Strength -Open Access is very beneficial in some regards; High Expectations -HIgher expectations for ELD students	-AP Environmental Science and AP Composition are demographically diverse. --EL Social Studies classes and Science class: more and more courses are being offered which helps them to graduate but not all count as "D" requirement; helps then advance language.
Areas for Growth *-Pressure in culture: students and parents often disregard counseling advice that they do not need to take an excess of honors and AP classes, students and parents perceive that they need to take many, many honors and AP classes* *-College prep level classes: perception that they are "dumb" classes instead of "smart classes" that are AP.* *-Perceived pressure to take AP classes. Where does this come from? District, teachers, parents, peers?* *-Our curriculum seems to be becoming more and more rigorous.*	*-Counselors: have developed time management sheets to help support students; students are told that they do not need to take more than 2 honors or AP classes; there is a perception that taking 5 honors or AP classes will be rewarded.* *--There is data to support that college-prep level classes will still help students go to strong colleges.* *-Students receive mixed messages.* *-Pressure to make AP Psychology more rigorous.*

Atmosphere of Trust, Respect, and Professionalism

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

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in*

decision-making.

Findings	Supporting Evidence
Areas of Strength -Tutorial periods have created more communication between teachers and students, could use more tutorial time. -Teacher are mostly good at responding to e-mail -It's the students' responsibility to reach out to teachers, but teachers should also attempt to teach self-advocacy. - Parent reports that students feel like they can approach teachers; teachers are respectful -Course team time improved in some departments. Science was particularly happy with the increase in course time. -Parents were asked to provide feedback on LCAP -In a crisis situation, people who answer phones should be given a list of talking points so that parents get a consistent message (teachers WERE given talking points) - -Staff should be able to provide feedback after a crisis situation -Culture of seeking out points of view and discussion; typically fairly clear channels of communication between Admin and Coordinators. --SPED: culture of communication with each other and office; admin are good about communicating re: issues and solutions -Communication within school with staff improved in other areas besides tragic events. -Hiring committees include stakeholders, not just HR or Admin. --Staff is generally open to collaboration and discussion, but there's no scheduled time for collaboration -IST provides help to foster communication between colleagues (i.e. can point out to whom you can go for a certain instructional issue/technique) and admin (i.e. admin expects new teachers to do X) -Our student representative expressed that when courses are aligned it is easier to continue with success if a teacher suddenly has to leave. -Social gatherings with ASB students and special ed students have been taking place. This is helping with special ed students feeling more included and involved.	-One SPED member shared he talks to majority of department members weekly SPED meets informally in two rooms during breaks -Dave's Friday Update -Friday Bulletin -Daily Announcements -MVHS Drive has helped in getting the information out in a place staff can go back to later for further investigation and review. -English talked as a department about the kind of person they want to hire; it was very easy to talk about it , and people felt listened to; conversation was profound and empowering. -400/500 wing meets once per month socially -Lunches hosted by ASB were successful -The special education department has been meeting in retreat setting off sight multiple times the past few years.The trust of each other in the department is improving and communication has improved. -Performing Arts said that communication in the calendering process has been successful, respectful and professional. -The math department has been meeting off site in course teams which has helped with collaborative work. -Choir has been closely collaborating with the special education department students,instructional aides and parents.

Areas of Growth	
-There is no training for instructional aides. They are just thrown in and expected to deal with special needs that not only impact the person in need, but the rest of the students as well. Teacher should help with evaluation of IA's.	*-MVHS Website*
	-Students are in classrooms and outside during announcements and miss the information and our Website makes it very difficult to find details later.
-Teachers also feel that training in special need ares (like autism) would help us better assist students in need, and consequently make the class go more smoothly for all students. We want to teach ALL students, and we could do that better with specialized training.	*-Hiring of new PR position is evidence of the district trying to remedy communication during a crisis.*
-- As a new parent at MVHS, it's up to you to learn how to navigate MVHS; structures to acculturate families to MVHS could be helpful (especially for families for whom English isn't their first language)--buddy system or welcome packet.	*-Lack of time for collaborative work within course teams, departments, and whole school.*
-The Website at MVHS is terrible. It is bad for communication with community, students, and staff. It is impossible to find what you are looking for (ex: what schedule is tomorrow? When is X meeting?)	
-Course team time remains a problem in some departments where they still struggle with communication as a department. Large course teams can only meet once per month; many teachers have multiple preps and cannot meet with course teams	
-Lunch seems to be the only time staff can meet with students, so there are always competing interests.	
-In some departments there is a Lack of process to problem solve within course team, and as a result students are getting Different experiences in courses.	

E3.   Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Areas of Strength	-Spartan Buddies
-Gen Ed mixing with SPED is important community	-Hired additional staff in this area

building; also gen ed with ELD. -Strength is making students aware of academic offerings and paths on campus. -We have quality emotional counseling support; therapists are very available and helpful. There has been a lot of Positive growth in this area on campus. -Camp Mettamorph allows kids to make social connections they wouldn't otherwise. -Students said that the College and career center is incredibly helpful. Tutorial center is very supportive and helpful . Students use it all the time. Areas of Growth -More students than ever suffer from anxiety and feelings of hopelessness. -Case loads are very high for our mental health specialists. -There's no record of intervention/result/etc year to year, teacher to teacher, or class to class. -Teachers wonder how decisions are made about which classes get missed for counseling.	(counselors, CHAC, etc) -Protocol is more clear now about student referral. -Students visit CCC often. -Hired additional CCC staff. -Spartan Paus -Number of student that visit the Tutorial Center for a variety of purposes.

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
Areas of Strength -Capped skills-based science class this year at 24 instead of having 30+ struggling students in one room. -Co-teaching on Google Classroom is valuable for resource teachers. -Many standard accommodations-- unlimited testing time, preferential seating, etc in many classrooms. -District provides policies in the classroom to improve work, grades --many policies to give second chances (no double zero, revision, quarter and semester grades, etc) -With course alignment, collaboration with SPED team is much easier-- one team member can email all SPED teachers to describe what support could be need/what's happening in class. -Math department is trying to help students pass Algebra II	-Spartan Scholars -Algebra 1 enhanced -Algebra 2 enhanced -Alg2/Geo blend -Math mastery -More ELD classes -More AVID sections

at a higher rate; now have a study class just to get help on Algebra II (staffed by math teacher though not necessarily THEIR math teacher). -More info from middle schools this year in terms of math and science placement - helpful - has been less so in the past. *Areas of Growth* *-It's very hard to know what Aeries codes mean, teachers don't always know when kids have IEPs and 504s (especially when kids switch classes)* *-Life skills/special ed/vocational programs were recently taken away, such as autoshop and construction*	

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
Areas of Strength -Referral procedures for mental health issues has been streamlined and publicized well. -QPR (Question, Persuade, Refer) training for all staff. -Students with 504 plans have a meeting with their teachers, parents, Academic Counselor and Vice Principal at the start of the school year to review and adjust their plan. -At the start of each year we receive documentation on the needs of our Special Ed students in our mainstream classes. -Teachers feel comfortable at the start of the year having conversations with students that seem to be misplaced (either they need to move up to a more rigorous class, or may need a more supportive class). -ELD intake form/interview has standard questions about things that could prevent kids from succeeded (interrupted schooling, etc) -ELD students are categorized according to ELD level; re-evaluated every year -Revisions and retakes encourage mastery and a growth mindset. -Helpful to have all teachers post grades to Aeries so all	-Referral boxes around campus. -Aeries -504 plans -Revision and REtake Policies -Student Study Teams -Increase in mental health personnel.

teachers can see all students' grades (can help identify if a need is unique to teacher/class or student). -Academic counselors are often the first point of contact when a student is struggling and they are extremely responsive and helpful at refering or bringing people together to address the the issues. *Areas of Growth* *-Staff needs clarity on the coordination, identification and support of student needs.*	

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Areas of Strength -Open access policy. -Lots of ELD and Resource students have scheduling dictated by other classes and get placed into groups. -A lot of AP classes are diverse, but it's the same people providing that diversity in all classes (from student perspective) --i.e. Same Latino student in every AP class -STEM electives: actively working to recruit more female and diverse students- -AVID is great because it encourages and supports its students that take honors/AP -SPED/IEP/Resources teachers try really hard to do what is best -Learning skills students can still go to Freestyle *Areas of Growth* *-Should students with special needs all be placed together with teacher than "can handle it" or spread out to teachers where some feel supported and the other don't?* *-Regular classes are more diverse than honors/AP classes.*	-Demographic makeup of classes compared to demographic makeup of the school. -Master schedule process

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine*

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

Findings	Supporting Evidence
Areas of Strength -AVID helps students get connected to the school. -Performing Arts regularly looks at demographics - who do we hit. Each class might focus on certain demographics. -Camp Mettamorph -Addition of ASB Activities and Ambassadors to ASB Government. *Areas of Growth* *-Need to make sure that students are aware of all that is available to them.* *-Students feel lots of academic pressure.* *-Sports are tough for low income families.*	-Many sports and clubs to choose from. -Performing Arts offers classes at all levels so students have a place to being regardless of income and can move forward through all levels of the program. -Broadcasting -Speech and Debate -Robotics -Science Olympiad -NHS and CSF -The Oracle -Tedx

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

Prioritize the strengths and areas for growth for Category E.

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

IN SUMMARY: The staff at Mountain View High School is inclusive and supportive. The work environment is a safe place to collaborate, and try new things. When things do not go as planned in the classroom it is not viewed as a failure, just as something that didn't work. The administration has faith that teachers will keep trying until they are successful at communicating concepts in a meaningful way. The student body is very supportive of teachers and each other. Most students find it easy to approach teachers and make personal connections with them. We have been successful in finding ways for the SPED students to be genuinely included as members of the student body. There are many opportunities for students and parents to be involved in the school community.

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

IN SUMMARY: One of Mountain View High School's greatest strengths is our willingness to find our weaknesses and work together to improve. Communication has been identified as an area with room for growth. We want to be sure that every parent gets messages, not only in crisis, but is also able to easily

find answers they are looking for on our school website. We are also working towards improvement in Administration to staff communication channels.

Students are the constant focus of the staff at MVHS. We want to concentrate on the "middle child" in the next few years. Making sure that not only the Gifted and students with learning challenges are looked after, but nurturing every child to be sure they feel connected to the school and fellow students. We seek to create a cohesive campus culture that helps all staff and students feel included as part of our community regardless of their role on our campus.

Wellness is also an area for growth at Mountain View. We would like to expand medical services and bring on a full time nurse that can assist students. At the moment we often "borrow" nursing staff from SPED, but with a student body of our size we need a nurse dedicated to the general population. We would also like to increase the training that happens with instructional aids so they have more tools "in their chest" to help their individual students before starting in the classroom.

We are beginning to strategize ways to include ELD and SPED in a larger variety of Electives. They are limited by schedule and what is offered during the period they are available. For example ELD is not able to participate in sports because they are in classes periods 1-7.

In an effort to take care of the whole child we would like to spend time as a staff examining how we can reduce the workload for students out of the classroom. Although the rigor and high level of learning is excellent, students have very little time to socialize. This is an important part of development if we want to raise caring adults. Students can't even afford to take a break during lunch.

Mountain View High School

Chapter 4

Summary from Analysis of Identified Critical Student Learning Needs

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

MVHS Vision Statement and Student Learning Outcomes (SLOs)
WASC Goals` - With Feedback

1 Strengthen the systems for effective **communication** among staff and between the school and the community it serves to create a supportive, sustainable and **cohesive culture** with a shared vision for ALL the students we serve. (LCAP Goal #1, 2, 3, 4)

2 Continue to narrow the **opportunity and expectation gap** for critical learners including: EL, Special Ed and Latino students (LCAP Goal #1, 2, 3, 4)

3 Continue to implement and monitor systems in place to address **student and staff wellness** through clinical services, socioemotional learning, MVLA policies and practices, culture building and preventative coping strategies. . (LCAP Goal #1)

4 Continue to strengthen and **support our Staff Teams** to create rigorous, emotionally safe and culturally relevant spaces for ALL students (LCAP Goal #1, 2, 3, 4)

5 Commit to using **data** (internal and external) to measure, reflect and make decisions regarding the social, emotional and academic needs of ALL the students we serve. (LCAP Goal #1, 2, 3, 4)

All integral parts of the MVHS Community (see next slide)

HomeGroup Objectives   **HomeGroup Objectives**   **HomeGroup Objectives**   **HomeGroup Objectives**   **HomeGroup Objectives**

Following the self-study process, and the conversations that ensued, five themes clearly emerged: the need to strengthen *communication* creating a *cohesive culture*, maintain our focus on *narrowing the opportunity and expectation gap*,   provide *support for our Staff teams* so they can continue to collaborate, *use data* to guide our decisions, all while balancing *student and staff wellness.* Each goal does not exist in isolation, and each goal is dependent upon and influences all of the others.

Our work during the self study reinforced the need to focus on the varied needs of our *Latino, Special Education and ELD students*. Similar to our entire population of students, these groups can not be looked at as though there is a one-size-fits-all solution. As we disaggregate the data for all three of these groups, we see that their struggles are diverse. The data shows that our regular Ed Latino students are on par with the rest of our regular education students but our Latino students that are also socioeconomically disadvantaged are not and will require a different approach. We are excited about our work around co-teaching going forward with our Special Education students and how this will increase their access to regular education classes, but we do need to dig deeper as to the causes of overrepresentation of Latino students in Special Education. As the only school in the district with an ELD Program, our course offerings for these students have greatly expanded over the past 6 years. Our next steps are making sure that we are providing the needed support to ensure that these students make continued progress. The District's LCAP plan supports our work with these 3 populations as well.

All schools are learning how to deal with the first generation of students to grow up with cell phones and

social media. This is further compounded by growing up in Silicon Valley. Our children are exposed to so much at such an early age, are under extreme pressure to succeed, and some are also unsure of what the future holds for them in this country and we are seeing serious mental health consequences. As a school, we must adapt and adjust to our students changing needs and their **well being**. This was a strong message that occured in all of the focus group meetings.

We now have access to incredible amounts of **data**. What we realized during the self study was that, as a school, a Coordinator Team, a Department, a Course Team or a teacher, we don't use it very well. We need to decide, at each level, what data is available, what of that data we would like to see, and then what do we do with that data. All of this takes time, so we know we need to make it a priority to intentionally allocate that time. We are also exploring the idea of tasking the WASC Coordinator to facilitate the institutionalization of using data.

Every Home Group on campus has developed objectives and measurable key results, described in our Action Plan, that are in line with our WASC goals. We have started showing the graphic (above) at Staff Meetings, Coordinator Meetings and at the top of documents that show how we are choosing to use time to work on our objectives. Time was mentioned over and over again as the biggest barrier to accomplishing our planned objectives. Looking at a typical school year, we have identified blocks of time that we are going to commit to this work.
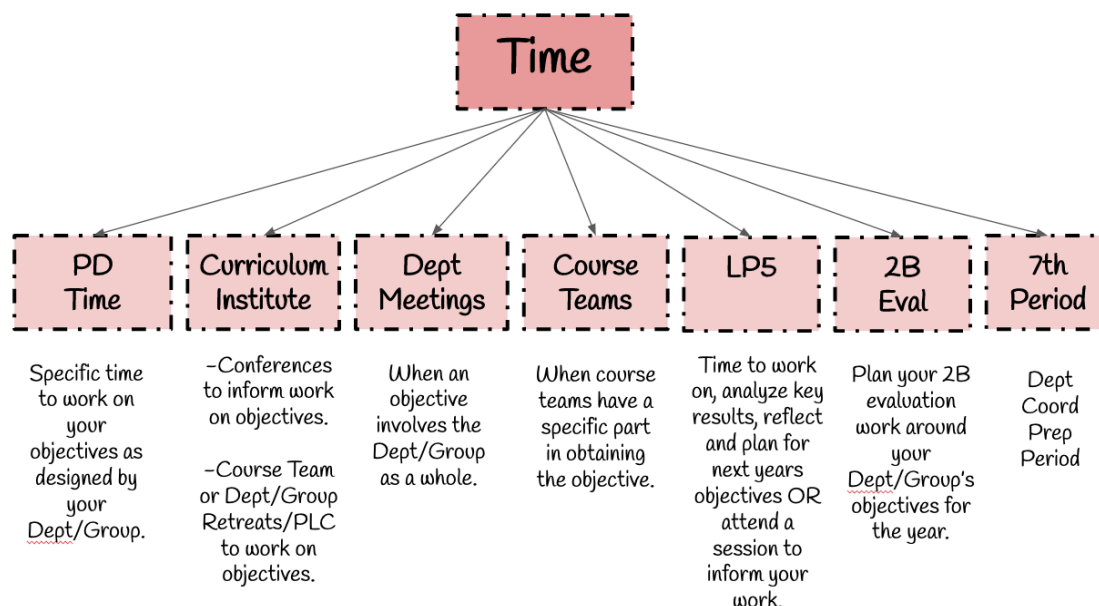
This time can be allocated for Home Groups and Course Teams to collaborate or for Professional Development designed to support Home Groups and their objectives. Research shows that teachers in the classroom have the largest effect on student achievement (The Power of Collective Efficacy). The number one thing we can do for our students is give our teachers the time and resources to learn, grow and reflect, informed by data, on their practice with clear goals and objectives A collective vision, and understanding of our "why", by all Home Groups will create a common purpose and **cohesive culture** that supports each others growth so that we can better meet the needs of all of our students. To facilitate

this, another take away from the self study process, was a need for a true Leadership meeting, maybe once a quarter, with a representative from each Home Group.

In conclusion, as we were writing our objectives, we were reminded of the work of Patrick Briggs telling us that "culture is what you allow". If we truly want different results, we need to start thinking differently!

Mountain View High School

Chapter 5

Schoolwide Action Plan

Mountain View High School Action Plan ~ 2019-2025

Our intent when we, the MVHS Community, embarked on this process was to truly start a cycle of inquiry that would be sustainable and allow us to reflect on our practice and continue to do better for ALL of our students, and ALL means ALL. As mentioned earlier in the report, we approached this using Simon Sinek's Golden Circle philosophy. We started by reminding ourselves of our ==why== as written in our vision statement and our student learning outcomes.

MVHS Vision Statement and Student Learning Outcomes

We at MVHS value an equitable and collaborative learning environment in which students and staff respect the diversity of our society. Thus, when students graduate from MVHS they will be able to; collaborate and contribute when working with others, evaluate and integrate multiple perspectives, communicate through a variety of media and advocate for themselves and others.

We value the intellectual, emotional and physical well-being of our community. Thus, when students graduate from MVHS they will be able to; embrace growth mindset and the continuous process of learning, respect varied definitions of success, balance work and person, consider the community as they make choices and accept responsibility for their actions.

We are committed to empowering lifelong learners who can think critically, solve problems creatively, and participate ethically at MVHS and in our greater democratic society.   Thus, when students graduate from MVHS they will be able to; build strong content knowledge, respond to the varying demands of audience, task, purpose and discipline, pose questions & analyze evidence to reach a conclusion or solve a problem, reason abstractly & quantitatively and practice integrity by being honest, ethical & respectful

All aspects of our MVHS community were involved in both the Home Group meetings, which culminated in the identification of our critical learners, and the Focus Group meetings which resulted in the 5 MVHS goals, our ==how.==   Reminding ourselves of how what we do aligns with these goals is what will allow us to carry out our vision. Each of the five goals emphasizes a theme (in bold) that came up in many of the discussions we had during these meetings. Each has a specific purpose while also intertwining with and dependent on the other four.

Critical Learners	**MVHS Goals 2019-2025**
ELL students Students in the "middle" Special Ed Students Latino/a Students Students under high levels of stress	1. Strengthen the systems for effective **communication** among staff and between the school and the community it serves to create a supportive, sustainable and **cohesive culture** with a shared vision for ALL the students we serve. LCAP Goal #1, 2, 3 and 4 2. Continue to narrow the **opportunity and expectation gap** for critical learners including: EL, Special Ed and Latino students LCAP Goal #1, 2, 3 and 4 3. Continue to implement and monitor systems in place to address **student and staff wellness** through clinical services, socioemotional learning, MVLA policies and practices, culture building and preventative coping strategies. LCAP Goal #1 4. Continue to strengthen and **support our Staff Teams** to create rigorous, emotionally safe and culturally relevant spaces for ALL students 5. LCAP Goal #1, 2, 3 and 4 6. Commit to using **data** (internal and external) to measure, reflect and make decisions regarding the social, emotional and academic needs of ALL the students we serve LCAP Goal #1, 2, 3 and 4

Each Home Group was then tasked with writing specific, tangible objectives that outline <mark>**what**</mark> they plan to do when the rubber hits the road and we truly work to implement these goals. These **objectives**, with measurable **key results** promotes ownership for each Home Group and a true start to the cycle of inquiry on which we can reflect and refine at the end of the year.

We have begun to implement the infrastructure for continued conversation on our objectives in addition to intentional reflection and planning. Currently, our Departments and Course Teams meet on Wednesday afternoons, Department Coordinators (includes all Home Group Leaders) meet on Thursdays during 7th period, Staff meetings are on the first Thursday morning of each month, AVID Site Team meetings are one Wednesday morning a quarter and Administrator meetings are every Monday afternoon. One of our objectives below is to be much more intentional about how we use this already allocated time for all groups to work on their objectives and receive support, training and mentorship if needed. Our plan, which is in the process of being implemented is to follow a true cycle of inquiry. We are checking in on progress towards these objectives during Coordinator meetings on Thursday afternoons with intermittent Home Groups Administrative Liaison. Members of the Instructional Support Team (IST) are ready and willing to collaborate with any group or staff member towards accomplishing their objectives. At the end of the school year we will reflect, refine and plan our goals for the next school year. This will also inform needed training, professional development and retreat time for Learningpalooza, the Teacher Service days at the start of the year as well as Professional Development time and meeting times throughout the school year. Through this process, Home Group objectives will continue to be refined and eventually accomplished. When this happens, new objectives will be written and the cycle continues. This allows for the flexibility of incorporating new urgent needs, implementation of State, District or Administrative mandates and the choice to halt progress on an objective that is not reaching it's identified key result.

Mountain View High School Action Plan

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Administration	Improve communication with stakeholders	Communication and Culture	*Input 100% of significant student interactions (socio-emotional, discipline, curricular) in the appropriate tabs (including counseling) in Aeries for transparency with counselors *Implement 1 fish bowls a year to gather student feedback and problem solve *Implement 1 fish bowls a year to gather staff feedback and problem solve * Once a year gather feedback from staff to improve communication systems, working conditions and transparent decision making processes. * Once a year gather feedback from	* Ongoing * 2018-2019 * 2018-2019 On-going Beginning of 1st Semester 2019-2020 Fall 2019	* Aeries *funding for signs	* Admin needs to make sure we are staying consistent with this *look where need is, plan, and use the feedback to help in moving forward *look where need is, plan, and use the feedback to help in moving forward * Create survey and send to send. Use this same survey year after year so we see changes and growth *make signs, get

			parent/guardians to improve communication systems, working conditions and transparent decision making processes. * Post the vision statement in 100% of the classrooms and in offices, library, CCC, etc.			printed and give to teachers to post
Administration	Work to strengthen staff culture	Communication and Culture Staff Teams	* For 100% of the departments, create time, expectations and support for department to review data, aligning to the MVHS goals and setting annual 'objectives and key measurable results * Quarterly, give time throughout year to check in with Coordinators on accomplishing their objectives; provide supporting and accountability * 90% of staff meetings will include monthly staff awards for doing great work * Implement 1 Staff Camp per year	* Annually (beginning of school year) * Twice a semester* Annually (each month) * Annually, at the semester. * 2019 *2019-2021	*Plan ahead for time for PD day *Plan into *Coordinator Meeting agenda *Funding to purchase award *Funding for lodging	*admin will support with communicating time (ie a PD day) and process *plan in the yearly Coordinator calendar *admin team will discuss which teachers deserve the award a week or two in advance from the meeting *Admin and Teacher leader will work on this together
Administration	Work to strengthen student culture	Communication and Culture Student and Staff Wellness Opportunity & Expectation Gap	* Continue to leverage ASB, Ambassadors, and student clubs as a means for reaching all students, organizing activities, promoting spirit, and culture-building through meetings with advisors and students * An Administrator will attend 100% of Congressional Meetings and report back to the administrative team regarding the pulse of the student body	Ongoing	*collaboration time with ASB advisors * attendance to monthly meeting	*Admin in charge of student activities will work with ASB advisors to support this *Admin in charge of student activities will attend and report back
Administration	Narrow the opportunity and expectations gap (add something here addressing the needs expressed at the AVID Town Hall meeting)	Opportunity & Expectation Gap Data	*50% of staff meetings will contain a tip or best practice to narrow the opp/expc gap *100% of the Friday Bulletins will contain a professional learning section with an article around support of students and narrowing the opp/expc gap *Use the desegregated data provided by our District Office regarding our Latinos (EL and SPED) to provide appropriate support and structures *Create in-house professional learning opportunities to narrow the opp/expc gap	* ongoing * ongoing * 2019-2022	* resident experts * admin * PD time, Admin planning, IST planning	*plan ahead of time (year calendar) so that we make sure this gets included *work with DO, ELAC *Work with IST, resident experts, make sure plan is purposeful
Administration	Support and strengthen implementation for our co-teaching SPED program	Opportunity & Expectation Gap Staff Teams	* Continue to identify courses and teachers where the co-teaching SPED model could be implemented successfully. * Implement co-teaching in the targeted courses. * Provide one training a year for co-teaching teams. * Evaluate the co-teaching SPED model based on the collected data.	* 2019, 2020 * 2019, 2020 * ongoing	* Admin & Dept. Coords Surveys, times for data analysis	*set up a meeting and invite key stakeholders *use data to help with this decision * works with DO for stupport *observations from admin, surveys to co-teachers

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Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Administration	Equity and Professional Learning	Opportunity & Expectation Gap Communication and Culture	* Create and run a semester long Equity PLC * Increase the Honors / AP teacher attendance to the AVID institute by 35% * Once a semester, admin and coordinator team decide upon a strategy that increases equity in the classroom. Coordinators will take this strategy back to their departments to discuss. * Create a school-wide definition of equity.	* 2019 * Summers, 2019, 2020, 2021 * ongoing 2019-202	* Funding * Funding *training Dept. Coord	*Use this as a pilot group. Get feedback, implement the next year as a 2B option for teachers and off a second round for staff SChool-wide definition of equity. Start with the coordinators meetings and then get feedback from staff, revise share out and eventually ratify.
Administration	Student Engagement	Opportunity & Expectation Gap Communication and Culture	*Administer Google Form surveys to students at least once a year in order garner more feedback regarding student experiences * Through monthly Congressional Meetings increase student participation in decision making * Create specific optional activities students can go to during tutorial time with the focus on wellness and mental health	*2019-2022 *2019-2022 *2019-2020	*ASB *ASB & Admin Time/support	*work with ASB advisors to create and implement these surveys. Use this data to determine programs and structures that we implement at this school *make a offer to teachers who may be interested in doing this, then advertise the room location to students.
Administration	Strengthen the trust, wellness and collegiality amongst the staff	Student and Staff Wellness Communication and Culture	*Once a semester hold a coffee chat (staff come in during prep period and share with us how they are, concerns, what's going well). *Continue staff culture building (happy hour, secret santa, etc). * Hold a staff camp once a year *Start a book club for admin on a leadership/vision topic. *Create opportunity for community builders that create trust and build relationships.	2019-2022 *2019, 2020 2020 2019-2022	Funding and advertisement *funding *organizational planning	*Put on year long calendar and advertise *Look for fun, engaging ways for staff to 'play' together *will take place on Friday-Saturday to team build, and build trust *look into ise the book "Dare to Lead *This can take place at COordinator's meetings, admin meetings, staff meetings, department meetings .
Administration	Create infrastructure for intentional use of time for all Staff Teams	Support Staff Teams Communication and Culture	*Create an annual year-long meeting schedule with that has outlined goals tackled for each month. * Support will be given to our office classified staff for quarterly meetings to discuss upcoming events, needs, support, professional development, etc.	* Ongoing, distribute in June * Ongoing * ongoing	* Time * Communication * communication	Beginning of year create plan, get feedback from Coordinators and revise, share out early in school year.

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Administration	Support school and staff teams in using data to be reflective, learn about progress of all students and make any needed adjustments	Data Support Staff Teams	* 100% of Course Teams will be trained in Data-zone to be able to analyze student data and make informed decisions, changes and differentiation to the curriculum * 100% of Course Teams will use class assessment data to discuss progress of critical learners and structure support specifically targeted for our critical learners * At least 35% of Professional Develop time will be provided to Departments and Course Teams to use data and discuss supports for our critical learners. * At least 35% of Coordinators' meetings will use data to better support discussions and decisions.	* 2019 - 2021 * 2021-2022 2019-2022	*Training on datazone and facilitation * Training and time(PD) * CourseTteams, Coordinator support, admin support, IST support	*work with DO on this * plan for PDs, prep coordinators and course team leaders with the prompts that will be asked of Course Teams * This will be decided according to our year plan
Administration	Have systems in place to gather feedback and determine if our new systems are making a difference.	Data Communication and Culture	*For at least 50% of our events and programs, we will give a staff feedback survey to help determine if system is making a difference. * 35% of Coordinators meetings will include reviewing and discussing data and problem solving with next steps.	* Ongoing * Ongoing	* time * Collaboration	* prepare surveys before the event (like earthquake dill or digital culture day) and use the feedback to strengthen and make changes for next time. * Planning ahead time (based on year goals) and gather and organize data for effective conversations.
ASB	Identify student needs and misconceptions about wellness and build out programs to educate and support.	Student and Staff Wellness	*Students understand that wellness is not about eliminating stress, etc., but more about...whatever it is Wellness team decides on defining it demonstrated through student wellness surveys. *Students feel less compelled to compare self to others, demonstrated by a reduction in discussions of grades, points and scores after assessments are returned. *Super Spartan recognition has significant impact on campus culture at all levels, student that is	Ongoing - re-evaluatd year by year	Huong, CHAC, Counselors, Therapists, Experts Survey results	*More education for students to think beyond college (bigger picture education) *Identify and communicate student needs to admin/counselors *Revisiting definition of wellness on campus - encourage ALL stakeholders to take it seriously (students, teachers, support staff, admin) *Identifying misconceptions about what wellness is - not to GET RID of stress, re-educating about the positive/constructive aspects of stress. *Big issue of comparing self to others. Work on a campaign for **true belonging** or something like that (Brene Brown!) *Super Spartan recognition of variety of students.

			recognized, classmates of students, nominating teachers, other staff, admin, community are able to describe what Super Spartan award is and describe a positive perception of the award. Demonstrated through ASB student feedback surveys.			Celebrating broadened definition of success.
ASB	Create a more inclusive community within the MVHS campus through more school wide events and making sure our current events include activities for both introverts and extroverts	Communication and Culture Student and Staff Wellness	*Students have an increased sense of belonging on campus demonstrated by increased participation in extracurricular events and activities. *Club COPS meeting attendance, and inter-ASB and club events increase in number and participants year to year. *Staff have an increased sense of belonging on campus demonstrated by increased participation in both staff-student and staff-staff based extracurricular activities. *Student and staff survey responses indicate a growing number of students and staff self-report that ASB puts on events and activities that are interesting to them.	Ongoing - During recruiting season (January - March) At COPs meetings		*Continue to work toward diversifying demographics of students in ASB. Recruiting from key student groups. *Liaise better with clubs to support student activities and facilitate collaboration between students/encourage inter-club events. Make this a requirement - to put on an event in collaboration with at least one other student group/org. *Work on doing an end of the year festival/carnival and powder puff events.
ASB	Make MV more spirited by creating more advertisements and hype during events on campus (sports, band, choir, robotics etc.)	Communication and Culture		Ongoing, Monthly	Teachers providing space in 2nd periods to collect feedback and help facilitate discussion around student issues. And time for students to report back from congressional meetings. Staff enthusiasm in participating in a variety of activities. Admin presence at Congressional Meeting	*Potty posts *Congressional Meetings - work on improving process and utility *Solicit feedback from student and greater school community more frequently and use data to improve *COPs meetings *Send out monthly update of activities to the staff *More frequent classroom visits? *More staff participation in games and other activities - Survey staff to see what they are interested in

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
AVID	With the expansion of the AVID program at MVHS and the onboarding of new teachers, we need to vertically align some of the essential components of the AVID curriculum and critical social emotional learning pieces.	Support Staff Teams Opportunity & Expectation Gap	*By Spring 2019 we will have taken a retreat day and aligned our TRF's and tutorial rubrics, mapped out a data-based sequence of field trips as students move through the curriculum, delineated aspects of WICOR to address at each grade level and systemized social emotional learning activities at each grade level.	Start of 19-20 school year	Work with AVID DD to schedule a retreat day in the Spring of 2019 MyAVID curriculum and weeks at a glance for AVID 9-12 Release day for entire AVID department to be able to deeply engage in working towards our objectives	Add other components: community service Ongoing reviewing and refining of Vertical AVID Alignment each semester
AVID	Further institutionalize the use of data to inform how to allocate our human resources	Data Opportunity & Expectation Gap Communication and Culture	*Use site specific data regarding the success of our critical learners as the foundation of our work during AVID Site Team meetings. *Follow through with dissemination and actions around the implications of the data. *Increase the participation of boys in our AVID Elective.	Ongoing	Support from the DO to provide timely meaningful data.	Reflect, refine and institutionalize a system of using data.
Counseling	Further understand ELD placement and "rules" so we can meet students' needs	Communication and Culture Student and Staff Wellness	*By June 2019 the ELD section of our handbook will be complete *Increase the number of ELD students that are properly placed	On going; meetings held weekly with ELD core group members	Professional Development Days and Department Retreat	*Articulation meeting with ELD coordinator at counselor meeting to review placement issues *Identify a list of current and prior ELD students so we can place them in the proper support (SDAIE classes, Supervised Study, etc.)
Counseling	Further understand curriculum mapping for our Special Education students	Communication and Culture Supporting staff teams	*By the end of 2019, the matrix for HS vs Cert. of Completion will be complete * Chapter for SpEd will be completed in the 2019-2020 school year	On-going; placement matrix to be worked on and finalized this school year to be included in the counseling handbook	Professional Development Days and Department Retreat	*Collaborate with SPED Department on creating a SPED course sequence/matrix/placement document that we use in creating schedules

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Counseling	Creating a Counseling Department Handbook	Communication and Culture Student and staff wellness Supporting staff teams	-By the end of the 2018-2019 academic year 5 sections will be complete - For the 2019-2020 we plan on completing an additional 5-7 sections (of the current 17 total chapters)	On-going	The week of April 23rd, we will meet as a team to review sections and provide peer review.	*Create a handbook with policies/procedures (with two sections finished by December break), including gathering feedback from department members *After each section is completed, conduct peer review at a department meeting to ensure it's accurate and consistent
Counseling	Improve Communication with Students	Communication and Culture	* During the 2019-2020 school year, publish a summary page with key policies/procedures for students and families on school website *In spring 2019, mail out info flyer with key dates and procedural information	To be done in Spring	*Training on new website platform and access to site *Design flyer/bulletin during department time	*Collaborate with admin on drop dates, add dates, course change policies
Dept Coord	Provide support for Course Team Leaders	Support Staff Teams Opportunity & Expectation Gap Communication and Culture	*Provide a schedule at the start of each school year that delineates the specific use of our discretionary time. * Allot time during Thursday, 7th period, 2 times a year for Dept Coord to check in with their Admin Liaison to discuss the progress of each Course Team along the Alignment 1.0, 2.0 continuum *Each Course team has one Retreat a year	Spring 2018 Ongoing	Admin Liaisons IST PL	*Plan out schedule of time during one of the last Coord meetings. *Choose dates for check ins *Dept Coord work with IST to plan when Retreats will take place *Continue with CTL breakfast once each semester.

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
ELD	EDGE placement test, writing assessment and teacher recommendations will be used in addition to ELPAC scores to determine levels in ELD. New students will be assessed as they enter our school.	Opportunity & Expectation Gap Data	*100% of EL Students complete ELPAC and ELD 2,3,4 students and all exited EL students take EDGE placement tests annually . *100% of ELD Teachers will assess students throughout the year and make appropriate changes to their ELD levels. Follow up with quarter grades.	Annually in the Spring EDGE administered in Aug.	Funding for teacher's administering testing; Release time, substitutes, and funding for annual training of ELPAC test administrators. Assistance from IS team for funding process.	*Schedule future testing dates onto school calendar * coordinating language objectives with SS and Sci ELL teachers and IA assigned to their courses.
ELD	Determine measurable benchmarks for ELD Levels 1, 2, 3, 4 and reclassification ELD Students informed and involved in school activities	Data Communication and Culture	*100% of ELD Teachers will develop benchmark expectations for students entering a level and students exiting a level. *100% implementation of the new State Reclassification criteria with District guidelines and educate critical learners and parents of new criteria. * Use of ELPAC scale scores to clarify placement of critical learners. ELD Commissioner visits ELD classroom monthly to provide information on school activities. Aldo, soccer coach, and ELD staff recruit and support ELD students in participating in extracurricular activities Ambassador program provides orientation to new comers, luncheons, and tutoring to make ELD students feel a part of the student community	Jan 2019	Teacher Prof. Dev. Time to review and calibrate benchmarks State Reclassification Criteria Need ASB mentoring and training of ELD Commissioner.	Revisit student lists for specific issues and needs Maintain updates of State criteria and explanations of ELPAC scores
ELD	Focus to support graduation of our ELL students .	Data Opportunity & Expectation Gap	*All ELD teachers will review and look at their ELL students' possible graduation requirements with the focus to improve graduation rates by 10% *Decrease by 10% ELL student transfers to Alta Vista	Ongoing	Time to connect with Adult Ed about 'warm handoff' process and specific contact people Work closely with Admin Liaison	*Define and create a 'warm-handoff' process for the new arrivals ELL older students (11 or 12th grade) to transition to post secondary plan (Adult Ed or GED completion) to ensure diploma. * Increase work with counselors to offer all options to encourage

						graduation credit completion. *Continue to review criteria for 5th year ELL students to create a program that serves the need of all ELL students. *Ambassadors come to Tutorial to support students academically.
ELD	Create systems to support students' social, emotional, academic needs based on measurable data;	Data Student and Staff Wellness Opportunity & Expectation Gap Communication and Culture	*Increase by 20% (from the current 50 families) the parental turnout to the second annual Immigration Support Fair *Initial assessment to include background information of critical learner and send to all teachers involved . *100% of ELD teachers and IA will write referrals to CHAC/school therapy for ELL students in need *CHAC and Therapist provide counseling to specific students as well as conduct workshops in our ELD classes *Weekly ELD staff meeting that includes our mental and academic counselors to better support our students. *Quarterly check-ins of IAs and staff for emotional support.	Nov.29, 2018 Ongoing	Admin. Liaison, Counseling Coordinator, therapist, bilingual liaison, Bilingual Secretary	*Survey the newly formed Immigrant Support Committee (ISC) to ensure we are providing appropriate services needed by immigrant families * Provide training for our SEL teachers to design Learning Modules for the year
English	Integrate the work of Course Teams, Department and School	Support Staff Teams Opportunity & Expectation Gap Communication and Culture	* Create a plan for Course Team leaders to use in integrating team, department and school goals at a meeting * Create a meeting calendar that provides time for course teams leaders to plan agendas/set goals.	Spring 2019 ongoing		1. January 2019 Course Team leader meeting 2. May/June 2019 Course Team Leader Meeting
English	Create articulated summative assessments for key L&S skills	Opportunity & Expectation Gap	* 100% of 9/10 course teams will have articulated summative assessments. * 100% of 11/12 course teams will have articulated summative assessments. * 100% of all course teams will calibrate summative assessments and use results for future planning. *100% of all course teams use results of summative assessments to align formative assessments	2020-2021 2021-and ongoing	● PD time for course teams ● ½ day retreats for course teams	1. January 2019 Course Team Leader Meeting 2. Course Team Meetings during Spring 2019 and beyond (course team leaders make plan for summative assessments

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Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
English	Create/revise scaffolded and differentiated curriculum to support student success on assessments.	Opportunity & Expectation Gap	* 80% of all subgroups will reach **proficiency** on final summative assessments in listening and speaking.	2021-2022 and ongoing	• Data-gathering tool: SCOOE system	1. Course Team Leaders learn to use the SCCOOE data tool.
Library	Create a hierarchy of research skills and standardized language to use in instruction and rubrics across subject area and grade-levels	Data	Research Units/projects/curriculum will include commonly shared language and expectations across grade levels and subject matter. Evidence of completion includes the following: • Rubrics from assignments • Hierarchy of skills/standards attached to assignments/projects at each grade level.	**2018-2019**: Collect standards and create a comparison chart/Venn Diagram to find overlaps and disparities. **2019-2020**: Collect research/project assignments from all courses and create a chart that shows 'holes' in research practice from 9th-12th grade. **2020-2021:** Collaborate with peers to determine which skills/standards should be emphasized at each grade. **2020-2021**: Create research standard rubrics with universally accepted language that can be easily added to a course's current research project rubrics.	Immediate needs: • Common core research standards for different subject areas (have) • Research standards associated with NGSS (need help finding--Megan Sibley) • Los Altos' hierarchy (have) • research/report assignments from each course that assigns one (have some, not all)	1. Compare standards, looking for overlaps 2. Create a progression of current assignments. 3. Determine 'power' standards to focus 4. Create rubric drafts 5. Feedback from course teams that assign research. 6. Revision 7. Promotion

				2021-2022: Promote buy-in, beginning with one course team in one department, and spreading to other course teams in other departments.		

Library	Increase independent reading in student's experience	Support Staff Teams	1. Increased number of classes that include time for free-reading in English and ELD classes. For Example, in '18-'19, we have 9 teachers of 9th grade English. 3 are actively doing free reading, another 2 are doing a variation. A 20% increase in participation would be the buy-in of two more teachers. Evidence would include the following:
			    a. Increased book circulation numbers
			    b. Increased number of 'standing' monthly library activities with individual classes (ie, book talks, library visits
				*On-going 2018-2019: Gather data about circulation numbers and book talk presentations to have a starting number to build from
				2018-2019: Collaborating on peer's 2B evaluation to improve seamlessness of free reading in curriculum
				2018-2019: Present at 9th grade survey meeting to share results of this year's efforts.
				2019-2020: My own 2B cycle to research and strategize for free reading .
				2020-2021: Revise plan, reset
					Research resources to strengthen persuasion of staff.
					Creation of thematically-related book talks
						1. Check data in Destiny system for book circulation
						2. Create book talks that support curriculum in 9th grade English classes

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Library	Increase awareness of library relevance in the community--both school and public libraries		1. library literacy lessons, 2. down-time activities for all. 3. Increased number of events hosted by campus clubs and organizations 4. Increased role in dissemination of school-related information to community 5. Balanced representation of library-users, particularly in regard to gender	**On-Going 2019-2020:** Analyze Calendar activities from '18-'19 year **2019-2020**: make current collaborations more stable and routine--from casual planning (fit it in somewhere) to a consistent schedule **2019-2020** Increase access to public library resources by participating in the E-card sign-up for Santa Clara Co Library System *Upon the completion of the student services (Student Union Building), reset/buckle down expectations for library free time	Collaboration and meeting invitations to work with staff and public librarians	Collect existing data on library use and patrond
Math	More meaningful meetings to share best practices instead of logistics	Communication and Culture Opportunity & Expectation Gap and Staff Teams	*Each course team meets twice per year focused strictly on pedagogy *Each course team communicates via email to cover logistics *50% of course teams participate in a retreat to discuss best practices	Spring 2019	Retreat time	
Math	Create more opportunities for students to collaborate in genuine, creative problem solving experiences.	Opportunity & Expectation Gap	* By the end of 2020-2021 school year there will be a 10% increase from the previous year's SBAC *Problem Solving and Modeling Claim* scores in student's ability to correctly model mathematics *50% of our students will be able to	-2019-2020 -2020-2021	Retreat time	* 50% of course teams participate in a retreat focused on best practices beyond direct instruction/teacher centered) * 50% of course teams participate in a retreat in order to create

			perform at a proficient level on a complex math situation *By the end of the 2019-2020 school year course teams will select and apply one problem solving pedagogical technique			more genuine problems that assess students understanding of material
Math	Thoroughly organized Google Drives for all courses and student textbooks/resources that we actually use/want to use	Support Staff Teams Communication and Culture	*50% of course teams will have materials organized in one location *All teachers will have access to materials for both courses they do and don't teach	2019-2020	Permission to pilot textbooks	
Math	*Continued focus on increasing student success in Alg 2	Support Staff Teams Opportunity & Expectation Gap	*Pass rate (C or better) will increase *Focus on increased pass rate for Algebra 2 regular *Thoughtful distribution of students by teacher and period (i.e. not all students with an IEP/504 placed in a certain period with a certain teacher)	2019-2020 2021-2022	Time	*Reduce class size *Teacher common prep. *Targeted PD *Teacher retention in the subject *Curate common core resources *master schedule
Office Staff	Clearer communication of roles between the Administration and Classified Staff	Communication and Culture Student and Staff Wellness	*End of year debrief the first Monday after graduation every year.	*June of 2019 *Ongoing	Administrators and Classified Staff Attendance Possible facilitation guidance from IST	*Put date on everyone's calendar *Send out invites *William and Kathy will write the agenda
Performing Arts	Improve Community-Wide Awareness of PA Events	Communication and Culture Data	*Presence on weekly Broadcasting announcements during event cycles *Using District Resources to promote upcoming Performing Arts events	Ongoing	Open channel with Broadcasting and announcements, Amy Beare	Coordinate with Amy to determine the best process for submitting material

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Performing Arts	Find a better solution for Direct Messaging for students and/or parent groups	Communication and Culture Data	*Implementing either a Google Classroom or Remind platform for each Course Team *Gather data on effectiveness	Ongoing	Feedback/data on current systems (eLists, Charms, etc.) and research on alternative forms of communication	Check with other local Performing Arts teams to find suitable communication alternatives
Performing Arts	Improve Web Presence	Communication and Culture Data	*Each Course Team becomes sufficiently represented online	Ongoing (maintenance)	Parent volunteer webmaster(s)	Determine a streamlined way to keep sites up-to-date
Performing Arts	Setting up Support Frameworks to address the impact of co-curricular events & activities	Student and Staff Wellness Data	*Identify seasonal 'anxiety moments' (December concerts, college apps, Musical runs, Audition cycles, etc.) *Monitor effectiveness of structured approach	End of 19-20 school year	Student/parent feedback and suggestions for problem-solving, tips & tricks, etc.	After implementing and publishing, gather feedback from students about effectiveness of framework.
Physical Education	Total Fitness will bring in different representatives from Health and fitness facilities nearby to discuss the business and benefits in our community	Student and Staff Wellness	* Beginning in the Spring Semester of 2018-2019, The Total Fitness class will be able to make contact/connections with a minimum of 4 outside resources/individuals/companies to either visit or come in and present what is offered in fitness/wellness for our students who will not have a school led fitness program after this CAHSPES (California High School Physical Education Standards) Course 2.	By June 2019 and on going	Funding for possible fees that certain organizations may charge to speak/work with our classes	More opportunities for our student's wellness: ❖ 1 month free membership ❖ First trial free ❖ Job placement ❖ Variety of fitness/wellness options
Physical Education	All ELL Students will Improve participation, abide by rules, feel inclusive and follow directions in all Physical Education classes	Opportunity & Expectation Gap	*Improve success rate of ELL Students passing with a C or better *Increase the number of Instructional assistants in all classes that have ELD 1, 2, and 3 students from 0 IA's -->at least 1 per class	June 2020	Explore funding options for ELD support in Physical Education.	Collaborate with the ELD and Personnel Departments to discuss allocations of IA's

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Physical Education	Create a Physical Education Foundations Course for our moderate/severe SpEd students who can't participate equally in our courses and so they can be FULLY participatory	Opportunity & Expectation Gap Data	* 100% Full inclusion, motor skill development, social development, physical development of our moderate/severe SpEd students who can't participate in our HIGHLY populated mainstreamed classes. *1:1 IA's (number needed would be determined by IEPs), Instructors AND the students enrolled in class would be assisting in the full participation in Physical Education for these students so they will not be left out of instruction/activity and inclusion.	June 2022	Funding for sections as well as IA's	Students who are moderate/severely disabled to be ACTIVE AND INCLUSIVE in our regular education mainstreamed classes We will need this class to have a decreased student to teacher ratio in section offered.
Physical Education	Reintroduce newsletter that went home to share "What's Going On" in each department.	Communication and Culture	*Begin publishing Second Semester 2019 after 3rd quarter Progress Report (February). *Continue once a quarter from here on out.	Starting February 2019 and on going ❖ September ❖ November ❖ February ❖ April	Different Department member each quarter will submit to Kathy Woods for publication in Principal's Message	Tami will initiate February 2019 and department will discuss for future editions.
Science	Meet the enrollment recommendations of the NGSS Ca. Framework for the HS 3-Course Model and the UC System	Communication and Culture Opportunity & Expectation Gap Data	*All regular education students will take 3 years of science: Bio, Chem, Physics. *70% of regular education students will take 4 years of science: Bio, Chem, Physics, & Elective.	Starting school year 2020-2021 By 2022-2023	Communication avenues with students People: Science admin liaison, counselors, special ed teachers, avid teachers, course team leaders, Oracle director, Naviance director, Commercial Art director Data: 1. How many env. Sci students go beyond biology? Or beyond 2 years? 2. How many ELD students go beyond 2 years? 3. # of students taking 3 & 4 years of science and which	Meeting with science admin liaison, counselors, special ed teachers, avid teachers, Oracle, Naviance and course team leaders to plan and implement. Create communication avenues with students

					science classes they take.	
Science	Diversify Science Offerings	Opportunity & Expectation Gap Data	*1 new non-AP science elective will be offered	Completed for 2019-2020 school year	None	Examine and discuss additional course offerings for 2021-2022
Science	Help Eliminate Freshman Tracking in Science	Opportunity & Expectation Gap Data	*All 9th graders will take Biology (honors or CP) except ELD 1 and 2 students and SAI students or other case by case exceptions. *Environmental Science becomes 10-12 grade course (or replace ES with A-G approved physical science course).	Starting school year 2020-2021 Starting 2021-2022	Communication avenues with entering freshmen and parents People: Science admin liaison, counselors, special ed teachers, avid teachers, and course team leaders, Data: 1.Performance by middle school in bio and bioH 2. Performance by special population in bio, bioH, bioAP; 3. Performance of bio vs. bioH students in AP; also chem vs chemH 4. % freshmen, sophomores, etc in environmental science + performance 5. Env + bio performance by grade (i.e. take env then bio or vice versa) 6.Performance of 9th grade students in other courses (9th grade english/social studies) by demo	Meeting with science admin liaison, counselors, special ed teachers, avid teachers, and course team leaders to plan and implement. Create metric to measure effectiveness of change. Create communication avenues with entering freshmen and parents

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Science	Dept. Commitment to Staff and Student Wellness	Student and Staff Wellness	*All Science teachers incorporate wellness activities in class at least once a month. *All discussions and decision making around dept planning and scheduling will make staff and student wellness a priority .	Ongoing	Admin support in planning and scheduling	
Science	Design curriculum aligned to the NGSS Ca. Framework for the HS 3-Course Model, in particular for Bio, Chem, Physics.	Support Staff Teams Data	*Science dept holds 1 retreat per year to update goals and progress. *All Dept members attend at least one NGSS/HS 3-Course Model related conference, workshop or training. *Course teams increase alignment with NGSS and the HS 3-Course Model by 20% each year. *Course teams examine and adopt new materials aligned with the NGSS and the HS 3-Course Model.	Ongoing	Time (PD, Dept, CI Retreat) for both whole dept and course teams retreats that occur throughout the school year. Funding for workshop attendance. Funding for NGSS aligned materials. People: IST help with CI applications for retreats and workshops.	Course teams continue aligning curriculum and adopting materials that Incorporate the NGSS HS 3-Course Model
Social Studies	Vertical alignment of critical skills	Support Staff Teams Opportunity & Expectation Gap	*Identify and define critical skills for Social Studies as whole department. (fall 2018) *Articulate critical skills for each course/grade level and build as student progresses. (spring 2019). *Identify skills that are social science and history skills to help articulate for course level.	2018-2019	Time for grade levels to engage in articulation primarily digitally.	Living document as common language gets folded into course rubrics etc. Articulation of skills at each grade level will happen spring 2019.
Social Studies	Transformation of World Studies from 3 semester to 2 semester course	Communication and Culture Staff teams	*Articulate scope and sequence of 2 semester course. (fall 2018) *Identify content that can be instructed in other courses in our department (fall 2018) *WS team will agree on by end of 2018-19 1. Instructional days per unit (redesign proposal as guide) 2. Guided by vertical alignment: skills taught in each unit	2018-2020	Some number of WS course team meetings for spring 2019 will be dedicated to redesign. CI funds for summer work for WS team.	Dept approved proposed framework. WS team will now take the framework and begin the work of fleshing it out. This includes building assessments towards alignment, backwards planning on unit content and activities.

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			3. Gradebook alignment: weighted categories, frequency of summative assignments *Identify textbook and resources needed for new course. (2018-2020)			
Social Studies	Developing semester (10th grade) options	Opportunity & Expectation Gap Staff Teams	*Identify possible courses to bring to our department based on student interest (spring 2019) *Develop course proposals for submission depending on what we decide. *Redesign CWI based on new WS course for 2020-21 school year *AP Human Geo will be proposed for 2020-21 school year. *Adapt Social Justice to a semester course based on instructor expertise *Additional semester course proposals (2020-2022)	2018-2022	Time and CI funds to develop any new courses that are brought to campus.	Conduct survey of students during Advisory Day in January 2019 to gauge interest in a selection of possible new courses. Use data from survey to make decisions on new courses.
SPED	Equal access to vocational programs, non A-G courses, for special education students, in the mainstream environment	Opportunity & Expectation Gap	*Work with general ed to create additional course electives/offerings to increase equal access *Provide transportation to LAHS for inclusion/participation or create aligned programs on MVHS site/campus	2019-2022	-course considerations -administrative/district support or alignment to similar classes at LAHS -course consideration approval	-determine courses -meet with gen ed to collaborate on course offerings/ideas
SPED	Increase inclusion & collaboration with general education, to increase LRE of special education students	Communication and Culture	*Survey 100% of SPED students educational needs and gaps as well as culture and community. *Increase SPED pedagogical approaches to 75% of our mainstream staff by trainings/professional development to address the specific sped populations *increase 10% of counselor attendance to IEP meetings and confidential student profiles	ongoing	-Retreat time -PD time -Lunch & learn opportunities	-send out staff/student survey -present to staff on categories of sped with proposed PD opportunities -send IEP-at-a-glance to counselors at start of year/send caseload lists to all counselors *google doc, shared with teachers, to open communication between special ed, el, and gen ed concerns, ideas, and support

			- Increase 40% of our co-teaching to all grade levels in English, Geometry, World Studies & US History -Increase IEP communication and resources to mainstream teachers support with surveying missing teachers needs, student survey for needs.			
TED	Increase enrollment of critical learners and female students	Opportunity & Expectation Gap	*Increase enrollment to reflect the percentage of the school population for critical learners. *increase enrollment of females in the next 2 years to 30% *Increase enrollment of females in the next 5 years to 50% *increase outreach activities (Girls Hackathon, Girls Tech Night, Hour of Code, Outreach to Supervised Study and AVID classes)	Oct 2018 - Hour of Code Activity Oct 2018 - Engineering and Tech activities during lunch. Oct 2018 - Part of STEAM Week. January 2019 Outreach with freshman and sophomore AVID classes to promote tech offerings January 2019 Outreach with EL classes to promote tech offerings January 2019 - Promote TED courses during advisory in EL and Skills classes. February 2019 - Outreach with Blach Middle School 8th grade math classes.	Sub pay for outreach time to middle schools. Material costs for posters and copies. EL Department Support. Judy, dept coordinator, organized presentation times with EL classes.	Mar 2019 - Review enrollment numbers for critical learners and females.

TED	Create and expand CTE Pathways	Support Staff Teams	*Convene industry and community panel to gather input. *Promote Academy within school *Submit for UC a-g approval *Board approval of Capstone Course	Nov 2018 - Had first industry panel meeting. Nov 2018- Board approved Capstone Course. Nov 2018 -Presented CTE Pathways and Academy to coordinator. Dec 2018 - Presented CTE Pathways at 8th grade math night.. Jan 2019 - Met with counselors to present Academy and CTE Pathways. Jan 2019 - Teachers presented at the middle school and at 8th grade night. Jan 2019 - Held second industry panel meeting. Mar 2019, - Retreat day date (3/29) is planned. Marcey of the IST team will support us in filling our the CI.	Department retreat day to further develop this course and a 1-3-5 year plan. Invite LAHS. IST Team supported in filling out the Curriculum Institute Application.	March 29th, 2019 - Retreat to develop capstone course uc a-g approval syllabus and curriculum. Outreach to other departments to expand pathways to other CTE sectors.

Home Group	Objective	Other MVHS Goals Met	Key Measurable Results	Current Timeline	Resources Needed	Next Steps
Visual Art	Through the use of translated instructional materials, we seek to improve the literacy skills as related to the academic vocabulary of visual art with our critical learners.	Opportunity & Expectation Gap Data	*Data gathered from interviews and observations will demonstrate that critical learners are improving their knowledge and application of academic vocabulary.	Ongoing.	People to translate materials Instructional Assistants	Put this into process.
Visual Art	Develop a pilot honors section to offer advanced coursework and vertically aligned pathways for critical learners. This vision includes redesignating level 2 courses as honors.	Opportunity & Expectation Gap	*Critical learners will enroll in honors courses to move from the level of proficient (CCS) in visual art to advanced.	Ongoing	Admin assistance with process of approval.	Develop/adapt current courses.
Visual Art	Meet with the counseling, ELD and Special Ed departments to clear up misinformation given to critical learners who desire to enroll in more than one art class before graduation. 1v	Communication and Culture Data Opportunity & Expectation Gap	*Examine demographics of V.A. course requests to determine if critical learners who request additional art courses are scheduled into the requested class. We suspect they are restricted in taking more than one art course. *Clarify the rationale for summoning students only from VA classes especially the critical learners who find connection and solace in their art class.	Ongoing	Data needed to support this research. Meet with Huong to discuss CHAC visits. Meet with Joal re: counseling visits.	
Wellness Team	Implement structures and systems to support the development,	Student and Staff Wellness	*Definition of 'wellness' *Create our department mission and vision	End of 18-19 school year By January 2020	Time (PD/CI/DM) and coordination with DO/Clinical Services/Wellne	-Created outline, in progress

	implementation, and monitoring of programs that support all student's wellness		*Clearly defined job roles and duties		ss Task Force Committee	
Wellness Team	Prevention & Early Intervention	Student and Staff Wellness	*Defining a list of needs *Parent Education: Speaker Series/Workshops *Look into researched based Social Emotional Learning/Curriculum	End of 18-19 school year Ongoing By January 2020	Time (PD/CI/DM) for coordination Time (PD/CI/DM) and coordination with DO/Clinical Services	Define topics and areas of concerns
Wellness Team	Prevention education and early intervention program available for all students	Student and Staff Wellness	* All 9th grade students (gen ed, sped and eld) get in-seat quality level health education through Health/Wellness year long course *Health Van will visit the MVHS campus monthly and it will be publicized.	End of 18-19 End of 18-19	 Flexibility and coordination with AVHS	-Health and Wellness course for 2019-2020 -Offered to 9th and 10th -Pending A-G approval -Pending enrollment -Reaching out to AVHS and Stanford regarding next year's schedule/services -Oracle video/article -Broadcast video 12/18
World Language	Improved communication with MVHS counselors and partner schools.	Communication and Culture Opportunity & Expectation Gap	*Create flowchart per language for counselors and community. *For one department meeting, invite all counselors to our dept meeting to explain concept of flowchart and World Language scheduling needs.	By the end of the 2018-2019 school year (hopefully!)	-Time (Dept. time, PD time, perhaps LP5, 7th period) -Assistance from Admin in communicating with partner schools -Counselors	-Someone start draft to flowchart -Discuss and finalize flowchart -Set a calendar date for mtg w/ counselors -Create agenda of whole group mtg
World Language	Vertical alignment of content within each language.	Communication and Culture Opportunity & Expectation Gap	*Create and agree to use common rubrics for each level, per language *Agree on common grading categories in Aeries (modes vs. skills), per language. *Create a process/procedure in writing for how to approve changes made to our vertical alignment document (per language).	Ongoing but also hope to accomplish parts of our goal by the end of the 2018-2019 school year.	-Time (retreat day in the Spring of 2019) -Coordinator will write the CI app and agenda with assistance from IST -IST would attend retreat	-Send out copies of AP rubrics and ACTFL rubrics to get feedback -Discuss rubrics in upcoming dept. mtgs (prior to Spring retreat) -Use PD days in Feb. to discuss rubrics -Use PD days in Feb. to continue our discussion of grading categories (modes vs. skills) -Shop around ideas (quick in-person mtg) for procedures for changes to vertical alignment, then send out a written proposal

Mountain View High School

Appendices

6-24-13

Mountain View High School
3535 Truman Avenue
Mountain View, California 94040
Office (650) 940-4600

Mtn. View
SPARTANS

District Office

Freestyle High

Softball

Tennis

Student Parking

Fire Lane

Weight Room

321

Girls' Locker Room

Swimming Pool

AD

Boys Locker Room

527 | 525 | 526
523 | 524

119 | 121 | 123 | 125

618

117 | 118 | 120

617

115 | 116 | 114

616

113 | 112

Science Quad

Small Gym

519 | 521 | 522
520

Weight Room

319 | 320
317 | 318

Restrooms

612

W
M

611

111

610

110

609

109

215 | 216
213 | 214

315 | 316
313 | 314

419 | 420
417 | 418

518
517

Main Gym

515 | 516
513 | 514

211 | 212
209 | 210

311 | 312
309 | 310

415 | 416
413 | 414

607

604

W | M

Restrooms

207 | 208
205 | 206

411 | 412
409 | 410

511 | 512
509 | 510

603

107 | 108
105 | 106

W | M

Restrooms

602

601

103 | 104
101 | 102

203 | 204
201 | 202

Principal
Assistant Principal – Activities
School Psychologist
Mail Room
CHAC
Test Coordinator
Conference A
School Resource Officer
Health Office
Assistant Principal
Assistant Principal - Academics

★ **Administration Building**

507 | 508
505 | 506

Main Quad

Tutorial Center

503 | 504
501 | 502

Counseling

Finance Office
Attendance
Reception
Bilingual Communication Liaison
Registrar

★ **Main Office**

Library

TBC
Textbook Center

Conf. Room

College & Career Center

STAFF PARKING

Fire Lane

VISITOR PARKING

Theater

W | M
Restrooms

Cafeteria

Food Service

Packard Hall

Performing Arts Storage

Staff Parking

Bryant Ave.

Truman Ave.

Baseball

Soccer

Track

Football

MOUNTAIN VIEW HIGH SCHOOL BELL SCHEDULE

Regular Weekly Schedules

SCHEDULE A				TUTORIAL SCHEDULE				SCHEDULE B				SCHEDULE C			
Mondays and Fridays				Tuesdays				Wednesdays				Thursdays			
0	7:15	-	8:05	0	7:20	-	8:05	0	7:15	-	8:45	Staff Mtg	7:30	-	8:05
1	8:10	-	9:00	1	8:10	-	8:55	2	8:50	-	10:25	1	8:10	-	9:45
2	9:05	-	10:00	2	9:00	-	9:50	Brunch	10:25	-	10:40	Brunch	9:45	-	10:00
Brunch	10:00	-	10:10	Brunch	9:50	-	10:00	4	10:45	-	12:15	3	10:05	-	11:35
3	10:15	-	11:05	3	10:05	-	10:50	Lunch	12:15	-	1:00	Lunch	11:35	-	12:20
4	11:10	-	12:00	Tutorial	10:50	-	11:25	6	1:05	-	2:35	5	12:25	-	1:55
Lunch	12:00	-	12:45	4	11:30	-	12:15	Dept Mtg	2:35	-	3:30	7	2:00	-	3:30
5	12:50	-	1:40	Lunch	12:15	-	1:00								
6	1:45	-	2:35	5	1:05	-	1:50								
7	2:40	-	3:30	6	1:55	-	2:40								
				7	2:45	-	3:30								

Special Schedules

will be noted on website when replacing one of the above schedules

SCHEDULE D				SCHEDULE E				SCHEDULE F				SCHEDULE G			
Modified Wednesday Block				Modified Thursday Block				Minimum Day				Assembly Schedule			
0	7:15	-	8:15	1	8:10	-	9:10	0	7:30	-	8:00	0	7:20	-	8:05
2	8:20	-	9:20	3	9:15	-	10:15	1	8:05	-	8:35	1	8:10	-	8:55
Brunch	9:20	-	9:30	Brunch	10:15	-	10:25	2	8:40	-	9:10	2A	9:00	-	9:45
4	9:35	-	10:35	5	10:30	-	11:30	3	9:15	-	9:45	2B	9:50	-	10:35
6	10:40	-	11:40	7	11:35	-	12:35	4	9:50	-	10:20	Brunch	10:35	-	10:45
Lunch	11:40	-	12:30	Lunch	12:35	-	1:20	Brunch	10:20	-	10:30	3	10:50	-	11:35
Staff Dev	12:30	-	3:30	Staff Dev	1:20	-	3:30	5	10:35	-	11:05	4	11:40	-	12:25
								6	11:10	-	11:40	Lunch	12:25	-	1:00
								7	11:45	-	12:15	5	1:05	-	1:50
												6	1:55	-	2:40
												7	2:45	-	3:30

8/1/16

Course Catalog
2019 - 2020

Mountain View High School
3535 Truman Avenue
Mountain View, CA 94040

Course Catalog on line: mvla.net/mvhs/

2019-2020 Course Catalog

Table of Contents

Course Descriptions

PREFACE

This course selection guide serves students and parents who are seeking information about course offerings at Mountain View High School. This handbook is updated annually to reflect the most current offerings; however, it cannot be assumed that every course listed here is offered each semester or year. While core courses for graduation and entrance to the University of California and California State University are always available, elective courses are offered based on student demand and the availability of qualified teaching staff.

As a basic planning tool, this guide features brief descriptions of courses offered and a listing of high school graduation and college entrance requirements. This publication offers guidance and counseling assistance, suggestions for college and career planning, and testing.

The handbook is intended to be used with the support of parents, teachers and counselors. Students will be able to design a course schedule that reflects their interests and aptitudes, and meets their post-high school goals.

The staff at Mountain View High School encourages and welcomes the continuous participation of parents during this planning process and throughout students' high school years. Parents are partners in the educational process and their active participation is key to students' success.

This MVHS course catalog can also be viewed on our website:
www.mvla.net/mvhs/ under Quick Links on the home page.

MOUNTAIN VIEW HIGH SCHOOL

VISION STATEMENT

We at MVHS value an equitable and
collaborative learning environment in which students
and staff respect the diversity
of our society.

We value the intellectual, emotional and physical
well-being of our community.

We are committed to empowering lifelong
learners who can think critically,
solve problems creatively, and participate
ethically at MVHS and in our greater
democratic society.

OPEN ACCESS

The goal of Open Access is to encourage ALL Students to strive for academic excellence, and as part of the process, remove barriers that limit growth.

In 2000, Mountain View High School adopted Open Access to Advanced Placement (AP) and Honors courses. Under this policy, students may choose the courses they believe best fit their academic needs and goals. Students will not be required to earn certain grades, get teacher permission, or pass entrance exams to enroll in AP and Honors courses. Instead, students will need to carefully consider their motivation, goals, and interests as they make their course selections.

The Open Access policy at MVHS has dramatically increased the number of students who have access to AP and Honors courses, as well as the number of students who successfully pass AP exams. In 2002 MVHS offered 339 seats (test takers) in AP courses for a total of 544 total tests taken. Sixty-Four percent were graded as 3 or higher. In 2016 MVHS had 762 total tests takers for a total of 1529 exams given, of which 1296 were graded 3 or above. MVHS is committed to Open Access, which enables students to challenge themselves, to grow as scholars, and to prepare for rigorous college coursework.

In order to make informed, responsible course selections, students need complete, accurate information about the courses they are considering. **Students are encouraged to make thoughtful selections when registering for their classes each spring, as limitations on space may make it difficult or impossible to make course or level changes at a later date.** MVHS uses the following methods to assist students in making their choices:

1. **Course Selection Guide** – This guide contains detailed information on every course offered at Mountain View High School. Each course description includes the skills or preparation that is recommended for success by the teachers of those classes. The Course Selection Guide is also available on line at: **mvla.net/mvhs/** under Academics in each department.

2. **Advisory Days** – Each January, students meet with current teachers to discuss the courses they are interested in selecting. Students also see a video about specialized course options that they may be considering.

3. **Staff Suggestions** – Students are encouraged to discuss their course selections not only with their current teachers, but with counselors, administrators and other staff members as well.

4. **Course Selection Worksheet** – On Advisory Days, students will receive a Course Selection Worksheet. This worksheet helps them to prepare for the registration process by looking at their course selections as a whole. Students should use the worksheet to reflect on their required courses, suggested courses and electives.

5. **Student Time Management Worksheet** – Students will receive these worksheets on Advisory Day. These worksheets are designed to help students make thoughtful and manageable course selections for the upcoming school year. Specifically, they are designed to help students take a practical look at the many demands on their time, including homework/studying, activities, sports, clubs, family responsibilities, friendship commitments, and personal mental health.

6. **Counselor/Student/Parent Meetings** – Counselors, students, and parents meet to discuss course selection as part of annual individual appointments. Counselors also provide information about course selection at grade-level parent evenings, which are held every spring.

7. **Course Comparison Sheets** – Teachers prepare comparison charts that inform students of the expectations of college prep courses versus Honors and AP courses. These comparisons include areas such as daily homework load, habits of mind, emphasized skills, and activities.

Although we believe in open access, we also strongly want our students to lead a balanced life. We encourage parents and students to create a schedule that meets the social, emotional, and academic needs of the students. Please use the Student Time Management Worksheet to make thoughtful and informed decisions about the student's course load.

HIGH SCHOOL GRADUATION AND
COLLEGE ENTRANCE* REQUIREMENTS

MVLA Union High School District		University of California a-g requirements		California State University a-g requirements	
English	**40 credits**	**English**	**4 years**		
				English	**4 years**
Social Studies	**35 credits**	**History**	**2 years**		
World Studies	10 credits	World Studies	1 year	**History**	**2 years**
Addtl.Global Studies	5 credits	U.S. History	1 year	World Studies	1 year
U.S. History	10 credits			U.S. History	1 year
Civics	5 credits				
Economics	5 credits				
Mathematics	**20 credits**	**Mathematics**	**3 years**		
Must include Algebra I		Algebra I	1 year	**Mathematics**	**3 years**
		Geometry	1 year	Algebra I	1 year
		Algebra II	1 year	Geometry	1 year
		(4 years recommended)		Algebra II	1 year
				(4 years recommended)	
Science	**20 credits**	**Laboratory Science - d**	**2 years**		
Must include 10 credits of a physical science and 10 credits of a life science		2 of 3 disciplines: Biology, Chemistry, or Physics		**Laboratory Science**	**2 years**
				Biology and one other college prep. science course (Chemistry, Physics, or Earth Science*)	
		(3 years recommended)		*acceptance of "g" courses subject to change*	
World Language/Fine Arts/ Practical Arts	**20 credits**	**World Language**	**2 years**	**World Language**	**2 years**
20 credits in one area or any combination in the 3 areas		Must be in the same language. (3 years recommended)		Must be in the same language.	
		Visual and Performing Arts	**1 year**	**Visual and Performing Arts**	**1 year**
Physical Education	**20 credits**				
All freshmen will be enrolled in 9th grade P.E. for the entire year. Sports will count for MVLA elective credit only freshman year. Sophomores who have not passed at least 5 of the 6 physical fitness tests will be enrolled in 10th grade P.E. Sports can count for PE credit after 9th grade if 5 of 6 fitness tests are passed.		**Electives**	**1 year**	**Electives**	**1 year**
		One unit (two semesters), in addition to those required above, chosen from the following areas: visual and performing arts, social studies, English, advanced mathematics, laboratory science, computer engineering/technology, and language other than English (a third year in the language used for the world language requirement or two years of another language).		One unit (two semesters), in addition to those required above, chosen from the following areas: visual and performing arts, social studies, English, advanced mathematics, laboratory science, computer engineering/technology, and language other than English (a third year in the language used for the world language requirement or two years of another language).	
Health Education	**5 credits**				
Electives	**60 credits**				
TOTAL	**220 credits**				

THE a-g REQUIREMENTS

The University of California and California State University systems require prospective students to complete a series of high school college preparatory courses in order to be eligible for admission. These are known as the "a-g" requirements and can be summarized as follows:

- **History/social science ("a")** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.

- **English ("b")** – *Four years* of college preparatory English that includes frequent and regular writing, reading of classic and modern literature, and practice listening and speaking.

- **Mathematics ("c")** – *Three years* of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

- **Laboratory science ("d")** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.

- **Language other than English ("e")** – *Two years* of the same language other than English or equivalent to the second-level of high school instruction.

- **Visual and performing arts ("f")** – *One year*, including dance, drama/theater, music or visual art.

- **College-preparatory elective ("g")** – *One year* chosen from the "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

HOW TO READ THE COURSE SELECTION GUIDE

Length of Course:
S = Semester
Y = Year

**Suggested grade
level for enrollment**

**Units toward
graduation**

COURSE TITLE   CRS. #

Grades 9-12	S	5 Units

**Meets subject area requirement
for HS Graduation (see page 7)**

HS Graduation Req.

**Fulfills UC requirement
(see a-g list on page 7)**

Univ. of Calif. Req.

**Fulfills CSU subject requirement
(see page 7)**

Calif. State Univ. Req.

Recommendations

Level of Course

Level

CP	-	College Prep
H	-	Honors
AP	-	Advanced Placement
NCP	-	Non-college prep
N	-	Non-academic

MVHS Student Time Management Worksheet

Student Name:

REQUESTED COURSES 2019 - 2020	AVERAGE HOURS/WEEK Spent on homework and studying
In school for 5 days x 7.5 hours (including brunch/lunch)	37.5
English:	
Social Studies:	
Math:	
Science:	
World Language:	
PE:	
Electives:	
Total School hours:	

EXTRACURRICULAR ACTIVITIES – School and Community	AVERAGE HOURS/WEEK
School Sports	
School-related Activities	
Hobbies/Interests	
Paid Job	
Outside Class/Lessons	
Community/Volunteer Services	
Non-School Sports (i.e. club team)	
Other Extracurricular Activities	
Total extracurricular hours:	

DAILY LIVING ACTIVITIES	AVERAGE HOURS/WEEK
Sleep (7 days x 9 hours)	63
Necessities (eating, showering, chores, etc.)	
Family time	
Free time (friends, TV, phone, internet, video games, etc.)	
Travel time (to/from school, practices, activities, etc.)	
Other activities	
Total daily living hours:	

Total Hours		HOURS/WEEK
School hours =		**168**
Extra-Curricular hours=		
Daily Living hours=		
Your total hours:	*	

*If this is a negative number, please see your counselor.

Student Signature	Date	Parent Signature	Date

Art Course Comparison Information Sheet

Art Survey	Drawing I	Drawing II
Content • Students create two & three dimensional art pieces using pencils, colored pencils, charcoal, ink, clay, fabric, and wood. • Students are introduced to several forms of art. Students use hands on methods. • Students explore, discover and learn multi-media art techniques.	**Content** • Students create two dimensional art pieces using pencils, colored pencils, charcoal, pen and ink. • Students are introduced to several techniques in drawing using hands on methods. • Students learn the correct way to use certain mediums.	**Content** • Students create two dimensional art pieces using pencils, colored pencils, charcoal, watercolor pencils, scratchboard, pen and ink. • Students work on developing their own artistic style. • Students learn the correct way to use certain mediums.

Painting	Publication Design	Commercial Art
Content • Students create art pieces using several types of water based medium. • Students learn color theory. • Students work towards creating photo-realistic paintings. • Students learn the correct way to use certain mediums.	**Content** • Students will learn skills to become contributing members of the school yearbook staff. • Students will learn all phases of publication production: design, layout, photography, graphics, reporting, writing, editing, publicity and distribution. • Some students will pursue becoming an editor/ editor-in-chief.	**Content** • Students create works of art that reflect common items used in business and marketing, i.e. brochures & ads • Students learn how to properly use both computers and traditional hands on methods to create their work. • Students learn how to use computers and hands on methods.

Photo I	Photo II	AP Studio Art
Content • Students create two dimensional art pieces using a 35mm camera. • Students learn the proper use of a camera. • Students learn how to process film and to print their own photographs.	**Content** • Students make photographs using both digital and film 35 mm SLR cameras. • Student print large format photographs. • Students create a website • Printed materials include photographic publications and magazine layouts. • Some students will pursue internship work in photography.	**Content** • Students work with a variety of mediums, most of which they have already used in prior courses. • Students work on advanced projects. • It is recommended that students spend 5 to 9 hours doing work at home. • Student work is completed with the intent of submission of portfolio for College Board review.

Ceramics	Digital Art & Imaging	
Content • Students create three dimensional art pieces using clay. Students should expect to get dirty. • Students will learn the process of glaze application. • Students learn several techniques including throwing techniques.	**Content** • Students create art using computers, drawing tablets, scanners and cameras. • Students will learn about the elements and principles of design related to the digital world. • Students learn how to use software to edit their designs.	

COURSE DESCRIPTIONS – ART

The University of California requires one year of fine/performing art. Most full-year art courses are expected to meet this requirement.

AP STUDIO ART: 2D — IA1020
AP STUDIO ART: 3D — IA0110
AP STUDIO ART: DRAWING — IA1010

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

The AP Studio Art course is designed for advanced students who have mastered the technical skills in other two or three dimensional mediums. There are three possible approaches: Drawing, 2D and 3D design. This course provides an opportunity for advanced students to develop a more comprehensive and sequential art portfolio which, after passing by the College Board may be submitted for college credit.

ART SURVEY — IC0010

Grades 9-12	Y	Credits – 10
Fine Art No No	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
NCP	Level	

Students are introduced to beginning level techniques of two and three dimensional mediums. Students develop skills drawing, painting, and sculpting to express ideas using graphite, colored pencils, ink, glaze, tempera paint, and watercolor. Students learn to analyze works of art in terms of aesthetic significance, creative expression, historical and cultural components and critical interpretation. Art history is incorporated through slide lectures, research and group discussion. Oral and written critiques are part of student evaluation.

CERAMICS — IC0020

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This is a beginning level course in hand building and throwing. Students explore basic theory and techniques to form creative and functional ceramic objects. Kiln firing and glaze applications are covered.

The use of the potter's wheel is introduced. The history of ceramics is studied through research and group activities. Oral and written critiques are part of all projects.

COMMERCIAL ART — KC1080

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course emphasizes the commercial applications of art to graphic design and illustration. Students study design basics and advanced skills as preparation for careers in graphic design. The course incorporates the history of art and design, analysis, interpretation and critiques. Students use a variety of techniques ranging from handmade methods to using software including Adobe Photoshop and Illustrator.

DRAWING I — IC1010

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Students study the basic skills of design and composition through the study of human proportion, landscape, abstraction, realism, still-life objects, and fictitious subject matter. Students learn to analyze their drawings in terms of aesthetic significance, creative expression, culture, and historic components. A wide variety of media is introduced, including graphite, pen and ink, charcoal, printmaking, and colored pencils. Students learn to analyze works of art in terms of aesthetic significance, creative expression, historical and cultural components and critical interpretation. Art history is incorporated through presentations, research and group discussion. Oral and written critiques are part of student evaluation.

COURSE DESCRIPTIONS – ART

DRAWING II   IC1011

Grades 10-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.
Drawing I	Recommendations
CP	Level

Drawing II will concentrate on creative interpretation of themes, advanced drawing techniques and a variety of media. The course emphasizes individual expression and development in diverse subjects, concepts and interpretation/analysis of ideas and aesthetic images. Through investigating different styles and techniques, students will create refined, meaningful drawings that demonstrate technical mastery and creative growth. The course will cover various drawing media, elements of art, and principles of design and art history relevant to each project. Some project ideas include still-life studies, figures, formal drawings concentration on art elements and principals of design, mixed media drawings, abstraction, expressive landscapes, emotional drawings and surrealism.

PAINTING I   IC1110

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.
None	Recommendations
CP	Level

Students are introduced to beginning and advanced level techniques of painting. Students develop skills in color theory and design to express ideas using acrylics and watercolor. Students learn to analyze works of art in terms of aesthetic significance, creative expression, historical and cultural components and critical interpretation. Art history is incorporated through research and group discussion. Oral and written critiques are part of student evaluation.

PHOTOGRAPHY I   IC1210

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.
None	Recommendations
CP	Level

This is a basic course in the principles of black and white photography. Students see their world through the lens of a 35mm camera. Students will take photographs, process film, make proof sheets, choose images to enlarge, and manipulate prints through burning, dodging, and the use of filters. Students are involved in the critique process through group activities including Socratic seminars. Students analyze, interpret and make informed judgments of works of art. Preparing prints for presentation will include spotting, dry mounting and matting. In addition, history of photography will be introduced through slide lectures, research, and small group discussion. A limited number of cameras are available for student use.

PHOTOGRAPHY II   IC1211

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC Req. CSU Req.
Photography I	Recommendations
CP	Level

Photography II uses the basic skills acquired in Photography I to focus on creating a personal theme or interpretation. Students will learn advanced camera and darkroom techniques, as well as advance their skills in the digital lab. Through this course students will create a personal portfolio to display their individual style. By the end of the course students will have demonstrated advanced creative and technical mastery.

COURSE DESCRIPTIONS – ART

PUBLICATION DESIGN   BC2210

Grades 9-12	Y	Credits – 10
Visual Art	HS Graduation Req.	
f	UC Req.	
f	CSU Req.	
None	Recommendations	
CP	Level	

This course is devoted to the production of the school yearbook. Students will learn all of the skills necessary to become contributing members of the school yearbook staff. Students will learn to use cameras and computers to produce the book, and are expected to be responsible, self-motivated, and prompt in meeting deadlines. The class may be taken for four years, as students can become editors. Publication Design is an introduction to the design aspect of the print industry with a special emphasis on magazine and yearbook journalism. Students will learn skills required to become successful contributing publication designer, including all phases of production: design, layout, photography, graphics, reporting, writing, editing, publicity and distribution. The Elements and Principles of Design, Color Theory, Basic Photography and Typography/ Page Design are a few of the essential skills and concepts covered in this class. Additionally, students will be introduced to the basic skills used in desktop publishing.

DIGITAL ART & IMAGING   IC1230

Grades 9-12	Y	Credits – 10
Fine Art	HS Graduation Req.	
f	UC Req.	
f	CSU Req.	
None	Recommendations	
CP	Level	

Emphasis is placed on the elements and principles of design throughout the course. Visual problem solving skills are explored through the computer, which is used as the main tool for creative expression and communication. Historical periods and artists are compared and contrasted through reading, writing, and computer – based activities. Aesthetic valuing and criticism are infused within the curriculum through verbal and written critique of student work and the artwork of professional and historical artists. The five components in The California State Framework as well as the Mountain View Los Altos standards for alignment are infused in the course.

COURSE DESCRIPTIONS – ATHLETICS

Students may sign up and tryout for all sports. MVHS offers an extensive sports program. Athletes must maintain a 2.0 grade point average, earn a minimum of 20 credits in the previous grading period, and be enrolled in a minimum of five classes. Fall sports season: – August – November; Winter sports season: November – February and Spring sports season January – May.

PLEASE NOTE: Participation in one or more sports will consume one class period during the day. If you think you might participate in a sport, you must request the sport at registration time. Class schedules may not be adjustable at a later date to accommodate sport participation.

All students must have a yearly physical, have medical insurance (school insurance may be purchased at the finance office), and an ASB card. In addition, to be eligible, athletes must be enrolled in 25 credits, pass at least 20 credits and have a 2.0 average. All athletes are responsible for turning in all uniforms and equipment issued to them, at the end of the season. Students will be charged for any lost or damaged equipment and uniforms.

FALL – (1st Semester) - BOYS

FOOTBALL
F/S QO1010   JV QO1011   V QO1012

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. You must be 15 years or older to compete on the varsity level. Uniforms and safety equipment will be issued by the coaches at the start of the season. Games are in the afternoon and evenings as well as some weekends.

WATER POLO
F QO1040   JV QO1041   V QO1042

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. Freshmen are allowed to compete on the varsity level. Student will need a personal swimsuit (coaches will order team suits). Swim parkas and water polo caps, will be issued to students and will be collected at the end of the season. There are weekend tournaments as well as afternoon competitions. Some morning workouts and double workouts will be required as well as having a flexible afternoon/evening practice schedule with possible weekend tournaments.

WEIGHT TRAINING   PO1230

Grades 11-12	Y	Credits – 10
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
9th Grade PE	Recommendations	
N	Level	

The Weight Training and Conditioning course is a standards based class that is worth elective credits. Students will improve their health and physical fitness as it relates to their desired goal of overall health &/or competitive purposes. Students in Course 3 (10th-12th) will have the opportunity to develop and improve their fitness and conditioning levels through the means of flexibility, weight training, Plyometric, aquatic, and cardiovascular based training. Students will learn these through instruction, observation, demonstration and participation. This Course will also support the Common Core State Standards for the Reading Standards for Literacy in Science and Technical Subjects 6-12.

GOLF -GIRLS
F QO3143   JV QO3144   V QO3145

F/S, JV & Varsity	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen may compete on the varsity team. A total of 12 players will be selected for the golf team. The home course for MVHS is Shoreline Golf Course. Golfers will be off campus (golf courses or Stanford Driving Range) for all practices and matches. Students will need their own set of golf clubs and may need a team golf shirt. A golf bag and golf jacket will be issued to team members and must be returned at the end of the season. A special Transportation by Private Vehicle form must be filled out.

COURSE DESCRIPTIONS – ATHLETICS

FALL – (1ˢᵗ Semester) - GIRLS

WATER POLO
F QO1043   JV QO1044   V QO1045

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Student will need a personal swimsuit (coaches will order team suits). Swim parkas and water polo caps will be issued to students and will be collected at the end of the season. There are weekend tournaments as well as afternoon competitions. Some morning workouts and double days will be required as well as having a flexible afternoon/evening practice schedule with possible weekend tournaments.

TENNIS
F QO1060   JV QO1060   V QO1062

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Students will need a team T-shirt and skirt (coaches will order the T-shirt) and provide their own tennis racquet. Competitions are in the afternoon with possible weekend tournaments.

VOLLEYBALL
F QO1050   JV QO1051   V QO1052

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Students will be issued uniforms at the beginning of the season. Students need a pair of black biking shorts. There are weekend tournaments. All league matches are in the evenings.

FALL – (1ˢᵗ Semester) – CO-ED

CROSS-COUNTRY CO-ED
F/S QO1030   JV QO1031   V QO1032

F/S, JV, Varsity Co-Ed	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level.* Freshmen are allowed to run on the varsity team. Students run off campus as well as Rancho San Antonio Park for practice. Uniforms are issued at the start of the season. There are some competitions on the weekends as well as after school. * Per SCVAL by laws.

WINTER – (1ˢᵗ Semester) – BOYS

BASKETBALL
F QO2010   F/S QO2011   V QO2012

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. Uniforms will be issued by the coach at the start of the season. Practice will be Monday-Saturdays. Practice and games will be held over Thanksgiving, and winter breaks. Games are in the evenings as well as tournaments on the weekends.

SOCCER
F QO2020   JV QO2021   QO2022

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshman and sophomores may compete on the F/S level. Freshmen are allowed to compete on the varsity level. Uniforms will be issued by the coach at the start of the season. Practice will be Monday-Fridays. Practice and games will be held over Thanksgiving, and winter breaks. There are some weekend tournaments.

COURSE DESCRIPTIONS – ATHLETICS

WINTER – (1st Semester) – GIRLS

BASKETBALL
F QO2013   JV QO2014   V QO2015

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Uniforms will be issued by the coach at the start of the season. Practice will be Monday-Saturdays. Practice and games will be held over Thanksgiving, and winter breaks. Games are in the evenings as well as tournaments on the weekends.

SOCCER
F QO2023   JV QO2024   V QO2025

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level. Uniforms will be issued by the coach at the start of the season. Practice and games will be held over Thanksgiving and winter breaks. There are some weekend tournaments.

SPRING – (2nd Semester) – BOYS

CONDITIONING   PO1250

Grades 9-12	S	Credits – 5
Elective No	HS Graduation Req. UC / CSU Req.	
Participation in any sport	Recommendations	
N	Level	

Conditioning is a class designed for athletes on interscholastic teams. This course is designed for the athlete to develop strength, endurance, flexibility, coordination, and body fitness during the off season. Credits do not count as PE.

Prerequisite: Participant on an athletic team

TENNIS
F QO3059   JV QO3051   V QO3052

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshman and sophomores may compete on the F/S level. Freshmen are allowed to compete on the varsity level. Students will need a team T-shirt and shorts (coaches will order the T-shirts) and have their own tennis racquet. Competitions are in the afternoon with possible weekend tournaments.

LACROSSE
F QO3110   JV QO3111   V QO3112

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshman and sophomores may compete on the F/S level. Freshmen are allowed to compete on varsity level. Uniforms will be issued by the coaches at the start of the season. Games are in the afternoon and evenings as well as some weekends. Athletes need to provide gloves and lacrosse stick.

BASEBALL
F QO3020   JV QO3021   V QO3022

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. Uniforms will be issued by the coaches at the start of the season. Games are in the afternoon and evenings as well as some weekends. Athletes need to provide protective gear and gloves (catcher gear will be provided by the school).

COURSE DESCRIPTIONS – ATHLETICS

SPRING – (2nd Semester) – BOYS Cont.

SWIMMING F QO3030   JV QO3031 V QO3032
DIVING   F QO3040   JV QO3041 V QO3042

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S level. Freshmen are allowed to compete on the varsity level. Students will need a personal swimsuit (coaches will order team suits). The swimmer must provide swim goggles. Swim parkas will be issued to students and will be collected at the end of the season. There are some weekend meets as well as afternoon competitions. Morning workouts can be required as well as having a flexible afternoon/evening practice schedule.

VOLLEYBALL
F QO3090   JV QO3091   V QO3092

F/S & Varsity Boys	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete on the F/S team. Freshmen are allowed to compete on the varsity level. Students will be issued uniforms at the beginning of the season. There are weekend tournaments. All league matches are in the evenings.

SPRING – (2nd Semester) – GIRLS

SOFTBALL
F QO3060   JVQO3061   V QO3061

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Students will be issued uniforms at the beginning of the season. Students will have to provide socks and gloves (catcher's gear will be provided by the school). There are required weekend tournaments.

SWIMMING F QO3033   JV QO3034 V QO3035
DIVING   F QO3043   JV QO3044 V QO3045

JV & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through juniors may compete on the J/V level depending on their skill level. Freshmen are allowed to compete on the varsity level. Students will need a personal swimsuit (coaches will order team suits).Goggles must be provided by the swimmer. Swim parkas will be issued to students and will be collected at the end of the season. There are some weekend meets as well as afternoon competitions. Morning workouts can be required as well as afternoon practices.

LACROSSE
F QO3120   JVQO3121   V QO3122

F/S & Varsity Girls	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshman and sophomores may compete on the F/S level. Freshmen are allowed to compete on varsity level. Uniforms will be issued by the coaches at the start of the season. Games are in the afternoon and evenings as well as some weekends. Athletes need to provide gloves and lacrosse stick.

SPRING – (2nd Semester) – CO-ED

BADMITON CO-ED
F QO3010   JV QO3011   V QO3012

JV & Varsity Co-Ed	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen through junior girls and boys may compete on the J/V or varsity level depending on their skill level. Seniors can only compete on the varsity level. Students must have their own equipment and purchase a team uniform/shirt (scholarships are available). There are Saturday practices and open gyms.

COURSE DESCRIPTIONS – ATHLETICS

GOLF -BOYS
F QO3140   JV QO3141   V QO3142

F/S, JV & Varsity	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Freshmen may compete on the varsity team. A total of 12 players will be selected for the golf team. The home course for MVHS is Shoreline Golf Course. Golfers will be off campus (golf courses or Stanford Driving Range) for all practices and matches. Students will need their own set of golf clubs and may need a team golf shirt. A golf bag and golf jacket will be issued to team members and must be returned at the end of the season. A special Transportation by Private Vehicle form must be filled out.

TRACK CO-ED
F QO3080   JV QO3081   V QO 3082

F/S, JV & Varsity Co-Ed	S	Credits – 5
Physical Ed. No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
N	Level	

Only freshmen and sophomores may compete at the F/S level. Freshmen are allowed to compete on the varsity level. Uniforms will be issued by the coaches at the start of the season. There are some weekends involved for the more competitive athlete.

COMPETITIVE CHEER   F-QO3150   QO3151

F/S, JV & Varsity Co-Ed	Y	Credits – 5
Elective No No	HS Graduation Req. UC / CSU Req. Calif. State Univ. Req.	
See below	Recommendations	
N	Level	

This sport requires the Cheerleading course as well. Students participate in the fall football season and the winter basketball season. Freshmen through seniors may participate in this program depending on their skill level. Practices are held after school. Some weekend practices are required. The team will enter in several competitions during the season.

COURSE DESCRIPTIONS – AVID

AVID
F HC0020   S HC0030   J HC0040   S HC0050

Grades 9-12	Y	Credits – 10
Elective	HS Graduation Req.	
g	UC Req.	
g	CSU Req.	
*	Recommendations	
CP	Level	

AVID, Advancement Via Individual Determination, is a course designed to support students underrepresented in higher education. It engages students in the writing process, inquiry method, and collaborative learning to improve critical thinking and communication skills. Students review study skills, especially note-taking, test-taking, and time management skills. The course helps prepare students for college entrance examinations and promotes individual responsibility for college preparation and continual learning. AVID students have tutorial support services twice a week and also participate in service learning.

* Prerequisites: Students must have a college preparatory schedule that prepares them to meet A-G UC/CSU requirements; placement in AVID is determined by the AVID department and counselor after the student completes the application and interview process.

AVID PEER TUTOR   HO0070

Grades 9-12	S	Credits – 5
Elective	HS Graduation Req.	
No	UC / CSU Req.	
*	Recommendations	
NCP	Level	

AVID Peer Tutors will improve their own study skills and interpersonal and facilitation skills as they assist 9-12 grade AVID students in math, science, language arts, and social studies. With on-going training, peer tutors will work in small study groups to help AVID students apply study skills – how to read text, take tests and lecture notes, use notes to study, review daily for quizzes/tests, and ask specific questions to clarify areas of confusion.

* Prerequisites: AVID Peer Tutors should have a strong academic background in a variety of classes taught at MVHS. Teacher recommendation, interview, and training are required. Please see the department coordinator or your counselor.

MVHS Computer Science Pathway

MVHS Engineering Pathway

Intro to Computer Science (1 year)

- Students learn the fundamentals of computer science in four different languages, one per quarter. SNAP!, Python, C, and Java.

App and Game Design (1 Year)

- Students learn to create mobile apps, 2D games and 3D games.
- Students use the Unity engine and code in C#.
- Students spend the first semester in 2D and the second semester in 3D.
- Students work on designing game mechanics such as game object movements in 2D and 3D space, level design, character interaction, physics, gravity, and collision detection.

AP Computer Science A (1 year)

- Students learn basics to some advanced concepts in Java.
- The course focuses on object oriented programming.
- Prepare students the AP Computer Science A Exam.

Previous Programming Experience

Have taken a programming class in Java, Python, or C/C++.

Advanced Computer Science (1 year)

- Advanced concepts in data structures such as generics, sets, maps, hash, stacks, queues, linked lists, and trees are taught and applied.
- Students learn performance analysis to determine and optimize efficiency.
- Students will also work with file i/o, networking, and multithreading.

Engineering Technology I (1 year)

- Project based course where students learn mechanical design, CAD, civil engineering, electronics, sustainability and robotics.
- Students learn to use hand and machine tools to prototype designs, including using CAD to design parts for the laser cutter and 3D printer.
- Students are introduced to a wide range of engineering and tech -related career paths.

Architectural Design (1 year)

- Students develop Architectural design, planning, landscape design and graphics skills.
- Students build architectural models using a professional level computer-aided architectural design program.
- Students build 3D architectural and landscape models of their own designs.

Engineering Technology II (1 year)

- Students learn more advanced design and analysis skills.
- Extended projects include designing and building mechanical devices, more advanced electronics, drones (UAV), and electric vehicles (go-cart type)
- Recommended for students who are considering pursuing a technical or engineering career.

Innovative Design Capstone (1 year)

- Create a product that represents a solution to a real world problem of their choosing.
- Collaborate among different disciplines on a project utilizing emerging technology and skills gained through their concentration courses.
- Recommended for students who have completed at least 2 CTE courses from above

Mountain View CTE STEAM Academy

Industry Sector	Engineering & Architecture			Information & Communication Technologies	
CTE Pathway	Architectural Design	Engineering Technology	Engineering Design	Games & Simulation	Software Engineering
Emphasis	Civil/Arch Engineer Architectural Designer CADD	Sensors & Controls Electrical Engineer Mechanical Engineer Digital Electronics	Mechanical Designer Manufacturing Design Electronics Technician	Programming Mobile Apps 2D/3D Games	Programming Data Processing Data Structures Application Design
Courses	Engineering I Architectural Design	Engineering I Engineering II*	Engineering I Engineering II*	Intro to CS or AP CS App and Game Design	AP CS Advanced CS
Innovative Design Capstone	This capstone course is recommended after the completion of two courses within a designated pathway. It is a rigorous culmination encompassing skills from a student's selected area of study. *Capstone emphasis will determine pathway.				

Mountain View CTE STEAM Academy aims to teach career readiness and 21st-century technical skills. This is done through implementing career pathways for students that are specific to an industry sector. The types of classes within the CTE Academy integrate skills defined by the California CTE Model Curriculum standards and are taught by CTE credentialed teachers in their respective field. To fulfill a pathway, students must take at least 2 classes within a designated pathway. A capstone class is highly recommended. It will allow students to come together and collaborate among different disciplines on a project utilizing emerging technology and the skills they have gained through their concentration courses. This course will include students working on a large-scale service project where students engage in field research, project management, teamwork, leadership, customer relations, and community outreach.

COURSE DESCRIPTIONS - Technology, Engineering, and Design

ENGINEERING TECHNOLOGY I   BC2020

Grades 9-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.
None	Recommended Prerequisites
CP	Level

Engineering Technology I is the first-level class in the Engineering Program. This course familiarizes students with careers in engineering and related technical fields. Students will learn engineering fundamentals and tool use through hands-on design and fabrication. Students complete interesting projects in a variety of areas as they gain confidence and explore the nature of engineering, the design process, computer aided drafting and design, manufacturing materials, and a survey of engineering disciplines. No prior experience is necessary. Students learn about mechanical design, civil and architectural engineering, electricity and electronics, and robotics engineering. They learn to prototype their designs using CAD, hand and machine tools, 3D printing and laser cutting. Projects are designed to allow students to make connections between related science and engineering disciplines. This course is for students who want to experience and prepare for college and university studies and for those who like to design and fabricate products. This course is a prerequisite to Engineering Technology II.

ENGINEERING TECHNOLOGY II   BC2030

Grades 10-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.
Engineering Tech I	Recommended Prerequisites
CP	Level

Engineering Technology II is the second-level class of the Engineering Program. This is an advanced engineering course designed to further expose students to engineering technology careers and college majors, and it provides hands-on instruction in several engineering disciplines including mechanical, electrical, and civil engineering. Students will design and build projects including mechanical and electrical systems, products for specific users, UAV (drone) production, and electric vehicles. Projects are designed to allow students to explore topics in depth and to make connections between related science and engineering disciplines. Students will demonstrate mastery of content and process by completion and presentation of these long-term projects. Engineering Technology II is designed for students who want to prepare for college and university studies or for future engineering careers.

INNOVATIVE DESIGN CAPSTONE   BC2050

Grades 11-12	Y	Units – 10
Elective Pending g Pending g	HS Graduation Req. UC Req. CSU Req.
Complete two CTE courses in a pathway	Recommended Prerequisites
CP	Level

The Innovative Design Capstone course follows two years of prior engineering, computer science or architectural design coursework and gives students the freedom to propose, design, and refine their own project or professional certification. Students are expected to work in teams and collaborate on a long-term project utilizing emerging technologies and a range of skills. Students will present their project proposal to an industry panel and will receive feedback on their progress. Project proposals may fall under any of a variety of Career Technical Education pathways including mechanical, civil, software or electrical engineering, computer science, app and game design, product design, architectural design, or other subjects as approved by the instructor. Students will follow their project through from conception to completion during the course of the year, and will document their design and manufacturing process as they develop a professional quality product. In addition to the specific design and technology skills that their project demands, students will develop skills in field research, project management, teamwork, leadership, time management, customer relations, budget management, and community outreach.

ARCHITECTURAL DESIGN   BC3010

Grades 9-12	Y	Units – 10
Elective f f	HS Graduation Req. UC CSU Req.
None	Recommended Prerequisites
CP	Level

Architectural Design is intended to help students develop skills that require Architectural graphic & design abilities. Concepts of Architectural planning and design, and the skills and techniques used by the Architect in designing and planning structures are used throughout the course. Students are guided through a series of assignments and projects that provide an understanding of how visual arts apply to real world problems through the use of a computer-aided design system. Students will work individually and in teams to solve a variety of design problems assigned by the instructor or jobs developed from the community. This course will allow students to increase their potential of successfully entering and participating in advanced college and/or career programs.

COURSE DESCRIPTIONS - Technology, Engineering, and Design

INTRO TO COMPUTER SCIENCE   BC1010

Grades 9-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

This course introduces the fundamentals of computer science, in four languages, to students with little-to-no previous programming experience. In quarter one, students begin with a drag-and-drop environment using programming blocks (SNAP!). This allows students to avoid many common frustrations beginning programmers usually meet with, such as syntax errors. It also allows us to begin with Graphical User Interfaces on day one. Students create side-scroller video games in the second week of school. In the second quarter, students transition to written text-based code in Python. Python is used for its readability, good use of whitespace, and overall organization. Students spend the third quarter programming VEX robots in the C programming language. In the fourth quarter, students learn Java as both an introduction to object-oriented programming and preparation for AP Computer Science.

AP COMPUTER SCIENCE   BA2010

Grades 10-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
Intro to Computer Sci. or Teacher Approval	Recommended Prerequisites	
AP / H	Level	

AP Computer Science A is a yearlong course designed to introduce students to programming concepts leading to topics designated for AP exam. Students will be working with the JAVA programming language. The curriculum for the AP Computer Science A course includes all topics and the course descriptions for AP Computer Science A as described in by the College Board. This course concentrates on building a strong logic foundation, working with data structures, and implementing object-oriented designs. All students are encouraged to take the AP exam.

APP AND GAME DESIGN   BC1018

Grades 10-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
Intro to Computer Sci.	Recommended Prerequisites	
CP	Level	

This course takes students with previous programming experience and introduces them to Unity and the C# programming language. Students will spend the first semester of the year creating 2D mobile apps and 2D games. Students will spend the second semester working in 3D. Students will use basic-to-advanced computer science concepts, develop logical thinking, apply problem-solving, and implement software management techniques to build apps, 2D games, and 3D games for both mobile devices and desktop computers.

ADVANCED COMPUTER SCIENCE   BC1019

Grades 11-12	Y	Units – 10
Elective g g	HS Graduation Req. UC Req. CSU Req.	
AP Computer Sci. or Teacher Approval	Recommended Prerequisites	
H	Level	

Advanced Computer Science aims to be a class where students work to expand deeper into their programming knowledge. This course will have an emphasis on building and applying concepts in data structures. Students will learn such topics as generics, sets, linked lists, hashtable, queues, stacks, maps, and trees. Students will develop applications pertaining to each data structure and evaluate their performance analysis. In addition, students will explore and utilize concepts in search, sorting, design, file I/O, networking, and multithreading.

COURSE DESCRIPTIONS - ENGLISH LANGUAGE DEVELOPMENT (ELD)

Placement in the following courses is determined by placement test results and the recommendation of the ELD teacher and/or the ELD Department Coordinator.

ELD I LITERATURE   GC1010
ELD I ORAL   GC1011

Grades 9-12	Y	Credits – 10 each
English No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

ELD I Lit and Oral are challenging courses for the English Learner. These courses will develop students' skills in speaking, listening, studying, reading, writing and using the computer for word processing and research. Class activities include individual and group work, silent and shared reading, writing, class discussions, presentations and dictations. The course is aligned to the California English Language Development and Common Core Standards.

ELD II LITERATURE   GC1020
ELD II ORAL   GC1021

Grades 9-12	Y	Credits – 10 each
English No	HS Graduation Req. UC / CSU Req.	
Successful completion of previous course or demonstration of a level of English proficiency appropriate to this course	Recommendations	
NCP	Level	

ELD II Lit and Oral are challenging courses for the English Learner. These courses will develop the students' skills in communications with vocabulary development of academic and colloquial language, speaking, reading and writing. Students will use computers for word processing, Google Slide presentations and research. Students will learn study skills, note taking and problem solving through engaging in short stories, plays and short novels. Class activities include individual and group work, silent and shared reading, writing, editing, class discussions, presentations, and dictations. The course is aligned to the California English Language Development and Common Core Standards.

ELD III LITERATURE   GC1030
SURVEY/COMP LIT SDAIE   DC1011

Grades 9-12	Y	Credits – 10 each
English No	HS Graduation Req. UC / CSU Req.	
Successful completion of previous course or demonstration of a level of English proficiency appropriate to this course	Recommendations	
NCP	Level	

ELD III Lit is a challenging course for the learner of the English language. *ELD III is taken in conjunction with Survey of Comp & Literature SDAIE.* The course will develop the students' skills in studying, reading, writing and with a focus on developing academic language. Students will become familiar with short stories, plays and short novels. Class activities include individual and group work, silent and shared reading, writing, editing, class discussions, computer skills, and presentations. The course is aligned to the California English Language Development and Common Core Standards.

ELD IV LITERATURE   GC1040
SURVEY/COMP LIT   DC1010

Grades 9-12	Y	Credits – 10 each
English b b	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous course or demonstration of a level of English proficiency appropriate to this course	Recommendations	
CP	Level	

ELD IV is an academic support class which focuses students on becoming proficient readers, writers, and speakers of the English language. Students use non-fiction and fiction texts to supplement and support their vocabulary acquisition and language comprehension skills in their English and other courses. *ELD IV is taken in conjunction with Survey of Comp & Literature* if the student is a freshman.
The course is aligned to the California English Language Development and Common Core Standards.

Course Comparison Senior English

Society I Politics I Lit	Philosophy	AP Lit
Frame of Mind • Possesses a genuine interest in reading, discussing and writing about the connections between people and their society as well as the art of filmmaking • Commitment to independent reading, research and critical thinking to enhance in-class work and assignments.	**Frame of Mind** • Possesses a genuine interest in reading, discussing and writing about philosophy and philosophical thinking with a particular focus on great life questions • Willing, open and prepared to read independently, think critically, and conduct research to enhance in class work and assignments	**Frame of Mind** • Interest in participating in a college equivalent course with commensurate work and discussion level
Skills • Proficiency in 11th grade American Lit, including reflective, expository, evaluative and creative essays • Ability to read, discuss and write about a broad range of art forms while improving critical thinking skills • Ability and willingness to read independently	**Skills** • Proficiency in 11th grade American Lit, including reflective, expository, evaluative and creative essays • Ability to read, discuss and write about a broad range of art forms while improving critical thinking skills • Ability and willingness to read independently	**Skills** • Proficiency in 11th grade American Lit, including reflective, expository, evaluative and creative essays • Ability to read, discuss and write about a broad range of art forms while improving critical thinking skills • Ability and willingness to read independently • Students should be prepared to participate rigorously and regularly in class discussions and activities. • In addition, students should be ready to develop the ability to self-assess work against standards and make necessary adjustments to achieve new skills mastery.

Course Comparison Senior English

Society/Politics/Lit Content	Philosophy/Lit Content	AP Lit Content
• Exposure to a broad range of art forms while making connections about self and society through diverse ideas, philosophies, and artistic movements while using short story, poetry, film, novel and art genres • Reading, extensive writing, oral discussion and the analysis of films (classic and contemporary, some rated R). • Literature read may include: *The Handmaid's Tale, Native Son, The Stranger, Nonfiction articles, nonfictions books for literary circles. Films may include: Murder on a Sunday Morning, Philadelphia,* and *Children of Men.*	• Students read a wide variety of short and full-length fiction and non-fiction; study the ideas of specific philosophers; view relevant and thought-provoking films around philosophical topics; study film technique and present student-selected film clip analysis. • Students write a number of papers that explore philosophical topics through the analysis of literature and personal experience. • Students participate in philosophical experiences and Socratic Seminars; conduct Socratic Seminars with small groups of classmates. Students conduct in-depth research and write a 10-12 page senior thesis paper • Texts may include: *The Little Prince, Sophie's World, The Stranger, Siddhartha, The Cider House Rules, The Shawshank Redemption,* A selection of literature circle books.	• Several college-level novels, poems and plays representing both American and World authors. Students respond to literature in a variety of ways, including stylistic, narrative and structural analysis • Students will read New Critical, Structural and Post-Structural literary criticism • Students will write several in-class essays as preparation for the AP Exam, as well as critical analyses of literature. • Students will complete two major projects. First semester will be a literature-based Independent Reading Project. Second semester will be a nonfiction research-based Senior Thesis. • Text include: Various pre- and post- 20th century short stories, novels, and poems including a Streetcar Named Desire, Song of Solomon, King Lear, and self-selected scholarly articles for the Senior Thesis.
Homework • Students will have approximately 45 minutes of homework, 4 days per week, involving reading or writing (and sometimes both) • Students will write 2-3 major essays and 1-2 projects each semester. Students will also complete a Senior Thesis.	**Homework** • Students will have 45 minutes to one hour of homework 4 nights per week. • Students will write 2-3 major essays, 1-2 projects and a final each semester. • Students will also complete a senior thesis second semester.	**Homework** • Students will have up to 1-1.5 hours of homework, 5-6 nights per week. Reading assignments will range from 25-50 pages per night • Homework is not assigned over breaks. Long-term projects will be assigned throughout the year.

Course Comparison American Literature

American Literature	American Literature Honors
Frame of Mind • **Willing** and **prepared** to engage in discussions, write, and present projects in preparation for college-level work.	**Frame of Mind** • Possesses a **genuine interest** in reading, discussing, and writing about a range of American classic and contemporary literature at a college level.
Skills • **Proficiency** in 10th grade Comp/World Lit. • Ability to discuss and write about poetry, drama, essays and novels. • Able to read independently and form under the surface conclusions with support.	**Skills** • **Mastery** of 10th grade Comp/World Lit or AP Comp/Lit. • Readiness to write an extensive term paper based on semester-long research. • Able to read and discuss challenging and lengthy texts with minimal assistance.
Content • Survey of American Literature: novels, drama, essays, and poetry. • Essays in a variety of styles: reflective, expository, evaluative, and creative. • Student's performance is measured against Common Core State Standards for English Language Arts (11th-12th grade).	**Content** • Chronological survey of American Literature in historical and cultural contexts. • Regular participation in Socratic Seminar discussions of the literature • In addition to the writing modes required by the 11th grade Language Arts standards, writing assignments include in-class essays, a term paper, and creative writing. • Students will be assessed according to college-level expectations.
Homework • Students will have approximately 45 minutes of homework 4 nights per week. Reading assignments average 20-30 pages each. • In addition to reading, students complete timed expository writing assignments.	**Homework** • In addition to completing reading for the term project, students are expected to read (30-40 pages) or write approximately one hour per night, 4 nights per week and 1-2 hours over the weekend. • Students will write 4-6 major essays, in-class essay tests, a term paper, and complete selected projects.

COURSE DESCRIPTIONS – ENGLISH

AMERICAN LITERATURE   DC3010

Grade 11	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

What does it mean to be an "American" and what responsibilities accompany citizenship in a democratic society? How do the experiences, cultures, and histories of individuals and groups shape their understanding of the world? Is there a distinctly "American" voice in writing and thought, and if so, what are its characteristics? What is the definition of the American Dream and how has the vision of that dream changed, evolved, and even regressed throughout history? In American Literature we will investigate our cultural heritage and identity from historical, literary, and personal points of view. This course will cover the interrelationship between our history, literature, and culture from the Puritan times to the present.

AMERICAN LITERATURE HONORS   DB3018

Grade 11	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
H	Level	

Honors American Literature is a comprehensive course, charting the development of the collective and discordant American mind from the 1660s to the present. Essential questions explored are: *What is the influence of perspective on the telling of history and stories? Where am I in accord/discord with the fragments of the American mind in our text? What are the traits of the American literary voice?*

AP LANGUAGE & COMPOSITION   DA2010

Grade 10	Y	Credits -- 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

In this demanding college-level course, students will learn and exercise critical thinking skills through reading, writing and discussion of a wide variety of college level non-fiction texts. Although the course is centered on the skills necessary for success on the AP Language and Composition test, the class provides abundant opportunities for practice with expository and argumentative writing and the synthesis of multiple viewpoints--skills necessary for college-level writing in any discipline. Those who pass the examination <u>may</u> receive college credit in English.

AP LITERATURE & COMPOSITION   DA4010

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

AP Literature is a rigorous, college-level elective course designed, according to the College Board, to "facilitate the student's transition from secondary school to college" by engaging in the "stimulating challenge of college-level study." AP Literature provides students "with practice in the analysis of literary works and practice in the composition of essays based on their reading." We will read representative works from various genres and periods to practice close reading, compare and contrast stylistic and thematic concerns of different writers, and develop a sense of literary tradition. In addition, we will practice critical analysis, as well as expository, analytical and argumentative writing skills because without these skills, a college student cannot hope to do well in any courses requiring term papers or essay responses to examination questions. The workload and performance expectations require a sincere interest in and commitment to this rigorous course of study. Students will complete a senior thesis.

COMP JOURNALISM   DC5051

Grades 9-12	Y	Credits – 10
English/Comm/Prac.Art g g	HS Graduation Req. UC CSU Req.	
None	Recommendations	
CP	Level	

Students will learn all of the skills necessary to become contributing members of the school newspaper staff, including the gathering, writing, and revision of news stories and editorials. Students manage the paper's business and finances using advanced desk-top publishing technology, solicit advertising, handle distribution, and do all graphics, lay-out and other design.

COURSE DESCRIPTIONS – ENGLISH

COMPOSITION WORLD LITERATURE   DC2010
COMP WORLD LIT SDAIE   DC2011

Grade 10	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

The goal of the course is to prepare college-bound sophomores for the literacy demands of higher education. Through a sequence of rigorous instructional Credits, students in this yearlong course develop advanced proficiencies in expository, analytical, narrative and argumentative reading and writing. The course presents a process for helping students read, comprehend, and respond to non-fiction and literary texts.

EXPOSITORY
READING & WRITING I   DC5140

Grades -12	Y	Credits – 10
English b b	HS Graduation Req. UC Req CSU Req.	
None	Recommendations	
CP	Level	

This college preparatory course teaches students the skills and strategies to read nonfiction texts – articles, novels, and essays in preparation for the kinds of texts they will encounter at the college level. Homework, class activities, discussions, reading assessments, major projects, and major papers are carefully designed to develop students' language arts skills as well as to help them foster an appreciation for and confidence in reading. Students will be taught to write in a variety of modes, particularly those they will encounter at the college level.

INTRO TO JOURNALISM   DC5050

Grades 9-12	Y	Credits – 10
English/Comm/Prac.Art No No	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Introduction to Journalism helps student develop media literacy skills, as well as news, features, and opinions writing skills and technical skills necessary for mastery in the modern world of journalism. Essential questions explored: *How and why do stories become news? To what extent does the audience affect what you write and how you write it? What are the ethics of journalism?*

PHILOSOPHY IN LITERATURE   DC5030

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Philosophy in Literature is a college-preparatory senior English class. In this course, we will study, in general, the history and development of western philosophy. We will use our understanding of Western philosophy to study and analyze the philosophical views presented in a variety of literary genres. Students develop expository, creative and reflective writing, critical reading and thinking and public speaking skills as well as the fundamentals of English mechanics and grammar. Students will complete a senior thesis. In class discussions developing skills in Socratic questioning will be an essential component of the class.

SOCIETY AND POLITICS
IN LITERATURE   DC5020

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req CSU Req.	
None	Recommendations	
CP	Level	

Society and Politics in Literature is a college-preparatory senior English class. In this course, we will examine a variety of social and political issues and the texts that shape and inform conversation surrounding these issues. Students will read a variety of fiction and non-fiction work and be introduced to film and media study. Students will examine the political nature of "text" and develop intellectual tools to actively and critically "read" film and literature. This course will also prepare students for the college admissions process, including admissions essays, English placement tests with a particular emphasis on the CSU Early Assessment Program. Students will complete a senior thesis.

COURSE DESCRIPTIONS – ENGLISH

SURVEY COMPOSITION LIT.   **DC1010**
SURVEY COMPOSITION SDAIE   **DC1011**

Grade 9	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Survey of Literature introduces and reinforces a variety of literary genres including novels, non-fiction, short stories, poetry, plays, and online publications. Texts are investigated and analyzed through essential questions concerning community and the individual. Teachers emphasize narrative and expository writing skills, as well as fundamental research skills, proper mechanics, grammar, and usage.

COURSE DESCRIPTION – HEALTH

HEALTH EDUCATION   LC1010

Grades 9-12	S	Credits – 5
Health No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

Health Education focuses on contemporary health issues affecting teens. This course is a one semester class required for graduation and fulfills numerous state requirements, including the California Healthy Youth Act. Students practice health enhancing skills, such as decision making, goal setting, motivational strategies, communication, assertiveness, refusal skills, analyzing influences, and coping strategies. Topics include:

- Wellness, Stress Management, Anxiety, Depression, & Suicide Prevention
- Nutrition, Body Image, Eating Disorders, Physical Activity, & Sleep
- Alcohol, Tobacco, Marijuana & Other Drugs
- Relationships & Sexual Health, including Abstinence, Active Consent, Reproduction, Birth Control, STDs & HIV, Gender, Orientation, Sexual Harassment, Sexual Abuse, Relationship Violence & Human Trafficking

HEALTH & WELLNESS   LC1015

Grades 9-12	Y	Credits – 10
Health g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Health is a state of well-being. Wellness is a process of becoming more mindful of the choices we make and behaviors we engage in. Health & Wellness is a year long course that will cover all of the required health education content & standards. In addition, students will work through an effective wellness process in each of the content areas. It will include more personal analysis of our own health choices, go deeper into the root causes of risky behaviors, & provide time to practice & apply more health enhancing skills. We will cover additional social & emotional topics, such as positive psychology, neurological development, mindfulness, happiness, balance & self care, stress management, specialized communication, effective goal setting, motivation, perfectionism & failure.

MATH OPTIONS FOR INCOMING 9TH GRADERS

Math Mastery:
Incoming 9th graders: For students who are not ready for Algebra and are far below basic as determined by the CST test.

Algebra 1 Enhanced: This class is integrated, spiraled and hands on. *This class will meet for two periods a day and cover the same material as the Algebra 1 class with extra practice of basic skills. Note: taking this class limits the choice of electives in the 9th grade.*
Incoming 9th graders: For students who have never taken Algebra and are below basic as determined by the CST or who failed algebra 1 but are far below basic on the CST.

Algebra: This class is integrated, spiraled and hands on.
Incoming 9th graders: For students who have never taken Algebra or who have failed Algebra 1 but are not far below basic on CST.

Geometry or Geometry Honors: For students who have taken and passed Algebra

Algebra 2 or Algebra 2H: For students who have passed Algebra *and* Geometry or Geometry Honors

INCOMING 9TH GRADE

Who have:	Will take:
Not ready for Algebra – far below basic on the CST	Math Mastery
Never taken Algebra – below basic on the SBAC, D or F in Common Core 8	Algebra 1 Enhanced
Never taken Algebra – basic or above on the SBAC	Algebra 1
Taken and failed Algebra – far below basic on the SBAC	Algebra 1 Enhanced
Taken and failed Algebra – below basic or higher on the CST	Algebra 1
Taken and passed Algebra	Geometry, Geometry Honors
Taken and passed Algebra Taken and failed Geometry	Geometry, Geometry Honors
Taken and passed Algebra and Taken and passed Geometry	Algebra 2, Algebra 2 Honors

COURSE COMPARISON SHEET – ALGEBRA I

Algebra 1 Enhanced (double period)	Algebra 1
• Much time will be spent practicing the topics from Pre-Algebra	• Minimal time spent reviewing topics from Pre-Algebra
Projects and Homework • Homework problems are assigned regularly • Additional practice is provided through supplemental worksheets • Students may have projects	**Projects and Homework** • Homework problems from the book are assigned regularly • Additional practice is provided through supplemental worksheets • Students may have projects
Study Time • Homework is assigned at least 3 nights per week • Time spent studying: 5 nights a week per period • 20-40 minutes per day, 4 days a week per period	**Study Time** • Homework is assigned every night • Time spent studying: 5 nights a week • 20-40 minutes per day, 4 days a week
• The double period class allows for the re-teaching and practice of pre-algebra skills. It is not a study period but is a chance to catch up on basic skills so the student will be able to move through the math sequence. The course provides an extension of lessons and hands on opportunities.	• Students will have basic skills reinforced through class work, notes and practice.
Expected Skills • Study and organization skills or a desire to improve study and organizational skills • Basic knowledge of operations on integers, fractions and decimals • Basic knowledge of order of operations • Basic knowledge of graphing in the coordinate plane	**Expected Skills** • Knowledge of pre-algebra skills (see left) • Study and organizational skills or a desire to improve study and organizational skills

COURSE COMPARISON SHEET GEOMETRY

Geometry	Geometry Honors
• Some class time spent reviewing topics from Algebra I.	• Minimal time spent reviewing topics from Algebra I.
Projects and Homework • Homework problems are mainly from the first 2/3 of the problem set. • Mostly above surface questions • Some projects	**Projects and Homework** • Homework problems tend to be more difficult and require more intensive problem solving ability than those in Geometry.. • Mostly below the surface questions.
Study Time • Time spent studying: 5 nights a week. Requires reading the text, taking notes, and showing work • 20-40 minutes per day, 4 days a week	**Study Time** • Time spent studying: 5 nights a week. Requires reading the text, taking notes, and writing as well as computation • 5 – 7 hours per week
• The concept of proof is covered, but not as rigorously as in the honors class.	• Approach is more theoretical, proof based. Pace is more rapid. Daily, oral class participation is expected.
Skills • Knowledge of Algebra I expected and used throughout the course. (Most students with less than C level work in Algebra I have not been successful in Geometry.)	**Skills** • Knowledge of Algebra I expected and used throughout the course. (Most students with less than C level work in Algebra I have not been successful in Geometry Honors.) • Use of Algebraic properties in proofs as well as for computation

NOTE: The textbooks used in these courses are different. Topics are not covered in the same order. It is difficult to change course after the school year has started.

Course Comparison Sheet Algebra II

Algebra II Enhanced A	Algebra II Enhanced B	Algebra II	Algebra II H
• Great deal of time spent reviewing Algebra 1 concepts (about half) • Non-college prep course until both Algebra 2 Enhanced A and B have been successfully completed	• Continuation of the Algebra 2 Enhanced A course • must be completed for full Algebra 2 credit	• Some class time spent reviewing topics from Algebra I.	• Minimal class time spent reviewing topics from Algebra I. The first three chapters will be covered in the first two weeks of school.
• Covers approximately half of the material of the full Algebra 2 course over the enter school year (Chapters 1-7)	• Covers the second half of the Algebra 2 curriculum, with added attention to review of previously learned Algebra 2 concepts.	• College prep course, knowledge of Algebra 1 concepts required	• Fast pace course: Most sections covered in one day. Level of text is more difficult and topics are covered in more depth. (comparable to text used in the Trig / Math Analysis course)
Projects and Homework • Homework assigned daily, 40-60 minutes per night • Minimal projects	**Projects and Homework** • Homework assigned daily, 40-60 minutes • Some projects	**Projects and Homework** • Homework problems are mainly from the first 2/3 of the problem set. • 40-60 minutes per night, 4 nights a week • Some projects	**Projects and Homework** • Homework problems are more conceptual; many in-depth word problems are assigned. • 45-60 minutes per night, 4 nights a week •
Study Time • Time spent studying: At least 5 hours a week	**Study Time** • Time spent studying: At least 5 hours a week	**Study Time** • Time spent studying: At least 5 hours a week plus time spent on reading and outlining textbook	**Study Time** • Time spent studying: At least 7 hours a week plus time spent on reading and outlining textbook

NOTE: The textbook used in Algebra II Honors is different. Both Enhanced and regular Algebra II use the same textbook. Topics are not covered in the same order. It is difficult to change course after the school year has started.

COURSE COMPARISON SHEET

Trig / Math Analysis	Trig / Math Analysis Honors
• Some time is spent reviewing topics from Algebra II.	• Very little time spent reviewing topics from Algebra II.
• This course prepares students to take Calculus AB or Statistics. The full year is spent on Math Analysis and Trigonometry.	• This course prepares students to take Calculus BC. The first three quarters are spent on Math Analysis and Trigonometry. The 4th quarter of this class is spent on the first two chapters of the Calculus book.
• Many sections of a chapter are covered in 2 days.	• Most sections of a chapter are covered in one day
Homework • Homework problems come mainly from the first 2/3 of the problem set. • 45-60 minutes per night, 4 nights a week	**Homework** • Homework problems come mainly from the last 2/3 of the problem set. • 45-75 minutes per night, 4 nights a week

The same book is used in both courses.

COURSE COMPARISON INFORMATION SHEET

Calculus	AP Calculus AB	AP Calculus BC	AP Statistics
• This class is designed for the student who has passed Trigonometry/Math Analysis and wants a fourth year of math.	• This class is designed for the student with an interest in a field related to math and science.	• This class is designed for the student with an interest in a field related to math and science.	• This class is designed for the student with an interest in a field not related to math and science.
• The course begins with the first chapter of the Calculus book. Some time is spent reviewing topics from Trig/Math Analysis	• The course begins with the first chapter of the Calculus book. Little class time is spent reviewing topics from Trig / Math Analysis.	• The course begins with the third chapter in the Calculus book. It is expected that students have learned the first two chapters in Trig H or on their own. No review of topics from Trig / Math Analysis.	• No review of topics from previous courses.
Homework • Many sections covered in 2-3 days • 45-60 minutes per night, 4 nights a week	**Homework** • Many sections covered in 2 days • 1-2 hours per night, 4 nights a week	**Homework** • Almost all sections covered in one day • 45-75 minutes per night, 4 nights a week	**Homework** • Almost all sections covered in one day • 30-60 minutes per night, 4 nights a week
• Lots of mathematical computation. Very little reading.	• Lots of mathematical computation. Very little reading	• Lots of mathematical computation. Very little reading	• Very little mathematical computation. Lots of reading, analyzing, problem solving.

NOTE: The topics in Calculus and Statistics are completely different and the textbooks are different. The books used in all of the Calculus classes are different.

COURSE DESCRIPTIONS – MATHEMATICS

ALGEBRA 1 ENHANCED   AI1210
Algebra Skills   AI1110

Grades 9-12	Y	Credits – 10 math 10 elective
Elective (10) Mathematics (10) c c	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is the entry level course but meets two periods a day. It is designed for students who are ready for Algebra but who need more practice in the basic skills (order of operations, operations on fractions, decimals and signed numbers, basic graphing, etc.)Topics covered include basic operations and properties of the real number system, linear and quadratic equations and inequalities, and basic coordinate geometry of lines. Also studied are systems of equations in two (2) variables, properties of exponents, rational expressions, irrational numbers and radicals, and word problems related to the above topics.

ALGEBRA II   AC3010

Grades 9-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Geometry	Recommendations	
CP	Level	

Algebra II expands and develops the study of the topics learned in Algebra 1. New topics covered include sequences and series, complex numbers, logarithmic, exponential and polynomial functions. Students are also introduced to conic sections and systems of equations involving more than two variables.

ALGEBRA II ENHANCED A   AI3110

Grades 9-12	1Y	Credits – 10 5 math/5 elective
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Geometry	Recommendations	
CP	Level	

This is a two year Algebra II course. It covers the same content as Algebra II but more slowly and in more depth. Semester 1 of Algebra II is covered over the course of a year. In addition, more time is spent on fundamental skills necessary for understanding and successfully working with the concepts that make up the Algebra II standards. Students will have to complete both years in order to earn the full 10 Credits of Algebra II credit.

ALGEBRA II ENHANCED B   AI3111

Grades 9-12	1Y	Credits – 10 5 math/5 elective
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Algebra II Enhanced A	Recommendations	
CP	Level	

This is a two year Algebra II course. It covers the same content as Algebra II but more slowly and in more depth. Semester 2 of Algebra II is covered over the course of a year. In addition, more time is spent on fundamental skills necessary for understanding and successfully working with the concepts that make up the Algebra II standards. Students will have to complete both years in order to earn the full 10 Credits of Algebra II credit.

ALGEBRA II-HONORS   AB3010

Grades 9-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Geometry	Recommendations	
H	Level	

This course is designed for students with a high level of interest and ability in mathematics. All topics listed for Algebra II are covered. In addition, students also study permutations, combinations and probability and trigonometric functions in-depth word problems.

COURSE DESCRIPTIONS – MATHEMATICS

AP CALCULUS AB   AA5010

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis	Recommendations	
AP	Level	

This course meets the needs of students preparing for advanced study in college mathematics, science, or engineering. Major areas of study cover limits, functions, and the development of the differential and integral calculus of functions on one variable. The course prepares students to take the Advanced Placement Calculus AB examination.

AP CALCULUS BC   AA5011

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis & Calculus AB	Recommendations	
AP	Level	

Calculus BC is recommended for students who have a thorough knowledge of elementary functions, college preparatory algebra, geometry, and trigonometry. Calculus BC is considerably more extensive and more challenging than Calculus AB. This class is meant for students who have completed Math Analysis Honors. Students are pre-pared to take the Advanced Placement Calculus BC examination.

AP STATISTICS   AA6010

Grades 10-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis	Recommendations	
AP	Level	

This course meets the needs of students who wish to complete studies in a secondary school equivalent to a one-semester, introductory, non-calculus based college course in Statistics. Major areas of study cover exploring data, planning a study, and anticipating patterns in advance and statistical inference. This course prepares students to take the Advanced Placement Statistics exam.

CALCULUS   AC5010

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis	Recommendations	
CP	Level	

This course meets the needs of students preparing for advanced study in college mathematics, science or engineering. Major areas of study cover limits, functions and the development of the differential and integral calculus of functions on one variable. Students who are interested in taking the AP test will be prepared and are encouraged to take the test.

FINANCIAL MATH   AC3115

Grades 9-12	Y	Credits – 10
Mathematics g g	HS Graduation Req. UC Req. CSU Req.	
Completion of or concurrent enrollment in Algebra II	Recommendations	
CP	Level	

This course is designed for students with a desire to apply mathematics to everyday situations. Topics include but are not limited to: the stock market, banking services, consumer credit, automobile ownership, employment, independent living, retirement, budgeting, and filing taxes. Students will earn 10 ELECTIVE credits (not math credit) upon successful completion of the course.

GEOMETRY   AC2110

Grades 9-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Alg I	Recommendations	
CP	Level	

This course involves the formal development of geometric skills and concepts necessary for students who will take Algebra II and other advanced courses in math. The instructional program will include consistent use of Algebra I concepts, exploratory development and demonstration of the nature of proof through logical arguments, geometric transformations, and use of problem-solving skills in the development of geometric concepts. Properties of triangles, quadrilaterals, other polygons, circles and polyhedra will be explored. The trigonometry of right triangles will also be studied.

COURSE DESCRIPTIONS – MATHEMATICS

GEOMETRY HONORS   AB2010

Grades 9-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Alg I	Recommendations	
H	Level	

This course is designed for students with a high interest and ability in mathematics. In addition to covering the regular geometry curriculum in greater depth, students will also study introductory trigonometry and non-Euclidian geometry. Strong emphasis is placed on proof, the application of algebra to geometry, including coordinate geometry.

MATH MASTERY   AI0010

Grades 9-12	Y	Credits – 10
Elective (10) No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
NCP	Level	

This class is aimed at supporting students who are not ready to take an Algebra 1 class. The focus is on developing basic skills essential to success in Algebra 1.

MULTIVARIABLE CALCULUS HONORS AB5010

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC CSU Req.	
See below	Recommendations	
H	Level	

Recommendations: Completed AP Calculus BC and passed the AP Calculus BC exam. This course covers integrals, derivatives in 3-dimensions, and vector calculus.

STATISTICS   AC6010

Grades 11-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Trigonometry/Math Analysis	Recommendations	
CP	Level	

This course meets the needs of students who wish to complete studies in a secondary school equivalent to a one-semester, introductory, non-calculus based college course in Statistics. Major areas of study cover exploring data, planning a study, and anticipating patterns in advance and statistical inference.

TRIGONOMETRY/MATH ANALYSIS   AC4010

Grades 10-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Alg II	Recommendations	
CP	Level	

Concepts studied include trigonometry, limits, vectors, functions, complex numbers, elementary probability theory, polar coordinates, and exponential and logarithmic equations. Equations of lines and planes are also emphasized.

TRIGONOMETRY/MATH ANALYSIS HONORS   AB4010

Grades 10-12	Y	Credits – 10
Mathematics c c	HS Graduation Req. UC Req. CSU Req.	
Successful completion of Alg II	Recommendations	
H	Level	

This course is designed for students with a great deal of interest and ability in mathematics. It covers regular trigonometry and advanced topics in algebra, analytical geometry, limits and an introduction to calculus materials in greater depth. Students who are successful in this course most usually go on to Calculus BC.

COURSE DESCRIPTIONS - NON-DEPARTMENTAL
ELECTIVE REQUIREMENTS

60 credits are required for graduation. ANY class taken in excess of a subject requirement is an elective. For example, a third year of science or mathematics will be applied towards the elective requirement. The classes on this page, as well as those described elsewhere, may serve as electives.

BROADCASTING   KC1050

Grades 11-12	Y	Credits – 10
Practical Art No	HS Graduation Req. UC / CSU Req.	
Basic Computer Skills	Recommendations	
NCP	Level	

In this TV News course, students will master the basics of video camera techniques, teleprompts, research, script writing, computer graphics, animation, video editing, and performance techniques. They will produce daily broadcasts that will be aired to the students and staff at the school site. Practical academic and career benefits of this class include interview skills, public speaking and presentation with a high degree of professionalism; technical skills in multimedia broadcast journalism; video project planning, design and development. There are also opportunities for leadership positions in the class that will give students experience in management and project direction. Students interested in this class do not need a technical background, but do need to have an interest in video storytelling, as well as a desire to improve their presentation skills, willingness to work cooperatively in a team and genuine interest in growing as broadcast journalists.

PEER TUTOR   NO1060

Grades 9-12	Y	Credits – 10
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

This course provides an opportunity for students to act as peer tutors. Students who have excelled in two or more particular academic subjects and who wish to assist other students in these areas may earn elective credit for peer tutoring in the Tutorial Center. Students must secure approval from the Tutorial Center Coordinator before the counselor can complete enrollment. This is usually initiated at the beginning of each term.

RALLY   OO1050

Grades 9-12	Y	Credits – 10
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

Rally is a year-long class. Students meet after school to plan performances and community activities, work on cheer routines, and support all school athletic teams through poster making and cheering at athletic events. Interested students must audition for the team and then register for the class. Individual squad uniform and attendance at summer cheer camp are highly recommended. See MVHS website or student activities director for audition dates.

TEACHER'S AIDE   SO1230

Grades 9-12	S	Credits – 5
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

A student signs up to work directly with a teacher or in one of the school offices under the direct supervision of an adult. A maximum of ten Credits may be earned during a student's four years. The teacher or office supervisor gives the student a job description and evaluates the student's performance.

COURSE DESCRIPTIONS - NON-DEPARTMENTAL
ELECTIVE REQUIREMENTS

STUDENT GOVERNMENT — OC1020

Grades 9-12	Y	Credits – 10
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

Student Government is an elective, student leadership class focused on collaborating with Student Activities and Ambassadors to foster a positive and supportive school community. Government students works closely with Student Activities to put on student events across the campus (See Student Activities course description for types of events). Students interested in organizing the student body, representing student body ideas, interests, and concerns and working with other student groups, staff, and administration to improve various aspects of campus life should register for the class and must attend an information meeting and campaign/apply in the spring. Students will learn relevant leadership skills such as developing agendas, budgeting, advertising and promotion, project management skills, running effective meetings, achieving group consensus, dealing with group conflicts, and much more. Depending on the position, students are either elected in school wide elections or selected via application and interview each spring to serve on the Associated Student Body (ASB) Cabinet and as District School Board student representative. https://tinyurl.com/mvhsASBinfo for more information.

AMBASSADORS — OC1035

Grades 10 -12	Y	Credits – 10
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

Working in unison with ASB, the Ambassadors class is an elective, student leadership class focused on fostering a positive and supportive school culture. Goals of the course include supporting the well-being of our students, building identity safety within and outside the classroom to unlock the full academic potential of all students, and fostering a more resilient, inclusive, and supportive climate on campus. Ambassadors organizes Freshmen Orientation, New Student Tours, Transfer Student Retreats, New Student Potlucks, 8th Grade Shadow Days, Middle School Presentations, ,Socio-emotional Workshops ,Emotional–regulation and Stress Reduction Training, tailored support for our new immigrants, and peer-counseling support. The class is comprised of 10th-12th grade students from diverse social groups, middle schools, and ethnicities to represent the demographics of our school. Students will be selected based upon an application and interview process.

STUDENT ACTIVITIES — OC1030

Grades 9-12	Y	Credits – 10
Elective No	HS Graduation Req. UC / CSU Req.	
None	Recommendations	
NCP	Level	

Student Activities is an elective, student leadership class focused on fostering a positive and supportive school culture. These students work together with Student Government and Ambassadors to put on student events across the campus. Functioning as a business within the school, ASB Student Activities fundraises, puts on the dances, rallies, wellness and PAUSE events, Civic Engagement week, the blood drives and other community service activities, lunch time sporting events, Homecoming and more! Students interested in helping shape the events on campus should sign up. In this course students will learn relevant skills such as developing agendas, budgeting, running effective meetings, achieving group consensus, dealing with group conflicts, and much more. Students will have the opportunity to apply these skills to real-life tasks and school-wide activities. Students apply and are chosen through interviews with Associated Student Body (ASB) advisors and student representatives to serve in the ASB Activities class. All grades welcome! https://tinyurl.com/mvhsASBinfo for more information.

COURSE DESCRIPTIONS- PERFORMING ARTS

Since the Class of 2003, the University of California has required one year of fine/performing art. All full-year performing art courses (except those associated with Marching Band or Symphony Orchestra) are expected to meet this requirement.

A CAPPELLA - TREBLE VOICES   JC1110

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition	Recommendations	
CP	Level	

This is an advanced choral ensemble dedicated to the study and performance of the unique and demanding choral works for treble voicing. (Soprano and Alto) A Cappella is both challenging and fast paced. Students are selected through an audition process and chosen for their commitment and musical talent. In choir you will work on vocal production techniques, sight singing, choral reading, musicianship, theory, related music history and the study of harmony. A Cappella sings in 3–6-part harmony and participates in 10-15 performances annually, including formal concerts, music festivals and a national tour. To register for this class sign up for Chamber Choir; auditions are held in the spring.

A CAPPELLA - BASS CLEF VOICES   JC1110

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition	Recommendations	
CP	Level	

This is an advanced choral ensemble dedicated to the study and performance of the unique and demanding choral works for bass clef voicing (Tenor and Bass). A Cappella is both challenging and fast paced. Students are selected through an audition process and chosen for their commitment and musical talent. In choir you will work on vocal production techniques, sight singing, choral reading, musicianship, theory, related music history and the study of harmony. A Cappella sings in 3–6-part harmony and participates in 10-15 performances annually, including formal concerts, music festivals. Some years A Cappella bass travels in California and Occasionally nationally for their choir tour. To register for this class sign up for Chamber Choir; auditions are held in the spring.

CHAMBER CHOIR   JC1100

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This choir is challenging, fast paced, fun and open to all students. Chamber Choir is appropriate for students with vocal experience and those students new to choir. In this choir you will work on vocal production techniques, sight singing, choral reading, musicianship, theory, related music history and the study of harmony. Chamber Choir sings in 3-4 part harmony in a variety of choral styles, attends Choir Champ, and participates in 4-5 concerts a year.

CONCERT CHOIR   JC1030

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP	Level	

This is an intermediate level ensemble. Concert Choir is both challenging and fast paced. Students are selected through an audition process. In choir you will work on vocal production techniques, sight singing, choral reading, musicianship, theory, related music history and the study of harmony. Concert Choir sings in 3-4 part harmony, goes on a California state choir tour, and participates in 5-10 performances annually. To register for this class sign up for Chamber Choir; auditions are held in the spring.

COURSE DESCRIPTIONS- PERFORMING ARTS

MADRIGALS — JC1090

Grades 10-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition	Recommendations	
CP	Level	

This advanced, mixed choral ensemble is dedicated to the study and performance of unique and demanding choral literature. In addition to addressing issues of vocal production, technique, and musicianship skills in a fast paced and challenging classroom, the Madrigals pursue an ambitious agenda for performances during the school year. This choir performs 4–8 part harmony in a variety of choral styles ranging from Renaissance to Contemporary. Madrigals participate in over 50 performances annually including formal concerts, community appearances, music festivals and an annual international tour. Students chosen to participate in this challenging group are selected on the basis of commitment and musical talent. To register for this class sign up for Chamber Choir; auditions are held in the spring.

ADVANCED JAZZ DANCE — JC1211

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP	Level	

This class is a challenging, fast-paced technique class for advanced dancers. This course places a strong emphasis on the development of each dancer through technique and performance and nurtures creative freedom though improvisation and choreography. Equal importance is placed on studies relating to dance, such as production technique, music, dance history, costume and lighting design. Students will be required to participate in dance performances as well as produce an annual dance concert at the end of the year. Dance clothes are required. Course may be repeated for credit. Auditions for this class will be held in April.

INTERMEDIATE DANCE — JC1212

Grades 9-12	Y	Credits – 10
Fine Art pending pending	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP (fine art)	Level	

Intermediate Dance is designed as an intermediate course for 9th through 12th grade in the areas of contemporary, jazz, and modern. These genres are studied and performed at several concerts during the year. This group may or may not travel.

JAZZ DANCE — JC1210

Grades 9-12	Y	Credits -- 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP (fine art)	Level	

Beginning/Intermediate dance class – Students learn the skills and techniques for jazz, modern-ballet, hip-hop, and Broadway musical dance. Class will consist of basic dance workouts with an emphasis on strength, technique, and performance. The course will accommodate beginning students; yet provide challenges for intermediate students. Freshmen will earn Fine Arts or Elective credit. Students will be required to participate in dance performances as well as produce an annual dance concert at the end of the year. Dance clothes are required. May be repeated for credit.

WORLD DANCE — JC1215

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP (fine art)	Level	

World Dance is a course designed for 9th through 12th graders in variety of different dance styles including but not limited to Modern, Jazz, Folkloric and Afro-Brazilian Jazz. The students study and perform dances by different cultures and communities. These genres are studied and then performed at the end of each semester along with student choreography.

COURSE DESCRIPTIONS- PERFORMING ARTS

ACTING I — JC1410

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Students will explore acting, playwriting, criticism, improvisation, pantomime, and voice, while creating their own work and developing an individualized aesthetic sense. Utilizing the development of theatre from its roots in Ancient Greece to its current manifestations, students will explore the different components that make up production and performance throughout history. This class is open to all students without audition and is required for Acting 2.

ACTING II – JC1420   ACTING III – JC1430

Grades 10-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Instructor Approval	Recommendations	
CP	Level	

This class is for students committed to serious artistic development as actors on stage. Through a development of self-understanding, students will gain the self-knowledge and self-control required for performance. Students will acquire acting techniques developed throughout history, mostly in the modern era. A variety of skills will be undertaken as well, including combat, speech, diction, dialect, and improvisation. The second semester of the class will be devoted to producing a play as a class, to be performed in May. Audition or instructor approval required.

STAGECRAFT I — JC1510

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC CSU Req.	
None	Recommendations	
CP	Level	

This is a class designed to teach the art of stagecraft to students who are interested in design, construction, painting, lighting, sound, and the many other forms of expression in this field. Each student will come to understand the fundamentals of stagecraft through lecture, demonstration, and project assignments. This class will be responsible for building the sets for the school plays and musicals, and will also be responsible for running and maintaining the theatre complex for the other performing arts disciplines, the school, and the community. A strong work ethic and initiative are required for this course, as students often need to be self-directed.

STAGECRAFT II — JC1520

Grades 9-12	Y	Credits – 10
Fine Art f f	HS Graduation Req. UC CSU Req.	
Stagecraft I and/or Instructor Approval	Recommendations	
CP	Level	

Stagecraft 2 is a class for students seeking to advance their work as designers and leaders in the world of technical theatre. Students assume a leadership role of technical areas in the theatre department. They will also take part in the design and implementation of design for theatre department shows and may be called upon by other performing arts departments for assistance. This class will also be responsible for running and maintaining the theatre complex for the other performing arts disciplines, the school, and the community. A strong work ethic and initiative are required for this course, as students often need to be self-directed. Instructor approval or Stagecraft 1 required.

COURSE DESCRIPTIONS- PERFORMING ARTS

AUXILIARY UNIT — JO1211

Grades 9-12	S	Credits – 5
Fine Art No	HS Graduation Req. UC / CSU Req.	
Concurrent Enrollment in Marching Band	Recommendations	
NCP	Level	

This course is more commonly known as "Color Guard". Students are not required to be musicians, but they do perform with the Marching Band and must meet all of the obligations of that group. Students in this course must also be enrolled in Marching Band. Dance experience is recommended but not required.

CHAMBER ENSEMBLE — JC1250

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP	Level	

This ensemble (unofficially referred to as 'Chamber Orchestra') is designed for qualified string players (violin, viola, cello, or string bass); it emphasizes the works of the great composers and utilizes a wide variety of musical styles. This course is open to students of intermediate to advanced ability. Concurrent enrollment in Symphony Orchestra is mandatory. Several performances, evening and morning rehearsals, and festivals may be required.

JAZZ ENSEMBLE — JC1260

Grades 9-12	F Qtr. 2 S Sem.	Credits – 2.5 Credits – 5.0
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition	Recommendations	
CP	Level	

This is an advanced instrumental ensemble. It explores a variety of jazz styles (such as swing, funk, rock, Latin, and bebop), as well as improvisation. This class meets second quarter through spring semester. A second section of Jazz Ensemble, informally called *Studio 501 Big Band*, will be offered if enough students are interested.

MARCHING BAND — JC1200

Grades 9-12	S	Credits – 5
Fine Art No	HS Graduation Req. UC / CSU Req.	
Basic Instrument Proficiency	Recommendations	
N	Level	

This class meets before school on Mondays, Wednesday, and Fridays, after school on Tuesdays and Thursdays, as well as Saturday rehearsals and/or performances. The Marching Band will meet less frequently during second quarter as detailed in the schedule given to students at the beginning of the school year. Attendance at all rehearsals and performances is mandatory. Students are expected to attend a summer camp preceding the beginning of school. Members of the Marching Band (Pep Band) perform at home football games and community events. Because most activities associated with Marching Band occur during the first quarter, students are encouraged to enroll in another, year-long music ensemble such as Symphonic Band, Wind Ensemble, Jazz Ensemble, or Orchestra. Color Guard members must be concurrently enrolled in Auxiliary Unit.

STRING ORCHESTRA — JC1270

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Intermediate instrumental proficiency	Recommendations	
CP	Level	

String Orchestra is designed for qualified string players (violin, viola, cello, or string bass): a training group and performing class for beginning to intermediate musicians. Students perform as an ensemble for several concerts and festivals.

COURSE DESCRIPTIONS- PERFORMING ARTS

SYMPHONIC BAND   JC1230

Grades 9-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Beginning to Intermediate instrumental proficiency	Recommendations	
CP	Level	

Symphonic Band is designed as a training group and performing class for beginning to intermediate musicians. Students perform as an ensemble for several concerts and festivals.

SYMPHONY ORCHESTRA   JC1280

Grades 9-12	S	Credits – 5
Elective No	HS Graduation Req. UC / CSU Req.	
Advanced instrumental proficiency	Recommendations	
CP	Level	

Symphony Orchestra is designed for qualified string (no guitar), wind, and percussion players. This course, which meets outside the regular school day, concentrates on full symphony works ranging from classical to modern. Winds and percussion are accepted by audition or instructor consent.

WIND ENSEMBLE   JC1240

Grades 10-12	Y	Credits – 10
Fine Art f or g f or g	HS Graduation Req. UC Req. CSU Req.	
Audition and/or Director Recommendation	Recommendations	
CP	Level	

This course is for the more advanced instrumentalist by audition only. All styles of traditional and contemporary music are studied and performed at several concerts and festivals during the year. Evening and weekend performances may be required.

WINTER AUXILIARY   JO1212

Grades 9-12	S	Credits – 5
Elective No	HS Graduation Req. UC / CSU Req.	
Prior experience in Marching Band	Recommendations	
N	Level	

A Winter program for both Color Guard and Percussion that meets outside of the regular class day. Members perform at competitions and other campus events.

COURSE DESCRIPTIONS - PHYSICAL EDUCATION

All students are required to dress for PE. During inclement weather, a black, gold, white or gray MV sweat shirt or a plain black sweatshirt and MV PE issued sweatpants or plain black sweatpants are allowed. Tennis shoes must be worn at all times.

GR. 9 PE CORE — PO1010

Grade 9	Y	Credits – 5 per S
Physical Ed No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Physical Education is a California State required class. Students will demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform dual and individual sports, rhythms/dance and aquatics. Students will achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, and training principles. Students will be able to demonstrate knowledge of psychological and sociological concepts, biomechanical principles and game strategies as they apply to learning and performance of physical activities. Common Core State Standards, 6-12 English Language Arts in Science and Technical Subjects are also embedded in our program. All students must take the state physical fitness tests and pass 5 out of 6 tests in order to apply for a 10th grade exemption for athletics, fall marching band, dance or cheerleading.

GR. 10-12 WEIGHT TRAINING — PO1230

Grades 10-12	S	Credits – 5 per Sem.
Elective No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Students will enter this class with basic knowledge of weight training/CrossFit from Physical Education 9. They will understand proper safety, biomechanics and procedures to partake in more advanced weight lifting techniques using Olympic weights. Plyometrics, power/aqua/speed training, Kettlebell lifts and nutrition will also be discussed. This is a year long class, but can be taken as a semester if desired if the student has passed 5 out of 6 of the Physical Fitness Tests.

GR. 10-12 ADVANCED WEIGHT TRAINING — PO1231

Grades 10-12	S	Credits – 5 per Sem.
Elective No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Students who have successfully completed Intermediate Weight Training and/or are a Varsity Athlete for MVHS are able to enroll in this course. Advanced Olympic Lifting skills will be taught and skills learned in Intermediate Weight Training will be further focused on. This course is primarily for Varsity Athletes that are weight training for their specific sport. This is a year long class, but can be taken as a semester if desired if the student has passed 5 out of 6 of the Physical Fitness Tests.

GR. 10-12 TEAM SPORTS — PO1260

Grades 10-12	S	Credits – 5 per Sem.
Elective No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Students will partake in a variety of sports that take place on ANY field. Examples of some of the sports that will be played are Soccer, Football, Softball, Ultimate Frisbee, and a variety of cardiovascular activities to improve their performance. Students will also partake in a self-defense/tumbling. This is a year long class, but can be taken as a semester if desired if the student has passed 5 out of 6 of the Physical Fitness Tests.

GR. 10-12 TOTAL FITNESS — PO1270

Grades 10-12	S	Credits – 5 per Sem.
Elective No No	HS Graduation Req. UC CSU Req.	
None	Recommendations	
N	Level	

Students will partake in all levels of Individual fitness activities. Examples are Yoga, Pilates, Fitness Training, Power Walking, Swimming, and Cardiovascular Health. Students will also partake in a self-defense/tumbling and nutrition guidance will also be discussed. This is a year long class, but can be taken as a semester if desired if the student has passed 5 out of 6 of the Physical Fitness Tests. At the end of the year, students will be able to create a fitness plan for themselves, know places in the community to where they can continue their fitness journey at an affordable cost, and share their passion for a healthier lifestyle with others with their new found knowledge.

Mountain View High School Graduation Requirements = 20 PE Credits

10 PE Credits must be earned in Freshman Year

All Freshmen must take PE and earn 10 PE Credits	Sophomores must earn 10 PE Credits
9th Grade PE required Earn 10 PE credits for graduation Take Physical Fitness Test (PFT) **_OR_** *After approval and contract signed with Athletic Director/Physical Education Teacher and Principal....* **IF enrolled in 6 classes + Physical Education (total of 7 classes)** **_AND_** Participating in a **CCS/CIF School Sponsored Sport**, Student May opt out of PE during that season of sport. If student athlete is participating in 3 sports, Student will be exempt from all PE classes. **Students are responsible to come to class for the PFT!**	If a student passes 5 out of 6 of the Physical Fitness Test (PFT) in Freshmen year, they choose one of the following: **10th Grade PE** 10 PE credits OR **Dance** *(Jazz Dance/Mexican Folk Dance)* 10 PE Credits OR **Marching Band** 5 PE credits (FALL ONLY) **Sports** OR **Cheerleading** 1 sport=5 PE credits
	If a student does NOT pass the PFT in Freshmen year, the student MUST take PE/PE Electives in the 10th grade and Re- take Physical Fitness Test (PFT) in December in order to substitute the above Activities for PE credit
_OR_	**_OR_**
9th Grade Independent Study PE Contract must be approved by Principal May earn 10 PE Credits Take Physical Fitness Test	10th Grade Independent Study PE Contract must be approved by Principal May earn 10 PE Credits

Freshman Biology H/Biology/Environmental Science
Course Comparison Information Sheet

Environmental Science	Biology	Biology Honors
Homework • 30-60 minutes of homework based on in-class work each week • Environmental Science labs, group work, class work, and homework are geared toward the Freshman level	**Homework** • 30-40 minutes of studying which will include reviewing, reading and/or written assignments each night • Standard first year high school Biology text	**Homework** • 30-60 minutes of reading and/or written assignments each night • College level Biology textbook
Content • Survey course covering foundational concepts in environmental science (ecology, geology, meteorology, energy, hydrology, etc.)	**Content** • Nature of science, ecology, evolution, the classification and characteristics of living things, biochemistry, cell structure and function, plant and animal systems, and both Mendelian and molecular genetics	**Content** • Same topics as in Biology, but with greater level of detail/depth and more biochemical emphasis
Skills • Students will practice their basic algebra skills to solve simple equations relating to Environmental Science topics. • Students will also analyze data and graphs, and develop models to explain scientific processes.	**Skills** • Use of research and scientific method to determine answers • Logical reasoning skills that connect experimental results to biology principles • Communication of ideas and lines of reasoning to others in written and spoken form	**Skills (see Biology plus the following)** • Students should be able to follow and master three-and four-step logical arguments • Library and Internet research skills • Planning and execution of experiments

Chemistry
Course Comparison Information Sheet

Chemistry	Chemistry Honors
Homework • 30-40 minutes of homework/night focuses on reinforcement of concepts presented in class • Standard first year high school chemistry text	**Homework** • 30-45 minutes of homework/night requires students to apply concepts presented in class to a variety of situations • Advanced level chemistry text
Content • Covers chemical/physical change, classifications of matter, atomic structure and nuclear decay, ionic and covalent compounds, nomenclature, types of reactions, stoichiometry, thermochemistry, electronic structure, bonding, intermolecular forces, solutions, gas laws, equilibrium, acids and bases • Focuses on interpreting experimental results in terms of microscopic models	**Content** • Covers all the topics of the regular chemistry course and, in addition, uncertainty in measurement, bond energies, quantum numbers, colligative properties, ionic equilibriums, and electrochemistry • Focuses on mathematical as well as microscopic interpretation of macroscopic phenomena
Skills • Students should be prepared to develop logical reasoning skills required to connect experimental results to chemical theory • Students should be comfortable with the ideas associated with direct and inverse variation • Students should have mathematical pattern recognition skills	**Skills** • Students should be able to follow and master three- and four-step logical arguments. • Students should be comfortable with solving algebraic equations. • Students should be able to translate word problems into mathematical representations.

Physics Course Comparison Information Sheet

PHYSICS	AP PHYSICS 1	AP PHYSICS C: MECHANICS	AP PHYSICS C: E&M
Meets: Physical science requirement for graduation A-G requirements for UC	**Meets:** Physical science requirement for graduation A-G requirements for UC	**Meets:** Physical science requirement for graduation A-G requirements for UC	**Meets:** Physical science requirement for graduation A-G requirements for UC
Topics: Survey Course: Kinematics, mechanics, momentum, impulse, energy, sound waves, light waves, electrostatics, electricity and magnetism.	**Topics:** Survey Course: Kinematics, mechanics, rotational motion, momentum, impulse, energy, mechanical waves, and simple circuits.	**Topics:** Mechanics only	**Topics:** Electricity and Magnetism only
Background necessary for Success: Successful completion of Algebra I, Geometry, Biology and Chemistry	**Background necessary for Success:** Successful completion of Algebra I, Geometry, Biology and Chemistry Successful completion or concurrent enrollment in Trigonometry/Math Analysis.	**Background necessary for Success:** Successful completion of Algebra I, Geometry, Trigonometry/Math Analysis, Biology and Chemistry Concurrent enrollment in Calculus	**Background necessary for Success:** Successful completion of Algebra I, Geometry, Trigonometry/Math Analysis, Biology and Chemistry Successful completion of a physics class (AP Physics 1 or AP Physics C: Mechanics highly recommended) Concurrent enrollment in Calculus
Homework: Two to three hours of homework per week	**Homework:** Three to five hours of homework per week. +Extended time to prepare for the AP1 test.	**Homework:** Four to six hours of homework per week. +Extended time to prepare for the APC test.	**Homework:** Four to six hours of homework per week. +Extended time to prepare for the APC test.
Textbook & Pacing: High School Level Textbook (algebra based) Moderate Pace	**Textbook & Pacing:** College Level 1 Textbook (algebra based) Very Fast Pace	**Textbook & Pacing:** College Level II Textbook (calculus based) Fast Pace	**Textbook & Pacing:** College Level II Textbook (calculus based) Fast Pace
Skills: Use scientific method and research techniques to collect data from an experiment and to analyze data, graphs and models to explain physical processes. Basic logical reasoning skills to connect experimental results to physical principles. Communication skills to share ideas and lines of reasoning with others in written and spoken form. Mathematical pattern recognition skills and basic algebra skills to solve equations relating to Physics.	**Skills:** Use scientific method and research techniques to plan & execute experiments, collect & analyze data, produce graphs & models, and derive equations to explain physical processes. Advanced logical reasoning skills to follow three-and four-step logical arguments. Advanced algebra skills to solve algebraic equations and translate Physics word problems into mathematical representations.	**Skills:** Use scientific method and research techniques to plan & execute experiments, collect & analyze data, produce graphs & models, and derive equations to explain physical processes. Advanced logical reasoning skills to follow and master three-and four-step logical arguments. Advanced mathematical skills, beyond algebra, to solve equations and translate Physics word problems into mathematical representations. Computer skills to model and simulate physical systems	**Skills:** Use scientific method and research techniques to plan & execute experiments, collect & analyze data, produce graphs & models, and derive equations to explain physical processes. Advanced logical reasoning skills to follow and master three-and four-step logical arguments. Advanced mathematical skills, beyond algebra, to solve equations and translate Physics word problems into mathematical representations. Computer skills to model and simulate physical systems
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COURSE DESCRIPTIONS – SCIENCE

ANATOMY & PHYSIOLOGY   CC4025

Grades 11-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. (*Pending approval*) CSU Req.	
*	Recommended Prerequisites	
CP	Level	

Anatomy & Physiology is a life-science course that covers the science of how our body works. We will use research, dissections, labs, activities, surgical videos, and several unit-long projects alongside typical class instruction in order to review body structures and functions. There is an emphasis on safety in this course as we use hazardous lab equipment and dissect specimens.

*Recommended: Successful completion of Biology & Chemistry.

AP BIOLOGY   CA1010

Grades 11-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

This second year biology course is designed to be equivalent to a general biology course taken in the first year of college. The three areas of study will be: a) molecules and cells, b) genetics and evolution, and c) organisms and populations. In addition to submitting reports on the integrated labs that accompany each unit, students will be exposed to a more college like learning environment and expected to have or develop skills to be able to connect and apply concepts. This course is good preparation for the Biology Subject Test and Advanced Placement Biology Test. Enrollment for these tests is optional and not a requirement of the course or calculated into the class grade.

*Recommended: Successful completion of Biology/Biology Honors as well as successful completion of Chemistry/Chemistry Honors. Concurrent enrolment in Chemistry Honors will be considered on a case by case basis.

AP CHEMISTRY   CA2010

Grades 10-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

This is a second year chemistry course designed to be the equivalent of a general chemistry course in the first year of college. Topics include: atomic theory and structure, periodic relationships, thermodynamics, states of matter, reactions types, acid/base equilibria, kinetics, laboratory measurements, intermolecular forces and descriptive chemistry. Intent of this course is to prepare students to take the Advanced Placement Chemistry examination, and it is the expectation of the instructor that all students enrolled will take the exam.

*Recommended: Successful completion of a first year course in chemistry.

AP ENVIRONMENTAL SCIENCE   CA4010

Grades 10-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

Students will learn the curriculum to successfully pass the AP Environmental Science test. Of equal importance, students will learn the multidisciplinary approaches used to assess, monitor, and abate problems within the environment we live. After completing the course, students will be able to assess their role within the environment and make personal decisions that will lead to an environmentally sustainable future. Because we are studying the environment, great emphasis will be placed on conducting real science. Due to the complexity of society, this course also seeks to incorporate social sciences such as economics, politics, ethics, and law to understand real-world perspectives on environmental problems.

*Recommended: Successful completion of a first year course in biology and chemistry.

COURSE DESCRIPTIONS – SCIENCE

AP PHYSICS 1   CA3010

Grade		Units -
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

This course prepares students to take the Advanced Placement Physics 1 test. This class is a survey class and covers many topics in physics including kinematics, mechanics, rotational motion, momentum, impulse, energy, mechanical waves, and electricity. Special emphasis will be placed on using physics models to understand content and laboratory investigation to derive equations. The physics topics will be covered at a faster pace, in greater depth, and with a higher level of mathematical sophistication than in the regular physics course. Prospective students should be very comfortable with using mathematics to solve problems. Expect three to five hours of homework per week.

*Recommended: Successful completion of Algebra II, Geometry and Concurrent enrollment in Trigonometry/Math Analysis

AP PHYSICS C   CA3039/42

Grade 12	Y	Units -- 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
AP	Level	

This is a second year physics course designed to be the equivalent of a general physics course in the first year of college. This course prepares students to take the Advanced Placement Physics C tests in mechanics and electricity and magnetism (E&M). Mechanics is the branch of physics that is concerned with quantifying the motion of bodies. Topics include velocity, acceleration, force, gravitation, energy, momentum and rotational motion. E&M is the study of the causes and effects of electromagnetic fields. These topics will be covered with a higher level of mathematical sophistication and at a much faster pace than either the regular physics, or AP Physics 1 courses. Prospective students should be comfortable with using mathematics to solve problems. Expect three to five hours of homework per week.

*Recommended: Successful completion of AP Physics 1 and concurrent enrollment in Calculus.

BIOLOGY   CC1010

Grades 9-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

This course involves the study of life and the inter-relationships that exist among all living organisms and their environment. The teaching of biological concepts involves the completion of laboratory experiments, lecture/discussions, videos, projects, and reading assignments. Biology is an essential component of a student's four-year science program.

BIOLOGY HONORS   CB1010

Grades 9-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
H	Level	

Biology Honors is a challenging first year of biology for science-oriented students. The course covers the topics covered in a general biology course, but at much greater depth and at a faster pace. There is an emphasis on independent learning, independent inquiry, and skills development outside of classroom time. The course uses an honors-level biology textbook that covers content in more depth. Topics in honors biology are not covered in the same order as general biology, making it more difficult to transfer between classes.

*Recommended: An interest in science, enjoyment of appropriate challenge, and strong study skills.

CHEMISTRY   CC2010

Grades 10-12	Y	Units -- 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

Chemistry is a course designed to develop student understanding of the basic concepts underlying our knowledge of the composition of matter and the changes in composition that matter undergoes. The course emphasizes mastering techniques of chemical exploration in laboratory exercises and the application of chemical principles in activities that lend themselves to group problem solving sessions.

COURSE DESCRIPTIONS – SCIENCE

CHEMISTRY HONORS   CB2010

Grades 10-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
H	Level	

This is a challenging first year chemistry course designed to strengthen students' logical reasoning skills and problem solving abilities. There are more chemical concepts covered than in the regular chemistry course, and there is greater depth to the coverage of each topic. The level of laboratory work and attendant write-ups follows this accelerated trend.

*Recommend: An industrious work ethic, an enjoyment of appropriate challenge, and an adequate level of problem solving skills, as can be reflected by the student's mathematics background.

ENVIRONMENTAL SCIENCE   CC4010

Grades 9-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
CP	Level	

Environmental Science is a class designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Environmental Science combines ideas and information from Biology, Chemistry, and Earth Science, as well as the social science fields of Economics and Political Science. Topics of study include Earth's systems, human population, land and water use, energy sources, and global change. Students will combine their scientific knowledge with perspectives from history and economics to examine progress in the field of environmental science.

PHYSICS   CC3010

Grades 11-12	Y	Units – 10
Science d d	HS Graduation Req. UC Req. CSU Req.	
*	Recommended Prerequisites	
CP	Level	

This is an introductory course in which students learn the fundamental laws of physics and how they relate to the everyday world in which we live. Students complete various experiments and activities, including both hands-on and computer assisted labs, problem sets and projects. Students gain both a mathematical and conceptual understanding of the basic laws of physics while strengthening their logical reasoning and problems solving skills. Topics include mechanics and dynamics (motion), energy and momentum, waves and astronomy.

*Recommended: Successful completion of Biology, Chemistry, Algebra and Geometry.

PRE-BIOLOGY   CC1012

Grades 9-12	Y	Units – 10
Science No No	HS Graduation Req. UC Req. CSU Req.	
None	Recommended Prerequisites	
ELD I&II	Level	

Pre-biology is a class designed for English language learners and introduces key topics in biology, such as ecology, photosynthesis and cellular respiration, anatomy and physiology, and genetics. Teachers focus on both science and English content to ensure that students are ready for further science courses at Mountain View High School and beyond.

Sophomore Social Studies
Course Comparison Information Sheet

Current World Issues (CWI)	AP World History (WHAP)	AP European History (MEHAP)
Semester	Yearlong	Yearlong
Workload • Roughly 1/2 hour of homework on most nights	**Workload** Roughly one hour of homework 3-4 nights per week but at times 2 hours may be required.	**Workload** • Roughly one hour of homework 3-4 nights per week but at times 2 hours may be required.
Topics • Modern world history from WWII-Present. • Primary source documents, textbook, and documentaries are read/viewed •	**Topics** • World History from 8000 BCE-Present. • Primary source documents, textbook, and essays are read and discussed in WHAP • Preparation for the Advanced Placement Exam.	**Topics** • European History from 1500-1900. • Primary source documents, textbook, and essays are read and discussed • Preparation for the Advanced Placement Exam.
In-class activities • Lecture/Class discussion • Role-plays/Simulations • Group activities • Research	**In-class activities** • Lecture/Class discussion • Writing Activities • Group reviews • Research	**In-class activities** • Lecture/Class discussion • Writing Activities • Group reviews • Research
Assessment • Multiple-choice tests • In-class essays • Oral reports and discussion participation • Research products	**Assessment** • Multiple-choice tests • In-class essays • Oral reports and discussion participation • Research products	**Assessment** • Multiple-choice tests • In-class essays • Oral reports and discussion participation • Research products

All sophomores are required to take one of these three courses

COURSE DESCRIPTIONS – SOCIAL STUDIES

AP EUROPEAN HISTORY   EA2010

Grades 10-12	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

This challenging college-level course covers the history of Europe from the Renaissance to the present. Students study history in conjunction with an examination of the art, music, literature, and philosophy upon which Western cultural traditions rest. Research, writing, and study skills are emphasized.

AP MACROECONOMICS   EA4020

Grade 12	S	Credits – 5
Social Studies g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

AP Macroeconomics is a course that specializes in macroeconomic concepts and applications, with a particular focus on the national and global economy and forces that affect these including price-level determination, economic performance measures, stabilization policies and international trade. This course is designed to be your first exposure to economics and the economic approach to decision making. The course focuses on the following goals: Create an understanding of the economic approach to decision making; Introduce the tools and methods economists use for problem solving; Learn to analyze a variety of graphical models; Develop a basic understanding of the how policies impact economic growth on a national and international level.

AP PSYCHOLOGY   EA4030

Grades 11-12	Y	Credits – 10
No g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

AP Psychology is a year-long elective course designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each on the major subfields within psychology. They also learn about the ethics and methods psychologist use in their science and practice. Successful completion of this course will prepare students to take the AP exam in May.

AP US GOVERNMENT & POLITICS   EA4010

Grade 12	S	Credits – 5
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

AP US Government & Politics: is an in depth study of the structures of the American government system and the policy outcomes that these structures produce. Essential goals of this course include strengthening reading, writing, and critical thinking skills as they relate specifically to the study of American government and politics, as well as analyzing and interpreting data relevant to the political process. The following topics will be covered in this course: 1. Constitutional Underpinnings of the U.S. Government; 2.Political Beliefs and Behaviors; 3.Political Parties, Interest Groups, and Mass Media; 4.Institutions of National Government; 5.Public Policy; 6 Civil Rights and Civil Liberties

AP US HISTORY   EA3010

Grade 11	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

The course surveys American history from the colonial period to the present. It is designed to prepare students for intermediate and advanced college courses and requires performance equivalent to a full year introductory college course. Students read extensively and engage in note taking, write essays, and are expected to participate often in class discussions. Upon completing this course, students may take the Advanced Placement examination.

SOCIAL JUSTICE   EC4410

Grade 10-12	Y	Credits – 10
No No No	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

Social Justice is an elective class that will teach students about historical and contemporary movements for social change. The course will focus on issues related to race, gender, culture, sexual orientation, immigration, environmental justice, and will include local, national and international case studies. Students will learn about the relationship between the law and struggles for social justice and various forms of community activism. Students will design and carry out a Social Research & Civic Action project based on an issue that they are passionate about.

COURSE DESCRIPTIONS – SOCIAL STUDIES

AP WORLD HISTORY — EA2030

Grade 10-12	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
AP	Level	

This challenging college level course will develop greater understanding of global history from 8000 BCE to the present. Students will trace cultural, technological, political, artistic, and other themes as they chart changes in international frameworks and compare major societies. Students will be responsible for knowing a large body of factual content and evaluating different historical arguments as well as creating their own interpretations through the analysis of primary documents. Successful completion of this course will prepare students to take the AP exam in May.

CIVICS — EC4010

Grade 12	S	Credits – 5
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course involves discussion and analysis of the main issues confronting American government in the context of our political and legal system. Students study the structure of our government and learn how to be participating citizens. Topics such as the legislative/executive/judicial system, administration of justice, foreign policy, and the government's role in solving national economic and social problems are covered.

CONTEMPORARY WORLD ISSUES — EC1110

Grade 10	S	Credits – 5
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is the third semester continuation of the ninth grade World Studies course. Students in this class examine the world's political, economic and cultural history from World War II to the present. Students will continue to develop the foundational social science and general study skills that will ensure success in junior and senior year offerings in the department. This is a required course, except for students who elect AP World History or AP Modern European History instead.

ECONOMICS — EC4020

Grade 12	S	Credits – 5
Social Studies g g	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This one-semester course provides an overview of the field of economics. Students are introduced to economic theories with an emphasis on practical applications. Topics in both microeconomics and macroeconomics are covered.

US HISTORY — EC3010

Grade 11	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course examines the causes and the events of U.S. History with primary emphasis on the 20th century. There is also an emphasis on geography and its significance to the history of the United States. Students gain an understanding of the relationship between power and national development and recognize historical figures as human beings with human characteristics. The course provides a body of knowledge on which to base political decisions and to relate history to current events.

WORLD STUDIES — EC1010

Grade 9	Y	Credits – 10
Social Studies a a	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This is an introductory social studies course for all ninth graders. The purpose of the course is to prepare students to exercise their democratic rights and responsibilities in a rapidly changing, complex global society. Students will focus on political, social, and cultural history as they examine the major developments in modern world history up to World War II. Students will also develop foundational social science and general study skills that will ensure success in future offerings in the department.

SPECIAL EDUCATION

Program Description

Eligibility for special education is based on a thorough assessment consisting of both academic and psychological testing. Placement in special education is determined at an Individualized Education Plan (IEP) meeting.

The Special Education Department provides services to students with learning and other disabilities. There are two primary programs available: the **Resource Specialist Program (RSP)** and the **Special Day Class (SDC)** program. In an on-going effort to better serve students' needs and meet state and federal mandates for least restrictive environment, students often see more than one teacher within the department.

Resource Specialist Program: Resource students who need additional academic support receive assistance with their mainstream class work through one daily period of a Learning Skills support class. These students may also be enrolled in an academic subject area special education class, per their IEP.

Special Day Class Program: Specialized modified academic instruction classes are available for students who need more intensive support in academic areas or a smaller group setting, generally for three to four periods per day. Students are mainstreamed for electives and physical education.

SDC/Functional Life Skills Program: This SDC program focuses on life skills for students with cognitive deficits. The class is a self-contained class for 4-5 periods a day, with opportunities for community-based learning, plus an off-campus vocational /work experience component through ROP.

SDC/Severely Handicapped Program: This program is designed to meet the needs for the students with the most significant disabilities. The high staff to student ratio provides intensive personal attention and the opportunity for students to develop skills and enhance independence.

Crossroads Independent Study: This independent study program offers academic, vocational and career/job training for special education students who do not fit the traditional academic six period day schedule. Special education students who have life and/or family issues, which preclude them from full participation within a typical high school setting, may be considered for this program through a decision made by the IEP team.

Social Cognitive/Behavioral Services: This program service addresses social and personal behaviors that are adversely affecting student learning, and is determined/designated by the IEP.

Workability I is available to all special education students for work opportunities and vocational exploration.

Speech/Language Services which address identified communication challenges are available per students' IEPs.

Spanish II
Course Comparison Information Sheet

Spanish II	Spanish II Honors
Considerations • Class is taught primarily in Spanish although English will be spoken at times • Students are expected to speak in Spanish when instructed by the teacher • Students are encouraged to speak in Spanish as much as possible and participate frequently • Same textbook and online resources are used in both levels	**Considerations** • Strongly recommended for students who plan to take Spanish IIIH • The pace of Spanish II honors is faster • The content/concepts are more in depth • Students will gain higher levels of fluency • Class is taught almost entirely in Spanish; English is rarely spoken during class • Students are expected to speak Spanish during class and participate frequently • Same textbook and online resources are used in both levels
Assessment • Students are evaluated on the four major skills: reading, writing, speaking and listening • Emphasis is on what students can do with the language rather than how much they know about the language • Students have multiple opportunities to reach/demonstrate proficiency	**Assessment** • Students are evaluated on the four major skills: reading, writing, speaking and listening • Emphasis is on what students can do with the language rather than how much they know about the language • Students have multiple opportunities to reach/demonstrate proficiency
Homework • Approximately 20 – 30 minutes daily • May include: Exercises from online textbook Writing activities Reviewing and studying Test preparation Projects Internet activities	**Homework** • Approximately 20 – 30 minutes daily • May include: Exercises from online textbook Writing activities Reviewing and studying Test preparation Projects Internet activities

** Consult your current teacher for recommendations regarding course selection.

Spanish III
Course Comparison Information Sheet

Spanish III	Spanish III Honors
Considerations • Same text and online materials used in both levels • Class is taught entirely in Spanish • Students expected to speak only Spanish in class • Readings are taken primarily from text	**Considerations** **In addition to the considerations from Spanish III, the following is also applicable:** • In addition to text, readings are supplemented with outside sources • Level III Honors covers material at a faster pace and more in depth. • More independent work and study is expected of Spanish III Honors students
Assessment • Students are assessed in reading, writing, speaking, and listening.	**Assessment** • Students are assessed in reading, writing, speaking, and listening.

Homework
 • Approximately 20 – 30 minutes daily
 • May include:
     Exercises from online textbook
     Writing activities
     Reviewing and studying
     Test preparation
     Projects
     Internet activities
	Homework
	 • Approximately 20 – 30 minutes daily; strong organizational and study skills helpful
	 • May include:
	     Exercises from online textbook
	     Writing activities
	     Reviewing and studying
	     Test preparation
	     Projects
	     Internet activities

** Consult your current teacher for recommendations regarding course selection.

** Course Comparison Information Sheet **

French III	French III H
Considerations • Same novel, text and workbook used in both levels • Class is taught entirely in French • Students expected to speak only French in class • Students may ask for permission to speak English in class in order to ask for clarification. • Readings are from text, newspaper articles, short stories, essays etc.	**Considerations (same concepts-more depth/complexity)** • Same novel, text and workbook used in both levels • Class is taught entirely in French • Students expected to speak French in class and participate frequently. • Readings are from text, newspaper articles, short stories, essays etc. • Written/Oral activities are more in-depth than in French III • More independent work and study is expected
Assessments • Written interpretive communication- Reading comprehension • Audio interpretive communication- Listening comprehension • Presentational writing- Explicit grammar and vocabulary + summaries, research papers • Presentational speaking- Live or recorded • Interpersonal writing – emails, letters, answers to questions • Interpersonal speaking (speaking French in-class + recorded/live conversations) • Work habits (same expectations)	**Assessments (same with different rubric)** • Written interpretive communication- Reading comprehension • Audio interpretive communication- Listening comprehension • Presentational writing- Explicit grammar and vocabulary + summaries, research papers • Presentational speaking- Live or recorded • Interpersonal writing – emails, letters, answers to questions • Interpersonal speaking (speaking French in-class + recorded/live conversations) • Work habits (same expectations)

Homework
   May include:
      Reading activities + strategies
      Exercises from workbook and/or text
      Writing activities
      Reviewing and studying
      Test preparation
      Projects
   Internet activities
	Homework (may be more in-depth)
	   May include:
	      Reading activities + strategies
	      Exercises from workbook and/or text
	      Writing activities
	      Reviewing and studying
	      Test preparation
	      Projects
	      Internet activities

COURSE DESCRIPTIONS – WORLD LANGUAGE

AP CHINESE LANG/CULTURE   FA5013

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

The AP Chinese Language and Culture course is an intensive course designed to provide students with a learning experience equivalent to that of a fourth-semester college course. In this course, students engage in an exploration of both contemporary and historical Chinese culture through a wide array of authentic sources while they further refine and expand their knowledge of the Chinese language in vocabulary, idiomatic expressions, grammatical structures, and written characters. Extensive speaking assignments on various topics, reading of authentic texts, and writing in different genres and registers are required. This course will be conducted primarily in Chinese. Students who enroll will also prepare to take the Advanced Placement Exam in Chinese Language and Culture.

AP FRENCH LANG/CULTURE   FA1014

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

This is an advanced level language course that has been designed to help students refine and further develop their proficiency in French through authentic written and audio materials as well as to promote and improve higher level thinking skills. This includes integration of the four language skills reading, speaking, listening and writing. Students will need to integrate skills to either create oral presentations or write essays. The term integrated skills refers to the ability to integrate reading, listening and writing skills by interpreting and synthesizing information from two or three different sources to support and/or defend ideas presented in an essay or oral presentation. The course is conducted entirely in French. In addition, students will also learn about important contemporary and historical issues, significant works of literature and art, cultural aspects of the francophone cultures, and everyday life. Students

who enroll will also prepare to take the Advanced Placement Exam in French Language and Culture.

AP JAPANESE LANG/CULTURE   FA4014

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

This is an advanced level language course that has been designed to help students refine and further develop their proficiency in Japanese through authentic written and audio materials as well as to promote and improve higher level thinking skills. This includes integration of the four language skills reading, speaking, listening and writing. Students will need to integrate skills to either create oral presentations or write essays. The term integrated skills refers to the ability to integrate reading, listening and writing skills by interpreting and synthesizing information from two or three different sources to support and/or defend ideas presented in an essay or oral presentation. The course is conducted entirely in Japanese. In addition, students will also learn about important contemporary and historical issues, significant works of literature and art, cultural aspects of the Japanese cultures, and everyday life. Students who enroll will also prepare to take the Advanced Placement Exam in Japanese Language.

AP SPANISH LANG/CULTURE   FA2015

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

This is an advanced level language course that has been designed to help students refine and further develop their proficiency in Spanish through authentic written and audio materials as well as to promote and improve higher level thinking skills. This includes integration of the four language skills; reading, speaking, listening and writing. Students will need to integrate skills to either create oral presentations or write essays.

COURSE DESCRIPTIONS – WORLD LANGUAGE

AP Spanish Language continued

The term integrated skills refers to the ability to integrate reading, listening and writing by interpreting and synthesizing information from two or three different sources to support and/or defend ideas presented in an essay or oral presentation. In addition, students will also learn about important contemporary and historical issues, significant works of literature and art, cultural aspects of the Hispanic cultures, and everyday life. The course is equivalent and/or comparable to a fifth and sixth semester college and university course that focuses on speaking and writing at an advanced level. Students who enroll will also prepare to take the Advanced Placement Exam in Spanish Language and culture.

AP SPANISH LIT/CULTURE — FA2017

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
AP	Level	

The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the *Standards for Foreign Language Learning in the 21st Century*. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. All of the works included on the official AP Spanish Literature reading list are taught and read during the academic year. No abridged versions or films are used in place of text. This course prepares students for the Advanced Placement Spanish Literature and Culture Exam.

FRENCH I — FC1010

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is designed for students who have had little to no exposure to the French language or students who have had less than one year of high school French. The student is taught to understand, speak, read, and write the language, with emphasis on conversation and practical application. A working vocabulary is developed in context, as are the basic grammatical structures of the language. Students are introduced to culture and customs from various French-speaking regions and countries.

FRENCH II — FC1011

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is designed for students who have had one year of high school French language study or two years of middle school French language study. This course continues the work of the first year in all four language skills: speaking, listening, reading and writing In addition, students continue to develop their understanding of culture and customs from various French-speaking regions and countries.

COURSE DESCRIPTIONS – WORLD LANGUAGE

FRENCH III   FC1012

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is designed for students who have had two years of high school French language study. This course continues the work of the second year in all four language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from various French-speaking regions and countries.

FRENCH III HONORS   FB1013

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

This course is designed for students who have had two years of high school French language study. This course continues the work of the second year in all four language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from various French-speaking regions and countries. Students may be exposed to some additional concepts, and/or some concepts may be taught more in depth than French III.

FRENCH V HONORS   FB1016

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

In French V H, students continue to refine their speaking, writing, reading and listening skills. Students

read and interpret selected French novels and texts, discuss contemporary issues, study and discuss the history and culture of the French-speaking world. Students get the opportunity to study culture and civilization via various French films. The grade for this course is weighted for both UC and high school credit.

JAPANESE I   FC4010

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
H	Level	

This course is designed for students who have had no or little Japanese language study. The student is taught to understand, speak, read, and write the language, with an emphasis on conversation and practical application. A working vocabulary is developed in context, as are the basic grammatical structures of the language. In addition to listening and oral drills, there are readings, written grammatical exercises. Students are introduced to culture and customs extensively through skits, music, videos, food, and magazines.

JAPANESE II   FC4011

Grades 9-12	Y	Credits -- 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is a continuation of Japanese I, further developing the four skills of speaking, listening, reading, and writing. The goal of the second year is to give students a working knowledge of Japanese in both formal and informal settings. Contemporary topics, vocabulary, and culture are stressed. A variety of activities, including skits, projects, food days, and videos are included to enhance students' understanding of life in Japan and their use of the language.

COURSE DESCRIPTIONS – WORLD LANGUAGE

JAPANESE III   FC4012

Grades 9-12	Y	Credits – 10
Foreign Language e e	HS Graduation Req. UC Req. CSU Req.
Successful completion of previous level with a grade of "C" or better	Recommendations
CP	Level

This course is a continuation of Japanese II, further developing the four skills of speaking, listening, reading, and writing. At this level, the class is conducted in Japanese and students are expected to speak only in the target language in class. Students will gain a deeper understanding of grammatical structures as it is the main focus. Great complexity in the students' written work and spoken expression is developed with original and spontaneous self-expression being emphasized. A variety of activities, including skits, projects, food days, and videos are included to enhance students' understanding.

JAPANESE IV   FC4013

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.
Successful completion of previous level with a grade of "C" or better	Recommendations
CP	Level

This course is a continuation of Japanese III, further developing the four skills of speaking, listening, and writing in both formal and informal forms. In addition, honorific and humble forms are introduced. Upon completing the course, students will have been introduced to all the major structural patterns of contemporary Japanese and will have begun to emphasize vocabulary building through the study of situation oriented materials that stress communicative competence. Intensive practice in speaking, listening, reading, and writing will be conducted. This is not an Advanced Placement Course.

MANDARIN/CHINESE I   FC5010

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.
None	Recommendations

CP	Level

Mandarin/Chinese 1 is designed to provide the basic communicative skills in Mandarin, Chinese culture and history. The student is required to develop a basic mastery of the four language skills: speaking, listening, reading, and writing. The students will learn Hanyu pinyin, radicals, word usages, sentence patterns, basic dialogues and short sentences in real life situations. The course also presents an introduction to the culture/history of the Mandarin/Chinese-speaking world. The students are able to use formulaic language to engage in conversations and appropriate responses in a culturally authentic way. This course is for beginning students or non-native speakers only.

MANDARIN/CHINESE II   FC5011

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.
Successful completion of previous level with a grade of "C" or better	Recommendations
CP	Level

In this course the students will continue to develop a mastery of the four language skills – speaking, listening, reading, and writing. They will further develop their oral skills, their knowledge of Chinese culture/history, and the skills needed to interact positively with members of the culture. They will become more confident in using the vocabulary studied, becoming more skillful in the conversational use of sentence patterns structures. They will develop needed skills in reading for content and begin to acquire basic skills in composition simultaneously. They will demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.

MANDARIN/CHINESE III   FC5012

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.
Successful completion of previous level with a grade of "C" or better	Recommendations
CP	Level

Mandarin/Chinese III is designed to bring the students to a level where they are able to articulate clearly most survival needs and many social demands. They are able to show increased spontaneity in speaking. The students have fair control of basic grammar, including the tense forms when communicating. They will create more sophisticated sentence structures in both formal and informal situations. The students will be able to describe, narrate, explain information, exchange personal opinions and statements in various topics beyond survival needs.

COURSE DESCRIPTIONS – WORLD LANGUAGE

Mandarin/Chinese III continued

Writing will include basic essays, reports, summaries, and translations. They will demonstrate understanding of the main idea and key details in authentic texts.

MANDARIN/CHINESE IV — FC5013

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

Mandarin/Chinese IV is designed to enable the students to participate extensively in the life of the Chinese society. The students should be able to maneuver most social situations and casual conversations regarding current events. They will be able to discuss, compare and contrast, support or persuade an opinion in various topics. Grammar and writing skills will be reviewed and refined in the context of cultural studies, which will include the study of Chinese literature, art, music and customs.

They will demonstrate understanding of the main idea and details in authentic texts. They are able to use extended paragraphs to produce formal communications related to the external environment.

All Mandarin/Chinese classes will be held based on student request/interest.

SPANISH I — FC2010

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

This course is designed for students who have had little to no exposure to the Spanish language or students who have had less than one year of high school Spanish. The student learns to understand, speak, read, and write basic Spanish, with emphasis on conversation and practical application. A working vocabulary is developed in context, as are the basic grammatical structures of the language. Students are introduced to culture and customs from the various hispanic cultures.

SPANISH II — FC2011

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is designed for students who have had one year of high school Spanish language study or two years of middle school Spanish language study. This course continues the work of the first year in all for language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from the various hispanic cultures.

SPANISH II HONORS — FB2012

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

This course is designed for students who have had one year of high school Spanish language study or two years of middle school Spanish language study. This course continues the work of the first year in all for language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from the various hispanic cultures. This course moves at a faster pace and goes more in depth than Spanish II.

COURSE DESCRIPTIONS – WORLD LANGUAGE

SPANISH III   FC2013

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This course is designed for students who have had two years of high school Spanish language study. This course continues the work of the second year in all four language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from the various hispanic cultures.

SPANISH III HONORS   FB2014

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

This course is designed for students who have had two years of high school Spanish language study. This course continues the work of the second year in all four language skills: speaking, listening, reading, and writing. In addition, students continue to develop their understanding of culture and customs from the various hispanic cultures. This course moves at a faster pace goes more in depth than Spanish III.

SPANISH III H for SPANISH SPEAKERS   FB2111

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
H	Level	

The Spanish III H for Spanish Speakers course provides continuing language instruction for students who have developed proficiency in Spanish (mainly but not exclusively) because it is their first language or is spoken extensively in the home. The course utilizes a language arts approach comparable to that of English courses offered to English-speaking students. It develops all language skills, emphasizing critical reading and writing, as well as the acquisition of academic vocabulary. It provides themes that are aligned with the AP Language and Culture course as well as objectives that are aligned with the Common Core Standards. This course is designed to benefit students of various backgrounds who possess an intermediate level of the language: 1) students born in the U.S. who speak and read Spanish at home, 2) students born in Spanish-speaking countries who have had formal education in Spanish, 3) students born in Spanish-speaking countries whose educational experience has been limited to English, 4) students who have participated in an Spanish Immersion program in the United States.

SPANISH IV   FC2015

Grades 9-12	Y	Credits – 10
World Language e e	HS Graduation Req. UC Req. CSU Req.	
Successful completion of previous level with a grade of "C" or better	Recommendations	
CP	Level	

This is an advanced level language course designed to help the students refine and further develop their skills in Spanish. Students will be working to increase their Spanish vocabulary and improve their use of grammatical structures. Students discuss and write about issues and themes presented a variety of genres (literature, films, songs, etc.). The class is conducted in Spanish and students are expected to speak only Spanish in class. AP test preparation is not part of this class.

AMERICAN LITERATURE — DC3010

Grade 11	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

In this college preparatory, UC-approved English course, students explore personal, social, and political topics through the study and composition of literature and visual art. From their experiences in English, students develop core project concepts and content that they translate in their Freestyle media classes. In addition to developing research and writing skills through persuasive speeches, research papers, expository essays, short stories (in prose and graphic novel forms), and poetry, students will also learn to become strong presenters, technological communicators, project managers, collaborative workers, and creative problem solvers.
More info at: https://freestyleacademy.rocks/English.

See **American Literature** under English department section for complete course description.

AMERICAN LITERATURE HONORS — DB3018

Grade 11	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
H	Level	

In this UC-approved, rigorous college preparatory course, students complete all of the core English 3 work while also engaging in deeper studies of novels, short stories, drama, poetry, and nonfiction works, analyzing literature in terms of theme, devices, and author's point of view. Students draw inferences, understand historical influence, and consider philosophical stance. They expand their vocabulary and listening and speaking skills within the context of literature. They demonstrate more advanced research techniques and an enhanced ability to write with an understanding of audience and purpose. Over the course of a year, they produce a variety of writings, including reading logs and journals, character studies, speeches, creative pieces, and compare and contrast, analytic, expository, narrative, reflective, persuasive, and research essays. Summer work is a requirement for enrollment.
More info at: https://freestyleacademy.rocks/English.

See **American Literature** under English department section for complete course description.

ENGLISH 4 — TC1030

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
CP	Level	

English 4 is a UC-approved, college-preparatory senior English class. In this course, students examine themes and questions relating to psychology and philosophy through a variety of literary fiction and nonfiction genres. Students develop expository, creative and reflective writing, critical reading and thinking, and public speaking skills as well as learning the fundamentals of English mechanics and grammar. In class discussions developing skills in Shared Inquiry will be an essential component of the class. Students will create an extended research paper and Senior project, as well as a formal presentation of their portfolio of their work to a panel of experts in a specific professional field related to their Freestyle work.
More info at: https://freestyleacademy.rocks/English.

ENGLISH 4 HONORS — TB1033

Grade 12	Y	Credits – 10
English b b	HS Graduation Req. UC Req. CSU Req.	
None	Recommendations	
H	Level	

English 4 Honors is a UC-approved, college-preparatory senior English course option which offers students a more rigorous curriculum supplement to the core English 4 course required of all Freestyle seniors. Students examine in greater depth themes and questions relating to psychology and philosophy through a variety of literary fiction and nonfiction genres. Through more extensive and challenging reading, writing, research, discussion, and presentation assignments, students develop more sophisticated expository, creative and reflective writing, critical reading and thinking, and public speaking skills as well as learning the fundamentals of English mechanics and grammar. In class discussions developing skills in Shared Inquiry will be an essential component of the class. Students electing the honors option will create a more extensive research paper relying on more scholarly sources, serving as the basis of a Senior project. They will also deliver a formal presentation of their portfolio of their work to a panel of experts in a specific professional field related to their Freestyle work.

More info at: https://freestyleacademy.rocks/English.

FREESTYLE ACADEMY - COURSE DESCRIPTION

DIGITAL MEDIA I — TC1060

Grade 11&12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

This required course provides students a foundation to producing digital media for communicating ideas in various formats. Students produce photographic, illustrated, 3D and industrial art, short videos, short animations, voice and music productions. Students learn to feature their work on personal websites. Students use modern computer hardware, various studio recording equipment, and industry standard software applications such Dreamweaver, Premiere Pro, Photoshop, Illustrator, InDesign, After Effects, Audition, Trapcode, ZapWorks, Reason, and Pro Tools. Students will also learn to use WordPress, HTML5 debugging and the use of Cascading Style Sheets (CSS3) for web production.

More info https://freestyleacademy.rocks/Digital Media.

DESIGN I — TC1040

Grade 11&12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

Design I, an elective course at Freestyle Academy, provides a foundation in the elements and principles of art and design via digital applications. Students create digital photography, illustrations, and graphic designs using various computer programs. Students learn to use digital DSLR cameras, lighting equipment, Cintiq interactive pen displays, iPads for art production. Software combine traditional art with digital art using Photoshop, Illustrator, InDesign, Painter Pro, and Zen Brush.

More info at https://freestyleacademy.rocks/Design.

DIGITAL MEDIA II — TC1063

Grade 12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
Digital Media I	Recommendations	
CP	Level	

This required course provides students a more advanced foundation to producing digital media for communicating ideas in various formats. Students produce photographic, illustrated, 3D and industrial art, short videos, short animations, voice and music productions. Students learn to feature their work on personal websites. Students use modern computer hardware, various studio recording equipment, and industry standard software applications such Dreamweaver, Premiere Pro, Photoshop, Illustrator, InDesign, After Effects, Audition, Trapcode, ZapWorks, Reason, and Pro Tools. Students will also learn to use WordPress, HTML5 debugging and the use of Cascading Style Sheets (CSS3) for web production. Students in this class will develop deeper into previous applications and will also receive an introduction to JavaScript/jQuery.

More info https://freestyleacademy.rocks/Digital Media.

DESIGN II — TC1043

Grade 12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
Design I	Recommendations	
CP	Level	

Design II, an elective course at Freestyle Academy, continues the exploration of the elements and principles of visual design in a series of longer term, larger scale, more technically demanding projects through a series of projects involving traditional and non-traditional photography as well as more advanced new media challenges. Students will also use Adobe Illustrator, InDesign and Photoshop for various projects but at a more advanced level. They learn more unconventional and cutting-edge techniques in photography and the various programs using alternative lighting, different exposure techniques, and shooting more challenging objects/subjects. In addition, students will focus on critical thinking by developing the concepts behind their work, delving further into symbolism and meaning through visual art.

More info at https://freestyleacademy.rocks/Design.

FREESTYLE ACADEMY - COURSE DESCRIPTION

FILM PRODUCTION I   TC1050

Grade 11&12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

Film Production I, an elective course at Freestyle Academy, offers experience in pre-production, production and post-production filmmaking techniques. Instruction in story development and film analysis, storyboarding, basic camera and audio operation, and editing and special effects. Students study film form, learning basic rules of continuity shooting and editing while collaborating to develop and complete short experimental, narrative, and documentary film projects using professional film tools and resources.

More info at: https://freestyleacademy.rocks/Film.

FILM PRODUCTION II   TC1053

Grade 12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
Film Production I	Recommendations	
CP	Level	

Film Production II, an elective course at Freestyle Academy, introduces students to advanced skills and techniques in all aspects of the filmmaking process, while also adding experiences in the roles of writer, director, and producer. New skills include screenwriting and character development, creation of shot lists and shooting schedules, advanced cinematography and lighting, and specialized special effects. Students collaborate on video essay, screenplays and narrative films, while also developing an independent project of their own design. Editing moves beyond the basics and includes the use of post-production special effects software. Second year projects demonstrate improved cinematic aesthetic, depth, and creativity.

More info at https://freestyleacademy.rocks/Film.

ANIMATION I   TC1070

Grade 11&12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

Animation I, an elective course at Freestyle Academy, is designed to provide students with an opportunity to continue building up their portfolio of digital work by focusing on the further study and exploration of computer animation. Students will increase their knowledge of the process of animation from initial concept and storyboarding through final rendering by using animation software and studying both traditional (2D, stop-motion, frame-by-frame) and 3D digital animation techniques.

More info at https://freestyleacademy.rocks/Animation.

ANIMATION II   TC1073

Grade 12	Y	Credits – 10
Visual & Perf. Arts f f	HS Graduation Req. UC Req. CSU Req.	
*	Recommendations	
CP	Level	

Animation II, an elective course at Freestyle Academy, is designed to provide students with an opportunity to continue building up their portfolio of digital work by focusing on the further study and exploration of computer animation. Students will increase their knowledge of the process of animation from initial concept and storyboarding through final rendering by using animation software and studying both traditional (2D, stop-motion, frame-by-frame) and 3D digital animation techniques.

More info at https://freestyleacademy.rocks/Animation.

GLOSSARY OF TERMS AND PROGRAM ABBREVIATIONS

Some of the words and terms used in this booklet or in the course selection and scheduling process may not be familiar to all students and parents. The following brief explanations may be helpful.

a-g Requirements
This designation refers to a set of courses required for entrance into the University of California and/or California State University systems.

Academic Courses
Academic courses prepare students to meet graduation requirements, seek immediate employment after high school, enter the military, or to further their education. As the name implies, the emphasis is on serious academic studies.

Advanced Placement (AP)
Advanced Placement or AP, refers to college courses taught according to syllabi prescribed by the College Board Advanced Placement Program and/or courses designed to prepare students for College Board AP Tests. Successful performance on AP tests (a score of 3, 4, or 5 on a five-point scale) may lead to college credit and/or advanced placement in college courses. For further information on the policies for the granting of AP credit, consult the catalogs of specific colleges and universities or contact your high school counselor. Success in AP courses can be an important factor in admission to highly selective colleges and universities. For information on the weighting of AP course grades in the computation of grade point averages (GPA) and class standing, consult your counselor.

ASB – Associated Student Body - Student Govt.

AVID–Advancement via Individual Determination
This course is a support class for students who are underrepresented in higher education. It engages students in the writing process, inquiry method, and collaborative learning to improve critical thinking and communication skills.

College and Career Center
The center assists students in preparing for career and college. Services offered include online resources; print material for career exploration, college choice, test preparation and financial aid; job postings; visits from college admissions representatives and more.

College Prep (CP)-This designation is used for courses that meet the UC, CSU a-g requirements.

Elective Course
Electives are courses that students choose to take. Students may be required to choose from a variety of electives in order to meet graduation or a-g or NCAA requirements.

ELL – English Language Learner - Students who are learning English as a second language.

ELD – English Language Development - English courses for students who are learning English as a second language.

Extracurricular Activities
Extracurricular refers to student clubs and activities which meet outside of the regular school day and which are not part of specific courses within the traditional school curriculum.

FEP – Fluent English Proficient - A designation for students whose native language is other than English, but who are proficient in English.

UC-University of California   http://www.ucop.edu/

CSU – California State University http://www.csumentor.edu

Honors Courses (H)

Honors courses are those which are taught at a high school level but which, like AP courses, provide the greatest challenge and the best preparation for admission to and success at highly selective colleges. Honors classes are weighted on the MVHS diploma. Some honors classes are not weighted by UC/CSU.

IEP–Individual Educational Plan for students who qualify for Special Education.

LEP – Limited English Proficient

Instruction for students whose first language is other than English and who are eligible for placement in the English Language Development Program.

Naviance "Family Connection"

A web-based resource for college and career exploration. All MVHS students and their families have access to, and are encouraged to use, this resource. Freshmen sign up every October.

Required Course

A required course is one that must be taken by all students to meet the minimum graduation requirements. Examples of required courses are U.S. History, Health, and Physical Education.

RSP – Resource Specialist Program - A less restrictive environment for Special Education students.

SDC – Special Day Class - For eligible Special Education students, who require intensive instruction.

SDAIE- Specially designed academic instruction in English

SELPA – Special Education Local Plan Area

The regional team responsible for providing Special Education services to students within a particular geographic region of Santa Clara County.

Semester

A semester is one-half of a school year and includes two of the four marking periods. The first semester begins in August and ends in December. The second semester begins in January and ends in June.

SIS - Student Information System – Parent Portal

Allows parents and students to access a wealth of information, including: attendance, course history, current progress report grades, and some current grades (depending upon teacher utilization). This can be found on MVHS website at **www.mvla.net/mvhs/** under **Parent Resources**.

Tutorial Center/Study Center

A place where students can go to get help with their studies. Both student and adult tutors are available through the center to help students in specific subject areas.

Workability

This grant-funded program assists high school special education students to gain skills and become successful in the workplace.

LCAP Goals and Actions
Executive Summary
2018-19

Goals	Measurable Outcomes	Actions	Budgeted Expenditures	Staff Names
1. **All students will receive high quality, 21st century instruction in Common Core and NGSS standards by highly qualified teachers. The instructional environment and overall school climate contribute to full attendance, positive behavior, and opportunities to meet individual academic, social, and emotional needs.**	1. 100% of teachers will be fully credentialed and assigned to teach in areas of their specialization. (SARC) 2. 100% of teachers participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site specific PD (SARC) 3. Every student in the school district has sufficient access to standards-aligned instructional materials. (Board Minutes of Public Hearing) 4. Every student will have access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes. (Survey/School Records) 5. Classrooms and campuses	1. 1 Professional Development: • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 6.5 hours of required PD for staff collaboration, spread over the school year, reviewed, approved & monitored by site principals • Course Team Workshops	==**1000-1999: Certificated Personnel Salaries**== **$103,500 -** Compensation for work outside the school day and for substitutes (CI) **$350,000 –** 3.0 FTE, IST Team Salaries =={cyan}**3000-3999: Employee Benefits**== =={cyan}**$65,000**== =={green}**5000-5999: Conference Attendance and Travel Cost**== **$100,000 -** Costs associated with staff attending workshops and conferences hosted by professional organizations through the district's CI program	GF/CI GF Tim Farrell 1.0 Joy Hellman 1.0 Megan Sibley 1.0 GF/CI

		1. 2 Annual Chromebook Refreshment	**4000-4999: Books and Supplies** **$200,000 -** Chromebooks to refresh current inventory and accommodate student growth	GF/Instr Mat
	will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback. (Facility Inspection Tool) 6. Reduce suspension rates at LAHS and for designated student populations, district-wide (Dashboard) 7. New Attendance Policy is implemented with fidelity (District Records) 8. Supporting the health and well-being of students and staff continues to be recognized as an important underpinning to improving the academic achievement of all students (see Board Goals 2017-2022) (District Records)	1.3 Site Teams continue to review and calibrate suspension practices and continue to work on expanding alternatives to suspensions, Explore alternative to suspension programs for substance abuse.	**1000-1999: Certificated Personnel Salaries** **$20,000** Training on alternative to suspension practices	Title II/CI
		1.4 Continue to review and revise the district's Attendance Policy and present new policy proposal to the Board for adoption	**5000-5999: Services And Other Operating Expenditures** **$30,000** Reservation of 3-5 slots in County-run alternative programs	GF

		1.5 School sites continue to implement actions identified in 2017-18 that will support Health and Well-being of students and staff. Embed School-wide Wellness Tier I interventions (digital literacy, mindfulness, affirmative consent)	**1000-1999: Certificated Personnel Salaries** **$360,000** Student Services Coordinators, vendor contracts **3000-3999: Employee Benefits** **$100,000** Cost of benefits **5000-5999: Services And Other Operating Expenditures** **$25,000** Tier I Interventions at Sites	GF H. Vo 1.0 K. Castillo 1.0 GF/Wellness
		1.6 Exploration and design of a PBIS/MTSS model and Social Emotional Learning Curriculum	**5000-5999: Services And Other Operating Expenditures** **$20,000** Curriculum and Training	 GF/Wellness

2. Improve the performance of ALL students in math (Algebra I, Algebra II and Geometry) with the specific goal of increasing the rate of students who complete Algebra II with a C or better to 95% by the time they complete their senior year.	1. Teachers will continue to be engaged in professional development and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices. (District Records) 2. Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four. (Classroom Observations) 3. District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results. (Reported in the district's comprehensive Accountability Report, results will be disaggregated to show positive movement toward specific performance targets). (SBAC Reports (also included in the District's Accountability Report) 4. Algebra I GPA is expected to increase each year. (Consistent with performance targets	2. 1 Recognize and celebrate student achievement in math at events throughout the year, e.g., Latino Awards Assembly, Senior Awards, Graduation, Golden State Merit Diploma, Certificates of Merit issued to students who achieve certain benchmarks.	**5000-5999: Services And Other Operating Expenditures** **$25,000** Support Latino Awards assemblies and Latino Summit	GF/Latino Outreach
		2. 2 Professional Development: • Teachers receive training, coaching and specific, personalized feedback on the use of effective teaching practices from the district's math coach. • IST coach develops model lessons and SBAC-related practice items and makes these available through a 'math blog'. • IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes. • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the	**1000-1999: Certificated Personnel Salaries** **$120,000** – 1.0 FTE, Math Coach, a member of the Instructional Support Team (IST) **3000-3999: Employee Benefits** **$22,770** Cost of employee benefits **5000-5999: Services and other Operating Expenditures** **$50,000** – Math Teachers attending Conferences and Workshops	GF M. Winawer 1.0 Foundation Math

	established in the District's Accountability Report.) 5. The number of students completing Algebra II with C or better will increase each year. (Metrics in the District's Accountability Report will be reported for 'ALL' students, Caucasians and 'Latino' students) 6. The percent of students receiving Ds and Fs in Algebra I will decrease each year. (Metrics will be reported in the District's Accountability Report for 'ALL' students, Caucasians and 'Latino' students)	effective use of instructional materials.	sponsored by professional organizations	

			2.3 Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students. Partner with ALearn/SVEF to provide summer enrichment courses. Integrate online math tools to build students' skills (IXL). Intervention/At-Risk Counselor monitors students' progress and communicates with families.	**1000-1999: Certificated Personnel** **$410,000 -** 3.0 FTE, Staffing cost associated with fifteen sections of Enhanced/ Skills classes **$51,750 -** Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp **$280,000 -** 2.0 FTE , At-Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students **$20,000** Collaboration time for Intervention Teachers **2000-2999: Classified Personnel Salaries** **$150,000** Instructional Associates **3000-3999: Employee Benefits**	GF/At-Risk **waiting for sites <u>LAHS</u> B. Yamasaki 0.6 L. Ignacio 0.4 L. Tran 0.2 <u>MVHS</u> J. Alvarez 0.4 J. Lewis 0.8 J. Reid 0.2 Summer School 5 classes: J. Lewis R. Alapont N. Li D. Dinh M. Winawer GF/At-Risk J. Larin 1.0 D. Marroquin 0.8 GF/CI <u>LAHS</u> I. Lopez (2pds) R. Alcala (2pds) <u>MVHS</u> A. Quesada (1pd) L. King (3 pds)

			$118,000 – Cost of benefits	
			4000-4999: Books and Supplies	
			$50,000 – Curriculum for intervention courses	GF/Instr Mat
			5000-5999: Services and other Operating Expenditures	
			$10,000 – IXL Online	GF/Instr Mat
			$14,000 DataZone warehouse	GF

		2.4 Continue to reduce Class Sizes in math classes at the freshman level to make learning more interactive and to provide more personalized support for students.	**1000-1999 Certificated Personnel Salaries:** **$335,000 -** 2.8 FTE, Additional staff to keep classes at 20:1 in math **3000-3999 Employee Benefits** **$63,000** Cost of benefits	Foundation <u>LAHS</u> L. Tran 0.4 <u>MVHS</u> A. Liu 0.4
		2.5 Continue to collaborate with Middle School teachers to align curriculum and instructional practices. All 8th and 9th grade students take a common final assessment in Algebra and Geometry, which also serves a placement validation purpose.	**1000-1999: Certificated Salaries** **$ 5,175 -** Substitute Costs for teachers attending articulation meetings with Partner Districts; classroom visits across our three districts and six schools and participation in scoring of the final assessment **4000-4999: Books and Supplies** **$5000 –** Food and Meeting Supplies **5000-5999:**	GF/CI GF/Ed Svcs

			Services and Other Operations	
			$ 2,000 – Travel	GF
			$6,000 – MAC Assessments	GF/Ed Svcs
		2.6 Monitor and ensure appropriate placement of incoming 9th grade students in math.	No costs associated with this action.	

3. **Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures**	1. Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation Rates Suspension Rates English Learner Progress (Dashboard) 2. Improve EL SBAC scores annually (to meet the growth targets set forth in the District's Accountability Report) (District Accountability Report) 3. Improve the percent of ELs "Making Progress" and their " Proficiency in English" as reported on the State English Learner Progress and Proficiency Report (Metrics and targets are included in the District's Accountability Report) (State English Learner Progress and Proficiency Report) 4. Continue to improve Redesignation rates for ELs annually (as reported in the District's Accountability Report, based on DataQuest reports) (DataQuest) 5. English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board (State ELD Accountability Report) 6. Increase the number of EL students enrolled in at least one AP class from the 13% (Reported as part of Student LCAP Outcomes in 2015-16) (District Accountability Report) 7. Increase EL unweighted GPA annually (based on Aeries Query and reported in District's	3.1 Work collaboratively with educators and administrators from our partner districts in creating strong programs for ELLs and ensure vertical alignment in course content, skills, assessment and expectations. Ensure that the district's ELD program is based on State ELD/ELA Standards. Promote collaboration among ELD and content area teachers to design specialized instruction for ELs. Purchase materials that support the language acquisition and content learning for ELs.	==**5000-5999: Services and Other Operations**== ==**$ 20,000 –**== Meeting expenses, subs, food, training costs ==**$ 25,000 –**== Consultant to review EL Program (master plan, PD, monitoring) **4000-4999: Books and Supplies** **$10,000 –** Books, Instructional Materials	Title III (Food fr Ed Svcs) GF Title III
		3.2 Continue to offer more content courses accessible to EL students at levels 1-3 as a means of providing greater access to rigorous college prep curriculum and to improve a-g completion and graduation rates for ELLs. • Pre-Biology • Algebra/ELD • Geometry/ELD • Academic Skills for Newcomer students	==**1000-1999: Certificated Salaries**== **$100,000 –** 0.8 FTE, 4 sections of classes designed especially to help ELs access content classes required for graduation **3000-3999: Employee**	GF L. Shemyakina 0.6 D. Marroquin 0.2 R. Isaacson 0.2

	Accountability Report) 8. Improve % of EL Freshmen with EOY GPA >2.0 (based on Aeries Query and reported in District Accountability Report) (District Accountability Report)		**Benefits** **$15,800** Cost of benefits **4000-4999: Books and Supplies** **$20,000 –** Textbooks, instructional materials for new courses	 GF/Instr Mat
		3.3 Continue to engage the Latino community in the education of their children and provide parent education workshops on a variety of topics suggested by parents. District will contract with PIQE to provide parent education seminars to educate parents on all aspects of helping students get on, and stay on a pathway to college. The Parent Outreach Coordinator and Community Outreach Coordinator work with EL, SED and Foster Youth to provide services and build a connection to the schools. Summer School Mental	**1000-1999: Certificated Salaries** **$20,000 –** 0.2 Counselor (ELD) **2000-2999: Classified Personnel Salaries** **$129,772** 2FTE Parent/Community Outreach Coordinator **$2,500 –** Summer School Mental Health Support for EL students **3000-3999: Employee Benefits** **$67,399** Cost of benefits	 GF J. Romo-Gonzalez 0.2 GF A. Ruelas 1.0 M. Hoerni 0.5 Summer School J. Sullivan

		Health Support services will be provided for EL students. Newcomer students will work with one dedicated guidance counselor at MVHS.	**4000-4999: Books and Supplies** **$25,000 -** Materials and Supplies needed to host community events **5000-5999: Services and Other Operations** **$15,000** Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hour weekly seminars	GF/Latino Outreach Title III
		3.4 Continue to celebrate the academic achievement of Latino students, especially EL's through events sponsored by the ELD department and Latino community outreach groups.	**4000-4999: Books and Supplies** **$25,000 -** Materials and supplies needed to host student recognition events, e.g. Latino Awards Celebrations & Latino Summit	GF/Latino Outreach
		3.5 Continue to provide parents with opportunities to give input in making decisions for the school district and individual school sites, through regularly scheduled DELAC, ELAC meetings	No costs associated with this action.	

		and special LCAP Review meetings scheduled throughout the school year.		
		3.6 Monitor the performance and needs of Ever ELs, including Newcomers, LTELs and RFEP students	**5000-5999: Services and Other Operations** **$20,000** Software Licensing - EL Monitoring System	GF

4. Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE).	1. Improve Special Ed students' academic performance across all Indicators (District Accountability Report) 2. Track/measure the effectiveness of mental health support provided to SPED student by district and CHAC therapists (Health Master) (Software) 3. Improve training opportunities for staff to improve early detection of students in crisis and direct them to appropriate personnel and resources for intervention and support (Kognito) (District Records) 4. Increase the number of Co-taught classes on each campus as a means to reducing the number of students in SDC classes and thereby addressing the LRE issue. (District Records)	4.1 Support teachers in improving instructional delivery, including differentiation of instruction, and assessment methods	Costs are embedded in Prof Dev & support provided to teachers through IST	
		4.2 Continue collaboration between SPED Department and Wellness Program to identify "school avoiders" and provide individualized services. Examine and implement site Tier II and Tier III services to address the needs of students with serious conduct disorders and therapeutic needs. Evaluate Alta Vista Opportunity (AVO) Program in meeting the needs of students with serious conduct disorders and therapeutic needs. Expand mental health services for ELs in summer school.	**1000-1999: Certificated Salaries** **$220,000 –** 2.0 FTE Mental Health Therapists **$159,390 –** 1.4 FTE, AVO **3000-3999: Employee Benefits** **$77,418** Cost of benefits	GF S. Ketterer 1.0 C. Duffy 1.0 A. Garza 1.0 (Title III) S. Luy 0.2 (GF/SpEd) W. Dowling 0.2 (GF)
		4.3 Increase the number of co-teaching classes at the sites to foster greater inclusion of students with disabilities in mainstream core classes. Provide ongoing professional development for SPED and General Ed teachers through common preps, retreats, and coaching.	**1000-1999: Certificated Salaries** **$500,000 -** 4.8 FTE Co-Teaching Salaries **$30,000 -** Collaboration	See attached GF GF/CI

			time for teachers/ training for co-teaching **3000-3999: Employee Benefits** **$90,000** Cost of benefits	
		4.4 Work collaboratively with educators and administrators from our partner districts in creating strong programs for Special Ed students and ensure vertical alignment in course content, skills, assessment and expectations, as well as ensuring a smooth transition from 8th grade to high school.	No new cost associated with this action.	
		4.5 Offer newly implemented Academic Conversations/Executive Functioning class at each comprehensive site.	**1000-1999: Certificated Salaries** **$45,540 -** 0.4 FTE **3000-3999: Employee Benefits** **$9,108** Cost of benefits	GF Academic Skills classes: M. Prehn 0.2 C. Phipps 0.2

The goal for the remainder of our equity work is to identify opportunities to further institutionalize and strengthen a system of AP equity at Mountain View High School (MVHS). **Mountain View High School made excellent progress towards equity during the first partnership year and closed its participation gap within statistical significance.** *In order to maintain gap closure over the summer and into next fall, it will be critical to target new students transferring to the school to assess whether they may be ready for an AP course. Additionally, active engagement and support of first time AP takers will help to prevent disproportionate attrition in the beginning of the school year.*

School/District Leader Recommended Actions

For Continued Site/District Collaboration, Feedback and Accountability:

- Update equity metrics and reporting to reflect a consistent understanding of AP program equity (i.e. gaps chart, equity metric based on underrepresented students' participation rate as a proportion of benchmark students')
- Institute school-, district- and board-level policies that affirm the importance of AP equity and that explicitly track it as an accountability metric. Determine a timeline for formative and summative AP participation gaps analyses (biweekly during course enrollment period and at end of school year/beginning of subsequent school year, respectively).
- Agree upon a shared understanding of AP equity goals and create a plan for progress updates, budget requests and other district support as needed.

To Ensure Continuity Following Partnership Wrap-Up:

- Data consistency: If not continuing with EOS Year 2 services, district data liaison will be trained on use of core EOS analytical tools (gaps chart analyses, equity metrics, grade analyses, AP exam analyses) and assumptions (which students to exclude from gaps analysis, how to calculate income and race/ethnicity segments)

To Increase Site Leaders' Capacity To Achieve AP Equity And Support Students:

- It will be helpful to clearly define roles, responsibilities and expectations regarding AP equity work among MVHS' staff, and to delegate to critical staff as needed (counselors, AP teachers, trusted adults, etc). For instance, consider assigning responsibility for the following:
  - Strategic planning to ensure underrepresented students receive targeted, timely and effectively communicated information about AP throughout the school year by which to support and learn from the equity gains that have been made
  - Convening key stakeholders (teachers, counselors, administrators, parents, students) to gather feedback and collaborate
  - Monitoring early performance indicators of first time AP-takers (first assignment completion and performance, attendance, test scores, etc), developing a plan with teachers to support struggling students, supporting and encouraging students, and matching students to interventions
  - Identifying specific students for outreach and recruitment
  - Creating and leading implementation of a comprehensive outreach strategy with benchmarks and target goals
  - Collaborating with district data liaison to provide data needed for formative participation gaps analyses during course enrollment period

- Formalize expectations around a clearly-defined team that's held accountable for supporting the work. Invest time in building a sense of shared ownership and teamwork, especially in the early phases of the school year. Several ways this can be done include: seeking creative input, group mapping of tasks and owners, incentives, and identifying hot spots and allocating time to thoroughly address potential challenges/miscommunication. Alternately, it's important to evaluate whether any staff members could be working in opposition to the equity goal, for instance by discouraging students from participating.

To Address Remaining Access Barriers and Streamline Pathways into AP:

- Consistent, targeted, multi-platform communication about why AP matters and how to sign up
- Provide students with a list of AP course offerings that includes course content descriptions with real-world applications and use examples, as well as explicit requirements (i.e. only if open to certain grades, if there are pre-requisites).
- Identify trends in which non-AP courses underrepresented students tend to take despite viable AP alternatives (i.e. Spanish III Honors, US History, AP English, etc).
- Consider auto-enrolling students in AP courses depending on pre-determined circumstances (i.e. native Spanish speakers taking a class they're over-prepared for, students who receive a certain number of teacher recommendations for AP, students who have taken all the pre-requisites and done well in those courses).
- Increase awareness and conversations around AP course pathways with incoming freshmen so that they are more likely to meet any requirements. Create individual student plans wherein an objective for all students who are AP-eligible, i.e. not receiving a modified diploma, is to take an AP class by junior year
- Assess course requirements for unnecessary barriers
- Leverage existing affinity groups and multicultural organizations for targeted communication and support
- Increase parent communication regarding benefits of AP, and how to talk with their children about taking AP
- Set clear expectations for teaching and counseling staff around encouraging *all students* to take at least one AP class before graduation. Create opportunities for role plays and review of talking points to increase likelihood of staff uniformity in content and style.

Reminder: Ongoing Data-Sharing Agreement

EOS provides key follow up analyses, including:

- Student retention in AP, first quarter grades, and semester grades. EOS will review performance on a disaggregated basis and analyze overall distribution of letter grades and exam scores on a year-over-year basis
- Client satisfaction survey results. Survey will be given to key stakeholders at the District and school site, and our analysis of the feedback will be shared and discussed with the District to continue improving the EOS program model

Teacher:	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Alvarez		Geo S1/Alg II S2 (510)	Geo S1/Alg II S2 (510)	Algebra II (510)		Geometry (510)	Algebra II (510)	
Appel						Amer Lit Survey (311)	Amer Lit Survey (319)	Amer Lit Survey (319)
Aye			French I (107)		French III H/French III (107)	French III H/French III (107)	French I (107)	
Babiak		Algebra II H (418)			Algebra II H (418)	Algebra II H (418)	Financial Alg (418)	Coordination
Bautista		SAI Engl II/Engl III (317)		SAI Stdy Skls (317)	SAI CareerConn (317)	SAI Engl I/Engl II (317)	SAI Stdy Skls (317)	
Beare		Broadcasting (523)	Journalism (523)	Philos In Lit (523)			Philos In Lit (523)	Amer Lit Survey (523)
Block		Cont Wld Issues (201)	Civics ELL/Econ ELL (201)	Civics ELL/Econ ELL (201)		Cont Wld Issues (201)	Soc St ELL/CWI ELL (201)	
Bowen		Econ/Civics (202)	Econ/Civics (202)	Econ/Civics (202)	World Studies (202)		World Studies (202)	
Boyle		Health (320)	Health (320)	Health (320)		Health (320)	Health (320)	
Brenner		LifeSkls Eng II (527)	LifeSklsMath II (527)	DailyLivng Skls (527)	Hospitality I (527)		SAI Stdy Skls/VA Tran (527)	
Burmeister				Econ/Civics (102)	World Studies (102)	Econ/Civics (102)	World Studies (102)	World Studies (102)
Camarillo		Spanish III H (607)	Spanish II (607)			Spanish II (607)	Spanish II (607)	Spanish III H (607)
Campbell		AP Span Lit (612)	AP Span Lit (612)			Spanish III H (612)	Spanish III H (612)	
Caramagno		World Studies (209)	World Studies (209)		Cont Wld Issues (209)	World Studies (209)	Cont Wld Issues (209)	
Cardenas		AVID Soph/Tutor (602)	US History (602)	AP GovPol US (602)	AP GovPol US (602)	AP GovPol US (602)		
Carter-Giannini				AP US Hist (103)	AP US Hist (104)			
Casem			AP Engl Lang (206)	AVID Senior/Tutor (206)	AP Engl Lang (206)			
Chang C.		Geometry (412)	Geometry (412)		Calculus (412)	Geometry (412)	Calculus (412)	
Chiu		AP Calc AB (513)	Geometry (513)	Trig/Math Ana (513)		AP Calc AB (513)	AP Calc AB (513)	
Cmaylo		Biology H (121)	Biology H (121)	Biology H (121)		AP Bio (121)	AP Bio (121)	
Conoway			EngineerTech I (517)	EngineerTech II (517)	EngineerTech I (517)	EngineerTech II (517)		EngineerTech I (517)
Craff		Survey Comp/Lit (214)	Amer Lit Survey (214)	Amer Lit Survey (214)	Survey Comp/Lit (214)			Survey Comp/Lit (214)
Dalton				Spanish I (612)				
Darby		Architectural D (517)	Trig/Math Ana (416)	Trig/Math Ana (416)	Trig/Math Ana (416)	Algebra I (416)		
Denny		A Cappella (502)	A Cappella (502)	Chamber Choir (502)	Concert Choir (502)	Madrigals (502)		
Dilloughery		App & Game (514)	IntroCompSci (514)	IntroCompSci (514)			Geometry H (514)	IntroCompSci (514)
Dunsmore			Physics (618)	Physics (618)	Physics (618)	Physics (618)	Physics (618)	Coordination
Engel-Hall		AP Engl Lang (215)	Survey Comp/Lit (215)	AP Engl Lang (215)			Survey Comp/Lit (215)	AP Engl Lang (215)
Engle				Drawing I (110)	Publ Design (514)	Drawing II (110)	Drawing I (110)	Drawing I (110)
Esparza		LifeSkls Eng I (318)	LifeSkls Math (318)	DailyLivng Skls (318)	Hospitality I (318)	SAI Computer/VA Tr (514)		
Esparza R.	Adv Weight Tr (Gym)		Gr 9 PE (Gym)	Gr 9 PE (Gym)		Gr 9 PE (Gym)	Weight Training (Gym)	
Espinosa	Survey Comp/Lit (210)	Exp Read & Writ (210)	Exp Read & Writ (210)		Survey Comp/Lit (210)	Survey Comp/Lit (210)		
Forthoffer	AP Calc BC (414)	Trig/Math Ana H (414)	Trig/Math Ana H (414)	Trig/Math Ana H (419)	AP Calc BC (419)			
Gallego			Chemistry (115)		Biology (117)	Biology (117)	Biology (117)	Biology (117)
Gallo			Comp/World Lit (313)	Comp/World Lit (313)		Comp/World Lit (313)	Survey Comp/Lit (313)	Survey Comp/Lit (313)
Garcia					ELD I Lit (607)	Field Sports (Gym)	Gr 9 PE (Gym)	Gr 9 PE (Gym)
Gomez		Philos In Lit (212)	Survey Comp/Lit (212)	Survey Comp/Lit (212)		Philos In Lit (212)	Survey Comp/Lit (212)	
Gres					French II (603)	French II (603)	AP French Lang (603)	French II (603)
Hancock			AP Macro/AP Gov (108)	AP Macro/AP Gov (108)	Econ/Civics (108)	Econ/Civics (108)		Coordination
Heiken		World Studies (207)	AP Eur Hist (207)	World Studies (207)		Wld Study SDAIE (207)	AP Eur Hist (207)	
Higley			ELD II Oral (101)	Japanese III (101)	Health (320)	ELD Oral (215)		
Hollingshead			SAI CWI/Wld His (105)	Learning Skills (105)		SAI CWI/Wld His (105)	Learning Skills (105)	
Imai		SAI Stdy Skls (508)	SAI Sci I/II (508)	SAI Sci I/II (508)	Alg I Enh (515)	SAI Stdy Skills (508)		
Isaacson				US History (204)		US Hist SDAIE (208)	US History (208)	US History (208)
Johnson		Environ Science (117)	Environ Science (117)	Environ Science (117)			AP Env Science (113)	AP Env Science (113)
Kahl		American Lit H (213)	IntroJournalism (213)		Amer Lit Survey (213)	American Lit H (213)	AVID Frosh/Tutor (213)	
Kittle	Gr 9 PE (Gym)	AVID Soph/Tutor (611)		Total Fitness (Gym)	Gr 9 PE (Gym)			Coordination
Kneebone	Marching Band (PH)			Wind Ensemble (PH)			Chamber Ense (PH)	Coordination
Kopels			Learning Skills (506)	Learning Skills/CD (506)	SAI Alg 1.2 (506)			Coordination
Krauss	Survey Comp/Lit (314)	Survey Comp/Lit (314)			American Lit H (314)	Survey Comp/Lit (314)	American Lit H (314)	
Kreps		AP US Hist (102)	AP US Hist (102)					
Krishna		AP Bio (125)	AP Bio (125)		Biology (125)	Biology (125)	Biology (125)	
Lai		SAI Econ/Civics (309)	Learning Skills (309)		Learning Skills (309)	Algebra I (416)		
Lee J.		ELD II Lit (216)		Mandrin Chin I (216)	ELD II Lit (216)	ELD II Oral (216)		Coordination
Levett		Ceramics I (111)	Painting I (110)		Ceramics I (111)	APStudioArt/AP 2D (111)	AP StudioArt 3D/Ceram (111)	Coordination
Levy			World Dance (520)	Int Dance (520)	Adv Jazz Dance (520)	Jazz Dance (520)		
Lewis		Alg I Enh (515)	Algebra Skills (515)	Math Mastery (515)	Alg I Enh (515)	Algebra Skills (515)		

Lin						AP Engl Lit/Tutor (206)	AP Engl Lit (206)	CompWLit SDAIE (206)
Linde	Jazz Ensemble (PH)	Symphonic Band (PH)			Orchestra (PH)			Auxiliary Unit (PH)
Liu A.		Algebra II H (409)	Algebra II H (409)	Algebra II H (409)		Algebra I (409)	Algebra I (409)	
Lu					AP Chinese/Man IV (101)	Mandri Chin III (101)	Mandarin Chin II (101)	
Lublin					MultiVarCalcC H (513)			
Mangin/Ortiz		World Studies (103)	World Studies (103)		AP World Hist (103)	AP World Hist (103)	AP World Hist (103)	
Marks		US History (204)	AP Psychology (204)		US History (204)	US History (204)	US History (204)	
Marroquin					Supervised Study (205)	Supervised Study (316)	Acad Supp (216)	Supervised Study (209)
Martinez				Geometry H (414)	Trig/Math Ana H (414)	Trig/Math Ana H (414)	Trig/Math Ana H (414)	Geometry H (414)
Mc Henry		AP Psychology (106)	World Studies (106)	World Studies (106)	World Studies (106)		AP Psychology (106)	
McClellan		Comp/World Lit (316)	Philos In Lit (316)		Philos In Lit (316)		Comp/World Lit (316)	Comp/World Lit (316)
McGuirk J.	AP Stat (509)	AP Calc BC (509)	AP Stat (509)	AP Calc BC (509)	AP Stat (509)			
Mendoza		Algebra I (420)		Algebra I (420)	Alg II B (420)		Alg II A (420)	Algebra I (420)
Miraglia		US History (208)	US History (208)	US History (208)	AP Eur Hist (208)			
Morgan			Spanish II H (611)	AP Span Lang (611)	AP Span Lang (611)	Spanish II H (611)	AP Span Lang (611)	
Newton		AP Engl Lang (205)	Survey Comp/Lit (205)	Survey Comp/Lit (205)		AP Engl Lang (205)	AP Engl Lang (205)	
Nguyen, A.			Biology H (123)	Biology H (123)	Biology H (123)	Biology H (123)	Biology H (123)	
Nguyen, L.		AP Comp Sci A (522)	Adv Comp Sci (522)	AP Comp Sci A (522)	AP Comp Sci A (522)		Adv Comp Sci (522)	Coordination
Nock		Photography I (109)		Commercial Art (109)	Digital Art Img (109)	Photography I/II (109)	Photography I (109)	
Panos		AP Chem (113)	AP Env Sci (113)	AP Env Sci (113)	AP Env Sci (113)	AP Env Sci (113)		
Payne	Gr 9 PE (Gym)	Gr 9 PE (Gym)	Field Sports (Gym)	Gr 9 PE (Gym)	Gr 9 PE (Gym)			
Pearl		Learning Skills (505)	SAI Engl III/IV (505)			Learning Skills (505)	Survey Comp/Lit (313)	
Perez		Soc & Pol n Lit (311)	Survey Comp/Lit (311)	Survey Comp/Lit (311)	Survey Comp/Lit (311)		Survey Comp/Lit (311)	
Perryman		Geometry H (511)	Geometry H (511)	Statistics (511)	Geometry H (511)		Statistics (511)	
Prehn		Learning Skills (312)		Academic Skills (312)	Academic Skills (312)	SAI US Hist (312)	Learning Skills (312)	
Price		Amer Lit Survey (319)	Amer Lit Survey (319)		AP Engl Lang (319)	AP Engl Lang (319)		Coordination
Quillinan		DailyLivng Skls (519A)	LifeSkls Math I (519A)	DailyLivng Skls (519A)	LifeSkls Eng (519A)		Training for Tran (519A)	
Quinones		Spanish II H (610)		SpIII H Sp Spk (610)	Spanish II H (610)		SpIII H Sp Spk (610)	Spanish II H (610)
Reid		Algebra II (417)	Geo S2/Alg II (417)	Algebra II (417)		Algebra II (417)	AVID Frosh/Tutor (417)	
Rietveld			ASB Activities (415)		Econ/Civics (415)		Econ/Civics (415)	AP Psychology (415)
Roach		Spanish I (609)	Spanish I (609)	Spanish II H (609)			Spanish II H (609)	Coordination
Robledo			Cont Wld Issues (203)	Cont Wld Issues (203)		World Studies (203)	World Studies (203)	World Studies (203)
Rogers, Katherine		Chemistry H (120)	Chemistry H (120)			Chemistry (115)	Chemistry (115)	Chemistry (115)
Rogers, Kim		AVID Junior/Tutor (116)	Chemistry (116)	Chemistry (116)	Chemistry (116)			Coordination
Rosales		Geometry (410)	Algebra I (410)		Algebra I (410)		Geometry (410)	Geometry (410)
Sawtelle						Geometry H (509)		
Shemyakina		Biology (112)	Biology (112)	Pre Environ Sci (112)			Pre Environ Sci (112)	Pre Environ Sci (112)
Shih		Survey Comp/Lit (310)	Survey Comp/Lit (310)	Amer Lit Survey (310)		Amer Lit Survey (310)	Amer Lit Survey (310)	
Simon			Algebra II H (411)	Geometry (411)	Geometry (411)		Algebra II H (411)	Algebra II H (411)
Smith S		Field Sports (Gym)						
Spiteri		SAI Alg 1.1 (512)	SAI Alg 1.2 (512)	SAI Alg 1.2 (512)	SAI Stdy Skls (512)		SAI Stdy Skls (512)	
Strasser			Spanish III (604)		Spanish I (604)	Spanish III (604)	Spanish I (604)	Spanish I (604)
Stucker			Spanish III H (603)	Spanish III H (603)		Spanish I (609)		
Sullivan		SurvC/LitSDAIE/Tutor (525)		Soc & Pol n Lit (525)	Survey Comp/Lit (525)	Survey Comp/Lit (525)	Survey Comp/Lit (525)	
Thornber				Acting II/III (524)	Acting I (524)	Stagecraft/II (524)		
Virasak		LifeSkls Music (519B)	LifeSkls Math I (519B)	DailyLivng Skls (519B)	LifeSkls Eng I (519B)	Training for Tran (519B)		
Walker					Sports Medicine (409)			
Walther		Japanese II (601)	Japanese I (601)		AP Jap Lang/Jap IV (601)		Japanese I (601)	Japanese II (601)
Widmark		AP Physics I (616)		AP Physics I (616)	AP Physics I (616)	AP PhysC: Mec/E&M (616)	AP PhysC: Mec/E&M (616)	
Williams		Gr 9 PE (Gym)	Gr 9 PE (Gym)		Total Fitness (Gym)	Gr 9 PE (Gym)	Gr 9 PE (Gym)	
Wu E.			AP Engl Lit (314)	AP Engl Lit (314)				
Wygant		AP Env Sci (617)	AP Env Sci (617)	Biology (617)	Biology (617)			
Xu		Chemistry (115)		Chemistry (115)	Chemistry (115)	AP Physics I (617)	AP Physics I (617)	
Yick-Koppel				World Studies (104)		World Studies (104)	Social Justice (104)	World Studies (104)
Yow			Student Gov't (420)		Chemistry H (120)	Chemistry H (120)	Chemistry H (120)	
Zadoroznyj		Trig/Math Ana (419)	Algebra II (419)			Trig/Math Ana (419)	Trig/Math Ana (419)	Algebra II (419)
Zele		ELD IV Lit (315)	ELD IV Lit (315)		ELD I Lit (315)	ELD I Oral (315)	ELD III Lit (315)	

ALL STAFF LIST FOR 2017 - 2018

Alvarez, Pablo
Amzallag, Valerie
Aye, Syna
Babiak, Marcia
Barrera, Ricardo
Bastian, Carol
Bautista, Kristine
Beare, Amy
Biadgo, Tsegay
Blackwell, Regina
Blair, William
Block, Sarah
Bongiovanni, John
Bowen, Nate
Boyle, Heather
Brenner, Kathy
Burmeister, Alisa
Cagatao, Marivic
Calderon, Sylvia
Camarillo, Lauren
Campbell, David
Candalaria, Philip
Caramagno, Sophia
Cardenas, Kristin
Carter-Giannini, Maria
Casem, Lee
Chang, Christopher
Chavez, Efrain
Chiu, Jennifer
Christensen, Vickie
Cmaylo, David
Coe, Lizabeth
Conoway, Lydia
Cooley, Dustin
Craff, Jeanette
Darby, Jared
Denny, Jill
Dewar, Kathy
Diaz Pulido, Luis
Dilloughery, Brendan
Dunsmore, Gina
Elfenbein, Gabi
Engle, Meghan
Esparza, Diane
Esparza, Josie
Esparza, Rick
Espinosa, Tony
Faught, Teri
Flores, Maria

Forthoffer, Jim
Freitas, Stacy
Gallego, Anthony
Gallo, Lisa
Garcia, Alexis
Godfrey, Debra
Gomez, Carla
Gomez, Carmen
Gonzalez, Freddie
Grant, Edwienna
Green ,Bana
Grissom, David
Gross, Frosty
Gurnari, Mike
Haghighi, Laleh
Hancock, Felitia
Hawthorne, Sarah
Heiken, Kevin
Henesian, Kim
Herrera, Pearl
Hetrick, Sharon
Ho, Mariela
Hollingshead, Mark
Imai, Susan
Imana, Karen
Isaacson, Rebecca
Ishizaki, Scott
Johnson, Carol
Kahl, Steve
Ketterer, Simi
Khoury, Merna
Kilmer, Carol
Kim, Joyce
King, Leslie
Kittle, Tami
Kneebone, Jason
Koepp, Todd
Kopels, Nicole
Kramer, James
Krauss, Kristen
Kreps, Jamaica
Lamarche, Susan
Larizadeh, Darya
Lee, Judie
Levett, James
Levy, Robin
Lewis, Jennifer
Lin, Olivia
Linde, Anna
Lipkin, Evan
Liu, Annie

Lu, Wei
Maak, Jeanine
Mangin, Brook
Marks, Kimberly
Marroquin, David
Martinez, Jose
McClellan, Matt
McGuirk, Jim
McGuirk, Marti
McHenry, Paul
McTighe, Theresa
Mendoza, Noelle
Mendoza, Tino
Meraz-Cerna, Usiel
Morgan, Jeff
Mukherjee, Phila
Newton, Mia
Nguyen, Ann
Nguyen, Ly
Nock, Lori
O'Hara, Donna
Ortega, Benjamin
Osborn, David
Palafox, Trinidad
Payne, John
Pearl, Allison
Pèrez, Hector
Perryman, Brian
Plymale, Joanna
Prehn, Michael
Price, Paige
Quesada, Aldo
Quillinan, Seamas
Quinn, Haley
Quiñones, Cecilia
Rafati, Nancy
Ramirez, Anna
Reid, Jyoti
Reyes, Angel
Rietveld, Carson
Rivas, Raudel
Roach, Rachael
Rodriguex, Jessica
Rodriguez, Danny
Rogers, Katherine
Rogers, Kim
Romo-Gonzalez, Joel
Ruelas, Alma
Ruiz, Bertha
Ruiz, Jose

Russo, Rose
Salom, Romeo
Santella, Nelson
Schortz, Linda
Schultz, Emily
Shemyakina, Lyudmila
Shih, Matthew
Sibley, Megan
Smith, Shelley
Spiteri, Monica
Stucker, Abby
Sullivan, Ginny
Sullivan, Josune
Tabuchi, Jaimie
Tekie, Hilina
Thornber, Emilia
Todd, Tracy
Tran, Thuy
Valdez, Al
Valdez, Victor
Virasak, Raylynn
Vitz, Linda
Vo, Huong
Walker, Achilles
Walther, Mina
Widmark, Stephen
Williams, Julie
Woods, Kathy
Wu, Esther
Xu, Ning
Yazdani, Jessica
Yick, Julie
Yow, Christine
Zadoroznjy, Eric
Zandi, Ali
Zele, Lydia

Department/Home Group 18-19 Objectives

Below are links to each groups work on the Retreat Days in September 2018. Each group went through a visioning discussion that included where they have been and where they would like to go. They were asked to choose a couple of WASC goals to frame this discussion and write a few objectives and key results to help measure effectiveness. This was the start of our cycle of inquiry.

- Students
- Parents*
- Special Ed
- ELD
- AVID
- Math
- English
- Social Studies
- Science
- World Language
- Performing Arts
- Visual Arts
- Counseling
- Administration
- Support Staff
- Wellness
- PE
- TED

*Documentation forthcoming for Parent Home Group.

Dept	Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources	email	Category B: Curriculum	email	Category C: Instruction	email	Category D: Assessment and Accountability	email	Category E: School Culture and Support for Student Personal and Academic Growth
Leaders	Sarah Block		Brook Mangin		Alisa Burmeister		Ginny Sullivan		Jill Denny
	David Maroquin		Jyoti Reid		Jeff Morgan		Christine Yow		Carson Rietveld
	Tami Kittle								
	Kristin Cardenas								
Rooms	rm 607 (breakout in rms 604 and 609)		rm 417 (breakout in rm 418)		rm 102 (breakout in rm 101)		rm 120 (breakout in rm 116)		rm 415 (breakout in rm 414)
Prompts for Mtg #1	A2.1, A2.2, A2.3, A3.1, A3.2, A3.3, A3.4, A4.1, A4.2		B1.1, B1.2, B1.3, B1.4, B1.5		C1.1, C1.2, C1.3, C2.1, C2.2, C2.3		D1.1, D1.2, D1.3, D1.4		E1.1, E1.2, E2.1, E2.2, E2.3
Prompts for Mtg #2									
Admin	Dave Grissom		Carmen Gomez		Huong Vo		Teri Faught		William Blair
DO and Board	Margarita Navarro				Sanjay Dave				
	Joe Michner								Fiona Walter
Students	Marco Torres		Ava Kopp		Lydia Lam		Veronica Marulanda		Cesar Arreola
	Kieran Ward		Jasmine Velazco		Heela Hayat		Jayme Albritton		Diana Golovanova
	Bryan Peltier		Fatima Cruz Reyes		Mateo Morales		Renee Remsberg		Valeria Gonzalez
	Angela Estell		Nishan Sohoni		Sarah Jung		Eunice Yang		Alan Zhou
	Yuri Duran								Nga Kiu
	Jake Lillie								
	Ben Clark								
Parents	Brooke Schiller		Gretchen Stroud		Marilyn Stanley		Jill Lillie		Debbie Kundrat
	Maribeth Coyne		Cynthia Gaertner -Bridges		Julie Lunn		Erin Eggleton		Sheira Ariel
	Ann Hepenstal								Gina Estrada
Math	Marcia Babiak		Jennifer Chiu		John Bongiovanni		Jennifer Lewis		Ly Nguyen
	Pablo Alvarez		Jim McGuirk		Jose Martinez		Chris Chang		Brendan Dilloughery
	Lydia Conoway		Eric Zadoroznjy		Annie Liu		Jim Forthoffer		Jared Darby
			Noelle Mendoza		Brian Perryman				
Science	Sarah Hawthorne		Anthony Gallego		Katherine Rogers		Megan Sibley		Lyuda Shemyakina
	David Cmaylo		Ning Xu		Stephen Widmark		David Osborn		Gina Dunsmore
					Ann Nguyen				
English	Olivia Lin		Amy Beare		Jeanette Craff		Esther Wu		Lee Casem
	Kristen Krauss		Matthew Shih		Hector Perez		Paige Price		Carla Gomez
	Mia Newton		Lisa Gallo		Matt McClellan		Steve Kahl		Tony Espinosa
	Kathy Dewar								
Social Studies	Nate Bowen		Sophia Caramagno		Jamaica Kreps		Rebecca Isaacson		Maria Carter-Giannini
	Felitia Hancock		Kimmie Marks		Usiel Meraz Cerna		Paul McHenry		Julie Yick
	Kevin Heiken								
World Language	David Campbell		Cecilia Quinones		Rachel Roach		Abby Stucker		Minako Walther
	Carol Kilmer		Syna Aye		Valerie Amzallag		Lauren Camarillo		Wei Lu
Visual Arts	Jim Levett				Lori Nock				Meghan Engle
Performing Arts	Jason Kneebone		Robin Levy		Emily Thornber				
	Anna Linde								
PE			Rick Esparza		Julie Williams		John Payne		Shelley Smith
Special Ed	Allison Pearl		Michael Prehn		Nicole Kopels		Bana Green		Mark Hollingshead
	Diane Esparza		Kristine Bautista		Haley Quinn		Kathy Brenner		Seamus Quillinan
	Monica Spiteri				Susan Imai				
Health	Heather Boyle								
ELD	Lydia Zele				Judie Lee				

Counselors	Victor Valdez	Joel Romo		Mariela Ho	Carol Bastian
	Marti McGuirk				Linda Schortz
Support	Susan Lamarche	Jessica Yazdani	Nancy Rafati	Karen Imana	Joanna Plymale
	Pearl Herrera	Tsegay Biadgo	Frosty Gross	Linda Vitz	Stacy Freitas
	Mike Gurnari	Tracy Todd	Alexis Garcia	Rose Russo	Alma Ruelas
	Kathy Woods	Aldo Quesada	Sylvia Calderon	Edweinna Grant	Efrain Chavez
	Marivic Cagatao	Emily Schultz	Laleh Haghighi	Florentino Mendoza	Jessica Rodriguex
	Jaimie Tabuchi	Achilles Walker	Ali Zhandi	Kim Henesian	Dustin Cooley
	Carol Johnson	Leslie King	Evan Lipkin	Joyce Kim	Phila Mukherjee
	Sharon Hetrick	Regina Blackwell	James Kramer	Anna Ramirez	Al Valdez
	Todd Koepp			Hilina Tekie	Josune Sullivan
	Raudel Rivas			Thuy Tran	Simi Ketterer
	Scott Ishizaki				Gabi Elfenbein
	Ricardo Barrera				Donna O'Hara
	Josie Esparza				Bertha Ruiz
	Merna Khoury				
	Debra Godfrey				
TOTAL	**52**	**33**	**37**	**33**	**39**

WASC Glossary

Term	Definition
WASC	Western Association of Schools and Colleges
LCAP	Local Control Accountability Plan
SPSA	School Plan for Student Achievement
stakeholders	Students, Parents, Classified and Certificated Staff, Administrators, District Office Personnel, School Board
SBAC	Smarter Balanced Assessment Consortium
NGSS	Next Generation Science Standards
CCSS	Common Core State Standards
ARs	Administrative Regulations
CDE	California Department of Education
DO	District Office
AP	Advanced Placement
AVID	Achievement Via Individual Determination (Special Program)
SPED	Special Education
A-G Requirements	Subject requirements for the University of California and California State University systems
IST	Instructional Support Team
TED	Technology, Engineering and Design
STEAM	Science Technology Engineering and Math
SDAIE	Specifically Designed Academic Instruction in English
ELAC	English Language Advisory Committee
DELAC	District English Language ADvisory Committee
RFEP	Reclassified Fluent English Proficient
SED	Socioeconomically Disadvantaged

2018

ANNUAL REVIEW

Mountain View High School

A YEAR IN REVIEW

Report to the Board
December 10, 2018

The data and information assembled here show how our students are performing in relationship to our district and school goals, and on a number of board-adopted indicators. The information is intended to help our site administrators and school leadership teams to actively engage in a Cycle of Inquiry and Continuous Improvement. A review of our performance results at regular intervals enables us to assess the effectiveness of our programs and services, gives us reason to celebrate our successes, and most importantly, it helps us focus our attention, and target our resources to where they are most needed.

The trend lines are very positive. We have indeed much to celebrate and to be proud of! As a district we are committed to Continuous Improvement which starts with assessing where we are and knowing where we want to be. Our efforts to improve results flow from knowing where our challenges lie. The sustained effort over time on part of everyone in the organization, coupled with a singularity and consistency of purpose and the support from our board and our superintendent, are just some of the reasons for the progress that we have achieved over time. It is true, that "what is measured gets results". Alone, that is not enough, however. Equally important is the sustained, unwavering focus on what the organization deems to be essential: The depth and breadth of our curriculum; the commitment and dedication of our highly qualified and excellent teaching staff who effectively deliver this curriculum, the myriad of support services and intervention programs available to our students; caring counselors, visionary administrators and support staff, to mention just a few. The district has a long standing commitment to serving all students. Our goal is to help every student reach academic proficiency and to achieve academically at the highest level possible; to become informed contributors to the world in which we live, and to develop the qualities that are needed to make this world a better place.

CREDITS

*T*o our Superintendent/Associate Superintendents and our Board of Trustees for making student achievement the top priority in this district. Without your courageous leadership we would not be able to sustain the difficult conversations that are needed to keep our energies focused on what is best for our students, on supporting and improving the achievement of <u>every</u> student, and on continuing to further narrow the achievement gap and to provide all students access to powerful teaching and learning.

*T*o our principals, their administrative teams, teachers and staff for engaging in the review of data and for listening to, and caring about the story the data tell us about the achievement of our students. Their commitment to teaching and learning, and desire to see every student succeed is what motivates us to seek continuous improvement of programs and services and to target resources to where there are most needed. It is the commitment to continuous improvement that gives us the confidence that our "best days are still ahead".

*T*o the Instructional Support Team, who is most instrumental in guiding staff in the review and interpretation of the data. The most important work is not in the collection and distribution of data but in teaching practitioners, specifically our classroom teachers and course team leaders to use the data to inform instruction. It is this ongoing and never ending cycle of inquiry that ensures that our students are learning and achieving at the highest levels, commensurate with their abilities.

*T*o the Educational Services staff for their tireless effort in collecting and processing data and information; and for keeping the Indicators of Student Success and other essential data reports up-to-date.

Brigitte Sarraf

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DATA DISCLAIMER

Information reported in this document may differ from the data presented at other times of the year, and in other reports. Some data are drawn from the dynamic, live Aeries database while others are based on computations of the same cut point each year, e.g., CBEDS, various state reports or reports from ETS or the College Board.

All computations drawn from Aeries are linked to how students are coded in Aeries. Any change in coding, correction of coding errors or completion of previously incomplete coding of students may affect the data presented in this report. Similarly, there may be inconsistencies that are dependent on when the data was gathered, due to the ever-changing, dynamic Aeries Database.

SIX-YEAR GOALS
2017-2022

Improve academic achievement of **all**

students at all performance levels by:

- Aligning curriculum, grading systems and practices

- Promoting achievement of students in Science, Technology, Engineering and Math

- Supporting the well-being of students and staff

- Providing facilities that optimally enhance learning

- Maintaining fiscal stability

MVHS WASC GOALS

1. Strengthen the systems for effective communication among staff and between the school and the community it serves to create a supportive sustainable and cohesive culture with a shared vision for ALL the students we serve. (LCAP Goal #1, 2, 3, 4)

2. Continue to narrow the opportunity and expectation gap for critical learners including: EL, Special Ed and Latino students. (LCAP Goal #1, 2, 3, 4)

3. Continue to implement and monitor systems in place to address student and staff wellness through clinical services, socioemotional learning, MVLA policies and practices, culture building and preventive coping strategies. (LCAP Goal #1)

4. Continue to strengthen and support our Staff Teams to create rigorous, emotionally safe and culturally relevant spaces for ALL students. (LCAP Goal #1, 2, 3, 4)

5. Commit to using data (internal and external) to measure, reflect and make decisions regarding the social, emotional and academic needs of ALL the students we serve. (LCAP Goal #1, 2, 3, 4)

GUIDING QUESTIONS FOR PRINCIPALS AND SITE TEAMS IN PREPARATION FOR THEIR "STATE OF THE SCHOOL" REPORT IN DECEMBER, 2018

1. How have MVHS's WASC goals become informed by the data in this (and other) reports?

2. What strengths have emerged from your WASC Self Study?

3. Are these strengths supported by the data in this report? Did you make any discoveries in your data analysis that should be added as metrics to the Annual Review in the future?

4. What challenges and areas from improvement have emerged from your WASC Self Study?

5. Are these challenges supported by the data in this report? Did you make any discoveries in your data analysis that should be added as metrics to the Annual Review in the future?

6. In looking at your areas in need of improvement, what are your goals and how are you going to achieve them? What changes in curriculum, instructional practices and school culture are needed to ensure that MVHS will achieve its goals?

DEMOGRAPHICS

REFLECTIONS AND TAKEAWAYS FROM ANALYZING THE DATA

Demographics:

➢ Contrary to expectations, MVHS' overall enrollment continues to increase, with an unexpected jump of 94 students. That translates into an increase of almost 5%. For Latino students the increase is almost 9%.

➢ Significant changes in the last 11 years include a reduction from 54% to 43% of Caucasian students; and a commensurate increase in Latino (16% to 23%), and Asian students (19% to 27%).

➢ During the same time period, the Graham population has increased by 7 percentage points, Blach has shrunk from 40% to 34% and Crittenden and students coming from outside our district, have remained the same.

➢ English Learners have decreased from a high of 234 in 2012 to 170 in 2018. In 2018, English Learners make up almost 6% of the total school population. To put this into perspective, in 2012, when the EL population had reached its peak, they made up just under 13% of the population. While current enrollment is up by 8 students, we do not believe that this is a new trend.

➢ The size of our special needs population, SpEd and EL have gone up by 4 percentage points, from 15 to 19%. SED students comprised 12% in 2008, and today they comprise 16%.

➢ A significant shift has occurred in the demographic profile of Special Ed students. In 2008, 54% of SpEd were Caucasians, compared to 35% today; and 26% were Latinos, compared to 45% today.

➢ The demographic profile of MVHS's Latino population in 2018 is as follows: 50% of Latino students are also identified as socio-economically disadvantaged; 28% are English Learners; and 31% have IEPs.

➢ The total number of Latino students has grown from 289 in 2008 to 479 students in 2018.

➢ MVHS experienced a significant increase in approved intra-district transfers this year. It is still not clear what triggered this net gain of 62 students.

MVHS 2008-2018
of students enrolled on CBEDS
(includes Moffett/Middle College)

Total School Enrollment

	Oct. 2008	Oct. 2009	Oct. 2010	Oct 2011	Oct 2012	Oct 2013	Oct 2014	Oct 2015	Oct 2016	Oct 2017	Oct 2018
Enrollment	1811	1826	1814	1846	1852	1838	1836	1871	1912	1968	2062

Subgroups

	Oct. 2008	Oct. 2009	Oct. 2010	Oct 2011	Oct 2012	Oct 2013	Oct 2014	Oct 2015	Oct 2016	Oct 2017	Oct 2018
Latino	289	314	300	338	372	384	397	405	424	441	479
EL	102	117	145	221	234	216	192	183	161	162	170
Spec Ed (RS)	96	95	98	87	79	94	95	89	104	97	114
Spec Ed (SDC)	78	83	85	105	117	111	97	104	101	102	100

CBEDS day demographic reports

MVHS 2008-2018
Ethnicity
(includes Moffett/Middle College)

Oct. 2008

Other
9%

Latino
16%

Asian
19%

Caucasian
54%

Oct. 2018

Other
7%

Latino
23%

Caucasian
43%

Asian
27%
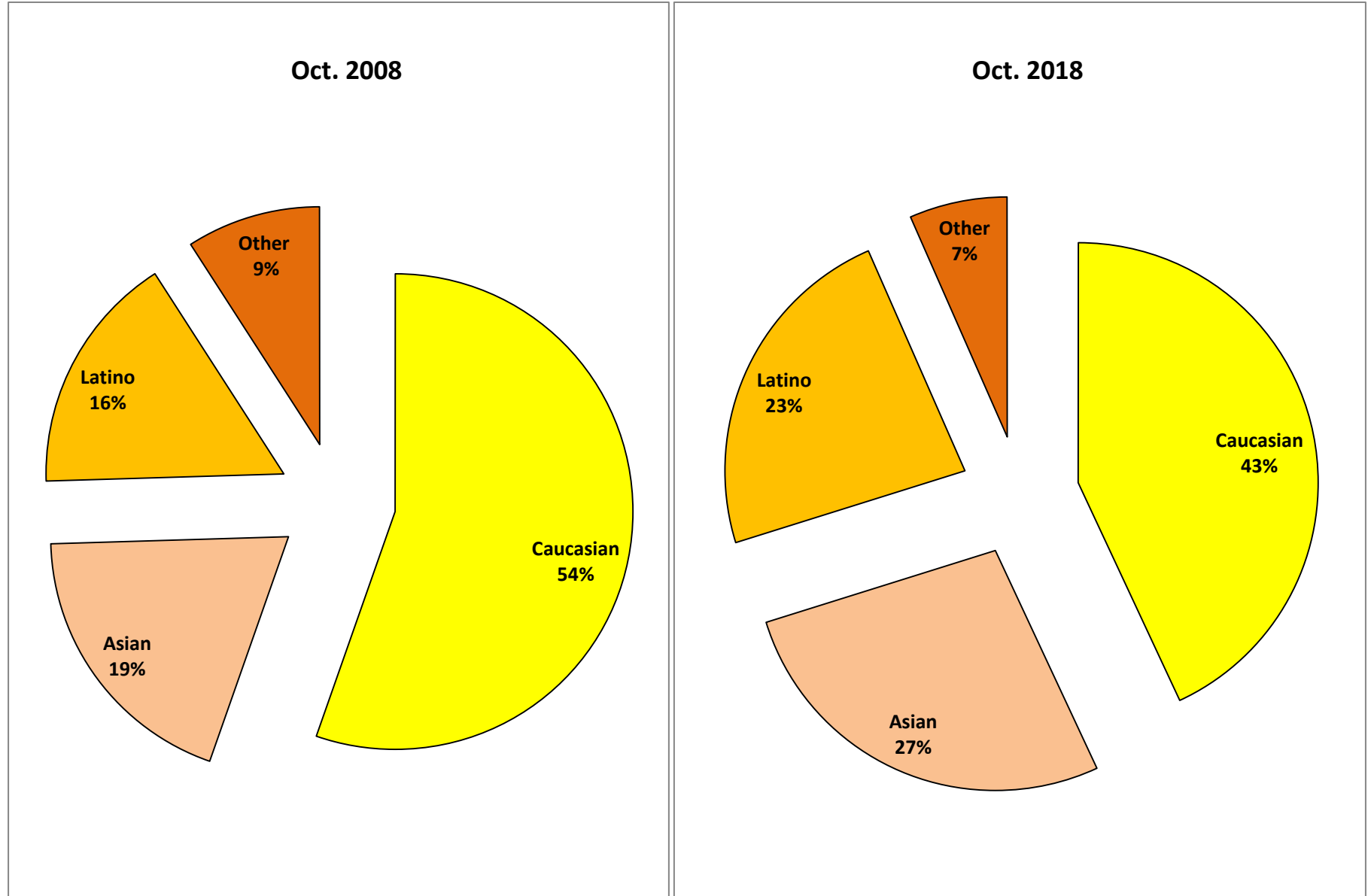
MVHS 2018
Latino Student Population Disaggregated
Total # 479/23%
Latino w/at least one other identifier: 303/63%
Latino Regular Ed: 176/37%

Oct. 2018

Latino Spec Ed
20%

Latino EL
28%

Latino SDC
11%

Latino SED
50%

- ■ Latino EL
- ■ Latino SED
- ■ Latino SDC
- ■ Latino Spec Ed

CBEDS day demographic reports
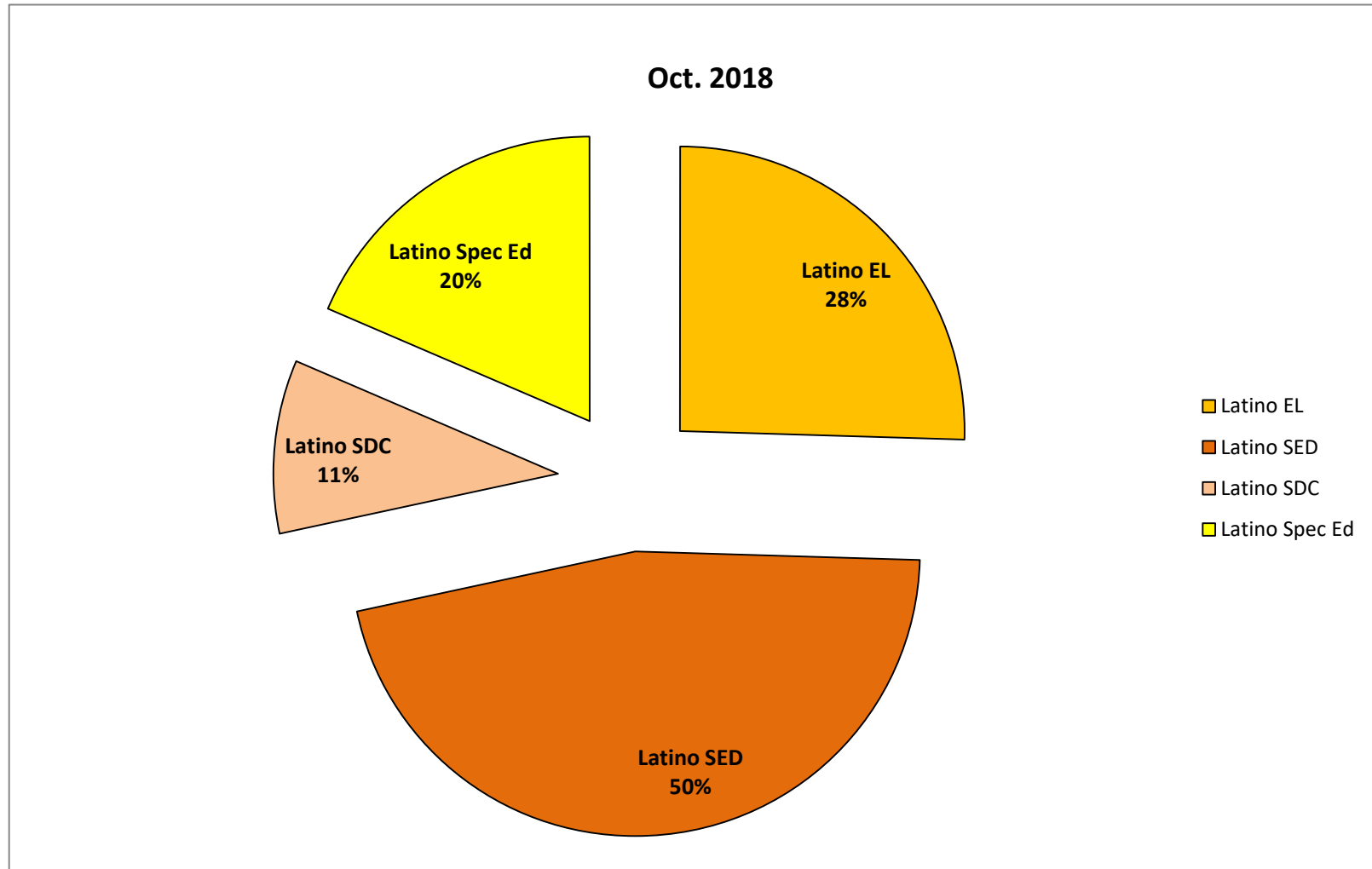
MVHS 2008-2018
Latinos, Identified English Learners and ELs served in ELD
(not an unduplicated count)

Bar chart titled "Number of Students" showing three series per year:

Year	# of Latinos	# of English Learners	# of EL Served in ELD
Oct 2008	289	102	65
Oct 2009	314	117	82
Oct 2010	300	145	87
Oct 2011	338	221	141
Oct 2012	372	234	105
Oct 2013	384	216	96
Oct 2014	397	192	76
Oct 2015	405	183	100
Oct 2016	424	161	104
Oct 2017	441	162	104
Oct 2018	479	170	101
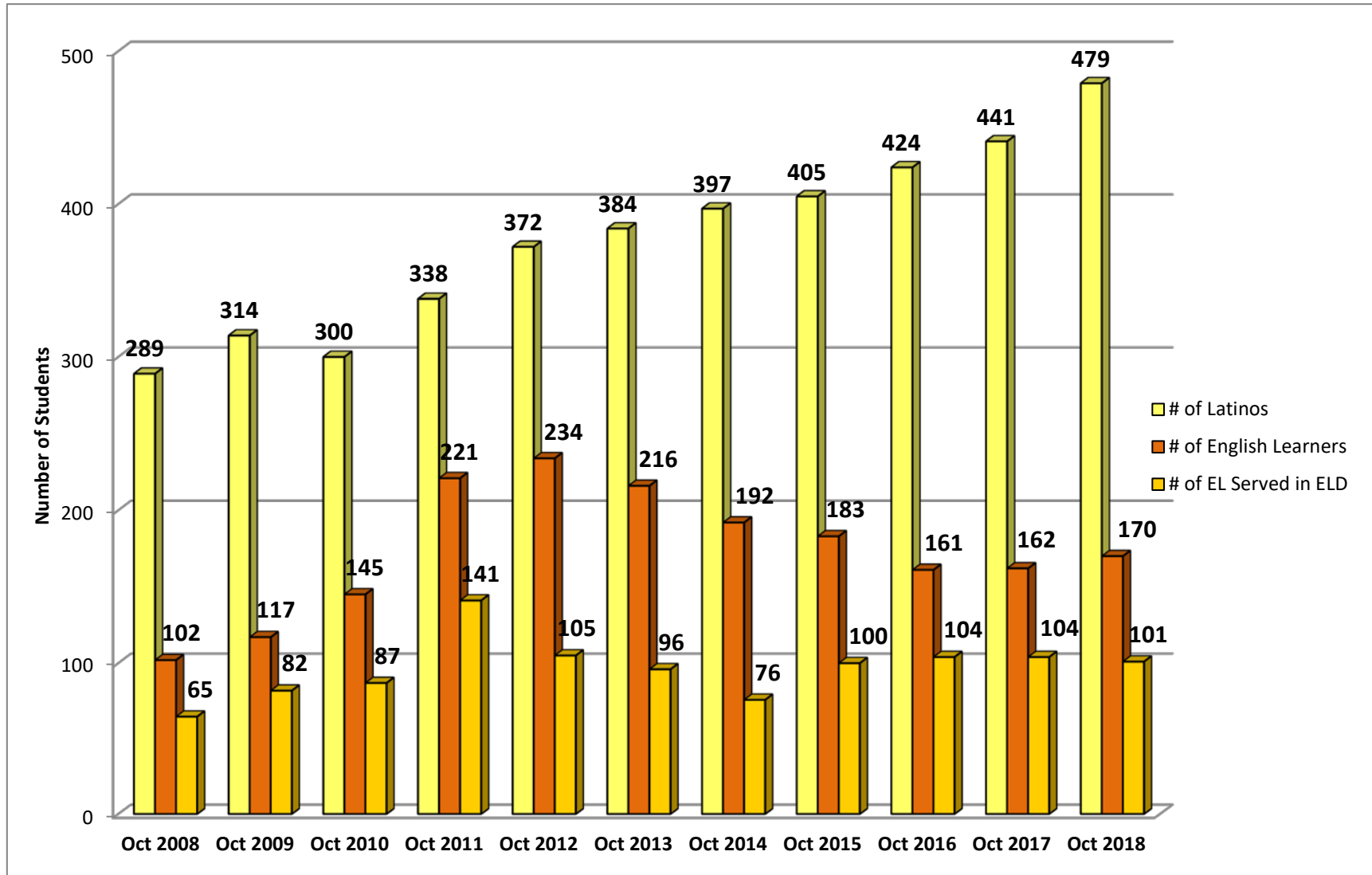
Note: Data includes Moffett/Middle College students
In 2011-12 the EL program was consolidated on the MVHS campus

MVHS 2008-2018
Partner Schools
(includes Moffett/Middle College)

Oct. 2008

- Other 20%
- Blach 40%
- Crittenden 13%
- Graham 25%
- Egan 2%

Oct. 2018

- Other 21%
- Blach 34%
- Crittenden 13%
- Graham 32%
- Egan 1%
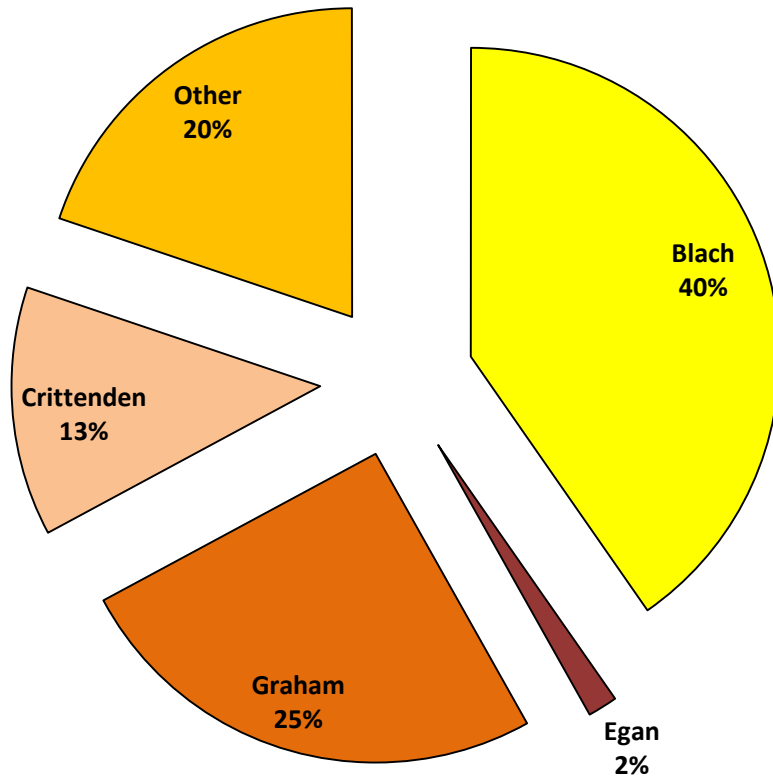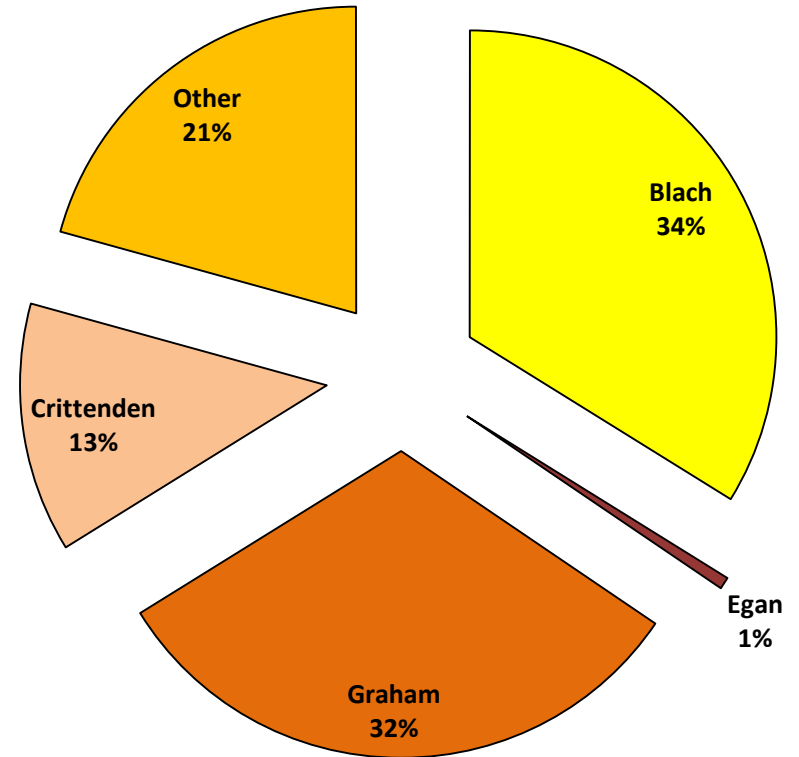
MVHS 2008-2018
Special Populations
(includes Moffett/Middle College)

Oct. 2008

Spec Ed RS
5%

Spec Ed SDC
4%

ELL
6%

Regular Ed
85%

Oct. 2018

Spec Ed RS
6%

Spec Ed SDC
5%

ELL
8%

Regular Ed
81%

Program Growth

	Resource-MVHS	SDC-MVHS	NPS-Districtwide
2008/09	96	78	4
2009/10	95	83	7
2010/11	98	85	10
2011/12	87	105	14
2012/13	79	117	12
2013/14	94	111	10
2014/15	95	97	11
2015/16	89	104	11
2016/17	104	101	18
2017/18	97	102	20
2018/19	114	100	24

Ethnic Distribution 18/19

Caucasian 35%
Latino 45%
Asian 14%
Other 3%
Afr. Amer. 3%

Ethnic Distribution 08/09

Latino 26%
Afr. Amer. 5%
Caucasian 54%
Asian 7%
Other 8%

CBEDS day demographic reports

MVHS 2008-2018
Socio Economically Disadvantaged by Ethnicity
(includes Moffett/Middle College)

Oct. 2008

SED
12%

Total School
Enrollment
1811

Oct. 2018

SED
16%

Total School
Enrollment
2062
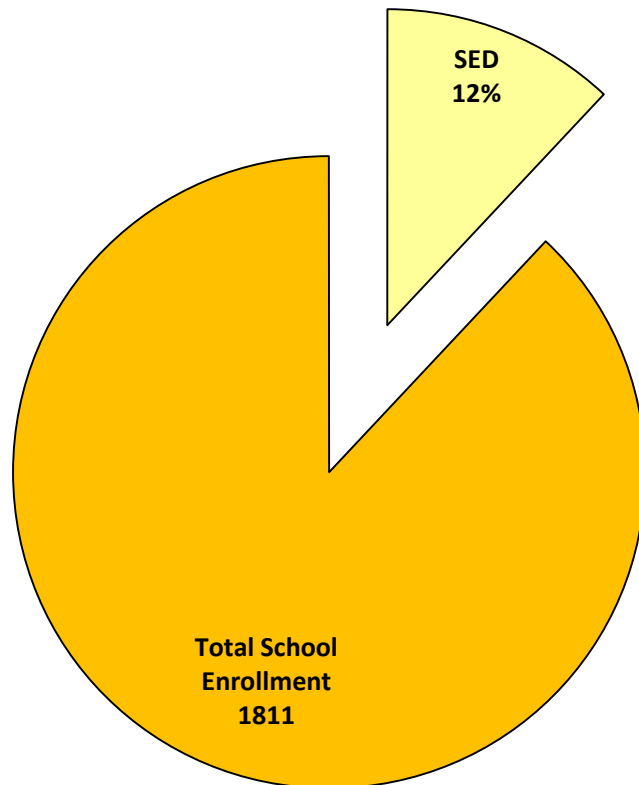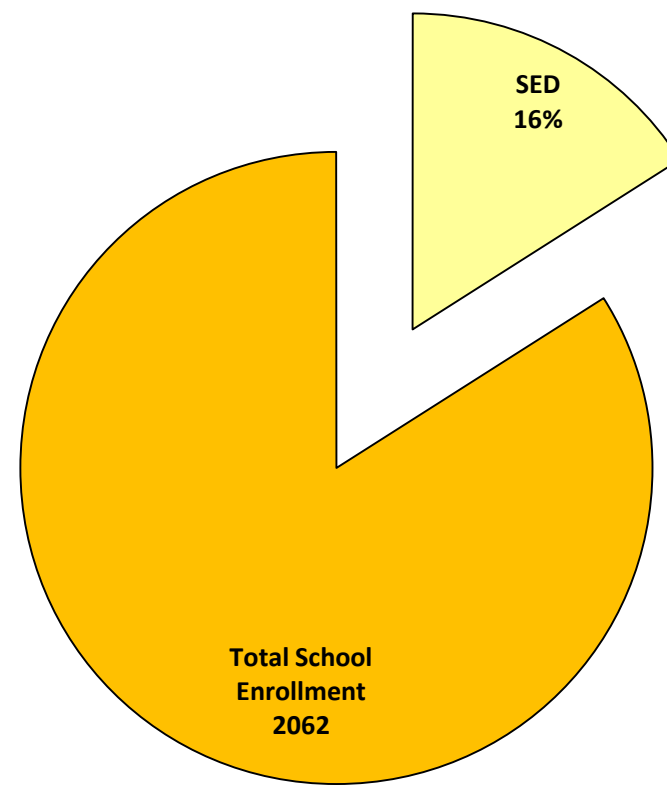
MVHS 2008-2018
Intra-district Tranfers Granted

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
■ MVHS to LAHS	51	41	48	47	68	100	108	94	83	74	41
■ LAHS to MVHS	99	64	58	24	40	65	98	113	61	46	103
□ Net gain/loss to MVHS	+ 48	+ 23	+ 10	-23	-28	-35	-10	+ 19	-22	-28	+ 62

Data taken from Intradistrict transfer logs

18
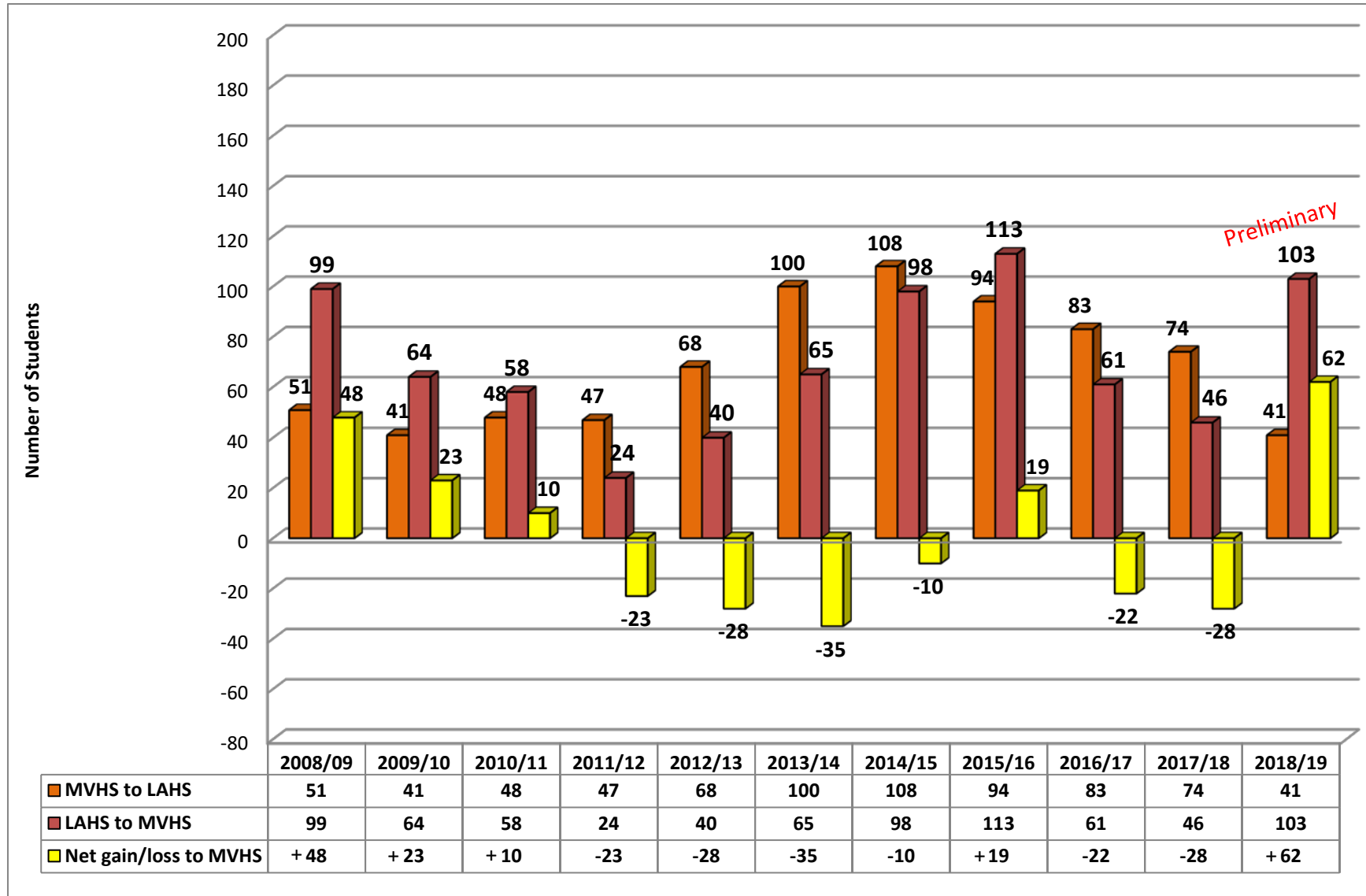
Indicators

- SBAC - Indicator 1 a/b
- AP/H - Indicator 9 & 4
  - Student with 1 or more AP/H classes
  - AP/H seats
  - AP/H Students with 1 or more AP/H by Ethnicity
  - AP Test Results
- a-g - Indicator 2
- Alg II Completion - Indicator 3
- College Acceptance – (Source: Naviance Post HS plans)
- GPA - Indicator 7
  - Below 2.0
  - 3.0 or higher – (Source: End of year query)
- Freshman F's - Indicator 8
- Latino SBAC Results – (Source: Indicator 1a/b supplemented with queries)
- Latino Performance on Indicators – Disaggregated – (Source: Indicator Summary Tables)
- Access to STEM – (Source: Data Zone and Aeries Queries)

REFLECTIONS AND TAKEAWAYS FROM ANALYZING THE DATA

Indicators of Student Success

➢ ELA SBAC results are a bit mixed. The variations are not significant enough at the moment to raise concerns; it is important though to watch trends. Note: Each year the results reflect performance of a completely different group of students.

➢ English Learner performance on the ELA part of the SBAC test is highly influenced by the English Language proficiency level of these students.

➢ Latino students are struggling more in math than in English; however the percent of Latino students who exceeded standards in math has doubled since last year.

➢ Both, Special Education and English Learners, generally speaking, continue to struggle with math on the SBAC.

➢ The number of SAT takers has risen over last year, and conversely the number of ACT takers is down.

➢ Percent of students meeting benchmarks on the SAT is quite impressive compared with California results; the same can be said for average combined scores.

➢ The number of students who are taking one or more AP or Honors class is the highest ever. 51% take at last one AP class, and 46% at least one Honors class.

➢ We know that most of our AP students take multiple AP classes each year. This year our students occupy a total of 2287 AP seats and 1564 seats in Honors classes.

➢ Caucasian and Asian students continue to be overrepresented in AP classes. The gap in parity for Latino students has not changed much in the last five years. This year, Latinos represent 23% of the school's population and 15% of all students taking AP classes.

➢ While AP Results continue to get stronger every year, the number of exams is only up slightly from last year, and the number of test takers has risen by just under 3%. The number of students scoring 3 or higher is impressive.

➢ a-g completion rates tend to fluctuate from year to year. The preliminary results are up 2 percentage points from last year, but still down by 2 percentage points from two years ago. 52% of Latino students are meeting a-g; this is the second highest number in 11 years. It would be worth exploring why we are 6 percentage points below the Class of 2011, which had an all-time high completion rate of 80%.

➢ Algebra II completion rates are at an all-time high. 86% of all 2018 graduates, including SDC students, completed Algebra II with a C or better.

➢ Self-reported, 4-year college acceptance rates for the class of 2018 are close to our record year in 2012. 70% of this last graduating class reported to have been accepted to a four-year school. 72% of students in the Class of 2012 reported to have been accepted.

➢ Freshmen GPA <2.0 is at its lowest level since we have been tracking this statistic. Conversely, the percent of students who earn a GPA of 3.0 or above at the end of their freshman year, is the highest ever, except for Latino students.

➢ Freshmen success, as measured by students who earn one or more F's at the end of their first year in high school is close to the strongest it has been, especially for Latino students, who show a drop in the number of F's from 23% last year to 17% this year.

REFLECTIONS AND TAKEAWAYS FROM ANALYZING THE DATA

Latino Performance Report

➢ The data confirm what we have known for a while. Latino students who are NOT multi-funded are keeping pace with the school's overall population, relatively speaking. If we push a little harder and continue focusing our support on this group of students, we have a good chance of reaching parity. However, that is not enough. For the last couple of years, we have been disaggregating Latino student performance. We are finding serious discrepancies in performance for Latino students who are also English Learners, Special Ed or socio-economically disadvantaged. Consistently, across all indicators, these students require the greatest amount of attention if we want to truly narrow the achievement gap.

➢ Results are particularly strong for Latino students who are not multi-funded, on the following four indicators: percent of students completing a-g, earning a GPA of 2.0 or better at the end of their freshman year, taking at least one AP class, and graduation rates.

Access to STEM

➢ Asian students are underrepresented in regular, college prep courses, Environmental Science, both regular and AP, as well as in all engineering classes. Conversely, their enrollment in Computer Science, high level math and science courses is disproportionately high compared to their percentage in the total population.

➢ Latino students are well represented in Algebra II, Financial Algebra, Environmental Science and Engineering Tech I. They are totally absent from App and Game Design and Publication Design. Fewer than 3 Latino students are enrolled in each of the following classes: AP Calc BC, AP Chem, AP Computer Science, Advanced Computer Science and Architectural Design.

➢ Caucasian students are enrolled more or less proportionately to their percentage of the total population in all but the following classes: They are under-enrolled in: Trig H, AP Calc BC, AP Statistics, Multi Variate Calculus, AP Chem, Environmental Science, App and Game Design, and highly overenrolled in Statistics, Calculus, AP Physics C:M, Pre Engineering, Engineering Tech II, Architectural Design and Publication Design.

➢ Female students are significantly under-enrolled in almost all technical classes, while male students are seriously under-enrolled only in Calculus, AP Bio and AP Physics I.

MVHS 2016, 2017 and 2018
SBAC - Overall
ELA Achievement Level - Percent Met/Exceeded
By Ethnicity - Grade 11

MVHS 2016, 2017 and 2018
SBAC - Overall
ELA Achievement Level - Percent Met/Exceeded
By Special Populations - Grade 11

Legend:
- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded

	All			Spec Ed			ELL			SED		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
Standard Not Met	12	8	10	45	41	41	55	64	77	33	33	33
Standard Nearly Met	16	7	10	21	15	16	28	27	13	33	22	19
Standard Met	28	26	23	21	26	32	14	9	10	20	27	27
Standard Exceeded	44	59	56	12	19	11	3	0	0	13	18	21

MVHS 2016, 2017 and 2018
SBAC - Overall
Math Achievement Level - Percent Met/Exceeded
By Ethnicity - Grade 11

MVHS 2016, 2017 and 2018
SBAC - Overall
Math Achievement Level - Percent Met/Exceeded
By Special Populations - Grade 11

Legend:
- Standard Not Met
- Standard Nearly Met
- Standard Met
- Standard Exceeded

All

	2016	2017	2018
Standard Not Met	20	17	19
Standard Nearly Met	17	14	10
Standard Met	23	27	25
Standard Exceeded	41	42	47

Spec Ed

	2016	2017	2018
Standard Not Met	69	56	57
Standard Nearly Met	12	15	16
Standard Met	10	22	16
Standard Exceeded	10	7	11

ELL

	2016	2017	2018
Standard Not Met	68	82	76
Standard Nearly Met	5	11	9
Standard Met	21	4	3
Standard Exceeded	5	4	12

SED

	2016	2017	2018
Standard Not Met	48	54	47
Standard Nearly Met	27	28	18
Standard Met	13	15	12
Standard Exceeded	11	3	22

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MVHS 2003-2018
Number of SAT and ACT Test Takers

Chart showing Number of Students (y-axis) by year 2008–2018 (x-axis), with SAT (orange) and ACT (yellow) bars.

Year	SAT	ACT
2008	298	125
2009	285	163
2010	337	150
2011	350	197
2012	335	168
2013	317	141
2014	326	209
2015	336	192
2016	319	219
2017	215	240
2018	307	177

Indicator # 4
Data from College Board

MVHS Class 2017 and 2018
SAT Percent of students meeting Benchmarks

Legend: ☐ MVHS ☐ State

Y-axis: Percent

ERW
- 2017: MVHS 94, State 71
- 2018: MVHS 94, State 71

Math
- 2017: MVHS 83, State 48
- 2018: MVHS 87, State 50

Both
- 2017: MVHS 81, State 46
- 2018: MVHS 86, State 48

Data from College Board

MVHS Class 2017 and 2018
New SAT Score Averages
ERW
Math
Combined

Legend: ■ MVHS ■ State

	ERW		Math		Combined	
	2017	2018	2017	2018	2017	2018
MVHS	629	641	636	651	1266	1292
State	531	540	524	536	1065	1076
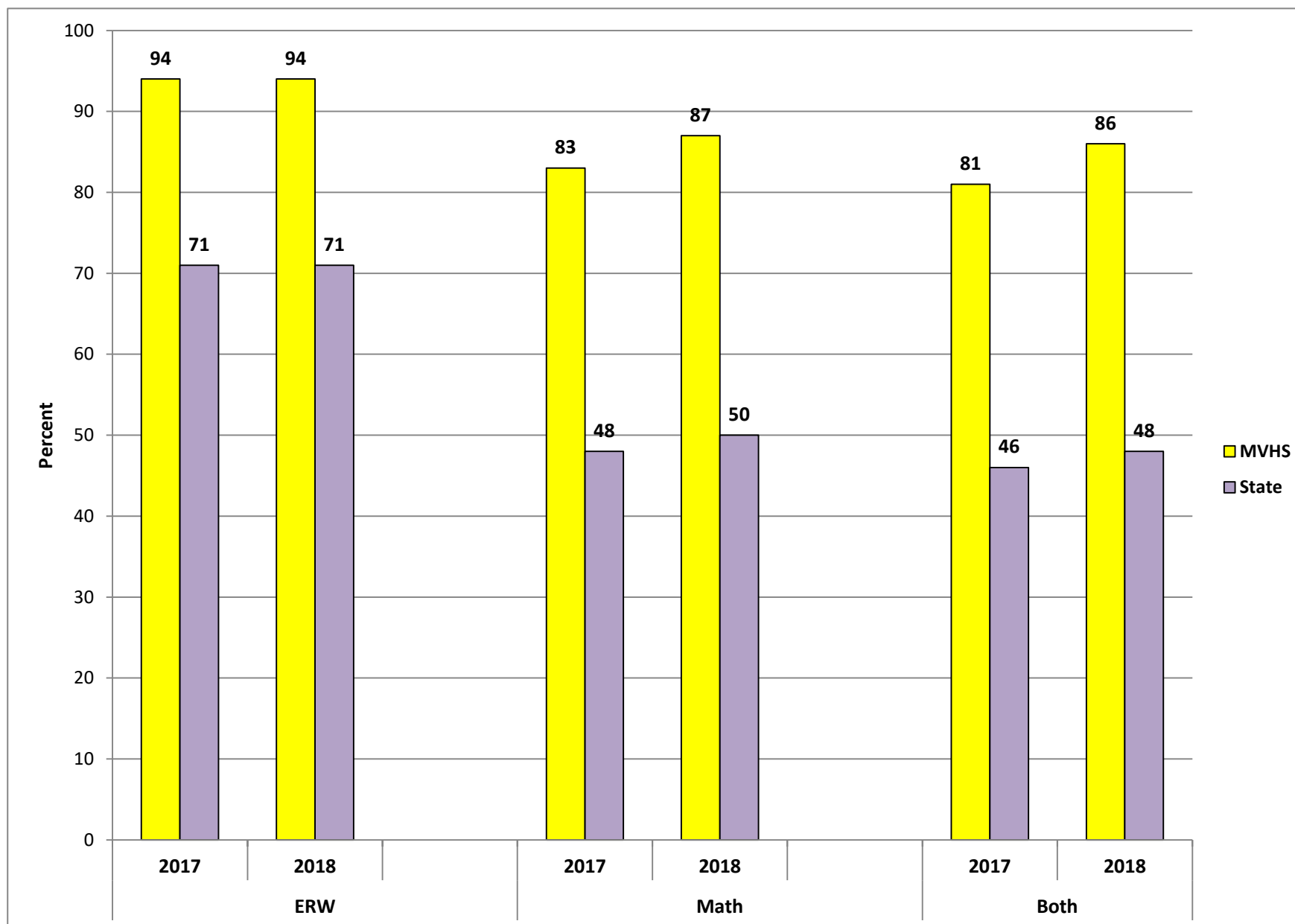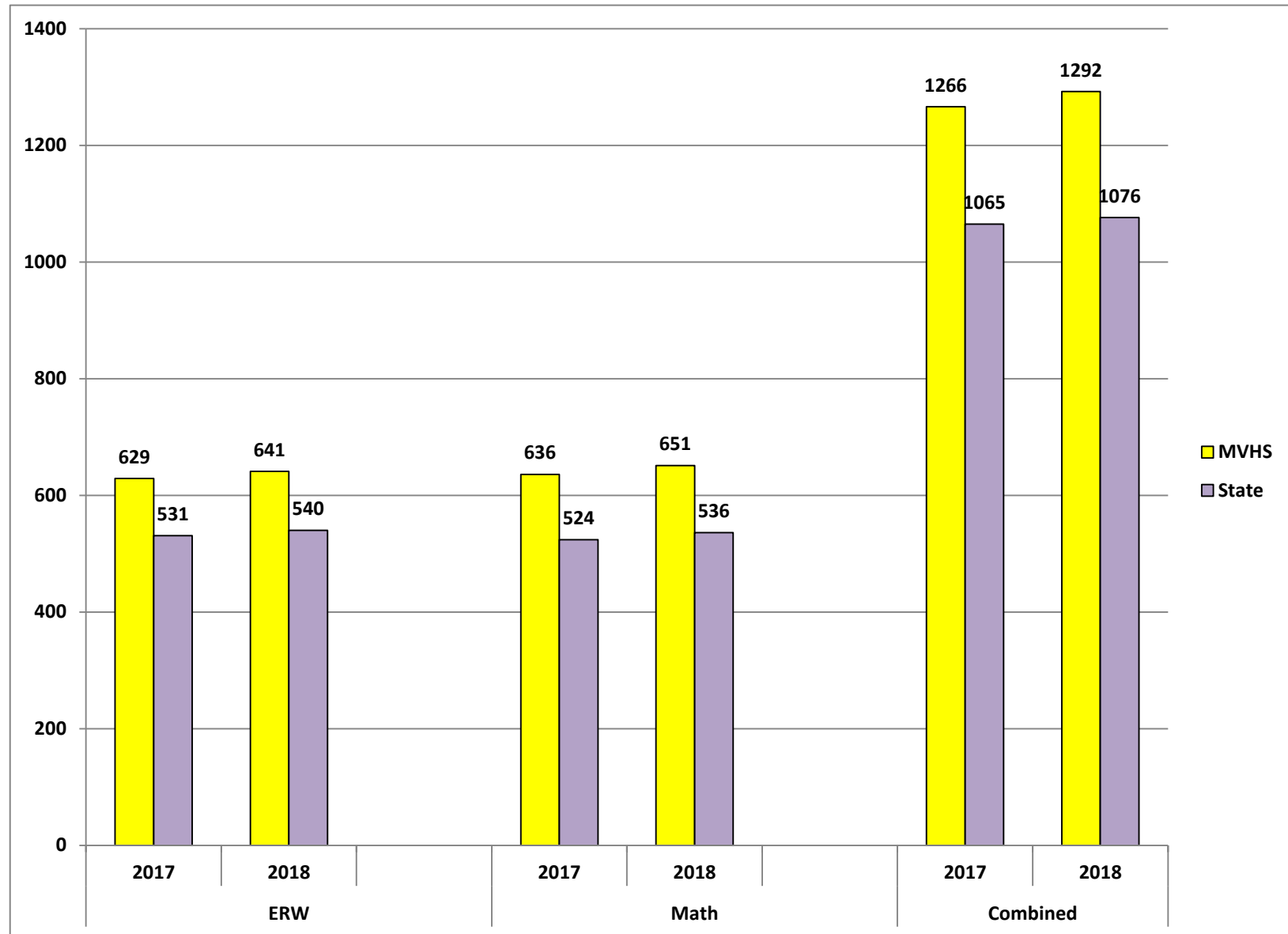
MVHS 2008-2018
Students with at least one H/AP class

CBEDS Enrollment											
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Total School	1811	1826	1814	1846	1852	1838	1836	1871	1912	1968	2071
Asian	338	339	360	360	402	411	428	451	488	532	562
Caucasian	978	1004	998	998	952	910	880	885	856	867	892
Latino	289	314	300	300	372	384	397	405	424	441	481

AP

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Asian	182	194	198	197	191	244	256	270	304	314	353
Latino	68	68	86	76	67	89	140	142	136	139	156
Caucasian	384	446	430	387	398	435	473	491	495	481	486
	634	708	714	660	656	768	869	903	935	934	995

Honors

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Asian	180	209	186	215	229	226	241	254	281	309	328
Latino	57	64	47	69	80	111	102	98	102	115	134
Caucasian	369	414	415	432	455	429	416	440	377	406	449
	606	687	648	716	764	766	759	792	760	830	911

Legend: Asian, Latino *, Caucasian

Total number of all students with H/AP classes

AP: 706 768 751 687 688 807 921 957 989 991 1050
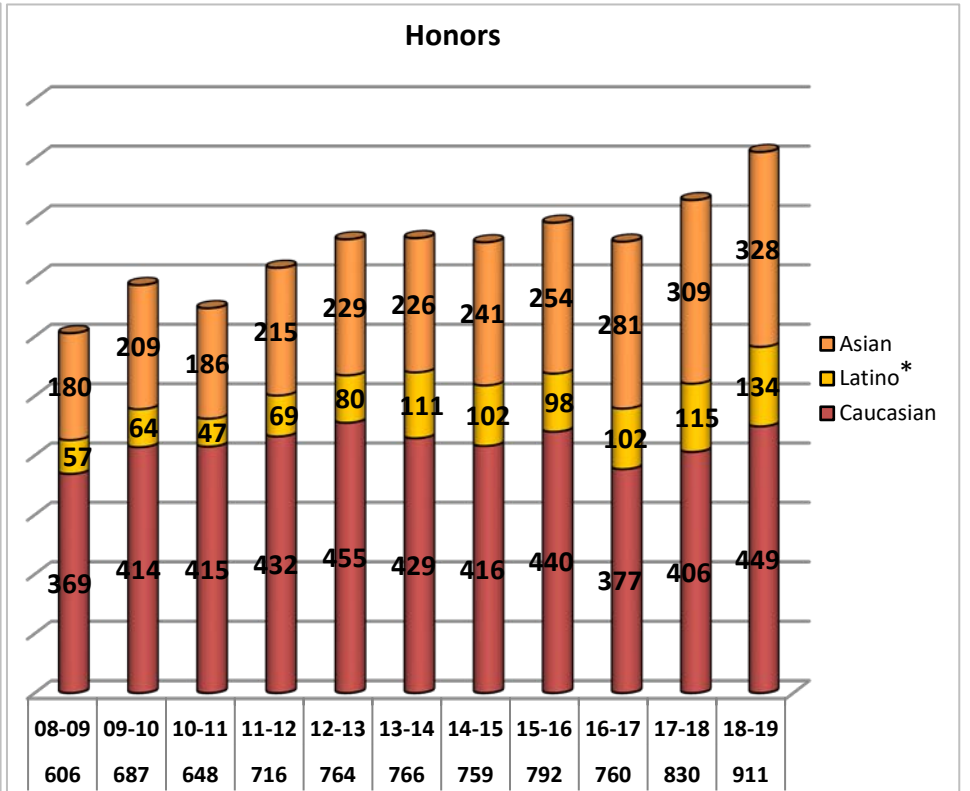
Honors: 657 743 673 747 796 811 796 830 789 864 959

* Represents ALL Latino students

Indicator # 9
Data from Aeries

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MVHS 2008-2018
AP/Honors Enrollment
Total Number of Seats

AP

School Year	Caucasian	Latino *	Asian	Total (year row)
08-09	629	87	332	1048
09-10	737	112	346	1195
10-11	683	126	358	1167
11-12	620	103	371	1094
12-13	636	85	345	1066
13-14	760	124	481	1365
14-15	847	188	538	1573
15-16	1001	226	648	1875
16-17	1067	224	747	2038
17-18	982	217	773	1972
18-19	1067	248	885	2200

Total number of seats (AP): 1167, 1277, 1222, 1127, 1105, 1420, 1646, 1977, 2135, 2050, 2287

Honors

School Year	Caucasian	Latino *	Asian	Total (year row)
08-09	610	76	322	1008
09-10	673	106	379	1158
10-11	624	62	319	1005
11-12	698	89	374	1161
12-13	733	109	402	1244
13-14	682	136	403	1221
14-15	679	133	428	1240
15-16	719	131	453	1303
16-17	581	130	475	1186
17-18	607	151	542	1300
18-19	741	179	576	1496

Total number of seats (Honors): 1086, 1202, 1037, 1203, 1300, 1287, 1294, 1355, 1225, 1344, 1564

Legend: Asian, Latino *, Caucasian

* Represents ALL Latino students

Indicator # 9
Data taken from Aeries

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MVHS 2014-2018
% of Students with one or more AP class
compared to the % of total enrolled students

- ■ Percentage of total school population
- ■ Percent of subgroup (# in group divided by all)

2018-19

	Percentage of total school population	Percent of subgroup
Caucasian	43	46
Asian	27	34
Latino	23	15
Afr Amer	2	2

Percent of Students

2017-18

	Percentage of total school population	Percent of subgroup
Caucasian	44	49
Asian	27	32
Latino	22	14
Afr Amer	2	2

Percent of Students

2015-16

	Percentage of total school population	Percent of subgroup
Caucasian	47	51
Asian	24	28
Latino	22	15
Afr Amer	2	1

Percent of Students

2016-17

	Percentage of total school population	Percent of subgroup
Caucasian	45	50
Asian	26	31
Latino	22	14
Afr Amer	3	2

Percent of Students

2014-15

	Percentage of total school population	Percent of subgroup
Caucasian	48	51
Asian	23	28
Latino	22	15
Afr Amer	2	1

Percent of Students

Indicator # 9
Data from Aeries
Note: Percentages are rounded up

MVHS 2014-2018
% of Students with one or more Honors class
compared to the % of total enrolled students

■ Percentage of total school population
■ Percent of subgroup (# in group divided by all)

2018-19

	Caucasian	Asian	Latino	Afr Amer
Percentage of total school population	43	27	23	2
Percent of subgroup	47	34	14	2

2017-18

	Caucasian	Asian	Latino	Afr Amer
Percentage of total school population	44	27	22	2
Percent of subgroup	47	36	13	2

2015-16

	Caucasian	Asian	Latino	Afr Amer
Percentage of total school population	47	24	22	2
Percent of subgroup	53	31	12	2

2016-17

	Caucasian	Asian	Latino	Afr Amer
Percentage of total school population	45	26	22	3
Percent of subgroup	48	36	13	1

2014-15

	Caucasian	Asian	Latino	Afr Amer
Percentage of total school population	48	23	22	2
Percent of subgroup	52	30	13	1

Indicator # 9
Data from Aeries
Note: Percentages are rounded up

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MVHS 2008-2018
AP Test Results

Legend:
- # Exams
- # Test Takers
- # 3 or Better

Year	# Exams	# Test Takers	# 3 or Better
2008	873	520	647
2009	959	571	753
2010	1018	591	831
2011	1036	616	839
2012	952	576	838
2013	998	601	854
2014	1251	711	1066
2015	1397	782	1169
2016	1529	762	1296
2017	1651	785	1360
2018	1655	807	1412

MVHS 2008-2018
a-g Course Completion
% of graduating Seniors

Bar chart showing percent of graduating seniors completing a-g courses, by class year, comparing All students vs. Latino students.

Class	All	Latino
Cl 2008	72	35
Cl 2009	74	50
Cl 2010	79	55
Cl 2011	80	45
Cl 2012	75	31
Cl 2013	74	46
Cl 2014	76	35
Cl 2015	73	36
Cl 2016	76	44
CL 2017	70	38
CL 2018	74	52

Preliminary

Y-axis: Percent

Legend: ■ All   ■ Latino

Indicator # 2
Data taken from Aeries after override, before final CALPADS certification

MVHS 2008-2018
Completion of Alg II/II H

Mountain View High School											
	Class 2008	Class 2009	Class 2010	Class 2011	Class 2012	Class 2013	Class 2014	Class 2015	Class 2016	Class 2017	Class 2018
12th grade students, CBEDS day	395	410	437	460	441	422	435	456	454	437	456
Completion with C or better (All students)	287/73%	319/78%	339/78%	337/73%	347/79%	329/78%	328/75%	361/81%	374/84%	358/80%	392/86%

% C or Better by Ethnicity

Legend: Asian, Caucasian, Latino

Class	Asian	Caucasian	Latino
Class 2008	94	79	37
Class 2009	97	83	46
Class 2010	90	84	49
Class 2011	84	82	41
Class 2012	88	84	49
Class 2013	90	88	53
Class 2014	87	86	26
Class 2015	94	91	46
Class 2016	98	91	56
Class 2017	91	90	52
Class 2018	95	92	60

Indicator # 3
Note: Senior class data from CBEDS demographic report

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MVHS 2008-2018
College Acceptance Rates
% accepted to 4 year schools

Legend:
- CA Private/Out of State 4 yr
- California State University
- University of California

Y-axis: Percent (0 to 100)

Class of	University of California	California State University	CA Private/Out of State 4 yr
2009	21	17	27
2010	22	16	33
2011	23	12	35
2012	18	14	40
2013	15	17	30
2014	16	17	36
2015	13	17	35
2016	21	13	32
2017	14	14	31
2018	16	17	37

Data taken from Naviance via Post HS Plan, Self Reported College Acceptance Rates

MVHS Class 2016-2021
GPA below 2.0 by Ethnicity
Freshman Year

	All	Caucasian	Latino	Afr Amer **	Asian
Class 2016	8%	3%	25%	29%	0%
Class 2017	7%	1%	22%	13%	1%
Class 2018	7%	6%	15%	25%	1%
Class 2019	8%	5%	17%	25%	2%
Class 2020	8%	5%	20%	13%	2%
Class 2021	5%	3%	15%	0%*	2%
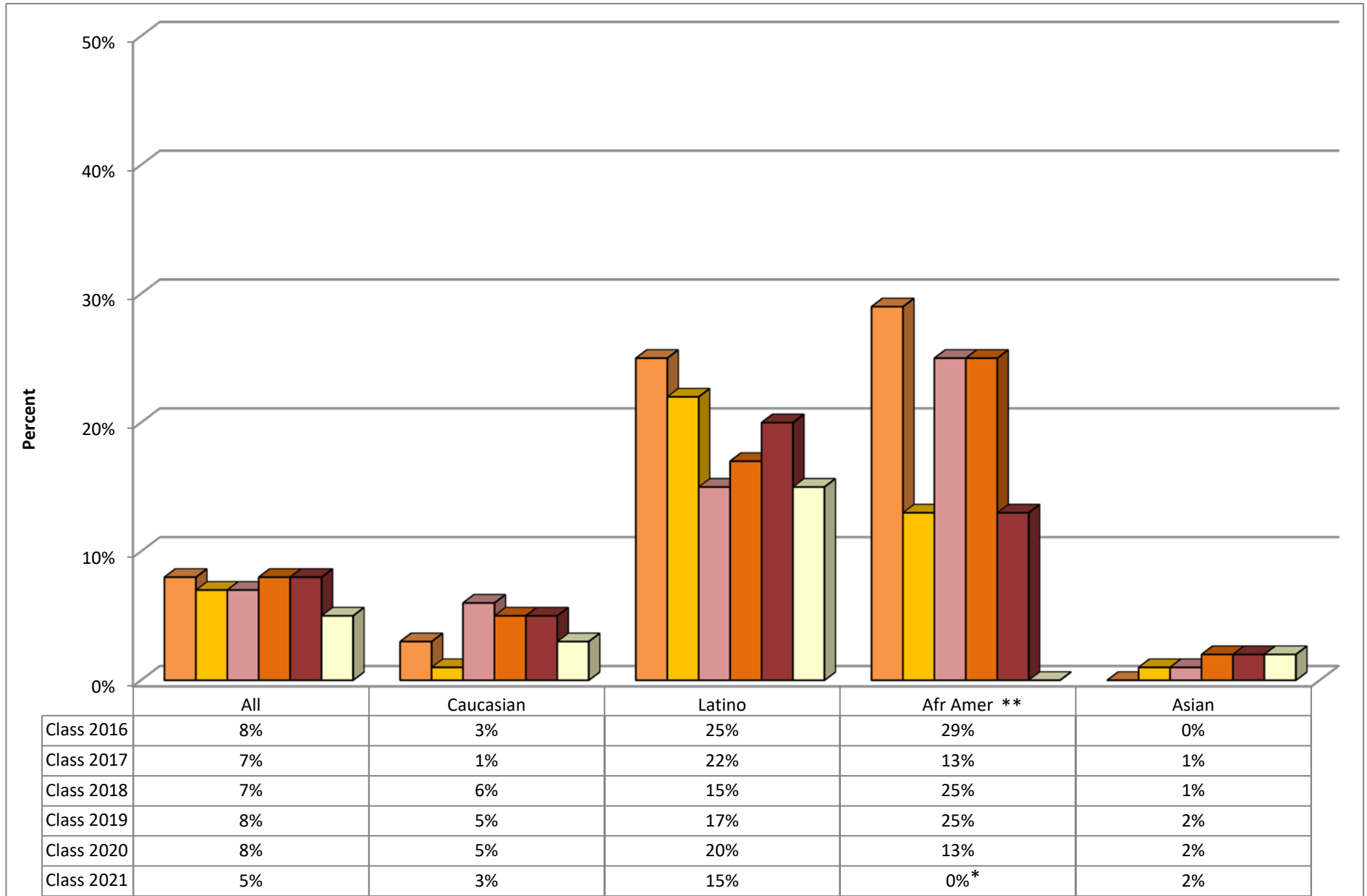
Indicator #7
* Represents only 4 students for the Class of 2021
** Very small sample size

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MVHS Class 2016-2021
GPA above 3.0 by Ethnicity
Freshman Year

	All	Caucasian	Latino	Afr Amer	Asian
Class 2016	65%	76%	32%	29%	82%
Class 2017	66%	79%	27%	27%	84%
Class 2018	67%	73%	39%	25%	81%
Class 2019	70%	81%	32%	42%	88%
Class 2020	65%	77%	30%	38%	82%
Class 2021	73%	77%	47%	75%	86%

Data from GPA above 3.0 by Ethnicity report
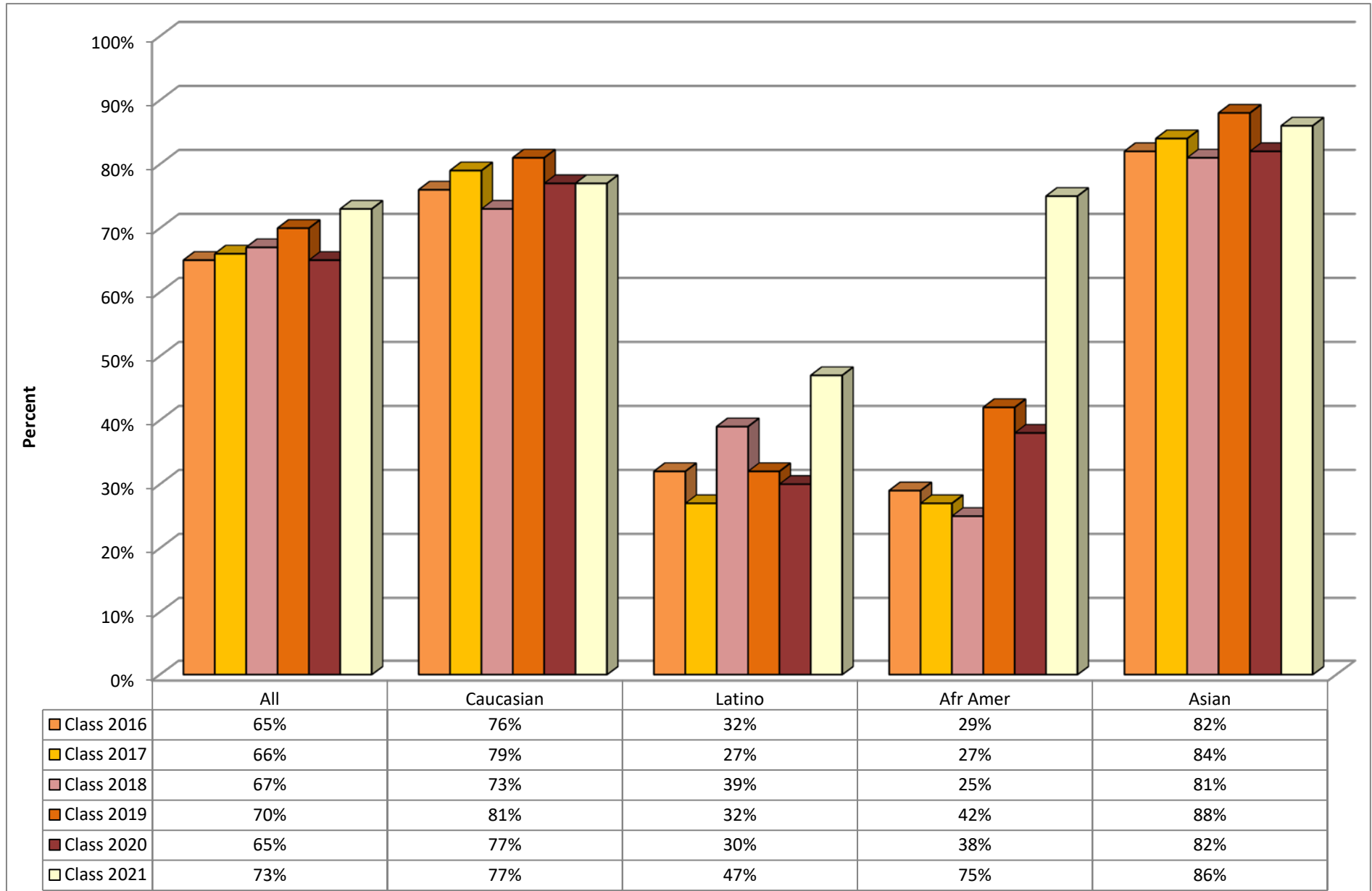
MVHS 2008-2018
Percent of Freshmen Earning one or more F's
by the end of 1st year in High School

Indicator # 8
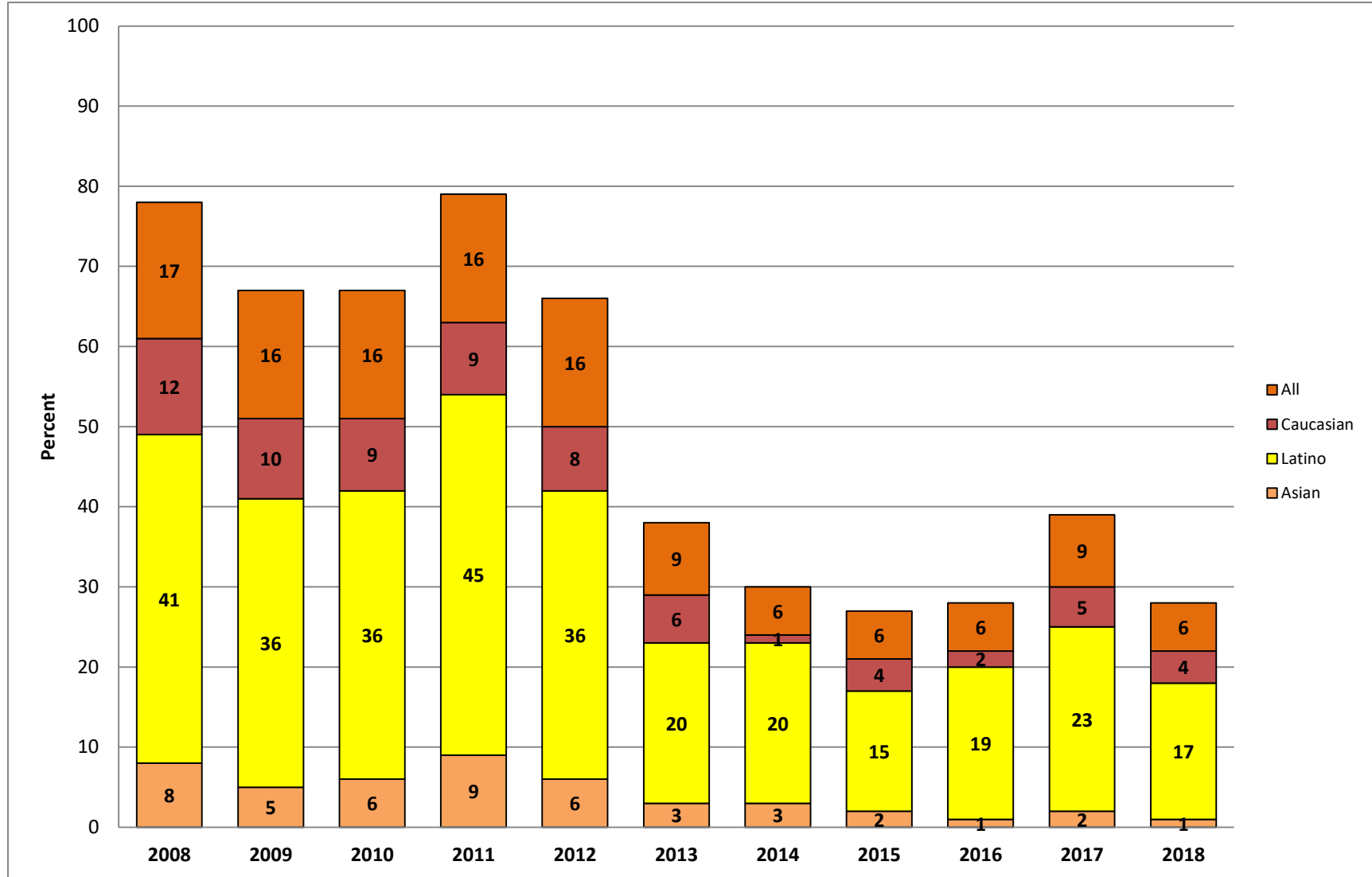
MVHS 2018
Latino SBAC Results
Nearly Met or Not Met

ELA

Category	Percent
All students	20
All Latino	56
Latino, not multi-funded	31
Latino, GPA > 3.0	25
Latino EL	96
Latino RFEP	55
Latino SED	73
Latino Resource	56

Math

Category	Percent
All students	29
All Latino	66
Latino, not multi-funded	42
Latino, GPA > 3.0	38
Latino EL	93
Latino RFEP	65
Latino SED	80
Latino Resource	89

Indicator 1a/b, supplemented with queries (SBAC section 7 in data binder)

MVHS 2018
Latino Performance - Disaggregated

	a-g	Alg II Completion	AP results > 3	Frosh GPA 2.0+	1 or more 9th gr F's	AP 1 or more classes	Graduation rates
■ All students	74%	86%	86%	95%	6%	51%	95%
■ All Latino	52%	60%	65%	85%	17%	32%	88%
□ Latino, not multi funded	79%	68%	69%	95%	10%	49%	98%
□ Latino EL	0%	17%	80%	76%	24%	10%	56%
□ Latino RFEP	60%	74%	58%	86%	19%	37%	100%
■ Latino SED	27%	44%	55%	80%	23%	26%	77%
■ Latino SpEd	7%	14%	33%	60%	13%	2%	100%

Source: Various Indicators

MVHS
2016/17 vs. 2018/19
Enrollment in Selected Math classes

	Course Enrollment Number Stu	Caucasian		Asian		Latino		Male		Female	
		% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course
Algebra II											
2016/17	197	45%	49%	26%	18%	22%	22%	51%	49%	49%	51%
2018/19	178	43%	46%	27%	17%	23%	25%	51%	46%	49%	54%
Alg II H											
2016/17	198	45%	50%	26%	41%	22%	6%	51%	49%	49%	51%
2018/19	271	43%	46%	27%	32%	23%	6%	51%	54%	49%	46%
Trig											
2016/17	203	45%	54%	26%	17%	22%	18%	51%	43%	49%	57%
2018/19	197	43%	43%	27%	21%	23%	20%	51%	49%	49%	51%
Trig H											
2016/17	150	45%	43%	26%	52%	22%	3%	51%	57%	49%	43%
2018/19	183	43%	38%	27%	42%	23%	5%	51%	54%	49%	46%
Finacial Alg											
2016/17	-		-		-		-		-		0%
2018/19	29	43%	48%	27%	21%	23%	28%	51%	41%	49%	59%
Statistics											
2016/17	-		-		-		-		-		-
2018/19	62	43%	65%	27%	15%	23%	18%	51%	45%	49%	55%
Calculus											
2016/17	65	45%	62%	26%	20%	22%	17%	51%	51%	49%	49%
2018/19	39	43%	59%	27%	28%	23%	10%	51%	28%	49%	72%
AP Calc AB											
2016/17	97	45%	61%	26%	29%	22%	9%	51%	52%	49%	48%
2018/19	100	43%	48%	27%	33%	23%	8%	51%	48%	49%	52%
AP Calc BC											
2016/17	92	45%	54%	26%	41%	22%	1%	51%	50%	49%	50%
2018/19	106	43%	34%	27%	52%	23%	3%	51%	58%	49%	42%
AP Statistics											
2016/17	67	45%	37%	26%	51%	22%	4%	51%	60%	49%	40%
2018/19	85	43%	34%	27%	47%	23%	7%	51%	55%	49%	45%
Multi Variate											
2016/17	13	45%	23%	26%	69%	22%	8%	51%	46%	49%	54%
2018/19	26	43%	27%	27%	62%	23%	12%	51%	81%	49%	19%

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MVHS
2016/17 vs. 2018/19
Enrollment in Selected Science Classes

	# of Students Enrolled in Course	Caucasian		Asian		Latino		Male		Female	
		% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course
Bio H											
2016/17	148	45%	47%	26%	45%	22%	5%	51%	53%	49%	47%
2018/19	233	43%	46%	27%	33%	23%	6%	51%	49%	49%	51%
Bio AP											
2016/17	53	45%	38%	26%	53%	22%	8%	51%	36%	49%	64%
2018/19	97	43%	40%	27%	42%	23%	5%	51%	32%	49%	68%
Chem H											
2016/17	126	45%	49%	26%	46%	22%	2%	51%	52%	49%	48%
2018/19	164	43%	41%	27%	37%	23%	7%	51%	46%	49%	54%
AP Chem											
2016/17	57	45%	47%	26%	53%	22%	0%	51%	44%	49%	56%
2018/19	32	43%	34%	27%	50%	23%	3%	51%	44%	49%	56%
Physics											
2016/17	140	45%	51%	26%	26%	22%	16%	51%	44%	49%	56%
2018/19	125	43%	42%	27%	26%	23%	18%	51%	52%	49%	48%
AP Physics I											
2016/17	78	45%	54%	26%	35%	22%	6%	51%	55%	49%	35%
2018/19	138	43%	43%	27%	35%	23%	8%	51%	35%	49%	65%
AP Physics C: M											
2016/17	74	45%	47%	26%	43%	22%	5%	51%	65%	49%	35%
2018/19	37	43%	51%	27%	38%	23%	11%	51%	78%	49%	22%
AP Physcis C: E & M											
2016/17	-		-		-		-		-		-
2018/19	53	43%	42%	27%	49%	23%	9%	51%	81%	49%	19%
Environ Sci											
2016/17	55	45%	15%	26%	7%	22%	67%	51%	71%	49%	29%
2018/19	61	43%	23%	27%	10%	23%	56%	51%	46%	49%	54%
AP Env Sci											
2016/17	184	45%	55%	26%	23%	22%	12%	51%	52%	49%	48%
2018/19	236	43%	47%	27%	22%	23%	19%	51%	43%	49%	57%

Data Source: DataZone; Aeries query when needed

MVHS
2016/17 vs. 2018/19
Enrollment in Selected Technical Classes

	Course Enrollment Number Stu	Caucasian		Asian		Latino		Male		Female	
		% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course	% of Total Enrollment	% of Enr in Course
Intro Comp											
2016/17	55	45%	51%	26%	29%	22%	13%	51%	64%	49%	36%
2018/19	67	43%	40%	27%	36%	23%	10%	51%	84%	49%	16%
AP Comp Sci											
2016/17	91	45%	48%	26%	48%	22%	2%	51%	76%	49%	24%
2018/19	90	43%	41%	27%	41%	23%	2%	51%	77%	49%	23%
Adv. Comp Sci											
2016/17	-		-		-		-		-		-
2018/19	44	43%	39%	27%	45%	23%	7%	51%	80%	49%	20%
App & Game Design											
2016/17	29	45%	41%	26%	38%	22%	14%	51%	90%	49%	10%
2018/19	10	43%	30%	27%	40%	23%	0%	51%	60%	49%	40%
Pre Eng											
2016/17	21	45%	57%	26%	24%	22%	10%	51%	81%	49%	19%
2018/19	-		-		-		-		-		-
Eng Tech I											
2016/17	43	45%	56%	26%	26%	22%	12%	51%	74%	49%	26%
2018/19	66	43%	39%	27%	17%	23%	32%	51%	83%	49%	17%
Eng Tech II											
2016/17	32	45%	53%	26%	31%	22%	9%	51%	94%	49%	6%
2018/19	45	43%	51%	27%	18%	23%	18%	51%	80%	49%	20%
Archit Design											
2016/17	14	45%	29%	26%	57%	22%	14%	51%	79%	49%	21%
2018/19	32	43%	69%	27%	19%	23%	6%	51%	69%	49%	31%
Publ Design											
2016/17	12	45%	33%	26%	25%	22%	17%	51%	25%	49%	75%
2018/19	18	43%	50%	27%	33%	23%	0%	51%	60%	49%	40%
Digital Art Imaging											
2016/17	-	45%	-	26%	-	22%	-	51%	-	49%	-
2018/19	25	43%	32%	27%	40%	23%	16%	51%	48%	49%	52%
Commercial Art											
2016/17	29	45%	45%	26%	41%	22%	7%	51%	52%	49%	48%
2018/19	18	43%	50%	27%	33%	23%	0%	51%	44%	49%	52%

Data Source: DataZone; Aeries query when needed

MVHS 2018-19
STEM Courses
Significantly underenrolled by student groups
Goal: Parity between school and course enrollment
Minimum 5%age point deviation

COURSE	CAUCASIAN		ASIAN		LATINO		MALE		FEMALE
% of Total School Enrollment	43%		27%		23%		51%		49%
	% of Course Enrollment		% of Course Enrollment		% of Course Enrollment		% of Course Enrollment		% of Course Enrollment
MATH									
Algebra II			17%				46%		
Algebra IIH					6%				
Trig			21%						
Trig H	38%				5%				
Financial Algebra			21%				41%		
Statistics			15%		18%		45%		
Calculus					10%		28%		
AP Calc AB					8%				
AP Calc BC	34%				3%				42%
AP Statistics	34%				7%				
Multi Variate Calc	27%				12%				19%
SCIENCE									
Bio H					6%				
Bio AP					5%		32%		
Chem H					7%		46%		
AP Chem	34%				3%		44%		
Physics					18%				
AP Physics I					8%		35%		
AP PhysicsC:M					11%				22%
AP Physics C:E&M					9%				19%
Environ Sci	23%		10%						
AP Environ Sci			22%				43%		

MVHS 2018-19
STEM Courses
Significantly underenrolled by student groups
Goal: Parity between school and course enrollment
Minimum 5%age point deviation

COURSE	CAUCASIAN		ASIAN		LATINO		MALE		FEMALE
% of Total School Enrollment	43%		27%		23%		51%		49%
	% of Course Enrollment		% of Course Enrollment		% of Course Enrollment		% of Course Enrollment		% of Course Enrollment
TECHNICAL CLASSES									
Intro to Comp					10%				16%
AP Comp Sci					2%				23%
Advanced Comp Sci					7%				20%
App&Game Design	30%				0%				40%
Engineering Tech I			17%						17%
Engineering Tech II			18%		18%				20%
Architechtual Design			19%		6%				31%
Publication Design					0%				40%
Commercial Art					0%		44%		
Digital Imaging	32%				16%				

Data Source: DataZone; Aeries query when needed

STEM Analysis
More than 5%age points drop in enrollment for certain student groups
2016/17 vs 2018/19

COURSE	CAUCASIAN			ASIAN			LATINO			MALE			FEMALE	
	% of Course Enrlmt 16/17	% of Course Enrlmt 18/19		% of Course Enrlmt 16/17	% of Course Enrlmt 18/19		% of Course Enrlmt 16/17	% of Course Enrlmt 18/19		% of Course Enrlmt 16/17	% of Course Enrlmt 18/19		% of Course Enrlmt 16/17	% of Course Enrlmt 18/19
MATH														
Algebra II														
Algebra IIH														
Trig	54%	43%											57%	51%
Trig H														
Financial Algebra														
Statistics														
Calculus							17%	10%		51%	28%			
AP Calc AB	61%	48%												
AP Calc BC	54%	34%											50%	42%
AP Statistics														
Multi Variate Calc													54%	19%
SCIENCE														
Bio H													47%	51%
Bio AP														
Chem H	49%	41%								52%	28%			
Chem AP	47%	34%												
Physics	51%	42%											56%	48%
AP Physics I	54%	43%								55%	35%			
AP PhysicsC:M													35%	22%
AP Physics C:E&M	55%	42%												
Environ Sci														
AP Environ Sci										52%	43%			

Data Source: DataZone; Aeries query when needed

More than 5%age points drop in enrollment for certain student groups
2016/17 vs 2018/19

COURSE	CAUCASIAN			ASIAN			LATINO			MALE			FEMALE	
	% of Course Enrlmt 16/17	% of Course Enrlmt 18/19		% of Course Enrlmt 16/17	% of Course Enrlmt 18/19		% of Course Enrlmt 16/17	% of Course Enrlmt 18/19		% of Course Enrlmt 16/17	% of Course Enrlmt 18/19		% of Course Enrlmt 16/17	% of Course Enrlmt 18/19
TECHNICAL CLASSES														
Intro to Comp	51%	40%											36%	16%
AP Comp Sci				48%	41%									
Advanced Comp Sci	48%	41%												
App & Game Design														
Pre Engineering														
Engineering Tech I	56%	39%		26%	17%					94%	80%		26%	17%
Engineering Tech II				31%	18%									
Architectual Design				57%	19%		14%	6%		79%	69%			
Didgital Art Imaging														
Publication Design														

Indicator #1a
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - ELA

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
All	464	406	88%	322	79%	2675	230	57%	92	23%	42	10%	42	10%
Ethnicity:														
Caucasian	209	177	85%	158	89%	2703	116	66%	42	24%	11	6%	8	5%
Caucasian (Reg Ed only)	175	149	85%	143	96%	2724	110	74%	33	22%	4	3%	2	1%
Hispanic	108	93	86%	41	44%	2564	16	17%	25	27%	24	26%	28	30%
Hispanic (Reg Ed only)	38	36	95%	25	69%	2640	12	33%	13	36%	10	28%	1	3%
Hispanic & Special Ed	22	18	82%	4	22%	2479	0	0%	4	22%	2	11%	12	67%
Hispanic & LEP	35	23	66%	1	4%	2438	0	0%	1	4%	3	13%	19	83%
Hispanic & SED	56	45	80%	12	27%	2513	4	9%	8	18%	12	27%	21	47%
Hispanic & RFEP	42	40	95%	18	45%	2582	8	20%	10	25%	15	38%	7	18%
African American	10	8	80%	7	88%	2661	2	25%	5	63%	1	13%	0	0%
Asian	123	116	94%	108	93%	2724	91	78%	17	15%	3	3%	5	4%
Feeder Schools:														
Blach	166	148	89%	137	93%	2726	116	78%	21	14%	5	3%	6	4%
Crittenden	45	40	89%	19	48%	2590	10	25%	9	23%	12	30%	9	23%
Egan	2	2	100%	1	50%	2596	1	50%	0	0%	0	0%	1	50%
Graham	144	131	91%	106	81%	2674	70	53%	36	27%	14	11%	11	8%
Other	107	85	79%	59	69%	2631	33	39%	26	31%	11	13%	15	18%
Gender:														
Male	228	203	89%	155	76%	2662	104	51%	51	25%	25	12%	23	11%
Female	236	203	86%	167	82%	2688	126	62%	41	20%	17	8%	19	9%
Special Populations:														
Resource (R)	32	30	94%	17	57%	2586	4	13%	13	43%	7	23%	6	20%
SDC (S)	24	14	58%	1	7%	2448	0	0%	1	7%	1	7%	12	86%
504 (PGM:101)	52	37	71%	30	81%	2685	24	65%	6	16%	6	16%	1	3%
LEP (L)	42	30	71%	3	10%	2451	0	0%	3	10%	4	13%	23	77%
LEP (L) + in ELD + in SpEd (R/S)	4	4	100%	0	0%	2423	0	0%	0	0%	0	0%	4	100%
LEP (L) + in ELD + Not in SpEd (R/S)	27	18	67%	1	6%	2441	0	0%	1	6%	3	17%	14	78%
LEP (L) + Not in ELD + in SpEd (R/S)	8	5	63%	0	0%	2435	0	0%	0	0%	1	20%	4	80%
LEP (L) + Not in ELD + Not in SpEd (R/S)	3	3	100%	2	67%	2571	0	0%	2	67%	0	0%	1	33%
FEP (F)	41	37	90%	37	100%	2754	32	86%	5	14%	0	0%	0	0%
RFEP (R)	90	85	94%	56	66%	2638	34	40%	22	26%	18	21%	11	13%
AVID (PGM: 160)	36	35	97%	19	54%	2603	4	11%	15	43%	13	37%	3	9%
SED (FRE)	90	73	81%	34	47%	2566	15	21%	19	26%	14	19%	25	34%
FSTR/HMLSS (PGM: 190/191)	15	13	87%	5	38%	2534	2	15%	3	23%	2	15%	6	46%

Data source: Aeries Query - will not match reports from TOMS

Red = Below 75% achievement of "ALL"

Target: All 85%; Subgroups <64%

Indicator #1a
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - ELA

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
All	451	386	86%	332	86%	2686	232	60%	100	26%	25	6%	29	8%
Ethnicity:														
Caucasian	211	174	82%	163	94%	2713	119	68%	44	25%	5	3%	6	3%
Caucasian (Reg Ed only)	188	159	85%	151	95%	2720	116	73%	35	22%	3	2%	5	3%
Hispanic	91	74	81%	43	58%	2586	22	30%	21	28%	10	14%	21	28%
Hispanic (Reg Ed only)	41	34	83%	28	82%	2658	14	41%	14	41%	4	12%	2	6%
Hispanic & Special Ed	14	9	64%	1	11%	2442	1	11%	0	0%	1	11%	7	78%
Hispanic & LEP	21	15	71%	0	0%	2433	0	0%	0	0%	3	20%	12	80%
Hispanic & SED	41	37	90%	15	41%	2538	8	22%	7	19%	6	16%	16	43%
Hispanic & RFEP														
African American	4	4	100%	4	100%	2678	2	50%	2	50%	0	0%	0	0%
Asian	119	109	92%	100	92%	2718	80	73%	20	18%	7	6%	2	2%
Feeder Schools:														
Blach	153	129	84%	127	98%	2733	97	75%	30	23%	1	1%	1	1%
Crittenden	57	53	93%	32	60%	2601	12	23%	20	38%	14	26%	7	13%
Egan	1	1	100%	1	100%	2622	0	0%	1	100%	0	0%	0	0%
Graham	132	115	87%	102	89%	2687	71	62%	31	27%	2	2%	11	10%
Other	108	88	81%	70	80%	2668	52	59%	18	20%	8	9%	10	11%
Gender:														
Male	231	201	87%	168	84%	2670	101	50%	67	33%	15	7%	18	9%
Female	220	185	84%	164	89%	2704	131	71%	33	18%	10	5%	11	6%
Special Populations:														
Resource (R)	16	12	75%	7	58%	2601	2	17%	5	42%	3	25%	2	17%
SDC (S)	17	7	41%	0	0%	2399	0	0%	0	0%	0	0%	7	100%
504 (PGM:101)	51	36	71%	32	89%	2704	24	67%	8	22%	3	8%	1	3%
LEP (L)	26	19	73%	2	11%	2459	0	0%	2	11%	4	21%	13	68%
LEP (L) + in ELD + in SpEd (R/S)	1	1	100%	0	0%	2359	0	0%	0	0%	0	0%	1	100%
LEP (L) + in ELD + Not in SpEd (R/S)	15	9	60%	0	0%	2426	0	0%	0	0%	2	22%	7	78%
LEP (L) + Not in ELD + in SpEd (R/S)	3	2	67%	0	0%	2456	0	0%	0	0%	0	0%	1	50%
LEP (L) + Not in ELD + Not in SpEd (R/S)	7	7	100%	2	29%	2516	0	0%	2	29%	2	29%	3	43%
FEP (F)	48	42	88%	40	95%	2735	35	83%	5	12%	1	2%	1	2%
RFEP (R)	83	78	94%	62	79%	2648	29	37%	33	42%	13	17%	3	4%
AVID (PGM: 160)	28	27	96%	24	89%	2645	9	33%	15	56%	2	7%	1	4%
SED (FRE)	60	55	92%	26	47%	2561	11	20%	15	27%	12	22%	17	31%
FSTR/HMLSS (PGM: 190/191)	8	5	63%	3	60%	2602	3	60%	0	0%	0	0%	2	40%

Data source: Aeries Query - will not match reports from TOMS

Red = Below 75% achievement of "ALL"

Target: All 85%; Subgroups <64%

Indicator #1a
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - ELA

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
All	431	394	91%	287	73%	2644	177	45%	110	28%	59	15%	48	12%
Ethnicity:														
Caucasian	210	193	92%	162	84%	2668	102	53%	60	31%	13	7%	19	10%
Caucasian (Reg Ed only)														
Hispanic	96	82	85%	34	41%	2554	11	13%	23	28%	26	32%	22	27%
Hispanic (Reg Ed only)														
Hispanic & Special Ed	16	13	81%	1	8%	2491	0	0%	1	8%	4	31%	8	62%
Hispanic & LEP	22	14	64%	0	0%	2452	0	0%	0	0%	5	36%	9	64%
Hispanic & SED	54	32	59%	12	38%	2534	2	6%	10	31%	11	34%	9	28%
Hispanic & RFEP														
African American	12	3	25%	2	67%	2558	0	0%	2	67%	1	33%	1	33%
Asian	94	90	96%	78	87%	2687	57	63%	21	23%	6	7%	6	7%
Feeder Schools:														
Blach	151	140	93%	120	86%	2679	85	61%	35	25%	11	8%	9	6%
Crittenden	49	47	96%	25	53%	2584	6	13%	19	40%	15	32%	7	15%
Egan	1	1	100%	1	100%	2696	1	100%	0	0%	0	0%	0	0%
Graham	118	114	97%	81	71%	2645	52	46%	29	25%	19	17%	14	12%
Other	112	92	82%	60	65%	2619	33	36%	27	29%	14	15%	18	20%
Gender:														
Male	223	201	90%	135	67%	2631	86	43%	49	24%	32	16%	34	17%
Female	208	193	93%	152	79%	2657	91	47%	61	32%	27	14%	14	7%
Special Populations:														
Resource (R)	26	26	100%	14	54%	2580	4	15%	10	38%	5	19%	7	27%
SDC (S)	20	16	80%	1	6%	2449	0	0%	1	6%	4	25%	11	69%
504 (PGM:101)	38	30	79%	24	80%	2642	12	40%	12	40%	3	10%	3	10%
LEP (L)	32	21	66%	2	10%	2468	0	0%	2	10%	6	29%	13	62%
LEP (L) + in ELD + in SpEd (R/S)														
LEP (L) + in ELD + Not in SpEd (R/S)														
LEP (L) + Not in ELD + in SpEd (R/S)														
LEP (L) + Not in ELD + Not in SpEd (R/S)														
FEP (F)	27	27	100%	27	100%	2710	18	67%	9	33%	0	0%	0	0%
RFEP (R)	82	79	96%	49	62%	2612	24	30%	25	32%	19	24%	11	14%
AVID (PGM: 160)	37	35	95%	19	54%	2587	6	17%	13	37%	12	34%	4	11%
SED (FRE)	75	65	87%	23	35%	2546	9	14%	14	22%	21	32%	21	32%
FSTR/HMLSS (PGM: 190/191)	13	4	31%	0	0%	2435	0	0%	0	0%	1	25%	3	75%

Data source: Aeries Query - will not match reports from TOMS

Red = Below 75% achievement of "ALL"

Target: All 85%; Subgroups <64%

Indicator #1a
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - ELA

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
All	442	321	73%	242	75%	2662	166	52%	76	24%	47	15%	32	10%
Ethnicity:														
Caucasian	213	149	70%	131	88%	2695	93	62%	38	26%	14	9%	4	3%
Caucasian (Reg Ed only)														
Hispanic	94	73	78%	34	47%	2573	17	23%	17	23%	16	22%	23	32%
Hispanic (Reg Ed only)														
Hispanic & Special Ed	18	14	78%	1	7%	2484	0	0%	1	7%	4	29%	9	64%
Hispanic & LEP	32	21	66%	2	10%	2478	0	0%	2	10%	6	29%	13	62%
Hispanic & SED	47	35	74%	12	34%	2535	2	6%	10	29%	11	31%	12	34%
Hispanic & RFEP														
African American	6	3	50%	2	67%	2633	0	0%	2	67%	1	33%	0	0%
Asian	109	79	72%	68	86%	2698	51	65%	17	22%	10	13%	1	1%
Feeder Schools:														
Blach	154	95	62%	83	87%	2712	67	71%	16	17%	9	9%	3	3%
Crittenden	61	51	84%	28	55%	2598	12	24%	16	31%	16	31%	7	14%
Egan	1	1	100%	0	0%	2469	0	0%	0	0%	0	0%	1	100%
Graham	128	106	83%	81	76%	2650	52	49%	29	27%	8	8%	17	16%
Other	98	68	69%	50	74%	2662	35	51%	15	22%	14	21%	4	6%
Gender:														
Male	208	154	74%	104	68%	2633	62	40%	42	27%	31	20%	19	12%
Female	234	167	71%	138	83%	2689	104	62%	34	20%	16	10%	13	8%
Special Populations:														
Resource (R)	27	20	74%	7	35%	2568	2	10%	5	25%	9	45%	4	20%
SDC (S)	20	13	65%	1	8%	2490	0	0%	1	8%	4	31%	8	62%
504 (PGM:101)	32	19	59%	13	68%	2658	9	47%	4	21%	5	26%	1	5%
LEP (L)	45	32	71%	5	16%	2506	1	3%	4	13%	12	38%	15	47%
LEP (L) + in ELD + in SpEd (R/S)														
LEP (L) + in ELD + Not in SpEd (R/S)														
LEP (L) + Not in ELD + in SpEd (R/S)														
LEP (L) + Not in ELD + Not in SpEd (R/S)														
FEP (F)	31	22	71%	20	91%	2724	16	73%	4	18%	2	9%	0	0%
RFEP (R)	67	58	87%	39	67%	2624	21	36%	18	31%	10	17%	9	16%
AVID (PGM: 160)	37	34	92%	19	56%	2591	6	18%	13	38%	9	26%	6	18%
SED (FRE)	76	58	76%	24	41%	2565	9	16%	15	26%	19	33%	15	26%
FSTR/HMLSS (PGM: 190/191)	13	10	77%	5	50%	2574	1	10%	4	40%	4	40%	1	10%

Data source: Aeries Query - will not match reports from TOMS

Red = Below 75% achievement of "ALL"

Target: All 85%; Subgroups <64%

Indicator #1b
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - Math

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
All	464	409	88%	293	72%	2681	191	47%	102	25%	40	10%	76	19%
Ethnicity:														
Caucasian	209	176	84%	144	82%	2704	88	50%	56	32%	10	6%	22	13%
Caucasian (Reg Ed only)	175	148	85%	131	89%	2727	82	55%	49	33%	5	3%	12	8%
Hispanic	108	98	91%	33	34%	2554	15	15%	18	18%	17	17%	48	49%
Hispanic (Reg Ed only)	38	36	95%	21	58%	2631	10	28%	11	31%	8	22%	7	19%
Hispanic & Special Ed	22	18	82%	1	6%	2468	0	0%	1	6%	2	11%	15	83%
Hispanic & LEP	35	28	80%	2	7%	2452	1	4%	1	4%	2	7%	24	86%
Hispanic & SED	56	49	88%	10	20%	2517	5	10%	5	10%	8	16%	31	63%
Hispanic & RFEP	42	40	95%	14	35%	2578	6	15%	8	20%	10	25%	16	40%
African American	10	6	60%	3	50%	2684	3	50%	0	0%	3	50%	0	0%
Asian	123	116	94%	105	91%	2756	81	70%	24	21%	8	7%	3	3%
Feeder Schools:														
Blach	166	149	90%	129	87%	2729	87	58%	42	28%	9	6%	11	7%
Crittenden	45	40	89%	18	45%	2598	9	23%	9	23%	8	20%	14	35%
Egan	2	2	100%	1	50%	2648	1	50%	0	0%	0	0%	1	50%
Graham	144	130	90%	90	69%	2674	61	47%	29	22%	12	9%	28	22%
Other	107	88	82%	55	63%	2647	33	38%	22	25%	11	13%	22	25%
Gender:														
Male	228	204	89%	145	71%	2688	99	49%	46	23%	24	12%	35	17%
Female	236	205	87%	148	72%	2673	92	45%	56	27%	16	8%	41	20%
Special Populations:														
Resource (R)	32	30	94%	11	37%	2569	4	13%	7	23%	7	23%	12	40%
SDC (S)	24	14	58%	0	0%	2415	0	0%	0	0%	0	0%	14	100%
504 (PGM:101)	52	37	71%	25	68%	2652	10	27%	15	41%	4	11%	8	22%
LEP (L)	42	35	83%	5	14%	2485	4	11%	1	3%	3	9%	27	77%
LEP (L) + in ELD + in SpEd (R/S)	4	4	100%	0	0%	2440	0	0%	0	0%	0	0%	4	100%
LEP (L) + in ELD + Not in SpEd (R/S)	27	23	85%	3	13%	2497	3	13%	0	0%	3	13%	17	74%
LEP (L) + Not in ELD + in SpEd (R/S)	8	5	63%	0	0%	2397	0	0%	0	0%	0	0%	5	100%
LEP (L) + Not in ELD + Not in SpEd (R/S)	3	3	100%	2	67%	2605	1	33%	1	33%	0	0%	1	33%
FEP (F)	41	38	93%	34	89%	2755	29	76%	5	13%	2	5%	2	5%
RFEP (R)	90	85	94%	53	62%	2654	29	34%	24	28%	14	16%	18	21%
AVID (PGM: 160)	36	35	97%	18	51%	2609	6	17%	12	34%	9	26%	8	23%
SED (FRE)	90	76	84%	27	36%	2576	18	24%	9	12%	13	17%	36	47%
FSTR/HMLSS (PGM: 190/191)	15	13	87%	4	31%	2530	1	8%	3	23%	2	15%	7	54%

Data source: Aeries Query - will not match reports from TOMS
Red = Below 75% achievement of "ALL"
Target: All 75%; Subgroups <56%

Indicator #1b
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - Math

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
All	451	389	86%	269	69%	2677	163	42%	106	27%	54	14%	66	17%
Ethnicity:														
Caucasian	211	171	81%	136	80%	2707	86	50%	50	29%	18	11%	17	10%
Caucasian (Reg Ed only)	188	156	83%	131	84%	2720	85	54%	46	29%	15	10%	10	6%
Hispanic	91	79	87%	30	38%	2561	6	8%	24	30%	15	19%	34	43%
Hispanic (Reg Ed only)	41	34	83%	22	65%	2642	6	18%	16	47%	6	18%	6	18%
Hispanic & Special Ed	14	9	64%	0	0%	2431	0	0%	0	0%	1	11%	8	89%
Hispanic & LEP	21	20	95%	0	0%	2448	0	0%	0	0%	2	10%	18	90%
Hispanic & SED	41	40	98%	8	20%	2513	0	0%	8	20%	9	23%	23	58%
Hispanic & RFEP														
African American	4	4	100%	1	25%	2626	0	0%	1	25%	3	75%	0	0%
Asian	119	110	92%	89	81%	2726	69	63%	20	18%	10	9%	11	10%
Feeder Schools:														
Blach	153	130	85%	118	91%	2751	88	68%	30	23%	7	5%	5	4%
Crittenden	57	52	91%	19	37%	2579	5	10%	14	27%	15	29%	18	35%
Egan	1	1	100%	1	100%	2648	0	0%	1	100%	0	0%	0	0%
Graham	132	113	86%	79	70%	2668	38	34%	41	36%	16	14%	18	16%
Other	108	93	86%	52	56%	2639	32	34%	20	22%	16	17%	25	27%
Gender:														
Male	231	204	88%	131	64%	2667	80	39%	51	25%	32	16%	41	20%
Female	220	185	84%	138	75%	2688	83	45%	55	30%	22	12%	25	14%
Special Populations:														
Resource (R)	16	12	75%	3	25%	2536	0	0%	3	25%	3	25%	6	50%
SDC (S)	17	7	41%	0	0%	2387	0	0%	0	0%	0	0%	7	100%
504 (PGM:101)	51	35	69%	24	69%	2681	12	34%	12	34%	8	23%	3	9%
LEP (L)	26	25	96%	2	8%	2470	1	4%	1	4%	3	12%	20	80%
LEP (L) + in ELD + in SpEd (R/S)	1	1	100%	0	0%	2487	0	0%	0	0%	0	0%	1	100%
LEP (L) + in ELD + Not in SpEd (R/S)	15	15	100%	0	0%	2435	0	0%	0	0%	2	13%	13	87%
LEP (L) + Not in ELD + in SpEd (R/S)	3	2	67%	0	0%	2381	0	0%	0	0%	0	0%	2	100%
LEP (L) + Not in ELD + Not in SpEd (R/S)	7	7	100%	2	29%	2566	1	14%	1	14%	1	14%	4	57%
FEP (F)	48	42	88%	36	86%	2741	27	64%	9	21%	4	10%	2	5%
RFEP (R)	83	78	94%	42	54%	2631	17	22%	25	32%	21	27%	15	19%
AVID (PGM: 160)	28	27	96%	13	48%	2614	1	4%	12	44%	11	41%	3	11%
SED (FRE)	60	58	97%	11	19%	2527	1	2%	10	17%	17	29%	30	52%
FSTR/HMLSS (PGM: 190/191)	8	8	100%	2	25%	2479	0	0%	2	25%	0	0%	6	75%

Data source: Aeries Query - will not match reports from TOMS
Red = Below 75% achievement of "ALL"
Target: All 75%; Subgroups <56%

Indicator #1b
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - Math

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
All	431	400	93%	257	64%	2665	166	42%	91	23%	66	17%	77	19%
Ethnicity:														
Caucasian	210	192	91%	147	77%	2691	90	47%	57	30%	24	13%	21	11%
Caucasian (Reg Ed only)														
Hispanic	96	87	91%	21	24%	2551	7	8%	14	16%	25	29%	41	47%
Hispanic (Reg Ed only)														
Hispanic & Special Ed	16	14	88%	1	7%	2454	0	0%	1	7%	1	7%	12	86%
Hispanic & LEP	22	19	86%	0	0%	2449	0	0%	0	0%	2	11%	17	82%
Hispanic & SED	54	49	91%	7	14%	2532	3	6%	4	8%	16	33%	26	55%
Hispanic & RFEP														
African American	12	11	92%	3	27%	2577	1	9%	2	18%	4	36%	4	42%
Asian	94	92	98%	78	85%	2736	62	67%	16	17%	7	8%	7	8%
Feeder Schools:														
Blach	151	139	92%	115	83%	2714	80	58%	35	25%	13	9%	11	8%
Crittenden	49	47	96%	15	32%	2585	7	15%	8	17%	15	32%	17	38%
Egan	1	1	100%	1	100%	2748	1	100%	0	0%	0	0%	0	0%
Graham	118	114	97%	75	66%	2664	46	40%	29	25%	17	15%	22	19%
Other	112	99	88%	51	52%	2635	32	32%	19	19%	21	21%	27	27%
Gender:														
Male	223	206	92%	134	65%	2668	96	47%	38	18%	28	14%	44	21%
Female	208	194	93%	123	63%	2662	70	36%	53	27%	38	20%	33	17%
Special Populations:														
Resource (R)	26	26	100%	9	35%	2565	4	15%	5	19%	3	12%	14	48%
SDC (S)	20	16	80%	0	0%	2420	0	0%	0	0%	1	6%	15	94%
504 (PGM:101)	38	31	82%	24	77%	2670	12	39%	12	39%	2	6%	5	19%
LEP (L)	32	28	88%	5	18%	2485	1	4%	4	14%	2	7%	21	75%
LEP (L) + in ELD + in SpEd (R/S)														
LEP (L) + in ELD + Not in SpEd (R/S)														
LEP (L) + Not in ELD + in SpEd (R/S)														
LEP (L) + Not in ELD + Not in SpEd (R/S)														
FEP (F)	27	27	100%	22	81%	2746	19	70%	3	11%	4	15%	1	4%
RFEP (R)	82	77	94%	41	53%	2637	23	30%	18	23%	17	22%	19	25%
AVID (PGM: 160)	37	35	95%	16	46%	2611	3	9%	13	37%	12	34%	7	27%
SED (FRE)	75	69	92%	18	26%	2557	8	12%	10	14%	18	26%	33	47%
FSTR/HMLSS (PGM: 190/191)	13	4	31%	0	0%	2374	0	0%	0	0%	0	0%	4	50%

Data source: Aeries Query - will not match reports from TOMS

Red = Below 75% achievement of "ALL"

Target: All 75%; Subgroups <56%

Indicator #1b
Smarter Balanced Summative Assessment (SBAC) Met/Exceed - Math

MVHS	11th Grade Enrolled	Tested #	Tested %	EAP #	EAP %	AVG SS	Exceeded 4 #	Exceeded 4 %	Met 3 #	Met 3 %	Nearly 2 #	Nearly 2 %	Not Met 1 #	Not Met 1 %
All	442	321	73%	209	65%	2672	149	46%	60	19%	51	16%	61	19%
Ethnicity:														
Caucasian	213	143	67%	108	76%	2710	78	55%	30	21%	24	17%	11	8%
Caucasian (Reg Ed only)														
Hispanic	94	79	84%	25	32%	2557	12	15%	13	16%	17	22%	37	47%
Hispanic (Reg Ed only)														
Hispanic & Special Ed	18	14	78%	1	7%	2455	0	0%	1	7%	2	14%	11	79%
Hispanic & LEP	32	28	88%	0	0%	2445	0	0%	0	0%	5	18%	23	82%
Hispanic & SED	47	40	85%	7	18%	2504	2	5%	5	13%	9	23%	24	60%
Hispanic & RFEP														
African American	6	3	50%	1	33%	2597	1	33%	0	0%	1	33%	1	33%
Asian	109	79	72%	68	86%	2732	52	66%	16	20%	6	8%	5	6%
Feeder Schools:														
Blach	154	92	60%	79	86%	2728	60	65%	19	21%	4	4%	9	10%
Crittenden	61	51	84%	21	41%	2595	10	20%	11	22%	11	22%	19	37%
Egan	1	1	100%	0	0%	2506	0	0%	0	0%	0	0%	1	100%
Graham	128	106	83%	66	62%	2662	46	43%	20	19%	20	19%	20	19%
Other	98	71	72%	43	61%	2673	33	46%	10	14%	16	23%	12	17%
Gender:														
Male	208	157	75%	87	55%	2646	62	39%	25	16%	31	20%	39	25%
Female	234	164	70%	122	74%	2697	87	53%	35	21%	20	12%	22	13%
Special Populations:														
Resource (R)	27	20	74%	5	25%	2570	2	10%	3	15%	8	40%	7	35%
SDC (S)	20	13	65%	0	0%	2447	0	0%	0	0%	1	8%	12	92%
504 (PGM:101)	32	17	53%	9	53%	2673	8	47%	1	6%	5	29%	3	18%
LEP (L)	45	39	87%	4	10%	2493	3	8%	1	3%	8	21%	27	69%
LEP (L) + in ELD + in SpEd (R/S)														
LEP (L) + in ELD + Not in SpEd (R/S)														
LEP (L) + Not in ELD + in SpEd (R/S)														
LEP (L) + Not in ELD + Not in SpEd (R/S)														
FEP (F)	31	21	68%	20	95%	2767	15	71%	5	24%	1	5%	0	0%
RFEP (R)	67	58	87%	33	57%	2647	23	40%	10	17%	10	17%	15	26%
AVID (PGM: 160)	37	34	92%	16	47%	2604	7	21%	9	26%	6	18%	12	35%
SED (FRE)	76	63	83%	18	29%	2551	11	17%	7	11%	14	22%	31	49%
FSTR/HMLSS (PGM: 190/191)	13	11	85%	4	36%	2616	3	27%	1	9%	5	45%	2	18%

Data source: Aeries Query - will not match reports from TOMS

Red = Below 75% achievement of "ALL"

Target: All 75%; Subgroups <56%

Indicator #2
"a-g" Course Completion Rate
(# / % of Graduating Seniors)

MVHS	Class of 2018			Class of 2017			Class of 2016			Class of 2015			Class of 2014		
	Class Size	Completed a-g	%	Class Size	Completed a-g	%	Class Size	Completed a-g	%	Class Size	Completed a-g	%	Class Size	Completed a-g	%
All	434	323	74%	447	312	70%	427	324	76%	436	318	73%	408	310	76%
Ethnicity:															
Caucasian	204	162	79%	213	171	80%	215	179	83%	217	183	84%	229	190	83%
Caucasian (Reg Ed only)	179	154	86%	175	162	93%									
Hispanic	85	44	52%	101	38	38%	79	35	44%	91	33	36%	54	19	35%
Hispanic (Reg Ed only)	43	34	79%	38	21	55%	41	25	61%	31	21	68%	20	11	55%
Hispanic & Special Ed	14	1	7%	23	0	0%	12	1	8%	22	2	9%	11	0	0%
Hispanic & LEP	14	0	0%	22	0	0%	12	1	8%	27	0	0%	21	3	14%
Hispanic & SED	33	9	27%	48	17	35%	28	9	32%	51	11	22%	27	7	26%
Hispanic & RFEP	30	18	60%												
African American	6	3	50%	14	7	50%	5	2	40%	8	4	50%	8	5	63%
Asian	115	99	86%	97	83	86%	110	96	87%	99	86	87%	101	85	84%
Feeder Schools:															
Blach	142	124	87%	151	130	86%	152	135	89%	160	145	91%	167	150	90%
Egan	1	1	100%	2	1	50%	1	0	0%	0	0	-	4	2	50%
Crittenden	55	25	45%	51	25	49%	57	29	51%	49	21	43%	42	17	40%
Graham	128	100	78%	122	89	73%	120	87	73%	144	97	67%	104	72	69%
Other	108	73	68%	121	67	55%	97	73	75%	83	55	66%	91	69	76%
Gender:															
Male	217	149	69%	228	150	66%	199	133	67%	222	146	66%	217	157	72%
Female	217	174	80%	219	162	74%	228	191	84%	214	172	80%	191	153	80%
Special Populations:															
Resource (R)	16	3	19%	33	6	18%	28	8	29%	21	7	33%	17	8	47%
SDC (S)	17	0	0%	33	0	0%	10	0	0%	19	0	0%			
504 (PGM:101)	48	33	69%	36	24	67%									
LEP (L)	17	0	0%	32	3	9%	21	2	10%	36	2	6%	29	6	21%
LEP (L) + in ELD + in SpEd (R/S)	1	0	0%												
LEP (L) + in ELD + Not in SpEd (R/S)	7	0	0%												
LEP (L) + Not in ELD + in SpEd (R/S)	3	0	0%												
LEP (L) + Not in ELD + Not in SpEd (R/S)	6	0	0%												
FEP (F)	46	41	89%	28	24	86%							30	29	97%
RFEP (R)	86	58	67%	87	61	70%	80	42	53%	82	58	71%			
AVID (PGM: 160)	29	24	83%	27	22	81%	33	22	67%	21	15	71%	22	13	59%
SED (FRE)	61	26	43%	70	32	46%	51	20	39%	70	22	31%	44	19	43%
FSTR/HMLSS (PGM: 190/191)	7	1	14%	17	6	35%	10	5	50%	7	2	29%	10	5	50%

Data Source: Preliminary AERIES Query
Includes overrides; prior to CALPADS certification

Red = Below 75% achievement of "ALL"
Target: All 85%; Subgroups <64%

Indicator #3
Graduating Seniors
who have completed Alg. II/IIH
with C or better

MVHS	Class 2018 # Senior Class	Class 2018 Earning C #	Class 2018 Earning C %	Class 2017 # Senior Class	Class 2017 Earning C #	Class 2017 Earning C %	Class 2016 # Senior Class	Class 2016 Earning C #	Class 2016 Earning C %	Class 2015 # Senior Class	Class 2015 Earning C #	Class 2015 Earning C %	Class 2014 # Senior Class	Class 2014 Earning C #	Class 2014 Earning C %
# of Seniors on CBEDS Day	456			437			454			456			435		
# of Seniors Enrolled at End of the Year	457			447			444			447					
Completion with C or better (All Students)	457	392	86%	447	358	80%	444	374	84%	447	361	81%	435	328	75%
Completion with C or better (Excluding SDC)	440	392	89%	414	358	86%	428	374	87%	428	361	84%			
Ethnicity:															
Caucasian	213	196	92%	213	191	90%	218	199	91%	220	201	91%	237	205	86%
Caucasian (Reg Ed only)	199	193	97%	175	174	99%									
Hispanic	96	58	60%	101	53	52%	90	50	56%	96	44	46%	69	18	26%
Hispanic (Reg Ed only)	82	56	68%	38	27	71%	42	33	79%						
Hispanic & Special Ed	14	2	14%	23	1	4%	16	3	19%	22	2	9%			
Hispanic & LEP	24	4	17%	22	5	23%	21	5	24%	30	4	13%			
Hispanic & SED	43	19	44%	48	24	50%	35	13	37%	55	19	35%			
Hispanic & RFEP	31	23	74%												
African American	6	3	50%	14	9	64%	5	2	40%	8	5	63%	8	3	38%
Asian	117	111	95%	97	88	91%	112	110	98%	102	96	94%	105	91	87%
Feeder School:															
Blach	149	144	97%	151	140	93%	156	148	95%	163	155	95%	169	162	96%
Egan	1	1	100%	2	2	100%	1	0	0%	0	0	-	5	2	40%
Crittenden	56	39	70%	51	33	65%	60	41	68%	52	27	52%	46	21	46%
Graham	129	118	91%	122	101	83%	124	100	81%	145	114	79%	106	77	73%
Other	122	90	74%	121	82	68%	103	85	83%	87	65	75%	109	66	61%
Gender:															
Male	230	193	84%	228	175	77%	208	165	79%	227	171	75%	235	177	75%
Female	227	199	88%	219	183	84%	236	209	89%	220	190	86%	200	151	76%
Special Populations:															
Resource	17	9	53%	33	16	48%	28	18	64%	21	11	52%	18	14	78%
SDC	17	0	0%	33	0	0%	16	0	0%	19	0	0%			
LEP	28	6	21%	32	12	38%	31	10	32%	41	5	12%	41	7	17%
FEP	48	46	96%	28	27	96%									
RFEP	87	77	89%	87	66	76%	82	61	74%	84	64	76%			
AVID	29	28	97%	27	25	93%	33	26	79%	22	17	77%	32	19	59%
SED	72	45	63%	70	41	59%	58	32	55%	75	30	40%	55	17	31%
FSTR/HMLSS	11	2	18%	17	6	35%	11	8	73%	7	3	43%	11	4	36%

Red = Below 75% achievement of 'ALL"
Target: All 95%; Subgroups <71%

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updated: 8/10/18sb; 9/7/18ap

Indicator #4
Advanced Placement Test Results

MVHS	2017/2018				2016/2017				2015/2016				2014/2015			
	# of Stu	# Tests	# 3+	% 3+	# of Stu	# Tests	# 3+	% 3+	# of Stu	# Tests	# 3+	% 3+	# of Stu	# Tests	# 3+	% 3+
All	798	1647	1410	86%	788	1653	1363	82%	760	1529	1294	85%	778	1392	1166	84%
Ethnicity:																
Caucasian	398	770	672	87%	413	844	715	85%	408	771	666	86%	405	702	644	92%
Caucasian (Reg Ed only)	374	732	647	88%	399	821	696	85%								
Hispanic	84	131	85	65%	74	123	70	57%	84	133	81	61%	99	141	86	61%
Hispanic (Reg Ed only)	57	95	66	69%	46	78	52	67%	47	80	56	70%				
Hispanic & Special Ed	3	3	1	33%	0	n/a	n/a	n/a	1	1	0	0%	0	0	0	0%
Hispanic & LEP	5	5	4	80%	1	2	0	0%	5	6	4	67%	15	17	10	59%
Hispanic & SED	24	33	18	55%	28	45	18	40%	13	51	23	45%	8	8	5	63%
Hispanic & RFEP	34	52	30	58%												
African American	11	16	10	63%	8	11	5	45%	6	9	6	67%	6	7	4	57%
Asian	283	698	626	90%	271	629	539	86%	235	558	502	90%	236	495	467	94%
Feeder Schools:																
Blach	363	798	724	91%	346	774	669	86%	329	733	651	89%	338	643	621	97%
Egan	4	7	6	86%	8	13	12	92%	1	2	1	50%	1	1	1	100%
Crittenden	47	75	46	61%	47	73	32	44%	53	83	43	52%	66	87	50	57%
Graham	232	445	359	81%	234	453	371	82%	211	381	316	83%	225	375	305	81%
Other	152	322	275	85%	153	340	279	82%	166	330	283	86%	148	286	261	91%
Gender:																
Male	376	806	704	87%	369	812	678	83%	339	700	603	86%	349	627	569	91%
Female	422	841	706	84%	419	841	685	81%	421	829	691	83%	429	765	669	87%
Special Populations:																
Resource (R)	9	10	5	50%	8	13	13	100%	10	16	11	69%	7	9	6	67%
SDC (S)	1	1	1	100%	0	n/a	n/a	n/a								
504 (PGM:101)	75	125	108	86%	68	120	95	79%	48	76	58	76%	54	96	73	76%
LEP (L)	11	15	12	80%	10	15	8	53%	6	7	4	57%	21	25	17	68%
LEP (L) + in ELD + in SpEd (R/S)	0	0	0	n/a												
LEP (L) + in ELD + Not in SpEd (R/S)	6	8	6	75%												
LEP (L) + Not in ELD + in SpEd (R/S)	0	0	0	n/a												
LEP (L) + Not in ELD + Not in SpEd (R/S)	5	7	6	86%												
FEP (F)	108	268	247	92%	101	241	222	92%	89	215	197	92%	76	156	153	98%
RFEP (R)	126	237	173	73%	135	265	182	69%	120	221	167	76%	135	247	187	76%
AVID (PGM: 160)	50	71	28	39%	46	72	25	35%	58	91	39	43%	65	88	38	43%
SED (FRE)	71	120	82	68%	54	97	54	56%	59	114	71	62%	66	97	52	54%
FSTR/HMLSS (PGM: 190/191)	4	8	5	63%	4	9	7	78%	5	13	8	62%	3	8	7	88%

Data source: Aeries Query - will not match reports from College Board

Red = Below 75% achievement of "ALL"

Target : All 85%; Subgroups <68%

Indicator #5
SAT Score Averages
(a) Math - Evidence-based Reading Writing (ERW)

MVHS	Class of 2018					Class of 2017					Class of 2016					2015				
	Class Size*	# of Test Takers	Math Score	ERW	Combined Score	Class Size*	# of Test Takers	Math Score	ERW	Combined Score	Class Size*	# of Stu	Math Score	Critical Reading	Writing Score	Class Size	# of Stu	Math Score	Critical Reading	Writing Score
All	434	307	651	641	1292	419		636	629	1266	427	319	613	592	590	435	336	617	594	589
Ethnicity:																				
Caucasian	204	142	661	660	1321	203					215	152	626	617	607	215	166	623	616	605
Caucasian (Reg Ed only)																				
Hispanic	85	50	579	572	1152	87					79	43	512	504	492	92	36	489	460	462
Hispanic (Reg Ed only)																				
Hispanic & Special Ed											12	2	475	420	420	22	2	430	450	450
Hispanic & LEP											14	3	413	350	333	27	0	-	-	-
Hispanic & SED											28	11	493	494	474	52	14	442	400	420
Hispanic & RFEP																				
African American											5	4	-	-	-	8	8	489	485	485
Asian	115	76	689	651	1340	95					110	86	643	594	613	99	101	668	616	619
Other											18	22	630	594	603	21	19	589	579	567
Feeder Schools:																				
Blach											152	133	652	637	637	160	152	634	613	624
Crittenden											57	35	496	473	458	49	22	553	503	506
Egan											1	0	-	-	-	0	-	-	-	-
Graham											120	90	596	573	570	144	99	576	553	550
Other											97	71	620	592	593	82	60	583	557	547
Gender:																				
Male	217	148	650	633	1284	212					199	137	615	575	570	223	163	638	606	588
Female	217	159	651	649	1300	207					228	182	611	604	605	212	173	597	583	590
Special Populations:																				
Resource (R)											28	13	473	495	472	21	8	524	529	534
SDC (S)											10	0	-	-	-	19	0	-	-	-
504 (PGM:101)																				
LEP (L)											21	6	408	315	325	36	2	385	370	330
LEP (L) + in ELD + in SpEd (R/S)																				
LEP (L) + in ELD + Not in SpEd (R/S)																				
LEP (L) + Not in ELD + in SpEd (R/S)																				
EP (L) + Not in ELD + Not in SpEd (R/S)																				
FEP (F)											35	32	672	652	655	32	31	650	616	622
RFEP (R)											80	58	544	512	512	83	62	563	508	518
AVID (PGM: 160)											33	25	472	450	436	22	20	495	445	470
SED (FRE)											51	27	530	498	482	71	25	489	440	457
FOSTR/HMLSS																				

*number of graduates
Note: Students in the Class of 2017 took the New SAT. Comparison with prior years is <u>NOT</u> recommended.

Indicator #6
SAT
(b) Subject Area Tests

MVHS Subject	2018 # of Exams	Score	2017 # of Exams	Score	2016 # of Exams	Score	2015 # of Exams	Score	2014 # of Exams	Score
Biology - E	17	650	8	n/a	10	697	26	688	15	670
Biology - M	31	711	32	728	35	729	47	712	61	724
Chemistry	46	715	39	705	56	692	37	743	27	709
Physics	26	725	35	692	18	667	18	669	23	647
Literature	27	619	33	620	36	667	23	647	27	654
Math Level I IC	4	n/a	5	n/a	9	n/a	6	657	16	601
Math Level II IIC	134	721	128	723	125	712	132	715	111	716
World History	16	679	18	679	25	638	29	668	34	660
American/US History	64	670	32	658	39	662	73	696	77	679

Data Source: College Board Report

Indicator #7
Freshmen Grade Reports
a) GPA - % of Students with GPA of 2.00 or Higher

MVHS	Class of 2021 June 2018			Class of 2020 June 2017			Class of 2019 June 2016			Class of 2018 June 2015			Class of 2017 June 2014		
	Class Size	Actuals	%	Class Size	Actuals	%	Class Size	Actuals	%	Class Size	Actuals	%	Class Size	Actuals	%
All	496	470	95%	487	447	92%	476	440	92%	461	428	93%	438	408	93%
Ethnicity:															
Caucasian	225	219	97%	196	187	95%	220	210	95%	219	205	94%	212	209	99%
Caucasian (Reg Ed only)	197	195	99%	179	175	98%									
Hispanic	109	93	85%	108	85	79%	107	89	83%	93	78	84%	94	73	78%
Hispanic (Reg Ed only)	41	39	95%	48	41	85%	46	42	91%						
Hispanic & Special Ed	15	9	60%	28	20	71%	19	14	74%	16	9	56%	11	7	
Hispanic & LEP	25	19	76%	27	6	22%	34	23	68%	22	15	68%	24	15	
Hispanic & SED	56	45	80%	47	23	49%	50	41	82%	37	29	78%	51	35	
Hispanic & RFEP	42	36	86%												
African American	4	4	100%	16	14	88%	12	9	75%	4	3	75%	15	13	87%
Asian	138	135	98%	142	139	98%	120	118	98%	119	118	99%	92	91	99%
Feeder Schools:															
Blach	168	166	99%	187	184	98%	173	173	100%	159	153	96%	154	154	100%
Crittenden	83	73	88%	56	42	75%	64	48	75%	72	62	86%	63	48	76%
Egan	4	4	100%	3	2	67%	1	1	100%	1	1	100%	2	2	100%
Graham	157	147	94%	148	133	90%	162	150	93%	139	124	89%	135	130	96%
Other	84	80	95%	93	86	92%	76	68	89%	90	88	98%	84	74	88%
Gender:															
Male	252	234	93%	258	229	89%	225	203	90%	240	219	91%	224	203	91%
Female	244	236	97%	229	218	95%	251	237	94%	221	209	95%	214	205	96%
Special Populations:															
Resource (R)	26	22	85%	29	23	79%	22	20	91%	17	15	88%	33	26	79%
SDC (S)	14	6	43%	27	18	67%									
504 (PGM:101)	40	38	95%	46	41	89%									
LEP (L)	39	31	79%	34	26	76%	48	35	73%	36	28	78%	37	28	76%
LEP (L) + in ELD + in SpEd (R/S)	4	2	50%												
LEP (L) + in ELD + Not in SpEd (R/S)	27	24	89%												
LEP (L) + Not in ELD + in SpEd (R/S)	3	1	33%												
LEP (L) + Not in ELD + Not in SpEd (R/S)	5	4	80%												
FEP (F)	46	46	100%	44	44	100%	45	44	98%	44	44	100%	26	26	100%
RFEP (R)	95	87	92%	89	76	85%	81	75	93%	71	67	94%	69	65	
AVID (PGM: 160)	54	53	98%	27	24	89%	30	28	93%	29	25	86%	40	38	95%
SED (FRE)	80	66	83%	75	57	76%	73	58	79%	63	51	81%	66	50	76%
FSTR/HMLSS (PGM: 190/191)	5	4	80%	2	1	50%	4	1	25%	3	3	100%	7	5	71%

Note: Red = below 75% of achievement of "All"
Target : All 95%; Subgroups <71%

Indicator #8
% of Freshmen students earning
1 or more F's at the end of 1st Year in High School

MVHS	Class of 2021 June 2018 Class Size	Actuals	%	Class of 2020 June 2017 Class Size	Actuals	%	Class of 2019 June 2016 Class Size	Actuals	%	Class of 2018 June 2015 Class Size	Actuals	%	Class of 2017 June 2014 Class Size	Actuals	%
All	496	28	6%	487	42	9%	476	30	6%	461	26	6%	438	28	6%
Ethnicity:															
Caucasian	225	8	4%	196	9	5%	220	4	2%	219	8	4%	212	2	1%
Caucasian (Reg Ed only)	197	5	3%	179	5	3%									
Hispanic	109	18	17%	108	25	23%	107	20	19%	93	14	15%	94	19	20%
Hispanic (Reg Ed only)	41	4	10%	48	9	19%	46	11	24%						
Hispanic & Special Ed	15	2	13%	28	10	36%	19	3	16%	16	2	13%			
Hispanic & LEP	25	6	24%	27	6	22%	34	8	24%	22	7	32%			
Hispanic & SED	56	13	23%	47	12	26%	50	10	20%	37	7	19%			
Hispanic & RFEP	42	8	19%												
African American	4	0	0%	16	2	13%	12	1	8%	4	0	0%	15	0	0%
Asian	138	1	1%	142	3	2%	120	1	1%	119	2	2%	92	3	3%
Feeder Schools:															
Blach	168	3	2%	187	6	3%	173	1	1%	159	5	3%	154	2	1%
Crittenden	83	16	19%	56	16	29%	64	13	20%	72	6	8%	63	13	21%
Egan	4	0	0%	3	1	33%	1	1	100%	1	0	0%	2	0	0%
Graham	157	5	3%	148	13	9%	162	11	7%	139	10	7%	135	7	5%
Other	84	4	5%	93	6	6%	76	4	5%	90	5	6%	84	6	7%
Gender:															
Male	252	18	7%	258	29	11%	225	15	7%	240	15	6%	224	14	6%
Female	244	10	4%	229	13	6%	251	15	6%	221	11	5%	214	14	7%
Special Populations:															
Resource (R)	26	2	8%	29	7	24%	22	0	0%	17	2	12%	33	3	9%
SDC (S)	14	2	14%	27	6	22%									
504 (PGM:101)	40	4	10%	46	4	9%									
LEP (L)	39	6	15%	34	6	18%	48	9	19%	36	7	19%	37	11	30%
LEP (L) + in ELD + in SpEd (R/S)	4	1	25%												
LEP (L) + in ELD + Not in SpEd (R/S)	27	4	15%												
LEP (L) + Not in ELD + in SpEd (R/S)	3	0	0%												
LEP (L) + Not in ELD + Not in SpEd (R/S)	5	1	20%												
FEP (F)	46	0	0%	44	0	0%	45	2	4%	44	1	2%	26	1	4%
RFEP (R)	95	9	9%	89	13	15%	81	10	12%	71	4	6%			
AVID (PGM: 160)	54	4	7%	27	5	19%	30	4	13%	29	4	14%	40	4	10%
SED (FRE)	80	17	21%	75	15	20%	73	13	18%	63	8	13%	66	14	21%
FSTR/HMLSS (PGM: 190/191)	5	1	20%	2	0	0%	4	0	0%	3	0	0%	8	1	13%

Red = Below 75% achievement of "ALL"
Target : All <5%; Subgroups <5%

Indicator #9
AP/Honors Enrollment
(students with 1 or more AP class)

MVHS	2018-19											2017-18										
	# of Courses		# of Sections		Enrollment	# of Seats		# of Stu with 1 or more AP/H Class				# of Courses		# of Sections		Enrollment	# of Seats		# of Stu with 1 or more AP/H Class			
								AP		Honors									AP		Honors	
	AP	Honors	AP	Honors		AP	Honors	#	%	#	%	AP	Honors	AP	Honors		AP	Honors	#	%	#	%
All	26	11	84	60	2071	2287	1564	1050	51%	959	46%	26	12	75	54	1971	2050	1344	991	50%	864	44%
Ethnicity:																						
Caucasian					892	1067	741	486	54%	449	50%					870	982	607	481	55%	406	47%
Caucasian (Reg Ed only)					782	1015	713	452	58%	429	55%					769	935	587	449	58%	390	51%
Hispanic					481	248	179	156	32%	134	28%					438	217	151	139	32%	115	26%
Hispanic (Reg Ed only)					176	150	114	87	49%	76	43%					183	148	102	87	48%	69	38%
Hispanic & Special Ed					98	2	9	2	2%	9	9%					76	2	4	2	3%	4	5%
Hispanic & LEP					134	14	11	13	10%	11	8%					117	6	21	6	5%	20	17%
Hispanic & SED					238	92	61	63	26%	54	23%					204	66	43	49	24%	40	20%
Hispanic & RFEP					183	116	82	68	37%	66	36%											
African American					48	28	20	18	38%	15	31%					40	28	19	20	50%	14	35%
Asian					562	885	576	353	63%	328	58%					535	773	542	314	59%	309	58%
Feeder Schools:																						
Blach					703	1073	725	443	63%	409	58%					681	937	686	418	61%	398	58%
Egan					14	15	14	8	57%	8	57%					9	8	11	4	44%	7	78%
Crittenden					272	138	113	89	33%	87	32%					258	111	79	74	29%	66	26%
Graham					655	654	469	315	48%	307	47%					592	571	344	298	50%	244	41%
Other					427	407	243	195	46%	148	35%					431	423	224	197	46%	149	35%
Gender:																						
Male					1051	1139	769	491	47%	471	45%					996	980	656	463	46%	403	40%
Female					1020	1148	795	559	55%	488	48%					975	1070	688	528	54%	461	47%
Special Populations:																						
Resource (R)					116	24	18	20	17%	15	13%					79	17	10	17	22%	9	11%
SDC (S)					101	0	4	0	0%	4	4%					90	0	1	0	0%	1	1%
504 (PGM:101)					171	163	94	90	53%	68	40%					166	156	78	91	55%	58	35%
LEP (L)					172	33	22	22	13%	18	10%					158	28	31	16	10%	28	18%
LEP (L) + in ELD + in SpEd (R/S)					8	0	1	0	0%	1	13%											
LEP (L) + in ELD + Not in SpEd (R/S)					92	11	5	8	9%	5	5%											
LEP (L) + Not in ELD + in SpEd (R/S)					40	0	5	0	0%	5	13%											
LEP (L) + Not in ELD + Not in SpEd (R/S)					32	22	11	14	44%	7	22%											
FEP (F)					190	325	200	124	65%	109	57%					179	296	185	116	65%	105	59%
RFEP (R)					416	370	274	193	46%	185	44%					362	316	175	180	50%	129	36%
AVID (PGM: 160)					150	139	73	91	61%	58	39%					135	106	52	70	52%	45	33%
SED (FRE)					339	204	102	120	35%	87	26%					320	161	92	106	33%	78	24%
FSTR/HMLSS (PGM: 190/191)					5	2	2	2	40%	2	40%					43	15	8	9	21%	8	19%

*Reg Ed Only = no SpEd, LEP, SED

Red = Below 75% achievement of "ALL"
Target : All 50%; Subgroups <38%

Indicator #9
AP/Honors Enrollment
(students with 1 or more AP class)

MVHS	2016-17											2015-16										
	# of Courses		# of Sections		Enrollment	# of Seats		# of Stu with 1 or more AP/H Class				# of Courses		# of Sections		Enrollment	# of Seats		# of Stu with 1 or more AP/H Class			
								AP		Honors									AP		Honors	
	AP	Honors	AP	Honors		AP	Honors	#	%	#	%	AP	Honors	AP	Honors		AP	Honors	#	%	#	%
All	26	13	78	49	1912	2135	1225	989	52%	789	41%	25	12	72	53	1871	1977	1355	957	51%	830	44%
Ethnicity:																						
Caucasian					856	1067	581	495	58%	377	44%					885	1001	719	491	55%	440	50%
Caucasian (Reg Ed only)																						
Hispanic					424	224	130	136	32%	102	24%					405	226	131	142	35%	98	24%
Hispanic (Reg Ed only)					169	143	93	86	51%	68	40%					157	118	72	72	46%	47	30%
Hispanic & Special Ed					84	5	3	5	6%	2	2%					68	2	2	2	3%	2	3%
Hispanic & LEP					117	9	13	8	7%	13	11%					104	9	11	7	7%	11	11%
Hispanic & SED					175	75	32	45	26%	29	17%					279	64	45	46	16%	43	15%
Hispanic & RFEP																						
African American					50	28	12	15	30%	9	18%					35	17	12	11	31%	8	23%
Asian					488	747	475	304	62%	281	58%					451	648	453	270	60%	254	56%
Feeder Schools:																						
Blach					676	975	624	410	61%	369	55%					647	877	672	378	58%	367	57%
Egan					7	8	7	4	57%	3	43%					9	4	5	2	22%	4	44%
Crittenden					236	132	78	85	36%	61	26%					255	155	80	99	39%	60	24%
Graham					570	574	308	300	53%	218	38%					555	515	346	269	48%	240	43%
Other					423	446	208	190	45%	138	33%					405	426	252	209	52%	159	39%
Gender:																						
Male					977	1030	608	473	48%	383	39%					922	887	619	427	46%	380	41%
Female					935	1105	617	516	55%	406	43%					949	1090	736	530	56%	450	47%
Special Populations:																						
Resource (R)					104	24	8	18	17%	5	5%					89	24	4	19	21%	4	4%
SDC (S)					101	1	2	1	1%	2	2%					104	0	5	0	0%	1	1%
504 (PGM:101)					178	165	98	94	53%	70	39%					151	109	78	69	46%	56	37%
LEP (L)					161	24	19	17	11%	19	12%					183	41	22	32	17%	18	10%
LEP (L) + in ELD + in SpEd (R/S)																						
LEP (L) + in ELD + Not in SpEd (R/S)																						
LEP (L) + Not in ELD + in SpEd (R/S)																						
LEP (L) + Not in ELD + Not in SpEd (R/S)																						
FEP (F)					163	285	164	115	71%	104	64%					152	236	176	97	64%	98	64%
RFEP (R)					338	368	183	185	55%	135	40%					324	285	173	152	47%	119	37%
AVID (PGM: 160)					143	159	52	86	60%	39	27%					133	127	31	74	56%	26	20%
SED (FRE)					253	132	62	73	29%	49	19%					268	131	77	75	28%	63	24%
FSTR/HMLSS (PGM: 190/191)					34	13	4	7	21%	4	12%					18	15	0	8	44%	0	0%

*Reg Ed Only = no SpEd, LEP, SED

Red = Below 75% achievement of "ALL"
Target : All 50%; Subgroups <38%

Indicator #10
Graduation Rates

MVHS	Class of 2018 Class Size	Graduates #	Graduates %	Class of 2017 Class Size	Graduates #	Graduates %	Class of 2016 Class Size	Graduates #	Graduates %	Class of 2015 Class Size	Graduates #	Graduates %	Class of 2014 Class Size	Graduates #	Graduates %
All MVHS	459	434	95%	450	419	93%	444	427	96%	447	436	98%	427	406	95%
Ethnicity:															
Caucasian	213	204	96%	213	203	95%	218	215	99%	220	217	99%	235	228	97%
Caucasian (Reg Ed only)	186	179	96%	175	172	98%									
Hispanic	97	85	88%	103	87	84%	90	79	88%	96	91	95%	63	54	86%
Hispanic (Reg Ed only)	44	43	98%	39	38	97%	16	16	100%						
Hispanic & SpEd	14	14	100%	23	14	61%	16	12	75%	22	22	100%			
Hispanic & LEP	25	14	56%	23	13	57%	21	12	57%	30	27	90%			
Hispanic & SED	43	33	77%	48	41	85%	35	28	80%	55	51	93%			
Hispanic & RFEP	31	31	100%												
African American	6	6	100%	14	14	100%	5	5	100%	8	8	100%	8	8	100%
Filipino	17	16	94%	14	12	86%	19	18	95%	15	15	100%	12	12	100%
Asian	118	115	97%	98	95	97%	112	110	98%	102	99	97%	106	100	94%
Feeder Schools:															
Blach	149	142	95%	151	149	99%	156	152	97%	163	160	98%	169	168	99%
Egan	1	1	100%	2	2	100%	1	1	100%	0	0	-	5	4	80%
Crittenden	56	55	98%	52	48	92%	60	57	95%	52	49	94%	45	43	96%
Graham	129	128	99%	123	115	93%	124	120	97%	145	144	99%	106	104	98%
Other	124	108	87%	122	105	86%	103	97	94%	87	83	95%	103	93	90%
Gender:															
Male	231	217	94%	229	212	93%	208	199	96%	227	222	98%	231	220	95%
Female	228	217	95%	221	207	94%	236	228	97%	220	214	97%	197	192	97%
Special Populations:															
Resource (R)	17	16	94%	33	31	94%	28	28	100%	21	21	100%	17	17	100%
SDC (S)	17	17	100%	33	16	48%	16	10	63%	19	19	100%			
504 (PGM:101)	54	48	89%												
LEP (L)	30	17	57%	34	21	62%	31	21	68%	41	36	88%	39	28	72%
LEP (L) + in ELD + in SpEd (R/S)	1	1	100%												
LEP (L) + in ELD + Not in SpEd (R/S)	19	7	37%												
LEP (L) + Not in ELD + in SpEd (R/S)	3	3	100%												
LEP (L) + Not in ELD + Not in SpEd (R/S)	8	6	75%												
FEP (F)	48	46	96%	28	28	100%							30	30	100%
RFEP (R)	87	86	99%	88	86	98%	82	80	98%	84	82	98%			
AVID (PGM: 160)	29	29	100%	27	27	100%	33	33	100%	22	21	95%	22	22	100%
SED (FRE)	72	61	85%	70	61	87%	58	51	88%	75	70	93%	50	44	88%
FSTR/HMLSS (PGM: 190/191)	11	7	64%	17	12	71%	11	10	91%	7	7	100%	10	10	100%

Red = below 75% of achievemnet of "All" students
Target : All 98%; Subgroups <77%

Indicator #11
National Merit Scholar Program

		Sex		Ethnic Code								Feeder School				
	Total	M	F	Amer Indian	Asian	Pacific Island	Filipino	Hisp	Black	White	Other	Blach	Egan	Graham	Crittenden	Other
MVHS-2019																
Scholarship Recipient:																
Finalist:																
Semi-Finalist:	10	6	4	-	6	-	-	-	-	4	-	8	-	2	-	-
Commended Students:	43	21	22	-	25	-	-	-	-	18	-	24	1	11	1	6
NMSQT Qualifying Students:	53	27	26	-	31	-	-	-	-	22	-	32	1	13	1	6
MVHS-2018																
Scholarship Recipient:	3	1	2	-	2	-	-	-	-	1	-	3	-	-	-	-
Finalist:	22	13	9	-	13	-	-	-	-	9	-	14	-	5	-	3
Semi-Finalist:	23	14	9	-	14	-	-	-	-	9	-	14	-	5	-	4
Commended Students:	54	18	36	-	24	1	-	1	-	28	-	29	-	9	1	15
NMSQT Qualifying Students:	77	32	45	-	38	1	-	1	-	37	-	43	-	14	1	19
MVHS-2017																
Scholarship Recipient:	1	1	-	-	1	-	-	-	-	-	-	1	-	-	-	-
Finalist:	9	4	5	-	6	-	-	-	-	3	-	7	-	2	-	-
Semi-Finalist:	10	4	6	-	6	-	-	1	-	3	-	8	-	2	-	-
Commended Students:	40	16	24	-	18	1	3	-	1	17	-	18	-	10	-	12
NMSQT Qualifying Students:	50	20	30	-	24	1	3	1	1	20	-	26	-	12	-	12
MVHS-2016																
Scholarship Recipient:																
Finalist:	15	5	10	-	6	-	-	1	-	8	-	10	-	-	-	5
Semi-Finalist:	15	5	10	-	6	-	-	1	-	8	-	10	-	-	-	5
Commended Students:	37	12	25	-	16	-	1	1	-	19	-	19	-	11	-	7
NMSQT Qualifying Students:	52	17	35	-	22	-	1	2	-	27	-	29	-	11	-	12
MVHS-2015																
Scholarship Recipient:	1		1		1							1				
Finalist:	16	6	10	-	8	-	-	-	-	8	-	11	-	3	-	2
Semi-Finalist:	17	6	11	-	9	-	-	-	-	8	-	12	-	3	-	2
Commended Students:	46	26	20	-	14	-	-	-	-	29	-	29	-	12	-	5
NMSQT Qualifying Students:	63	32	31	-	23	-	1	-	-	37	-	41	-	15	-	7
MVHS-2014																
Scholarship Recipient:	1	1	-	-	1	-	-	-	-	-	-	-	-	-	-	1
Finalist:	10	6	4	-	5	-	-	-	-	5	-	5	-	1	-	4
Semi-Finalist:	10	6	4	-	5	-	-	-	-	5	-	5	-	1	-	4
Commended Students:	49	26	23	-	19	-	-	-	-	30	-	30	-	1	10	8
NMSQT Qualifying Students:	59	32	27	-	24	-	-	1	-	34	-	35	-	11	1	12

Indicator #12
Post HS Plans - College Acceptance Rates

	Class of 2018		Class of 2017		Class of 2016		Class of 2015		Class of 2014		Class of 2013		Class of 2012		Class of 2011	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
MOUNTAIN VIEW																
# Graduating Seniors	434		416		422		427		405		413		408		408	
# Reported to UC/CSU	143	33%	131	31%	152	36%	133	31%	133	33%	139	34%	130	32%	145	35%
# Report. to Out-of-State or Private 4 year	159	37%	142	34%	147	35%	154	36%	152	38%	130	31%	161	39%	141	34%
Total # Reported To 4 year college	302	70%	273	66%	299	71%	287	67%	285	70%	269	65%	291	71%	286	70%
# Reported 2 year college	103	24%	117	28%	97	23%	123	29%	85	21%	113	27%	106	26%	100	25%
% of Total Graduates Reportedly																
Accepted to College	**405**	**93%**	**390**	**94%**	**396**	**94%**	**410**	**96%**	**370**	**91%**	**382**	**92%**	**397**	**97%**	**383**	**94%**
Underrepresented Minority Grad. Seniors	**87**		**115**		**105**		**112**		**73**		**90**		**86**		**92**	
# Reported to UC/CSU	29	33%	30	26%	26	25%	23	21%	19	26%	23	26%	16	19%	16	17%
# Report. to Out-of-State or Private 4 year	15	17%	11	10%	18	17%	11	10%	9	12%	12	13%	15	17%	14	15%
# Total Reported to 4 year college	44	51%	41	36%	44	42%	34	30%	28	38%	35	39%	31	36%	30	33%
# Reported to 2 year college	43	49%	60	52%	46	44%	73	65%	37	51%	45	50%	46	53%	44	48%
% of Underrepresented Minority Grads.																
Reportedly Accepted to College	**87**	**100%**	**101**	**88%**	**90**	**86%**	**107**	**96%**	**65**	**89%**	**80**	**89%**	**77**	**90%**	**74**	**80%**

Data Source: MVHS Post High School Plans Report
Underrepresented grads = AA, FILIP, HISP

PLEASE NOTE: This EXCEL spreadsheet employs an automatic rounding feature; some calculations may appear to be off by one unit due to rounding.
Source: Information self-reported by graduating seniors to the career center assistant of each high school & actual attendance to college has not been verified.
Note: In 1998-99 the # of underrepresented grads reportedly accepted to college is greater than the actual # of grad. Seniors. The career center thought that some students may have responded with more than one choice. The 2004-05 LAHS underrepresented grad seniors data does not include the Filipino population.
Note: For 2012-2013, ethnicity data has recently been submitted to Naviance and a revision is necessary once data is reflected in Naviance.

Red = Below 75% achievement of "ALL"
Target : All 95%; Subgroups <71%

Indicator #13
Post HS Plans - 1st Choice Colleges

	Class of 2018		Class of 2017		Class of 2016		Class of 2015		Class of 2014		Class of 2013	
	#	%	#	%	#	%	#	%	#	%	#	%
MOUNTAIN VIEW												
# Graduating Seniors	**434**		**416**		**427**		**436**		**406**		**407**	
#/% Students reporting acceptance to College	393	91%	362	87%	383	90%	399	92%	370	91%	382	92%
#/% Students reporting acceptance to College of 1st Choice	187	43%	197	47%	235	55%	211	48%	191	48%	185	47%

Data Source: Senior Survey from NAVIANCE

Red = Below 75% achievement of "ALL"
Target : All 65%; Subgroups <49%

Indicator #14
Attrition and Graduation Rates
a) by Feeder Schools
(Does not include Moffett and Middle College Students)

MVHS Baseline Data: Class of 2023	8th Grade Assignment Nov-18	9th Grade Enrollment CBEDS Oct-19	10th Grade Enrollment CBEDS Oct-20	11th Grade Enrollment CBEDS Oct-21	12th Grade Enrollment CBEDS Oct-22	12th Gr CBEDS over 9th Gr % remaining	# of Graduates June '23	Graduates over 9th gr CBEDS %	+ / -
All									
Blach									
Egan									
Graham									
Crittenden									
Other									
MVHS Baseline Data: Class of 2022	**8th Grade Assignment Nov-17****	**9th Grade Enrollment CBEDS Oct-18**	**10th Grade Enrollment CBEDS Oct-19**	**11th Grade Enrollment CBEDS Oct-20**	**12th Grade Enrollment CBEDS Oct-21**	**12th Gr CBEDS over 9th Gr % remaining**	**# of Graduates June '22**	**Graduates over 9th gr CBEDS %**	**+ / -**
All	492	582							
Blach	186	185							
Egan	4	4							
Graham	201	200							
Crittenden	101	100							
Other		93							
MVHS Baseline Data: Class of 2021	**8th Grade Assignment Nov-16***	**9th Grade Enrollment CBEDS Oct-17**	**10th Grade Enrollment CBEDS Oct-18**	**11th Grade Enrollment CBEDS Oct-19**	**12th Grade Enrollment CBEDS Oct-20**	**12th Gr CBEDS over 9th Gr % remaining**	**# of Graduates June '21**	**Graduates over 9th gr CBEDS %**	**+ / -**
All	539	513	505						
Blach	205	172	167						
Egan	24	3	4						
Graham	189	162	166						
Crittenden	121	91	80						
Other		85	88						
MVHS Baseline Data: Class of 2020	**8th Grade Assignment Nov-15***	**9th Grade Enrollment CBEDS Oct-16**	**10th Grade Enrollment CBEDS Oct-17**	**11th Grade Enrollment CBEDS Oct-18**	**12th Grade Enrollment CBEDS Oct-19**	**12th Gr CBEDS over 9th Gr % remaining**	**# of Graduates June '20**	**Graduates over 9th gr CBEDS %**	**+ / -**
All	524	505	497	505					
Blach	227	195	187	177					
Egan	23	3	3	3					
Graham	179	153	145	141					
Crittenden	95	65	51	48					
Other		89	111	119					

8th grade assignment data
*run on 10/25/18 using 14-15, 15-16, 16-17 9th grade enrollment
**run on 10/25/18 using 18-19 9th grade enrollment

Indicator #14
Attrition and Graduation Rates
a) by Feeder Schools
(Does not include Moffett and Middle College Students)

MVHS Baseline Data: Class of 2019	8th Grade Assignment Nov-14*	9th Grade Enrollment CBEDS Oct-15	10th Grade Enrollment CBEDS Oct-16	11th Grade Enrollment CBEDS Oct-17	12th Grade Enrollment CBEDS Oct-18	12th Gr CBEDS over 9th Gr % remaining	# of Graduates June '19	Graduates over 9th gr CBEDS %	+ / -
All	500	490	484	481	474	97%			
Blach	199	176	172	168	164	93%			
Egan	18	5	2	2	2	40%			
Graham	184	166	159	148	142	86%			
Crittenden	99	68	61	53	42	62%			
Other		75	90	110	124	165%			
MVHS Baseline Data: Class of 2018	**8th Grade Assignment Nov-13**	**9th Grade Enrollment CBEDS Oct-14**	**10th Grade Enrollment CBEDS Oct-15**	**11th Grade Enrollment CBEDS Oct-16**	**12th Grade Enrollment CBEDS Oct-17**	**12th Gr CBEDS over 9th Gr % remaining**	**# of Graduates June '18**	**Graduates over 9th gr CBEDS %**	**+ / -**
All	464	468	473	468	456	97%	434	93%	-34
Blach	187	167	161	158	151	90%	142	85%	-25
Egan	7	1	1	1	1	100%	1	100%	0
Graham	159	142	137	135	130	92%	128	90%	-14
Crittenden	106	74	70	59	58	78%	55	74%	-19
Other	5	84	104	115	116	138%	108	129%	24
MVHS Baseline Data: Class of 2017	**8th Grade Assignment Nov-12**	**9th Grade Enrollment CBEDS Oct-13**	**10th Grade Enrollment CBEDS Oct-14**	**11th Grade Enrollment CBEDS Oct-15**	**12th Grade Enrollment CBEDS Oct-16**	**12th Gr CBEDS over 9th Gr % remaining**	**# of Graduates June '17**	**Graduates over 9th gr CBEDS %**	**+ / -**
All	401	453	440	440	437	96%	419	92%	-34
Blach	168	159	151	151	150	94%	149	94%	-10
Egan	5	2	2	2	1	50%	2	100%	0
Graham	144	143	132	122	119	83%	115	80%	-28
Crittenden	84	67	58	52	49	73%	48	72%	-19
Other		82	97	113	118	144%	105	128%	23
MVHS Baseline Data: Class of 2016	**8th Grade Assignment Nov-11**	**9th Grade Enrollment CBEDS Oct-12**	**10th Grade Enrollment CBEDS Oct-13**	**11th Grade Enrollment CBEDS Oct-14**	**12th Grade Enrollment CBEDS Oct-15**	**12th Gr CBEDS over 9th Gr % remaining**	**# of Graduates June '16**	**Graduates over 9th gr CBEDS %**	**+ / -**
All	429	482	466	453	454	94%	427	89%	-55
Blach	185	167	159	155	157	94%	152	91%	-15
Egan	5	2	1	1	1	50%	1	50%	-1
Graham	147	155	140	133	128	83%	120	77%	-35
Crittenden	92	85	73	63	62	73%	57	67%	-28
Other		73	93	101	106	145%	97	133%	24

8th grade assignment data

*run on 10/25/18 using 14-15, 15-16, 16-17 9th grade enrollment

**run on 10/25/18 using 18-19 9th grade enrollment

Indicator #14
Attrition and Graduation Rates
a) by Feeder Schools
(Does not include Moffett and Middle College Students)

MVHS Baseline Data: Class of 2015	8th Grade Assignment Nov-10	9th Grade Enrollment CBEDS Oct-11	10th Grade Enrollment CBEDS Oct-12	11th Grade Enrollment CBEDS Oct-13	12th Grade Enrollment CBEDS Oct-14	12th Gr CBEDS over 9th Gr % remaining	# of Graduates June '15	Graduates over 9th gr CBEDS %	+ / -
All	379	492	477	467	456	93%	436	89%	-56
Blach	168	174	169	164	163	94%	160	92%	-14
Egan	7	2	2	1	0	0%	0	0%	-2
Graham	133	176	163	154	149	85%	144	82%	-32
Crittenden	69	77	59	55	52	68%	49	64%	-28
Other	2	63	84	93	92	146%	83	132%	20

MVHS Baseline Data: Class of 2014	8th Grade Assignment Nov-09	9th Grade Enrollment CBEDS Oct-10	10th Grade Enrollment CBEDS Oct-11	11th Grade Enrollment CBEDS Oct-12	12th Grade Enrollment CBEDS Oct-13	12th Gr CBEDS over 9th Gr % remaining	# of Graduates June '14	Graduates over 9th gr CBEDS %	+ / -
All	431	466	461	451	435	93%	406	87%	-60
Blach	190	181	176	171	169	93%	168	93%	-13
Egan	13	5	4	5	5	100%	4	80%	-1
Graham	138	135	125	114	106	79%	104	77%	-31
Crittenden	90	81	61	52	46	57%	43	53%	-38
Other		64	95	109	109	170%	93	145%	29

MVHS Baseline Data: Class of 2013	8th Grade Assignment Nov-08	9th Grade Enrollment CBEDS Oct-09	10th Grade Enrollment CBEDS Oct-10	11th Grade Enrollment CBEDS Oct-11	12th Grade Enrollment CBEDS Oct-12	12th Gr CBEDS over 9th Gr % remaining	# of Graduates June '13	Graduates over 9th gr CBEDS %	+ / -
All	391	469	443	435	422	90%	407	87%	-62
Blach	176	178	171	164	160	90%	158	89%	-20
Egan	5	4	4	4	4	100%	3	75%	-1
Graham	120	130	111	110	100	77%	96	74%	-34
Crittenden	90	93	75	67	61	66%	59	63%	-34
Other		64	82	90	97	152%	91	142%	27

MVHS Baseline Data: Class of 2012	8th Grade Assignment Nov-07	9th Grade Enrollment CBEDS Oct-08	10th Grade Enrollment CBEDS Oct-09	11th Grade Enrollment CBEDS Oct-10	12th Grade Enrollment CBEDS Oct-11	12th Gr CBEDS over 9th Gr % remaining	# of Graduates June '12	Graduates over 9th gr CBEDS %	+ / -
All	370	458	461	442	439	96%	417	91%	-41
Blach	156	188	188	183	178	95%	173	92%	-15
Egan	7	6	5	6	7	117%	6	100%	0
Graham	126	128	128	117	109	85%	107	84%	-21
Crittenden	81	81	71	55	55	68%	54	67%	-27
Other		55	69	81	90	164%	77	140%	22

8th grade assignment data

*run on 10/25/18 using 14-15, 15-16, 16-17 9th grade enrollment

**run on 10/25/18 using 18-19 9th grade enrollment

Indicator #14
Attrition and Graduation Rates
b) by Ethnicity

MVHS Baseline Data: Class of 2023	8th Grade Assignment Nov-18	9th Grade Enrollment CBEDS Oct-19	10th Grade Enrollment CBEDS Oct-20	11th Grade Enrollment CBEDS Oct-21	12th Grade Enrollment CBEDS Oct-22	# of Graduates June '23	% of entering Freshmen who Graduated	+ / -
Caucasian								
Hispanic								
African American								
Asian								
MVHS Baseline Data: Class of 2022	8th Grade Assignment Nov-17**	9th Grade Enrollment CBEDS Oct-18	10th Grade Enrollment CBEDS Oct-19	11th Grade Enrollment CBEDS Oct-20	12th Grade Enrollment CBEDS Oct-21	# of Graduates June '22	% of entering Freshmen who Graduated	+ / -
Caucasian	218	251						
Hispanic	112	130						
African American	16	21						
Asian	121	152						
MVHS Baseline Data: Class of 2021	8th Grade Assignment Nov-16*	9th Grade Enrollment CBEDS Oct-17	10th Grade Enrollment CBEDS Oct-18	11th Grade Enrollment CBEDS Oct-19	12th Grade Enrollment CBEDS Oct-20	# of Graduates June '21	% of entering Freshmen who Graduated	+ / -
Caucasian	246	234	226					
Hispanic	134	112	117					
African American	11	5	6					
Asian	129	141	136					
MVHS Baseline Data: Class of 2020	8th Grade Assignment Nov-15*	9th Grade Enrollment CBEDS Oct-16	10th Grade Enrollment CBEDS Oct-17	11th Grade Enrollment CBEDS Oct-18	12th Grade Enrollment CBEDS Oct-19	# of Graduates June '20	% of entering Freshmen who Graduated	+ / -
Caucasian	197	207	200	194				
Hispanic	145	110	108	112				
African American	15	17	17	13				
Asian	141	144	147	145				
MVHS Baseline Data: Class of 2019	8th Grade Assignment Nov-14*	9th Grade Enrollment CBEDS Oct-15	10th Grade Enrollment CBEDS Oct-16	11th Grade Enrollment CBEDS Oct-17	12th Grade Enrollment CBEDS Oct-18	# of Graduates June '19	% of entering Freshmen who Graduated	+ / -
Caucasian	221	225	217	214	213			
Hispanic	126	111	112	115	112			
African American	7	11	13	12	8			
Asian	94	121	125	125	126			

8th grade assignment data

*run on 10/26/18 using 14-15, 15-16, 16-17 9th grade enrollment

**run on 10/26/18 using 18-19 9th grade enrollment

Indicator #14
Attrition and Graduation Rates
b) by Ethnicity

MVHS Baseline Data: Class of 2018	8th Grade Assignment Nov-13	9th Grade Enrollment CBEDS Oct-14	10th Grade Enrollment CBEDS Oct-15	11th Grade Enrollment CBEDS Oct-16	12th Grade Enrollment CBEDS Oct-17	# of Graduates June '18	% of entering Freshmen who Graduated	+ / -
Caucasian	217	229	222	219	213	204	89%	-25
Hispanic	103	87	101	93	94	85	98%	-2
African American	6	3	5	6	6	6	200%	3
Asian	103	121	118	121	118	115	95%	-6
MVHS Baseline Data: Class of 2017	8th Grade Assignment Nov-12	9th Grade Enrollment CBEDS Oct-13	10th Grade Enrollment CBEDS Oct-14	11th Grade Enrollment CBEDS Oct-15	12th Grade Enrollment CBEDS Oct-16	# of Graduates June '17	% of entering Freshmen who Graduated	+ / -
Caucasian	210	220	207	212	208	203	92%	-17
Hispanic	91	98	102	96	100	87	89%	-11
African American	17	16	15	14	14	14	88%	-2
Asian	80	91	92	94	96	95	104%	4
MVHS Baseline Data: Class of 2016	8th Grade Assignment Nov-11	9th Grade Enrollment CBEDS Oct-12	10th Grade Enrollment CBEDS Oct-13	11th Grade Enrollment CBEDS Oct-14	12th Grade Enrollment CBEDS Oct-15	# of Graduates June '16	% of entering Freshmen who Graduated	+ / -
Caucasian	204	230	226	216	221	215	93%	-15
Hispanic	143	120	104	99	93	79	66%	-41
African American	8	5	8	8	5	5	100%	0
Asian	99	106	108	110	115	110	104%	4
MVHS Baseline Data: Class of 2015	8th Grade Assignment Nov-10	9th Grade Enrollment CBEDS Oct-11	10th Grade Enrollment CBEDS Oct-12	11th Grade Enrollment CBEDS Oct-13	12th Grade Enrollment CBEDS Oct-14	# of Graduates June'15	% of entering Freshmen who Graduated	+ / -
Caucasian		229	233	220	221	217	95%	-12
Hispanic		123	110	110	104	91	74%	-32
African American		11	10	11	9	8	73%	-3
Asian		102	102	103	100	99	97%	-3
MVHS Baseline Data: Class of 2014	8th Grade Assignment Nov-09	9th Grade Enrollment CBEDS Oct-10	10th Grade Enrollment CBEDS Oct-11	11th Grade Enrollment CBEDS Oct-12	12th Grade Enrollment CBEDS Oct-13	# of Graduates June'14	% of entering Freshmen who Graduated	+ / -
Caucasian	226	251	249	252	237	228	91%	-23
Hispanic	71	81	74	68	69	54	67%	-27
African American	10	13	10	9	8	8	62%	-5
Asian	76	99	106	104	105	100	101%	1

8th grade assignment data

*run on 10/26/18 using 14-15, 15-16, 16-17 9th grade enrollment

**run on 10/26/18 using 18-19 9th grade enrollment

Indicator #14
Attrition and Graduation Rates
b) by Ethnicity

MVHS Baseline Data: Class of 2013	8th Grade Assignment Nov-08	9th Grade Enrollment CBEDS Oct-09	10th Grade Enrollment CBEDS Oct-10	11th Grade Enrollment CBEDS Oct-11	12th Grade Enrollment CBEDS Oct-12	# of Graduates June'13	% of entering Freshmen who Graduated	+ / -
Caucasian	215	247	237	239	227	228	92%	-19
Hispanic	51	87	76	73	70	62	71%	-25
African American	16	16	15	10	9	8	50%	-8
Asian	68	85	83	83	86	86	101%	1
MVHS Baseline Data: Class of 2012	8th Grade Assignment Nov-07	9th Grade Enrollment 2008/09 CBEDS	10th Grade Enrollment 2009/10 CBEDS	11th Grade Enrollment 2010/11 CBEDS	12th Grade Enrollment 2011/12 CBEDS	# of Graduates June '12	% of entering Freshmen who Graduated	+ / -
Caucasian	259	249	259	259	250	239	96%	-10
Hispanic	70	78	80	70	64	59	76%	-19
African American	13	15	15	10	10	11	73%	-4
Asian	85	83	84	92	92	91	110%	8
MVHS Baseline Data: Class of 2011	8th Grade Assignment Nov-06	9th Grade Enrollment 2007/08 CBEDS	10th Grade Enrollment 2008/09 CBEDS	11th Grade Enrollment 2009/10 CBEDS	12th Grade Enrollment 2010/11 CBEDS	# of Graduates June '11	% of entering Freshmen who Graduated	+ / -
Caucasian		261	259	252	253	243	96%	-18
Hispanic		65	72	69	69	61	93%	-4
African American		10	11	10	15	11	73%	1
Asian		86	91	92	89	87	98%	1
MVHS Baseline Data: Class of 2010	8th Grade Assignment Nov-05	9th Grade Enrollment 2006/07 CBEDS	10th Grade Enrollmnet 2007/08 CBEDS	11th Grade Enrollment 2008/09 CBEDS	12th Grade Enrollment 2009/10 CBEDS	# of Graduates June '10	% of entering Freshmen who Graduated	+ / -
Caucasian		267	260	250	240	217	81%	-50
Hispanic		72	75	77	76	57	79%	-15
African American		14	11	11	13	9	64%	-5
Asian		76	77	76	78	74	97%	-2
MVHS Baseline Data: Class of 2009	8th Grade Assignment Nov-04	9th Grade Enrollment 2005/06 CBEDS	10th Grade Enrollmnet 2006/07 CBEDS	11th Grade Enrollment 2007/08 CBEDS	12th Grade Enrollment 2008/09 CBEDS	# of Graduates June '09	% of entering Freshmen who Graduated	+ / -
Caucasian		221	217	251	212	196	89%	-25
Hispanic		75	71	66	63	43	57%	-32
African American		14	11	8	8	5	36%	-9
Asian		88	90	87	86	50	57%	-38

8th grade assignment data
*run on 10/26/18 using 14-15, 15-16, 16-17 9th grade enrollment
**run on 10/26/18 using 18-19 9th grade enrollment

Indicator #16
STEM Enrollment (% of Seats)

MVHS		CBEDS Enrolled	Selected STEM Math Courses																	
			Algebra II		Algebra II H		Trig		Trig H		Calculus		AP Calculus AB		AP Calculus BC		Statistics		AP Statistics		AP Multvariate Calc H	
		%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
2015-16	All	-	204		221		208		136		81		85		98		49		64		6	
	Caucasian	47	91	45	107	48	124	60	73	54	46	57	46	54	45	46	28	57	29	45	5	83
	Asian	24	28	14	84	38	36	17	52	38	16	20	25	29	49	50	15	31	32	50	1	17
	Latino	22	58	28	20	9	40	19	4	3	13	16	7	8	2	2	4	8	1	2	0	0
	Male	49	96	47	118	53	101	49	70	51	35	43	46	54	42	43	23	47	32	50	4	67
	Female	51	108	53	103	47	107	51	66	49	46	57	39	46	56	57	26	53	32	50	2	33
2014-15	All	-	199		223		213		135		87		102		76		NA		79		16	
	Caucasian	48	108	54	117	52	120	56	61	45	51	59	52	51	35	46			46	58	3	19
	Asian	23	22	11	70	31	43	20	62	46	23	26	37	36	39	51			26	33	12	75
	Latino	22	55	28	24	11	34	16	6	4	5	6	9	9	1	1			4	5	0	0
	Male	51	99	50	119	53	111	52	57	42	31	36	45	44	42	55			42	53	12	75
	Female	49	98	49	104	47	102	48	78	58	56	64	58	57	34	45			37	47	3	19

Indicator #16
STEM Enrollment (% of Seats)

MVHS		CBEDS Enrolled %	Selected STEM SCIENCE Courses																	
			Biology H		AP Bio		Chem H		AP Chem		AP Physics 1		AP Physics C: E& M		AP Physics C: M		Physics		Env Sci	
2015-16	All	-	195		50		169		50		101		16		73		141		149	
	Caucasian	47	101	52	29	58	82	49	16	32	53	52	8	50	32	44	78	55	81	54
	Asian	24	77	39	17	34	68	40	28	56	38	38	8	50	36	49	29	21	29	19
	Latino	22	10	5	1	2	16	9	2	4	5	5	0	0	3	4	27	19	27	18
	Male	49	89	46	14	28	89	53	24	48	61	60	10	63	39	53	81	57	57	38
	Female	51	106	54	36	72	80	47	26	52	40	40	6	38	34	47	60	43	92	62
2014-15	All	-	196		49		118		64		45		NA		99		144		164	
	Caucasian	48	106	54	26	53	59	50	32	50	27	60			54	55	75	52	82	50
	Asian	23	71	36	21	43	47	40	30	47	12	27			42	42	34	24	45	27
	Latino	22	13	7	0	0	4	3	1	2	4	9			2	2	23	16	26	16
	Male	51	88	45	17	35	60	51	23	36	21	47			64	65	70	49	66	40
	Female	49	107	55	32	65	58	49	41	64	23	51			35	35	73	51	96	59

MVHS		CBEDS Enrolled %	Selected STEM Computer Science Courses												
			Intro CompSci		AP Comp Sci A		Pre-Engineering		Robotics		Engineer Tech 1		Engineer Tech 2		Architectural Des	
2015-16	All	-	30		111		19		NA		57		32		26	
	Caucasian	47	13	43	52	47	14	74			27	47	18	56	15	58
	Asian	24	13	43	46	41	1	5			19	33	13	41	6	23
	Latino	22	2	7	10	9	3	16			9	16	1	3	4	15
	Male	49	23	77	72	65	13	68			49	86	23	72	21	81
	Female	51	7	23	39	35	6	32			8	14	9	28	5	19
2014-15	All	-	46		91		21		11		61		21		31	
	Caucasian	48	25	54	40	44	5	24	4	36	39	64	12	57	16	52
	Asian	23	13	28	46	51	7	33	7	64	19	31	8	38	11	35
	Latino	22	7	15	4	4	8	38	0	0	3	5	0	0	3	10
	Male	51	34	74	63	69	19	90	11	100	50	82	16	76	23	74
	Female	49	12	26	28	31	2	10	0	0	11	18	5	24	8	26

AP REPORT SUBMITTED VIA WEEKLY   <u>FOR   INFORMATION</u>

SUBJECT: 2018 Advanced Placement Results

BACKGROUND INFORMATION: The Advanced Placement program, sponsored by the College Board, comprises a total of 38 different examinations available to high school students taught in schools with strong college preparatory curricula. MVHS students tested in 30 different areas, and LAHS in 28. This includes 7 tests that students took without the benefit of enrollment in a comparable class at their high school. Scores of three, four and five on an exam typically qualify the student for college credit or accelerated placement upon entering college, however, this does vary from school to school. A score of four or five on an AP exam is said to be comparable to an "A" grade earned in an introductory college course at many institutions of higher learning. A score of three is said to be equivalent to a grade of "B" earned at the college level.

The College Board states that grades of two and one are "not to be viewed as poor performance either on the part of the student or the school". The Board advises to view scores of one and two as indicators that a school is making AP courses available to "an appropriate range of students." The College Board furthermore recommends that schools whose AP passing rates exceed the national average (usually around 60%) by a significant margin, find ways to "involve other able students in the program." While MVLA consistently shows a passing rate of 85% or better, we are very proud of our high participation rates, which show a nominal increase every year. Calculated over total 10-12 enrollment in the district, 57% of students took one or more AP tests this spring.

The number of Latino and Socially Economically Disadvantaged (SED) students who enroll in AP courses and who take the exam has been the focus of our attention for many years. While we are making progress in this area, much work still remains to be done. We believe--and our views are consistent with those of the College Board and university admissions counselors--that students benefit significantly from taking the most rigorous classes available to them and that success in AP is considered a good predictor of success in college. Hence, we continue to strive to enroll more and more students in Honors and AP. We expect students who take AP classes to also sit for the exam. The experience itself, to be in a challenging class, surrounded by bright, inquisitive and engaged students, enhances a student's educational experience and provides a stronger preparation for success in college. In addition, there are other benefits inherent in taking an academically rigorous exam, regardless of the score obtained.

Historically, our district has had a strong tradition of offering AP courses and examinations to students in multiple subjects. We are proud of our 19 year long history of strong student performance on AP examinations and a commensurate growth in scope of our program.

<div align="center">(Please address questions on this report directly to Brigitte Sarraf via email)</div>

REPORT/PROPOSAL: At MVHS, 807 students took 1,655 exams; 1412 (85%) of these exams received a score of 3 or higher, compared with 59% Statewide and 58% Nationally. At LAHS, 940 students took 1,932 exams. 1674 (87%) of these exams received a score of 3 or better.

The little chart below highlights the growth in our AP program in comparison to the growth in school enrollment. The data is quite positive and compelling as it shows that the number of AP exams and exams with scores of 3 or better have increased significantly more than the growth in enrollment in the last four years. For example, the growth in AP exams with a score of 3+ is three fold that of the percentage increase in the number of students at MVHS. It is important to understand why the growth in the # of candidates at MVHS is less than the growth in enrollment. After MVHS stopped its association with EOS (Early Opportunity Schools), the number of students taking AP exams leveled off. The "Hawthorne" effect that we experienced when EOS helped us push more underrepresented students into AP, was not sustainable. We learned from that experience that systemic change does not take place through the efforts of an outside agency. They come in, do their work, and when they are done and walk away, the system goes back to its default position. Systemic change occurs only when it results from an internal commitment to address a particular issue. To that end, we have learned that the best way to increase and sustain enrollment of underrepresented students in AP is to offer more AP classes that are accessible and of interest to underrepresented students. A good example is AP Environmental Studies and AP Human Geography. AP Human Geography at LAHS enrolled 145 students this last year. 97% took the AP test and 77% of exams scored a 3 or better. 44 of the 145 students were Latino. Because of this great success, MVHS will be adding AP Human Geography to its course offerings next year.

In the last four years (2014-18) the following change has occurred:

	% Increase			
	MVHS		**LAHS**	
TOTAL SCHOOL ENROLLMENT	7%	Ratio of growth in AP in comparison to growth in enrollment	16%	Ratio of growth in AP in comparison to growth in enrollment
# of AP candidates	3%	-2.3	35%	2.187
# of AP exams	19%	2.7	22%	1.375
# of AP exams with score 3+	21%	3.0	30%	1.875

Two year comparison of demographic characteristics of AP test takers:

MVHS	# Test Takers		# Exams		Mean Score		#10, 11, 12th graders (End of year)	
	2018	2017	2018	2017	2018	2017	2018	2017
All	807	785	1655	1651	3.80	3.65	1417	1366
Hispanic or Latino	97	84	150	141	3.15	2.97	322	301
Asian	240	235	596	557	3.97	3.76	386	344
Af Am	8	6	11	9	2.45	3.00	29	29
Caucasian	366	369	701	750	3.82	3.66	617	630
Other	96	91	195	194	-	-	63	62

LAHS	# Test Takers		# Exams		Mean Score		#10, 11, 12th graders (End of year)	
	2018	2017	2018	2017	2018	2017	2018	2017
All	940	812	1932	1815	3.88	3.76	1563	1476
Hispanic or Latino	164	129	238	221	2.90	2.81	407	420
Asian	305	251	757	675	4.08	4.04	451	372
Af Am	4	8	7	14	2.57	3.14	22	24
Caucasian	355	336	704	720	3.93	3.78	639	630
Other	112	88	226	185	-	-	44	30

Note: 10th, 11th & 12th grade end of year data taken from Aeries query.

General Observations from Tables 1-8

Tables 1, 2 and 5a/b: While our participation rates (# candidates and # exams) have gone up steadily over the years, we are pleased to see that the percent of exams scoring a 5 or a 4, are trending up as well. Over the last 14 years, LAHS shows an increase in the percent of exams scoring 5 or 4 from 49.2% in 2005 to 67.8% in 2018. At MVHS, there has been an increase from 38.9% in 2005 to 63.9% in 2018.

Table 3: Three years ago, the College Board began publishing an AP Scholars Report. Please see the definition of the various levels of AP Scholars on the bottom of Table 3. Again, the data is trending upwards in almost every category for both of our schools.

Table 4: This table shows a six year history of the relationship between the number of AP exams compared to school-wide enrollment. While enrollment has increased in the last six years, so has the percent of exams. The increase in enrollment at MVHS is not nearly as dramatic as at LAHS: 116 students in six years, while the ratio of exams has risen from 54% to 84%. Enrollment at LAHS has increased by 505 students and the ratio of exams from 73% to 86%.

Table 6: This chart attempts to show parity between enrollment of certain ethnic groups and their participation in AP. As expected, Latino and African American students are under-represented while Asian students are highly over-represented, and Caucasian are close to parity. The distribution of mean scores follows the same pattern.

Table 7 a/b: These tables provide detailed information on the relationship between students enrolled in AP courses and the scores they earned on the AP test in the same subject. The tables also show the relationship between the Mean Score earned on the AP test for all students on a given test and the Course GPA for the same class. In addition it shows the number of Latino students enrolled in each course. Again, the findings are not a surprise: Latino students are highly under-represented in most AP courses! The table does reveal however, that overall enrollment in some AP courses has dramatically increased in the last two years and some of our newer courses, which were created especially with access options for Latino students in mind, are showing that our efforts are paying off.

Table 8: This is an interesting new analysis that the College Board has been providing for the last couple of years. This is the first time we are including it in our district reports as the results on this report were not credible last year. The report is called Equity and Excellence and is aimed at showing the proportion of a school's entire senior class that scored a 3 or higher on an AP Exam at any point during high school.

Table 1
Longitudinal Chart of AP scores tracked by score level

Several years ago the district started tracking the percentage of 1s, 2s, 3s, 4s, and 5s earned by students who took AP exams. These results include AP exams for students who were not concurrently enrolled in an AP course.

MVHS														
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Total School CBEDS Enrollment*	1730	1753	1744	1735	1783	1797	1794	1828	1834	1808	1817	1858	1905	1955
Total # of Tests	795	804	832	873	959	1018	1036	952	998	1251	1396	1529	1651	1655
%1s	8.8	6.7	4.8	9	7.6	5.8	5.9	3.4	4.5	4.5	6.3	4.8	4.0	3.0
%2s	19.4	19	17.3	16.7	13.8	12.7	13.1	8.5	9.9	10.3	10.0	10.5	13.6	11.7
%3s	32.7	30.5	29.3	26.2	26.1	25.8	24.5	23.1	25.4	21.2	23.8	23.3	24.3	21.5
%4s	20	25	28.9	25.2	27	24.4	27.7	31.3	29.9	30.2	28.4	31.8	29.6	29.7
%5s	18.9	18.8	19.6	22.5	25.3	31.3	28.8	33.7	30.4	33.8	31.4	29.6	28.5	34.2

LAHS														
	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
Total School CBEDS Enrollment*	1635	1709	1686	1660	1659	1643	1632	1625	1706	1777	1903	2024	2065	2208
Total # of Tests	743	701	848	828	805	864	974	1153	1266	1351	1585	1648	1815	1932
%1s	9.5	6.4	7.5	10.4	6	7.9	5.7	5.8	5.5	6.1	8.0	6.7	5.8	4.3
%2s	13.3	13.3	14.4	9.8	12.7	10.8	10.5	9.9	9.4	10.6	11.1	11.2	10.8	9.0
%3s	27.8	26.5	26.3	27.5	28.1	22.8	21.7	19.0	22.8	23.2	23.9	23.3	18.9	18.8
%4s	27	27.5	28.3	25	26.7	26.2	28.0	30.4	29.1	29.0	29.0	26.8	30.0	30.2
%5s	22.2	26.2	23.5	27.5	26.8	32.4	34.0	35.0	33.2	31.2	28.0	32.0	34.4	37.6

* CBEDS Enrollment does not include Moffett/Middle College students

MVLA 1983 - 2018
AP Test Results
Table 2

MOUNTAIN VIEW HIGH SCHOOL AP STATISTICS

YEAR	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
CBEDS Enrollment																				1525	1654	1730	1753	1744	1735	1783	1797	1794	1828	1834	1808	1817	1858	1905	1955
Total Exams	118	146	133	167	169	199	250	291	242	208	213	250	232	334	287	284	349	473	544	560	652	795	804	832	873	959	1,018	1036	952	998	1251	1397	1529	1651	1655
Tot. Candidates	93	105	103	118	123	148	169	195	163	159	168	184	171	186	182	186	212	287	339	363	444	503	502	513	520	571	591	616	576	601	711	782	762	785	807
# 3 or Higher	91	99	108	136	127	159	193	211	186	164	176	214	207	272	245	229	250	321	350	390	451	570	597	648	647	753	831	839	838	854	1066	1169	1296	1360	1412
% 3 or Higher*	77	68	81	81	75	80	77	73	77	79	83	86	89	81	86	81	72	68	64	70	69	72	74	78	74	79	81	82	88	86	85	84	85	82	85
State % 3 or Higher												63	63	64	64	63	63	60	61	59	58	58	59	59	59	58	60	64	64	60	60	58	58	57	59
Nat'l. % 3 or Higher												61	62	63	63	62	64	61	63	62	61	59	59	59	59	57	58	60	60	70	59	57	57	58	58
# of Soph., Jrs. & Srs. (from CBEDS)	674	617	635	664	653	584	595	604	635	637	627	633	642	947	921	903	936	958	1019	1076	1190	1266	1301	1262	1284	1344	1,346	1,337	1,335	1350	1368	1349	1367	1389	1434
# of AP Seats (See note)														357	364	380	450	602	722	679	819	994	1083	1003	1129	1167	1,277	1,222	1127	1105	1420	1646	1977	2135	2050

LOS ALTOS HIGH SCHOOL AP STATISTICS

YEAR	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18
CBEDS Enrollment																				1440	1567	1635	1709	1686	1660	1659	1643	1632	1625	1706	1777	1903	2024	2065	2208
Total Exams	167	203	216	198	212	232	247	258	245	267	281	312	329	380	370	367	539	550	451	443	502	743	701	848	828	805	864	974	1153	1266	1351	1585	1648	1815	1932
Tot. Candidates	129	142	130	131	141	166	170	172	155	160	163	180	198	190	215	220	277	286	249	286	289	417	406	447	478	450	470	494	557	595	659	693	743	812	940
# 3 or Higher	141	171	198	182	194	201	225	228	217	245	246	242	271	313	320	329	453	434	327	332	410	575	563	662	661	658	703	814	971	1077	1126	1284	1352	1513	1674
% 3 or Higher*	84	84	92	92	92	87	91	88	89	92	88	78	82	82	86	90	84	79	73	75	82	77	80	78	80	82	81	84	84	85	83	81	82	83	87
State % 3 or Higher												63	63	64	64	63	63	60	61	59	58	58	59	59	59	58	60	64	64	60	60	58	58	57	59
Nat'l. % 3 or Higher												61	62	63	63	62	64	61	63	62	61	59	59	59	59	57	58	60	61	70	59	57	57	58	58
# of Soph., Jrs. & Srs. (from CBEDS)	891	831	848	853	841	770	675	668	740	658	631	590	614	1007	1052	1022	1032	966	979	1022	1099	1187	1266	1250	1248	1231	1,231	1,213	1230	1230	1314	1350	1500	1535	1629
# of AP Seats (See note)														468	488	543	612	572	519	585	702	851	860	927	930	892	942	979	1169	1332	1629	1743	1833	2108	2310

Note: Percentages are based on # 3 or better divided by # of exams

Aeries Query: # of AP Seats is taken from indicator #4, calculated in Sept./Oct.

Source: The College Board Online Reports for Educators
"AP School Summary by Student Demographics" Report
"AP District Summary with Comparable Groups" (State and National Data)
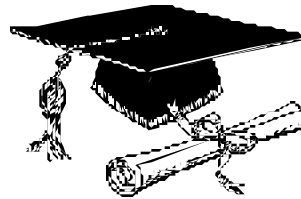
TABLE 2a
MVHS - AP Results
2000 - 2018

Year	Total Exams	Candidates	# 3 or Higher
2000	473	287	321
2001	544	339	350
2002	560	363	390
2003	652	444	451
2004	795	503	570
2005	804	502	597
2006	832	513	648
2007	873	520	647
2008	959	571	753
2009	959	571	753
2010	1018	591	831
2011	1036	616	839
2012	952	576	838
2013	998	601	854
2014	1251	711	1066
2015	1397	782	1169
2016	1529	762	1296
2017	1651	785	1360
2018	1655	807	1412
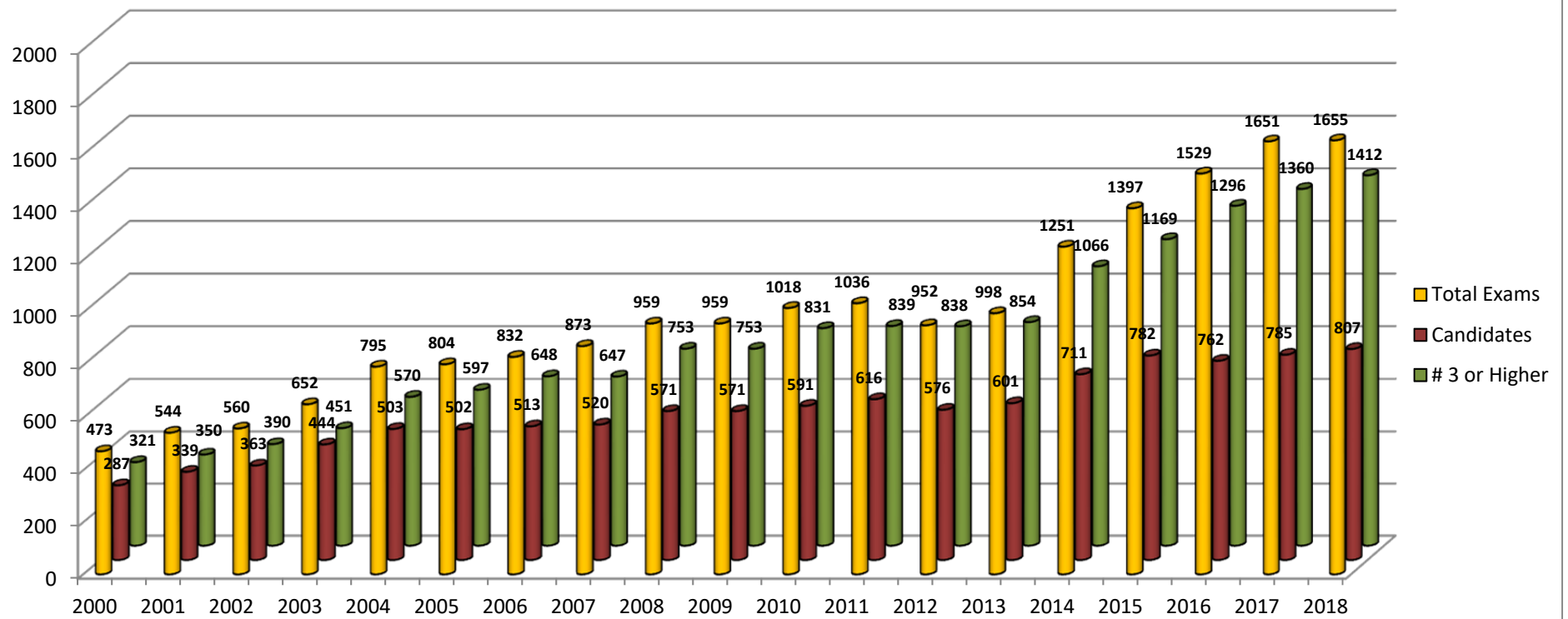
TABLE 2b
LAHS - AP Results
2000 - 2018

Year	Total Exams	Candidates	# 3 or Higher
2000	539	277	453
2001	550	286	434
2002	451	249	327
2003	443	286	332
2004	502	289	410
2005	743	417	575
2006	701	406	563
2007	848	447	662
2008	828	478	661
2009	805	450	658
2010	864	470	703
2011	974	494	814
2012	1153	557	971
2013	1266	595	1077
2014	1351	659	1126
2015	1587	693	1284
2016	1648	743	1352
2017	1815	812	1513
2018	1932	940	1674
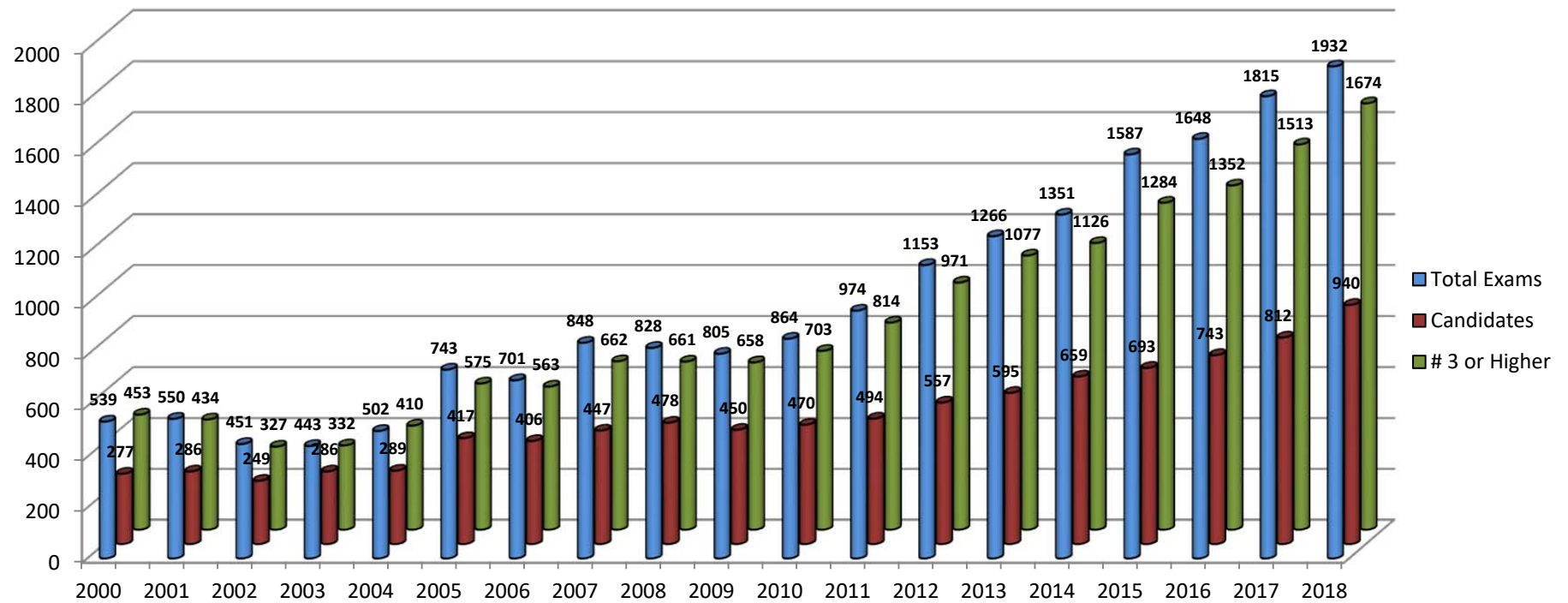
TABLE 3
3 Year Summary of AP Scholar Report

Mountain View Los Altos Union High School District Total Scholars (2016): 653
Mountain View Los Altos Union High School District Total Scholars (2017): 676
Mountain View Los Altos Union High School District Total Scholars (2018): 736

		All Awards			AP Scholar			AP Scholar with Honors			AP Scholars with Distinction			National AP Scholar		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
LAHS	Number of scholars	320	383	435	110	98	111	50	77	75	160	170	193	37	38	56
	Average	4.07	4.17	4.26	3.31	3.48	3.48	3.84	3.89	3.92	4.24	4.32	4.43	4.6	4.63	4.67
MVHS	Number of scholars	333	368	397	117	91	105	71	82	67	145	158	183	29	36	41
	Average	4.11	4.11	4.19	3.46	3.49	3.53	3.87	3.84	4.06	4.3	4.25	4.29	4.65	4.58	4.61

Note:

Award Levels

Award	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.
State AP Scholar	Granted to the one male and one female student in each U.S. state and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, **and then** the highest average score (at least 3.5) on all AP Exams taken.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams.

TABLE 4a
6 Year Summary of School Enrollment and AP Exams Taken
2013-2018
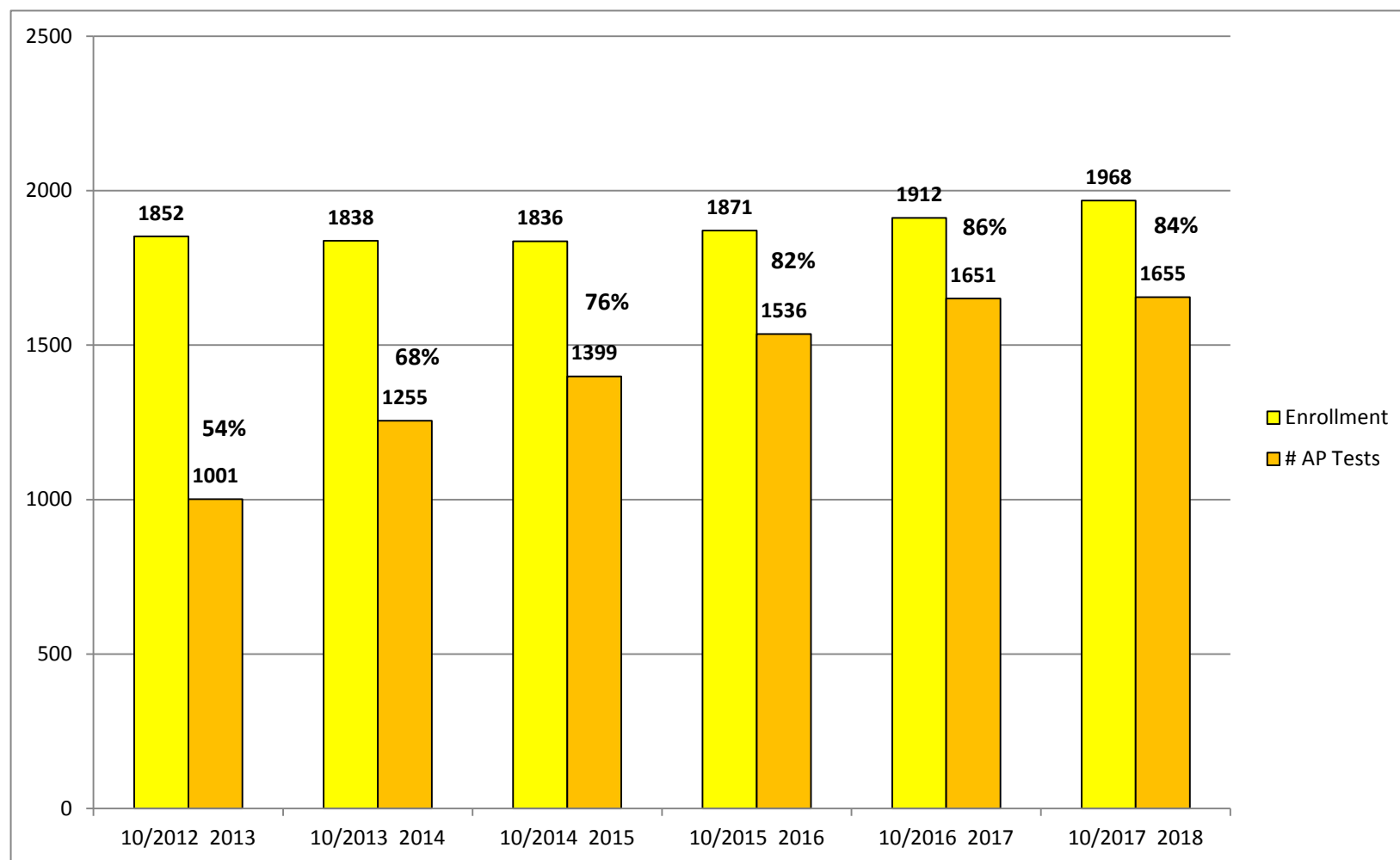
- Enrollment increased by 56 students
- # of AP exams increased by 4
- # of AP tests may not exactly match other reports depending on when the data was pulled. College Board reports are dynamic.

TABLE 4b
6 Year Summary of School Enrollment and AP Exams Taken
2013-2018
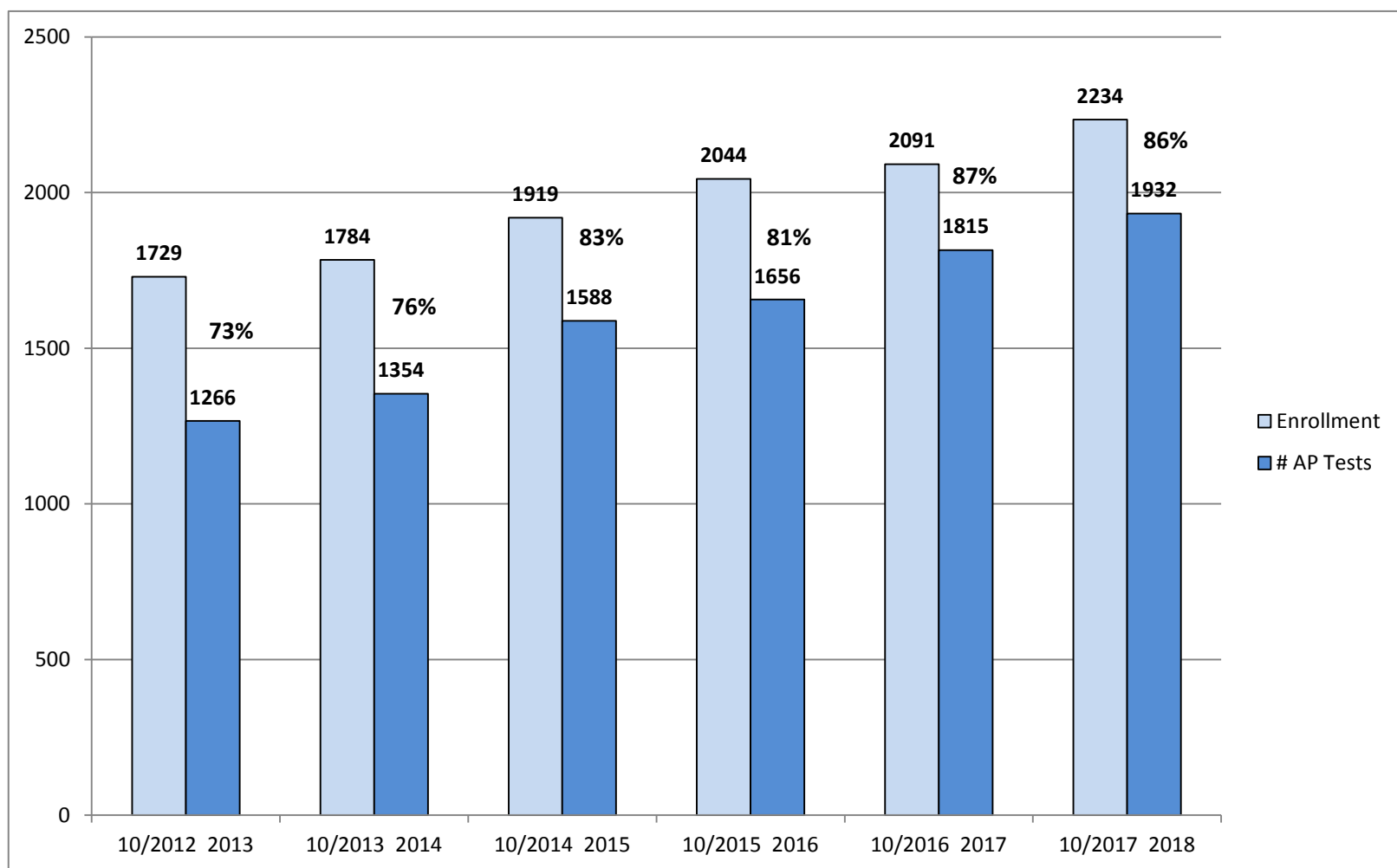
- Enrollment increased by 77 students
- # of AP exams increased by 117
- # of AP tests may not exactly match other reports depending on when the data was pulled. College Board reports are dynamic.

TABLE 5a
3 year comparison - % of students scoring at each proficiency level

MVHS

	5			4			3			2			1	
2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
29.6	28.5	34.1	31.8	29.6	30	23.3	24.3	21.5	10.5	13.6	11.6	4.8	4	3

Data Source: College Board - AP Summary by Student Demographics

LAHS

	5			4			3			2			1	
2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
32	34.4	37.6	26.8	30	30.2	23.3	18.9	18.8	11.2	10.8	9	6.7	5.8	4.3
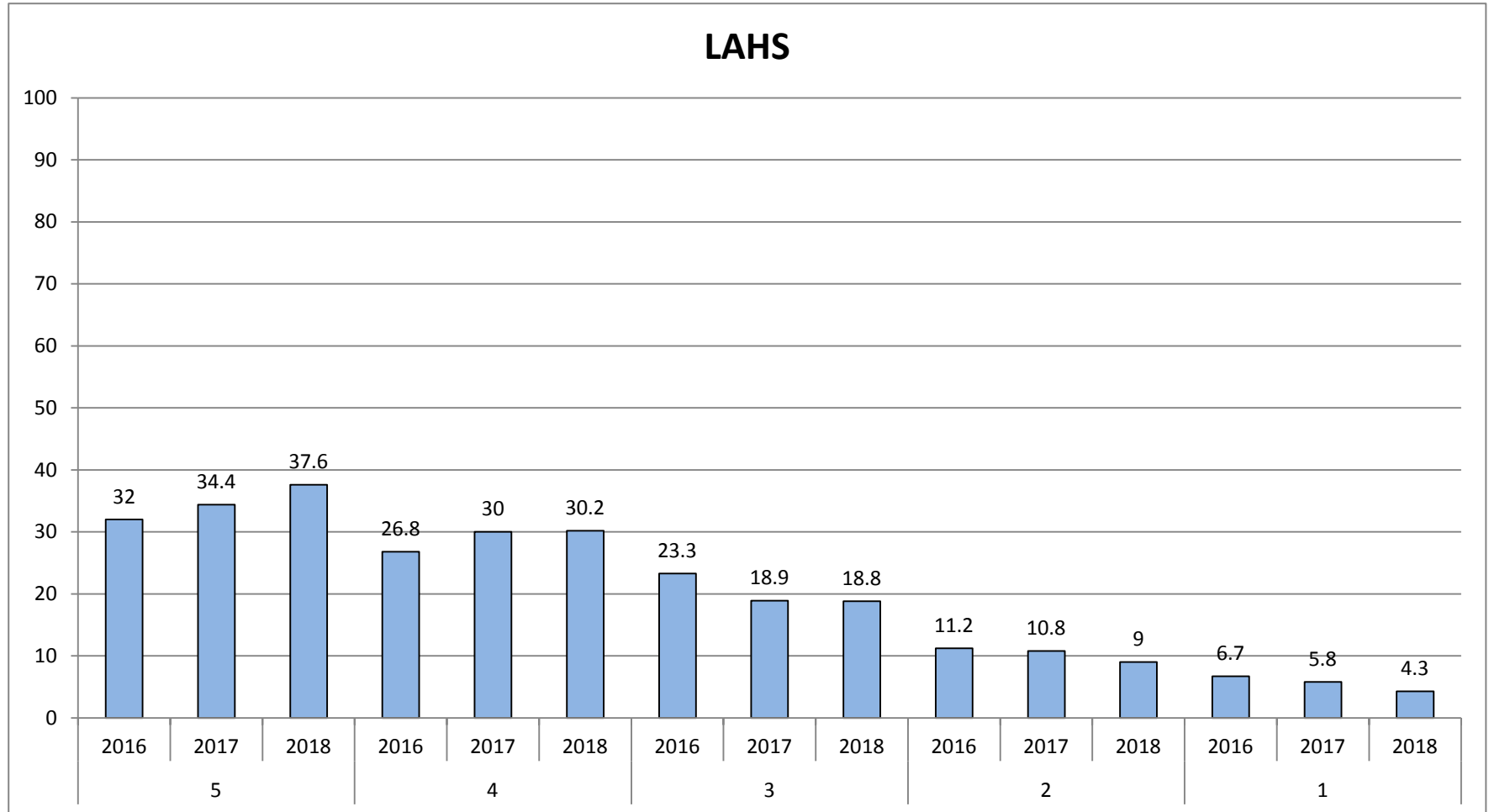
Data Source: College Board - AP Summary by Student Demographics

TABLE 6
2016 - 2018 AP Demographic Profile
GAP in Parity

Mountain View High School									
	#/% of Enrollment			#/% of Total Exams			Mean Score		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Latino	405/21.6%	424/22.2	441/22.4%	165/10.8%	141/8.2%	150/9%	3.08	2.97	3.15
Asian	451/24.1%	488/25.5%	532/27%	525/34%	557/33.7%	596/36%	3.87	3.76	3.97
Caucasian	885/47.3%	856/44.8%	867/44%	680/44.5%	750/45.4%	701/42%	3.74	3.66	3.82
African American	35/1.87%	50/2.6%	40/2%	6/0.4%	9/0.5%	11/0.7%	3.00	3.00	2.45

Los Altos High School									
	#/% of Enrollment			#/% of Total Exams			Mean Score		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Latino	572/27.9%	587/28%	610/27.3%	173/10.5%	221/12.2%	238/12.3%	2.91	2.81	2.90
Asian	482/23.5%	546/26.1%	629/28%	564/34.2%	675/37.2%	757/39.1%	3.89	4.04	4.08
Caucasian	912/44.6%	867/41.5%	905/40.5%	718/43.5%	720/39.7%	704/36.4%	3.66	3.78	3.93
African American	32/1.56%	34/1.62%	32/1.4%	15/0.9%	14/0.8%	7/0.4%	2.53	3.14	2.57

Note: Enrollment reflects CBEDS day

Mountain View High School
2017-18 AP Test Results by Course
Table 7a

2 yr Increase/Decrease in test takers > 20%	NAME OF TEST	# Enrld	# of Test Takers	% Test Takers	# 3 or better	% 3 or better	Score										Mean Score	Course GPA
							1		2		3		4		5			
	CALCULUS AB	88	76	86%	53	70%	3	4%	20	26%	20	26%	18	24%	15	20%	3.29	4.06
	Latino	7																
	CALCULUS BC	95	93	98%	90	97%	0	0%	3	3%	14	15%	11	12%	65	70%	4.48	4.19
	Latino	2																
+30%	STATISTICS	77	74	96%	74	100%	0	0%	0	0%	11	15%	29	39%	34	46%	4.31	4.12
	Latino	2																
	BIOLOGY	63	58	92%	56	97%	0	0%	2	3%	7	12%	27	47%	22	38%	4.19	4.44
	Latino	4																
	CHEMISTRY	36	33	92%	32	97%	0	0%	1	3%	9	27%	6	18%	17	52%	4.18	4.25
	Latino	2																
+53%	PHYSICS 1	107	92	86%	73	79%	1	1%	17	18%	27	29%	31	34%	15	16%	3.43	4.07
	Latino	2																
+94%	PHYSICS C: MECH	58	53	91%	52	98%	0	0%	1	2%	6	11%	13	25%	33	62%	4.47	4.24
	Latino	3																
	PHYSICS C: E&M	32	31	97%	30	97%	0	0%	1	3%	3	10%	13	42%	14	45%	4.29	4.28
	Latino	0																
	COMP SCI A	87	89	102%	79	89%	1	1%	9	10%	23	26%	26	29%	30	34%	3.84	4.65
	Latino	5																
	ENVIRON SCI	174	104	60%	77	74%	9	9%	18	17%	16	15%	40	38%	21	20%	3.44	4.20
	Latino	33																
	ENGLISH LANG	227	207	91%	142	69%	15	7%	50	24%	65	31%	47	23%	30	14%	3.13	4.06
	Latino	28																
	ENGLISH LIT	62	43	69%	35	81%	3	7%	5	12%	8	19%	13	30%	14	33%	3.70	4.23
	Latino	5																
+50%	EUROPEAN HIST	93	90	97%	76	84%	0	0%	14	16%	27	30%	30	33%	19	21%	3.60	4.17
	Latino	6																
-40%	WORLD HIST	52	46	88%	39	85%	2	4%	5	11%	5	11%	19	41%	15	33%	3.87	4.17
	Latino	6																
+66%	US HISTORY	120	113	94%	101	89%	3	3%	9	8%	16	14%	27	24%	58	51%	4.13	4.15
	Latino	15																
	GOV/POL US	160	102	64%	90	88%	2	2%	10	10%	40	39%	17	17%	33	32%	3.68	3.91
	Latino	17																
	MACROECONOMICS	164	107	65%	84	79%	4	4%	19	18%	13	12%	37	35%	34	32%	3.73	4.28
	Latino	17																
	PSYCHOLOGY	99	75	76%	61	81%	6	8%	8	11%	11	15%	25	33%	25	33%	3.73	4.31
	Latino	9																

2 yr Increase/Decrease in test takers > 20%	NAME OF TEST	# Enrld	# of Test Takers	% Test Takers	# 3 or better	% 3 or better	Score											Mean Score	Course GPA
							1		2		3		4		5				
	CHINESE LANG	12	25	208%	25	100%	0	0%	0	0%	1	4%	4	16%	20	80%	4.76	4.83
	Latino	0																	
	FRENCH LANG	17	17	100%	17	100%	0	0%	0	0%	3	18%	9	53%	5	29%	4.12	4.39
	Latino	0																	
	SPANISH LANG	73	77	105%	77	100%	0	0%	0	0%	15	19%	29	38%	33	43%	4.23	4.25
	Latino	21																	
	SPANISH LIT	21	11	52%	11	100%	0	0%	0	0%	3	27%	6	55%	2	18%	3.91	4.62
	Latino	6																	
	JAPANESE LANG	10	7	70%	7	100%	0	0%	0	0%	3	43%	0	0%	4	57%	4.14	4.90
	Latino	0																	

2 yr Increase/Decrease in test takers > 20%	NAME OF TEST	# Enrld	# of Test Takers	% Test Takers	# 3 or better	% 3 or better	Score 1		Score 2		Score 3		Score 4		Score 5		Mean Score	Course GPA
	CALCULUS AB	145	89	61%	66	74%	5	6%	17	19%	18	20%	23	26%	26	29%	3.54	4.23
	Latino	15																
61%	**CALCULUS BC**	62	98	158%	96	98%	1	1%	1	1%	9	9%	17	17%	70	71%	4.57	4.30
	Latino	1																
61%	**STATISTICS**	94	82	87%	78	95%	1	1%	3	4%	9	11%	25	30%	44	54%	4.32	4.34
	Latino	4																
32%	**BIOLOGY**	119	102	86%	89	87%	2	2%	11	11%	29	28%	34	33%	26	25%	3.70	4.46
	Latino	10																
110%	**CHEMISTRY**	59	61	103%	51	84%	4	7%	6	10%	19	31%	16	26%	16	26%	3.56	4.78
	Latino	3																
	PHYSICS 1	163	129	79%	110	85%	7	5%	12	9%	27	21%	53	41%	30	23%	3.67	4.15
	Latino	15																
Same class; students take 2 exams	**PHYSICS C: MECH**	56	47	84%	46	98%	0	0%	1	2%	3	6%	11	23%	32	68%	4.57	4.27
	Latino	1																
	PHYSICS C: E&M	N/A	49	N/A	43	88%	0	0%	6	12%	2	4%	10	20%	31	63%	4.35	N/A
	Latino																	
63%	**COMP SCI A**	100	95	95%	92	97%	3	3%	0	0%	12	13%	26	27%	54	57%	4.35	4.47
	Latino	3																
37%	**ENVIRON SCI**	144	85	59%	57	67%	11	13%	17	20%	13	15%	25	29%	19	22%	3.28	4.30
	Latino	34																
	ENGLISH LANG	129	129	100%	106	82%	3	2%	20	16%	23	18%	31	24%	52	40%	3.84	4.39
	Latino	27																
	ENGLISH LIT	91	48	53%	47	98%	0	0%	1	2%	13	27%	23	48%	11	23%	3.92	4.51
	Latino	4																
	EUROPEAN HIST	162	158	98%	140	89%	1	1%	17	11%	37	23%	53	34%	50	32%	3.85	4.34
	Latino	13																
New course	**HUMAN GEOGRAPHY**	145	140	97%	108	77%	18	13%	14	10%	19	14%	44	31%	45	32%	3.60	4.18
	Latino	44																
83%	**US HISTORY**	104	99	95%	89	90%	4	4%	6	6%	19	19%	35	35%	35	35%	3.92	4.47
	Latino	6																
76%	**GOV/POL US**	151	103	68%	89	86%	3	3%	11	11%	31	30%	19	18%	39	38%	3.78	4.63
	Latino	14																
	MICROECONOMICS	193	106	55%	80	75%	11	10%	15	14%	15	14%	35	33%	30	28%	3.55	4.48
	Latino	27																
	PSYCHOLOGY	140	117	84%	95	81%	10	9%	11	9%	18	15%	41	35%	37	32%	3.72	4.62
	Latino	15																
	CHINESE LANG	25	27	108%	27	100%	0	0%	0	0%	0	0%	4	15%	23	85%	4.85	4.76
	Latino	0																

Los Altos High School
2017-18 AP Tests Restults by Course
Table 7b

| 2 yr Increase/Decrease in test takers > 20% | NAME OF TEST | # Enrld | # of Test Takers | % Test Takers | # 3 or better | % 3 or better | Score | | | | | | | | | | Mean Score | Course GPA |
							1		2		3		4		5			
	FRENCH LANG	24	25	104%	22	88%	0	0%	3	12%	15	60%	4	16%	3	12%	3.28	4.67
	Latino	2																
	SPANISH LANG	99	104	105%	102	98%	0	0%	2	2%	26	25%	41	39%	35	34%	4.05	4.32
	Latino	53																
	LATIN VER	8	6	75%	6	100%	0	0%	0	0%	0	0%	6	100%	0	0%	4.00	4.75
	Latino	0																

Table 8

AP® Equity and Excellence (2018)

This report provides you with a means to assess both the equity and excellence of your school's AP program. Specifically, it shows the proportion of your school's entire senior class who scored a 3 or higher on an AP Exam at any point during high school. Additionally, you can see what percentage of your school's entire tenth, eleventh, and twelfth grade classes took and scored a 3 or higher on at least one AP Exam in May 2018.

In this calculation, students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took and were successful in. There is no way to inflate this percentage by restricting access to AP; students who earn 1s or 2s on AP Exams neither increase nor reduce the percentage. In addition, by showing the proportion of the overall population — not just the AP classroom — educators are better able to determine the extent to which their overall population is receiving access to advanced academics in high school. Note: your school's enrollment counts were submitted by your AP Coordinator when placing your school's order for AP Exams.

✔ Data Updated Aug 24, 2018, Report Run Aug 29, 2018

Mountain View High School (052075)

Group	Percentage	How is this calculated?
Graduating Class Summary	62.7	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school **divided by** the total number of your school's seniors.
12th Grade	43.4	
11th Grade	50.5	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year **divided by** the total number of students in each grade.
10th Grade	44.9	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.

Los Altos High School (051510)

Group	Percentage	How is this calculated?
Graduating Class Summary	64.1	Number of your school's seniors who scored 3 or higher on at least one AP Exam at any point during high school **divided by** the total number of your school's seniors.
12th Grade	46.1	
11th Grade	54.7	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year **divided by** the total number of students in each grade.
10th Grade	55.0	

If 'n/a' appears in the table above, the percentage is not available because the enrollment count was not submitted for this grade level.

AP® ◊ CollegeBoard

MVHS CBEDS report

1. How can this data inform our school, teachers, course teams and classrooms?
2. In what ways are our 'MVHS 2019-2025 Goals' creating a support system for the needs we see from this data. Are any of our department's Objectives & Key Results (from your department retreat) supporting the student enrollment/demographic shifts noted?

	October 2018	October 2017
Total	2062 (+4.7%)	1968
9	582 (+13.4%)	513
10	505	497
11	488	481
12	474 (+3.9%)	456
5+ year	13	21
SPED	214 (+7.5%)	199
EL	170 (+5%)	162
SED	340 (+7.6%)	316

includes Moffett and Middle College

- Student enrollment has increased in all areas, except in the number of 5th year seniors since last year.
- The highest increase are 9th graders, students with disabilities and students who are socioeconomically disadvantaged.
- There is an increase in the Class of 2019.

Further disaggregation by Latino students

	October 2018	October 2017
Latino Total	479 (+8.6%)	441
Latino Reg Ed	176	176
Latino & SPED	96 (+9%)	88
Latino & EL	132 (+9%)	121
Latino & SED	239 (+18%)	201

- Latino student enrollment increased at all grade levels
- Latino students not identified for special services remained static.
- There are increases in all three areas of special services for Latino students

Mountain View High

Explore the performance of Mountain View High under California's Accountability System.

Suspension Rate	English Learner Progress	Graduation Rate	College/Career
Orange	No Performance Color	Green	Blue

English Language Arts	Mathematics
Green	Blue
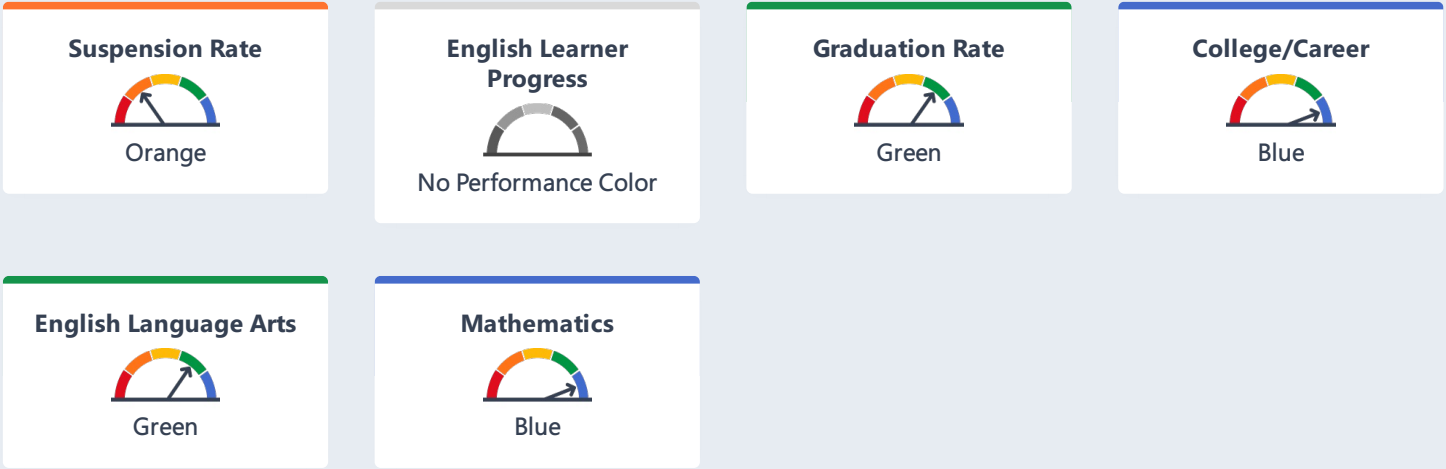
School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Mountain View High	3535 Truman Avenue Mountain View, CA 94040-4559	N/A	9-12

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,969	18.3%	8.3%	0.3%
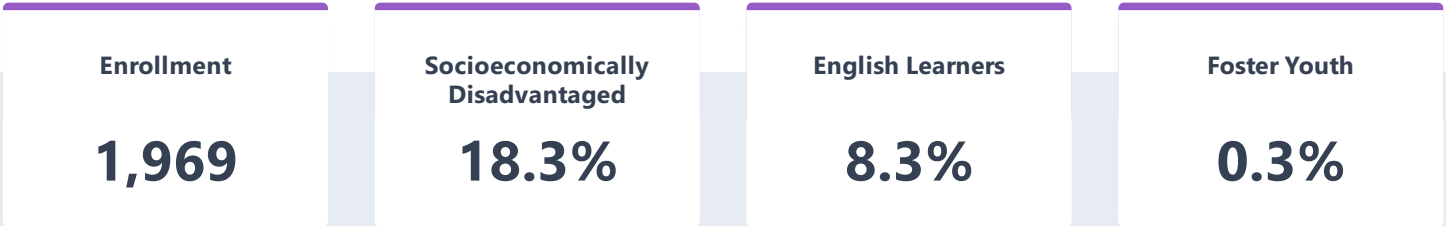
Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

Green

92.6 points above standard

Declined -7.4 Points

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	**1** Orange	**1** Yellow
1 Green	**1** Blue	

Mathematics

Blue

55.5 points above standard

Increased 5.5 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**1** Orange	**1** Yellow
1 Green	**2** Blue	

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
33.3%

Level 3 - Moderately Developed
15.7%

Level 2 - Somewhat Developed
17%

Level 1 - Beginning Stage
34%

College/Career

Blue

71.9% prepared

Increased 2.6%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**2** Orange	**1** Yellow
2 Green	**1** Blue	

LEARN MORE

Academic Engagement

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

Graduation Rate

Green

94.6% graduated

Maintained -0.9%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**4** Orange	**0** Yellow
0 Green	**2** Blue	
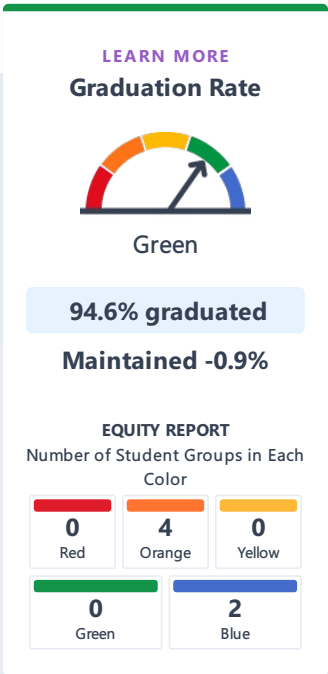
LEARN MORE

Conditions & Climate

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

Suspension Rate

Orange

2.5% suspended at least once

Increased 0.3%

EQUITY REPORT

Number of Student Groups in Each Color

0	**2**	**2**
Red	Orange	Yellow

4	**0**
Green	Blue

School Climate Report Card (High School)—2017-2018

District: Mountain View-Los Altos Union High   Date Prepared: 10 May 2018
School: Mountain View High
Response Rate: 86% (2014), 83% (2016), 85% (2018)

School Climate Index (SCI)

	2014	2015	2016	2017	2018	Change
SCI Score[A]	393	–	400	–	364	-29
SCI State Percentile[B]	95	–	96	–	89	-6
SCI Similar Schools Percentile[B]	85	–	89	–	67	-18

High School

School Climate Index Scores (2014 to 2018)
Based on responses from students to the California Healthy Kids Survey

SCHOOL CLIMATE INDEX (SCI)

Year	Score
2014	393
2015	
2016	400
2017	
2018	364
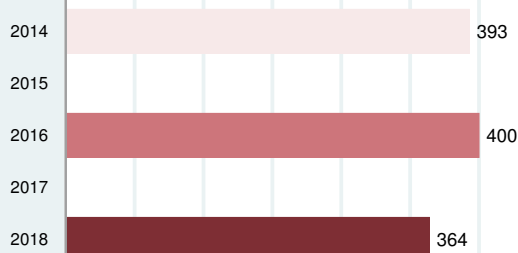
SCHOOL CLIMATE SUBSCALE RESULTS

OVERALL SUPPORTS AND ENGAGEMENT

Year	Score
2014	393
2015	
2016	383
2017	
2018	348

OVERALL LOW VIOLENCE & SUBSTANCE USE

Year	Score
2014	368
2015	
2016	390
2017	
2018	363

Score: 100 150 200 250 300 350 400 450 500 550
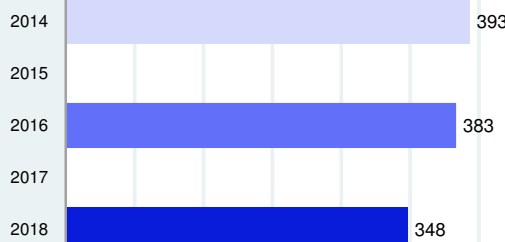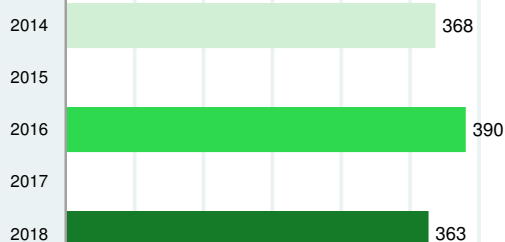
[A]Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.

[B]A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

School Climate Report Card (High School)—2017-2018

District: Mountain View-Los Altos Union High   Date Prepared: 10 May 2018
School: Mountain View High

High School

School Climate Subscale Results (2014 to 2018)

Based on responses from students to the California Healthy Kids Survey
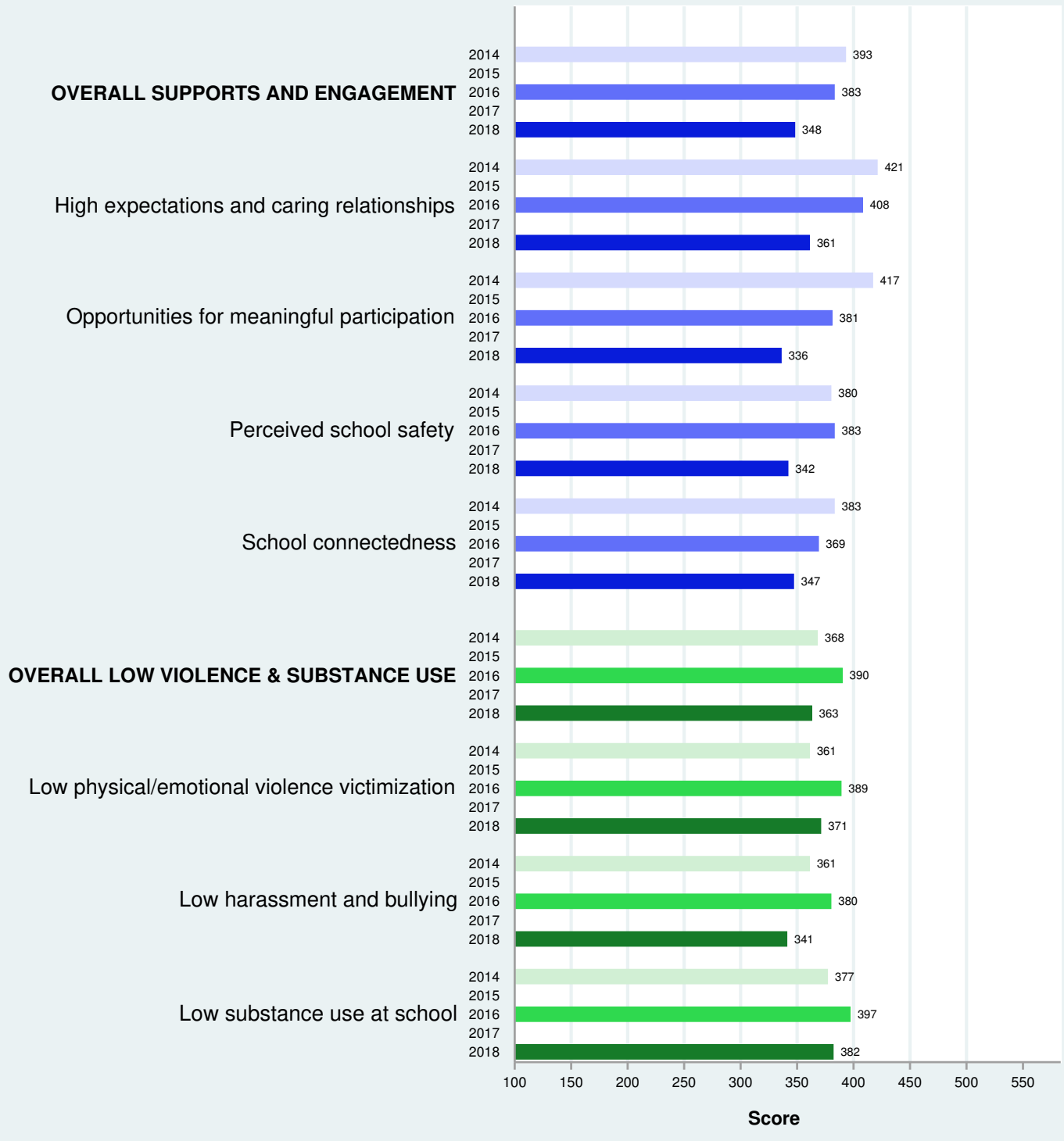
Subscale	2014	2016	2018
OVERALL SUPPORTS AND ENGAGEMENT	393	383	348
High expectations and caring relationships	421	408	361
Opportunities for meaningful participation	417	381	336
Perceived school safety	380	383	342
School connectedness	383	369	347
OVERALL LOW VIOLENCE & SUBSTANCE USE	368	390	363
Low physical/emotional violence victimization	361	389	371
Low harassment and bullying	361	380	341
Low substance use at school	377	397	382

Score

School Climate Report Card (High School)—2017-2018

District: Mountain View-Los Altos Union High   Date Prepared: 10 May 2018
School: Mountain View High

School Climate Index Subscale Results

	SCI Scores					
	2014	2015	2016	2017	2018	Change
Overall Supports and Engagement	**393**	–	**383**	–	**348**	-45
High expectations and caring relationships	421	–	408	–	361	-60
Opportunities for meaningful participation	417	–	381	–	336	-81
Perceived school safety	380	–	383	–	342	-38
School connectedness	383	–	369	–	347	-36
Overall Low Violence and Substance Use	**368**	–	**390**	–	**363**	-5
Low physical/emotional violence victimization	361	–	389	–	371	+10
Low harassment and bullying	361	–	380	–	341	-20
Low substance use at school	377	–	397	–	382	+5

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	81	–	81	–	86	+5
Truant more than a few times	6	–	5	–	3	-3
Feel a part of the school	66	–	61	–	60	-6
Safety at school	85	–	84	–	78	-7
Harassed or bullied at school	21	–	21	–	24	+3
Parents feel welcome to participate at this school	~	~	52	–	56	+4
School is usually clean and tidy	~	~	81	–	74	-7
Experienced chronic sadness/hopelessness	23	–	28	–	29	+6

Selected Staff-Reported Indicators (California School Staff Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Students are motivated to learn	~	~	~	~	28	–
Truancy is moderate/severe problem	–	–	ID	–	36	–
School is a supportive/inviting place for students to learn	~	~	~	~	52	–
School is a supportive/inviting place for staff to work	~	~	~	~	32	–
School is a safe place for students	~	~	~	~	47	–
Harassment/bullying is moderate/severe problem	–	–	ID	–	42	–
School is welcoming to/facilitates parental involvement	~	~	~	~	38	–
School has clean and well-maintained facilities	~	~	~	~	70	–

Notes: ID—Insufficient data.
   ~—Data were not collected.
   A hyphen (–) is shown if no data are available.

CDS code: 43696094334728

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. Scores on the SCI are based on **student CHKS data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2015-2017 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by three or four subdomains, as listed below.

> (1) Overall Supports and Engagement (50%)
> - High expectations and caring relationships (6 items)
> - Opportunities for meaningful participation (3 items)
> - Perceived school safety (2 items)
> - School connectedness (4 items)
>
> (2) Overall Low Violence and Substance Use at School (50%)
> - Low physical and emotional violence victimization at school (6 items)
> - Low harassment and bullying at school (5 items)
> - Low substance use at school (3 items)

Results are not included if less than 50% of students participated in the survey.

Further information about the methodology used to construct the SCI can be obtained in *Construction of California's School Climate Index* (surveydata.wested.org/resources/SCI_Methodology 071712b.pdf) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2015-16 or 2016-17 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. Staff results are not included if less than 50% of staff or less than 5 staff members provided data. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – "agree" or "strongly agree" that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – "agree" or "strongly agree" that I am a part of this school.
- Safety at school – feel "safe" or "very safe" when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability.
- Parents feel welcome to participate at this school – "agree" or "strongly agree" that parents feel welcome to participate at this school.
- School is usually clean and tidy – "agree" or "strongly agree" that school is usually clean and tidy.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

- Students are motivated to learn – "strongly agree" that students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a "moderate" or "severe" problem at this school.
- School is a supportive and inviting place for students to learn – "strongly agree" that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – "strongly agree" that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – "strongly agree" that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – harassment and bullying among students is a "moderate" or "severe" problem at this school.
- School is welcoming to and facilitates parental involvement – "strongly agree" that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – "strongly agree" that this school has clean and well-maintained facilities and property.

CALIFORNIA HEALTHY KIDS SURVEY

Mountain View High
Secondary
2017-2018
Main Report

CALIFORNIA CalSCHLS SURVEY SYSTEM

California Department of EDUCATION

Health & Human Development Program AT WestEd

Date prepared: 21 Feb 2018
CDS code: 43696094334728

Contents

List of Tables

PREFACE

This report provides the detailed results for each question from this school/district's 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys–*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)–is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (CalSCHLS) System*, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website (chks.wested.org), including *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP‾Cal‾SCHLS.pdf). The California Safe and Supportive Schools website (CaliforniaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module

and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;

- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;

- Perceived safety and the frequency and type of harassment and bullying at school; and

- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

The Core Module also includes a wide range of demographic questions to help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in the LCAP efforts. These include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

What's New? For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;

- Modified sexual orientation question to better assess gender identity; and

- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

Supplemental School Climate Module

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from chks.wested.org/administer/download/supplemental/#clim). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

Supplemental Social Emotional Health Module (SEHM)

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

- The Appendix lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

Racial/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

UNDERSTANDING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

Sample Characteristics.

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accuratelythe sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations.

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS **Guidebook to Data Use and Dissemination*** provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

- CHKS **factsheets** (chks.wested.org/using-results/factsheets) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.

- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf).

- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These

workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see CaliforniaS3.wested.org). For more information, email schoolclimate@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys**. The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.

- **Elementary CHKS Results**. Examine how the results from 7th, 9th, and 11th graders compare with those from 5th graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email schoolclimate@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results; and

- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit (californiaS3.wested.org/resources/California_State_SCRC_1314.pdf).

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Reports

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Analyze Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

Exhibit 1
Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset		✓	✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓			✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	513	481
Final number	464	392
Response Rate	90%	81%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 9 %	Grade 11 %	Table
School Engagement and Supports			
School connectedness[†]	20	19	A4.6
Academic motivation[†]	36	30	A4.6
Chronic truancy (twice a month or more often)[§]	1	4	A4.2
Caring adult relationships[‡]	26	32	A4.5
High expectations[‡]	34	38	A4.5
Meaningful participation[‡]	8	11	A4.5
Facilities upkeep	18	21	A4.13
School Safety and Substance Use			
School perceived as very safe or safe	76	80	A5.1
Experienced any harassment or bullying[§]	31	28	A5.2
Had mean rumors or lies spread about you[§]	24	25	A5.3
Been afraid of being beaten up[§]	10	8	A5.4
Been in a physical fight[§]	4	3	A5.4
Seen a weapon on campus[§]	7	5	A5.6
Been drunk or "high" on drugs at school, ever	1	7	A6.9
Mental and Physical Health			
Current alcohol or drug use[¶]	6	19	A6.5
Current binge drinking[¶]	2	7	A6.5
Very drunk or "high" 7 or more times	1	11	A6.7
Current cigarette smoking[¶]	0	2	A7.3
Current electronic cigarette use[¶]	3	9	A7.3
Experienced chronic sadness/hopelessness[§]	24	33	A8.3
Considered suicide[§]	16	20	A8.4

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting "Strongly agree."*

[‡]*Average percent of respondents reporting "Very much true."*

[§]*Past 12 months.*

[¶]*Past 30 days.*

3. Demographics

Table A3.1

Gender of Sample

	Grade 9 %	Grade 11 %
Male	48	49
Female	52	51

Question HS/MS A.3: What is your sex?
Note: Cells are empty if there are less than 10 respondents.

Table A3.2

Hispanic or Latino

	Grade 9 %	Grade 11 %
No	78	79
Yes	22	21

Question HS/MS A.5: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3

Race

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	1	3
Asian	27	28
Black or African American	1	1
Native Hawaiian or Pacific Islander	1	1
White	42	42
Mixed (two or more) races	28	24

Question HS/MS A.6: What is your race?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Living Situation

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	95	95
Other relative's home	1	1
A home with more than one family	2	2
Friend's home	0	0
Foster home, group care, or waiting placement	0	1
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	2	1

Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.5

Highest Education of Parents

	Grade 9 %	Grade 11 %
Did not finish high school	7	7
Graduated from high school	4	6
Attended college but did not complete four-year degree	5	6
Graduated from college	77	76
Don't know	7	5

Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.6

Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 11 %
No	76	80
Yes	11	15
Don't know	13	5

Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.7

Participation in Migrant Education Program, Past 3 Years

	Grade 9 %	Grade 11 %
No	91	94
Yes	1	1
Don't know	8	5

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	Grade 9 %	Grade 11 %
English	70	74
Spanish	13	12
Mandarin	3	4
Cantonese	0	1
Taiwanese	0	0
Tagalog	1	1
Vietnamese	0	1
Korean	1	1
Other	11	8

Question HS/MS A.12: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.9
English Language Proficiency – All Students

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	90	89
Well	8	9
Not well	1	2
Not at all	0	0
speak English?		
Very well	86	88
Well	11	9
Not well	2	3
Not at all	0	0
read English?		
Very well	84	86
Well	13	12
Not well	2	3
Not at all	0	0
write English?		
Very well	78	82
Well	19	14
Not well	3	4
Not at all	0	0
English Language Proficiency Status		
Proficient	82	84
Not proficient	18	16

Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10

English Language Proficiency – Students Speaking a Language Other Than English at Home

	Grade 9 %	Grade 11 %
How well do you...		
understand English?		
Very well	78	65
Well	18	28
Not well	3	7
Not at all	1	0
speak English?		
Very well	70	64
Well	24	23
Not well	7	12
Not at all	0	1
read English?		
Very well	72	58
Well	21	31
Not well	7	11
Not at all	0	0
write English?		
Very well	61	49
Well	32	36
Not well	7	15
Not at all	0	0
English Language Proficiency Status		
Proficient	68	55
Not proficient	32	45

Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

Notes: Cells are empty if there are less than 10 respondents.

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.11

Number of Days Attending Afterschool Program

	Grade 9 %	Grade 11 %
0 days	75	80
1 day	4	4
2 days	5	4
3 days	4	3
4 days	3	2
5 days	9	7

Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.12

Military Connections

	Grade 9 %	Grade 11 %
No	95	98
Yes	4	2
Don't know	1	0

Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

Table A3.13

Sexual Orientation

	Grade 9 %	Grade 11 %
Straight (not gay)	79	77
Gay or Lesbian	2	3
Bisexual	6	7
I am not sure yet	8	8
Something else	2	2
Decline to respond	4	3

Question HS A.129/MS A.118: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.14

Gender Identity

	Grade 9 %	Grade 11 %
No, I am not transgender	94	96
Yes, I am transgender	1	1
I am not sure if I am transgender	2	1
Decline to respond	2	2

Question HS A.130/MS A.119: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	Grade 9 %	Grade 11 %
Mostly A's	32	29
A's and B's	35	33
Mostly B's	11	15
B's and C's	14	17
Mostly C's	3	3
C's and D's	3	3
Mostly D's	0	1
Mostly F's	0	0

Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.2

Truancy, Past 12 Months

	Grade 9 %	Grade 11 %
0 times	82	66
1-2 times	14	18
A few times	4	12
Once a month	0	1
Twice a month	0	2
Once a week	0	1
More than once a week	0	2

Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.3

Absences, Past 30 Days

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	56	50
1 day	22	24
2 days	14	14
3 or more days	7	13

Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?
Notes: Cells are empty if there are less than 10 respondents.

Table A4.4

Reasons for Absence, Past 30 Days

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	54	46
Illness (feeling physically sick), including problems with breathing or your teeth	31	39
Were being bullied or mistreated at school	2	1
Felt very sad, hopeless, anxious, stressed, or angry	7	11
Didn't get enough sleep	8	12
Didn't feel safe at school or going to and from school	1	1
Had to take care of or help a family member or friend	1	3
Wanted to spend time with friends	0	2
Use alcohol or drugs	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	4	12
Were bored or uninterested in school	2	3
Had no transportation to school	0	2
Other reason	15	11

Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5

School Environment Scales (Developmental Supports)

	Grade 9 %	Grade 11 %	Table
Total school supports			
Average Reporting "Very much true"	23	27	
High	28	35	
Moderate	58	54	
Low	14	11	
Caring adults in school			
Average Reporting "Very much true"	26	32	A4.7
High	32	38	
Moderate	63	54	
Low	6	7	
High expectations-adults in school			
Average Reporting "Very much true"	34	38	A4.8
High	43	47	
Moderate	51	49	
Low	5	4	
Meaningful participation at school			
Average Reporting "Very much true"	8	11	A4.9
High	8	10	
Moderate	45	46	
Low	47	45	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6

School Connectedness, Academic Motivation, and Parent Involvement Scales

	Grade 9 %	Grade 11 %	Table
School Connectedness			
Average Reporting "Strongly agree"	20	19	A4.10
High	58	58	
Moderate	37	36	
Low	5	6	
Academic Motivation			
Average Reporting "Strongly agree"	36	30	A4.11
High	36	28	
Moderate	47	51	
Low	17	21	
Parent Involvement in School			
Average Reporting "Strongly agree"	14	14	A4.12
High	40	40	
Moderate	46	43	
Low	14	17	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.7
Caring Relationships Scale Questions

	Grade 9 %	Grade 11 %
Caring adults in school		
Average Reporting "Very much true"	26	32
At my school, there is a teacher or some other adult...		
who really cares about me.		
Not at all true	6	4
A little true	29	20
Pretty much true	43	45
Very much true	21	31
who notices when I'm not there.		
Not at all true	7	11
A little true	29	26
Pretty much true	41	35
Very much true	23	27
who listens to me when I have something to say.		
Not at all true	3	5
A little true	21	13
Pretty much true	44	43
Very much true	32	39

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.8

High Expectations Scale Questions

	Grade 9 %	Grade 11 %
High expectations-adults in school		
Average Reporting "Very much true"	34	38
At my school, there is a teacher or some other adult...		
who tells me when I do a good job.		
Not at all true	7	5
A little true	23	18
Pretty much true	41	45
Very much true	29	32
who always wants me to do my best.		
Not at all true	3	2
A little true	14	12
Pretty much true	41	39
Very much true	42	47
who believes that I will be a success.		
Not at all true	4	5
A little true	22	16
Pretty much true	43	42
Very much true	31	36

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Notes: Cells are empty if there are less than 10 respondents.

Table A4.9
Meaningful Participation Scale Questions

	Grade 9 %	Grade 11 %
Meaningful participation at school		
Average Reporting "Very much true"	8	11
At school...		
I do interesting activities.		
Not at all true	13	10
A little true	28	27
Pretty much true	39	35
Very much true	19	27
I help decide things like class activities or rules.		
Not at all true	42	41
A little true	36	33
Pretty much true	17	19
Very much true	5	7
I do things that make a difference.		
Not at all true	27	26
A little true	43	38
Pretty much true	23	26
Very much true	8	10
I have a say in how things work.		
Not at all true	35	37
A little true	40	37
Pretty much true	19	20
Very much true	6	7
I help decide school activities or rules.		
Not at all true	60	57
A little true	27	29
Pretty much true	11	10
Very much true	3	4

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.10
School Connectedness Scale Questions

	Grade 9 %	Grade 11 %
School Connectedness		
Average Reporting "Strongly agree"	20	19
I feel close to people at this school.		
Strongly disagree	3	4
Disagree	6	7
Neither disagree nor agree	25	19
Agree	46	47
Strongly agree	19	23
I am happy to be at this school.		
Strongly disagree	3	4
Disagree	9	8
Neither disagree nor agree	20	22
Agree	47	45
Strongly agree	22	20
I feel like I am part of this school.		
Strongly disagree	4	6
Disagree	6	9
Neither disagree nor agree	27	27
Agree	45	42
Strongly agree	17	17
The teachers at this school treat students fairly.		
Strongly disagree	3	2
Disagree	6	9
Neither disagree nor agree	17	24
Agree	55	50
Strongly agree	19	14
I feel safe in my school.		
Strongly disagree	3	1
Disagree	5	3
Neither disagree nor agree	21	18
Agree	51	54
Strongly agree	21	23

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 10 respondents.

Table A4.11
Academic Motivation Scale Questions

	Grade 9 %	Grade 11 %
Academic Motivation		
Average Reporting "Strongly agree"	36	30
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	1	1
Disagree	4	3
Neither disagree nor agree	8	12
Agree	41	46
Strongly agree	45	39
I try hard at school because I am interested in my work.		
Strongly disagree	4	5
Disagree	12	15
Neither disagree nor agree	22	24
Agree	39	36
Strongly agree	23	21
I work hard to try to understand new things at school.		
Strongly disagree	1	1
Disagree	4	5
Neither disagree nor agree	15	16
Agree	47	48
Strongly agree	32	30
I am always trying to do better in my schoolwork.		
Strongly disagree	1	2
Disagree	4	4
Neither disagree nor agree	12	15
Agree	41	47
Strongly agree	42	32

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.12

Parent Involvement Scale Questions

	Grade 9 %	Grade 11 %
Parent Involvement in School		
Average Reporting "Strongly agree"	14	14
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	4	4
Disagree	10	15
Neither disagree nor agree	26	29
Agree	46	40
Strongly agree	13	13
Parents feel welcome to participate at this school.		
Strongly disagree	2	2
Disagree	5	8
Neither disagree nor agree	35	35
Agree	43	40
Strongly agree	14	15
School staff takes parent concerns seriously.		
Strongly disagree	2	6
Disagree	6	7
Neither disagree nor agree	38	32
Agree	41	40
Strongly agree	13	15

Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.
Notes: Cells are empty if there are less than 10 respondents.

Table A4.13

Quality of School Physical Environment

	Grade 9 %	Grade 11 %
My school is usually clean and tidy.		
Strongly disagree	2	1
Disagree	7	5
Neither disagree nor agree	21	17
Agree	52	56
Strongly agree	18	21

Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Notes: Cells are empty if there are less than 10 respondents.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 9 %	Grade 11 %
Very safe	19	23
Safe	57	57
Neither safe nor unsafe	21	18
Unsafe	2	2
Very unsafe	1	1

Question HS A.99/MS A.88: How safe do you feel when you are at school?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Race, ethnicity, or national origin		
0 times	83	87
1 time	9	5
2 or more times	8	8
Religion		
0 times	92	94
1 time	3	3
2 or more times	5	3
Gender (being male or female)		
0 times	90	91
1 time	5	4
2 or more times	5	5
Because you are gay or lesbian or someone thought you were		
0 times	91	92
1 time	4	4
2 or more times	5	4
A physical or mental disability		
0 times	97	97
1 time	1	1
2 or more times	2	2
You are an immigrant or someone thought you were		
0 times	97	95
1 time	3	3
2 or more times	0	2
Any of the above six reasons	27	24

Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.
Notes: Cells are empty if there are less than 10 respondents.

Table A5.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 9 %	Grade 11 %
Any other reason		
0 times	86	86
1 time	6	7
2 or more times	8	7
Any harassment	31	28

Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

Notes: Cells are empty if there are less than 10 respondents.

Table A5.3

Verbal Harassment at School, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
had mean rumors or lies spread about you?		
0 times	76	75
1 time	11	13
2 to 3 times	8	8
4 or more times	5	4
had sexual jokes, comments, or gestures made to you?		
0 times	75	71
1 time	9	11
2 to 3 times	6	9
4 or more times	9	9
been made fun of because of your looks or the way you talk?		
0 times	75	75
1 time	12	14
2 to 3 times	7	5
4 or more times	6	6
been made fun of, insulted, or called names?		
0 times	72	79
1 time	11	8
2 to 3 times	7	5
4 or more times	10	8

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Notes: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
During the past 12 months, how many times on school property have you...		
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?		
0 times	89	93
1 time	7	5
2 to 3 times	2	1
4 or more times	2	2
been afraid of being beaten up?		
0 times	90	92
1 time	7	6
2 to 3 times	2	1
4 or more times	1	1
been threatened with harm or injury?		
0 times	95	97
1 time	4	2
2 to 3 times	1	0
4 or more times	0	1
been in a physical fight?		
0 times	96	97
1 time	3	1
2 to 3 times	0	1
4 or more times	0	1
been threatened or injured with a weapon (gun, knife, club, etc.)?		
0 times	99	100
1 time	1	0
2 to 3 times	0	0
4 or more times	0	0
been offered, sold, or given an illegal drug?		
0 times	90	85
1 time	6	6
2 to 3 times	3	5
4 or more times	1	5

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Had your property stolen or deliberately damaged		
0 times	89	90
1 time	8	8
2 to 3 times	2	2
4 or more times	1	1
Damaged school property on purpose		
0 times	98	98
1 time	1	1
2 to 3 times	1	0
4 or more times	0	1

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?

Note: Cells are empty if there are less than 10 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 9 %	Grade 11 %
Carried a gun		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
Carried any other weapon (such as a knife or club)		
0 times	100	98
1 time	0	1
2 to 3 times	0	0
4 or more times	0	1
Seen someone carrying a gun, knife, or other weapon		
0 times	93	95
1 time	5	4
2 to 3 times	2	1
4 or more times	0	0

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?

Note: Cells are empty if there are less than 10 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get "high"[†]	14	40	A6.2
Lifetime alcohol or drugs (any use)	18	41	A6.2
Lifetime very drunk or high (7 or more times)	1	11	A6.7
Lifetime drinking and driving involvement	3	13	A6.11
Current alcohol or drugs	6	19	A6.5
Current heavy drug uses	2	6	A6.5
Current heavy alcohol use (binge drinking)	2	7	A6.5
Current alcohol or drug use on school property	1	4	A6.8
Harmfulness of occasional marijuana use[‡]	28	22	A6.12
Difficulty of obtaining marijuana[§]	7	4	A6.13

Notes: Cells are empty if there are less than 10 respondents.

[†]*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	11	36
Marijuana	5	25
Inhalants	2	2
Cocaine, Methamphetamine, or any amphetamines	0	1
Heroin	0	1
Ecstasy, LSD, or other psychedelics	0	3
Prescription pain killers, Diet Pills, or other prescription stimulant	6	11
Cold/Cough Medicines or other over-the-counter medicines to get "high"	2	3
Any other drug, pill, or medicine to get "high"	2	2
Any of the above AOD use	18	41
Any illicit AOD use to get "high"†	14	40

Notes: Cells are empty if there are less than 10 respondents.

†*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

Table A6.3

Lifetime AOD Use

	Grade 9 %	Grade 11 %
Alcohol (one full drink)		
0 times	89	64
1 time	4	8
2 to 3 times	4	7
4 or more times	3	21
Marijuana (smoke, vape, eat, or drink)		
0 times	95	75
1 time	2	6
2 to 3 times	1	7
4 or more times	3	13
Inhalants		
0 times	98	98
1 time	1	1
2 to 3 times	1	0
4 or more times	0	1
Cocaine, Methamphetamine, or any amphetamines		
0 times	100	99
1 time	0	0
2 to 3 times	0	1
4 or more times	0	1
Heroin		
0 times	100	99
1 time	0	0
2 to 3 times	0	0
4 or more times	0	1
Ecstasy, LSD, or other psychedelics		
0 times	100	97
1 time	0	0
2 to 3 times	0	1
4 or more times	0	2

Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).
Notes: Cells are empty if there are less than 10 respondents.

Table A6.3

Lifetime AOD Use – Continued

	Grade 9 %	Grade 11 %
Prescription pain medication or opioids, tranquilizers, or sedatives		
0 times	97	91
1 time	1	3
2 to 3 times	1	2
4 or more times	1	4
Diet Pills		
0 times	98	98
1 time	0	1
2 to 3 times	1	0
4 or more times	1	1
Ritalin™ or Adderall™ or other prescription stimulant		
0 times	98	95
1 time	1	1
2 to 3 times	0	2
4 or more times	1	2
Cold/Cough Medicines or other over-the-counter medicines to get "high"		
0 times	98	97
1 time	2	1
2 to 3 times	0	1
4 or more times	0	1
Any other drug, pill, or medicine to get "high" or for other than medical reasons		
0 times	98	98
1 time	1	0
2 to 3 times	0	0
4 or more times	0	1

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get "high"... Any other drug, pill, or medicine to get "high" or for other than medical reasons.

Notes: Cells are empty if there are less than 10 respondents.

Table A6.4

Lifetime Marijuana Consumption

	Grade 9 %	Grade 11 %
During your life, how many times have you used marijuana in any of the following ways...		
Smoke it?		
0 times	96	78
1 time	2	5
2 to 3 times	2	5
4 or more times	1	11
In an electronic or e-cigarette or other vaping device?		
0 times	96	83
1 time	0	5
2 to 3 times	1	2
4 or more times	2	10
Eat or drink it in products made with marijuana?		
0 times	98	84
1 time	1	6
2 to 3 times	1	3
4 or more times	0	6

Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?

Note: Cells are empty if there are less than 10 respondents.

Table A6.5

Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	5	14
Binge drinking (5 or more drinks in a row)	2	7
Marijuana (smoke, vape, eat, or drink)	3	11
Inhalants	0	1
Prescription drugs to get "high" or for reasons other than prescribed	1	1
Other drug, pill, or medicine to get "high" or for reasons other than medical	0	1
Any drug use	4	11
Heavy drug use	2	6
Any AOD Use	6	19
Two or more substances at the same time	1	3

Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get "high")... prescription drugs to get "high" or for reasons other than prescribed ... any other drug, pill, or medicine to get "high" or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

Notes: Cells are empty if there are less than 10 respondents.

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only) and any other illegal drug/pill to get "high").

Table A6.6

Frequency of Current AOD Use, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks)		
0 days	95	86
1 or 2 days	4	12
3 to 9 days	1	3
10 to 19 days	0	0
20 or more days	0	0
Binge drinking (5 or more drinks in a row)		
0 days	98	93
1 or 2 days	1	5
3 to 9 days	1	1
10 to 19 days	0	0
20 or more days	0	0
Marijuana (smoke, vape, eat, or drink)		
0 days	97	89
1 or 2 days	2	6
3 to 9 days	1	4
10 to 19 days	0	0
20 or more days	0	2

Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A6.7

Lifetime Drunk or "High"

	Grade 9 %	Grade 11 %
Very drunk or sick after drinking alcohol		
0 times	97	81
1 to 2 times	3	12
3 to 6 times	0	3
7 or more times	0	3
"High" (loaded, stoned, or wasted) from using drugs		
0 times	96	78
1 to 2 times	2	9
3 to 6 times	1	3
7 or more times	1	11
Very drunk or "high" 7 or more times	1	11

Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 10 respondents.

Table A6.8

Current AOD Use on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Alcohol		
0 days	100	98
1 to 2 days	0	1
3 or more days	0	1
Marijuana (smoke, vape, eat, or drink)		
0 days	99	97
1 to 2 days	1	2
3 or more days	0	2
Any other drug, pill, or medicine to get "high" or for reasons other than medical?		
0 days	100	99
1 to 2 days	0	1
3 or more days	0	0
Any of the above	1	4

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get "high" or for reasons other than medical?

Note: Cells are empty if there are less than 10 respondents.

Table A6.9

Lifetime Drunk or "High" on School Property

	Grade 9 %	Grade 11 %
0 times	99	93
1 to 2 times	1	3
3 to 6 times	0	3
7 or more times	0	1

Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?

Note: Cells are empty if there are less than 10 respondents.

Table A6.10

Cessation Attempts

	Grade 9 %	Grade 11 %
Alcohol		
Does not apply, don't use	94	82
0 times	4	12
1 time	1	3
2 to 3 times	1	1
4 or more times	0	1
Marijuana		
Does not apply, don't use	95	83
0 times	3	10
1 time	0	4
2 to 3 times	1	2
4 or more times	1	1

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

Note: Cells are empty if there are less than 10 respondents.

Table A6.11
Drinking While Driving, Lifetime

	Grade 9 %	Grade 11 %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using		
Never	97	87
1 time	2	7
2 times	1	2
3 to 6 times	1	2
7 or more times	0	3

Question HS A.98: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?
Note: Cells are empty if there are less than 10 respondents.

Table A6.12

Perceived Harm of AOD Use

	Grade 9 %	Grade 11 %
Alcohol - drink occasionally		
Great	21	20
Moderate	28	27
Slight	35	36
None	16	17
Alcohol - 5 or more drinks once or twice a week		
Great	57	61
Moderate	26	26
Slight	6	5
None	10	8
Marijuana - use occasionally		
Great	28	22
Moderate	36	26
Slight	21	31
None	15	22
Marijuana - use daily		
Great	63	54
Moderate	17	25
Slight	6	12
None	14	10

Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

Table A6.13

Perceived Difficulty of Obtaining Alcohol and Marijuana

	Grade 9 %	Grade 11 %
Alcohol		
Very difficult	6	3
Fairly difficult	9	8
Fairly easy	22	27
Very easy	19	38
Don't know	43	24
Marijuana		
Very difficult	7	4
Fairly difficult	15	5
Fairly easy	17	28
Very easy	14	36
Don't know	47	27

Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

Note: Cells are empty if there are less than 10 respondents.

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 11 %	Table
Use Prevalence and Patterns			
Ever smoked a whole cigarette	2	7	A7.2
Current cigarette smoking[†]	0	2	A7.3
Current cigarette smoking at school[†]	0	0	A7.4
Ever tried smokeless tobacco	1	2	A7.2
Current smokeless tobacco use[†]	0	1	A7.3
Current smokeless tobacco use at school[†]	0	0	A7.4
Ever used electronic cigarettes	8	19	A7.2
Current use of electronic cigarettes[†]	3	9	A7.3
Current use of electronic cigarettes at school[†]	1	4	A7.4
Cessation Attempts			
Tried to quit or stop using cigarettes	1	3	A7.5
Attitudes and Correlates			
Harmfulness of occasional cigarette smoking[‡]	29	38	A7.6
Harmfulness of smoking 1 or more packs/day[‡]	74	84	A7.6
Difficulty of obtaining cigarettes[§]	8	4	A7.8

Notes: Cells are empty if there are less than 10 respondents.

[†]*Past 30 days.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A7.2

Lifetime Tobacco Use

	Grade 9 %	Grade 11 %
A whole cigarette		
0 times	98	93
1 time	1	1
2 to 3 times	1	2
4 or more times	0	3
Smokeless tobacco		
0 times	99	98
1 time	1	1
2 to 3 times	0	0
4 or more times	0	1
An electronic cigarette or other vaping device		
0 times	92	81
1 time	3	5
2 to 3 times	2	4
4 or more times	3	9

Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.

Notes: Cells are empty if there are less than 10 respondents.

Table A7.3

Any Current Use and Daily Use

	Grade 9 %	Grade 11 %
Cigarettes		
Any	0	2
Daily (20 or more days)	0	0
Smokeless tobacco		
Any	0	1
Daily (20 or more days)	0	0
Electronic cigarettes or other vaping device		
Any	3	9
Daily (20 or more days)	0	2

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smoke-less tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?

Note: Cells are empty if there are less than 10 respondents.

Table A7.4

Current Smoking on School Property, Past 30 Days

	Grade 9 %	Grade 11 %
Cigarettes		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Smokeless tobacco		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
Electronic cigarettes or other vaping device		
0 days	99	96
1 or 2 days	1	2
3 to 9 days	0	2
10 to 19 days	0	0
20 or more days	0	0

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 10 respondents.

Table A7.5

Cigarette Smoking Cessation Attempts

	Grade 9 %	Grade 11 %
Does not apply, don't use	98	94
0 times	1	3
1 time	0	2
2 to 3 times	0	0
4 or more times	0	1

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 10 respondents.

Table A7.6

Perceived Harm of Cigarette Smoking

	Grade 9 %	Grade 11 %
Smoke cigarettes occasionally		
Great	29	38
Moderate	43	40
Slight	18	14
None	10	8
Smoke 1 or more packs of cigarettes each day		
Great	74	84
Moderate	14	6
Slight	3	2
None	9	7

Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

Note: Cells are empty if there are less than 10 respondents.

Table A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

	Grade 9 %	Grade 11 %
Use e-cigarettes or vaping device occasionally compared to smoking cigarettes		
Great	23	27
Moderate	41	35
Slight	24	27
None	12	12
Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes		
Great	43	47
Moderate	34	31
Slight	13	13
None	10	10

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.
Note: Cells are empty if there are less than 10 respondents.

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes

	Grade 9 %	Grade 11 %
Cigarettes		
Very difficult	8	4
Fairly difficult	13	13
Fairly easy	19	27
Very easy	10	21
Don't know	50	35
E-Cigarettes or vaping device		
Very difficult	7	3
Fairly difficult	11	8
Fairly easy	22	23
Very easy	12	32
Don't know	48	34

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Cyber Bullying, Past 12 Months

	Grade 9 %	Grade 11 %
0 times (never)	81	85
1 time	9	7
2 to 3 times	7	4
4 or more times	2	3

Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2

Eating of Breakfast

	Grade 9 %	Grade 11 %
No	27	36
Yes	73	64

Question HS A.126/MS A.115: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 11 %
No	76	67
Yes	24	33

Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 11 %
No	84	80
Yes	16	20

Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?

Notes: Cells are empty if there are less than 10 respondents.

Table A8.5

Gang Involvement

	Grade 9 %	Grade 11 %
No	98	99
Yes	2	1

Question HS A.123/MS A.113: Do you consider yourself a member of a gang?

Note: Cells are empty if there are less than 10 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 9th Grade

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	19		23			27	19
Caring adults in school‡	24		23			31	23
High expectations-adults in school‡	27		36			38	28
Meaningful participation at school‡	5		9			10	5
School Connectedness†	17		15			25	18
Academic Motivation†	25		42			40	26
Parent Involvement in School†	13		16			15	11

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †*Average percent of respondents reporting "Strongly agree."* ‡*Average percent of respondents reporting "Very much true."*

Table A9.2

School Supports and Engagement by Race/Ethnicity - 11th Grade

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports‡	28	36	26			27	29
Caring adults in school‡	34	46	29			33	33
High expectations-adults in school‡	40	44	35			38	42
Meaningful participation at school‡	9	18	12			9	11
School Connectedness†	12	8	23			18	19
Academic Motivation†	19	15	35			30	28
Parent Involvement in School†	12	23	19			10	16

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. †*Average percent of respondents reporting "Strongly agree."* ‡*Average percent of respondents reporting "Very much true."*

Table A9.3

Feeling Safe or Very Safe at School by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	76	73
American Indian or Alaska Native		62
Asian	76	82
Black or African American		
Native Hawaiian or Pacific Islander		
White	78	81
Mixed (two or more) races	75	77

Note: Cells are empty if there are less than 10 respondents.

Table A9.4

Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	22	24
American Indian or Alaska Native		17
Asian	27	21
Black or African American		
Native Hawaiian or Pacific Islander		
White	29	24
Mixed (two or more) races	25	23

Notes: Cells are empty if there are less than 10 respondents.
The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.

Table A9.5

Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	25	32
American Indian or Alaska Native		42
Asian	32	24
Black or African American		
Native Hawaiian or Pacific Islander		
White	34	28
Mixed (two or more) races	28	28

Note: Cells are empty if there are less than 10 respondents.

Table A9.6

Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	0	3
American Indian or Alaska Native		8
Asian	0	2
Black or African American		
Native Hawaiian or Pacific Islander		
White	1	3
Mixed (two or more) races	0	0

Notes: Cells are empty if there are less than 10 respondents.

Table A9.7

Cigarette Smoking in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	0	5
American Indian or Alaska Native		0
Asian	0	1
Black or African American		
Native Hawaiian or Pacific Islander		
White	1	3
Mixed (two or more) races	1	3

Notes: Cells are empty if there are less than 10 respondents.

Table A9.8

Any Alcohol Use in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	5	16
American Indian or Alaska Native		23
Asian	3	10
Black or African American		
Native Hawaiian or Pacific Islander		
White	6	16
Mixed (two or more) races	5	18

Note: Cells are empty if there are less than 10 respondents.

Table A9.9

Any Marijuana Use in the Past 30 Days by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	5	18
American Indian or Alaska Native		8
Asian	0	7
Black or African American		
Native Hawaiian or Pacific Islander		
White	5	13
Mixed (two or more) races	5	13

Notes: Cells are empty if there are less than 10 respondents.

Table A9.10

Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	Grade 9 %	Grade 11 %
Hispanic or Latino	29	47
American Indian or Alaska Native		54
Asian	20	26
Black or African American		
Native Hawaiian or Pacific Islander		
White	23	30
Mixed (two or more) races	32	42

Note: Cells are empty if there are less than 10 respondents.

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
School Environment				
Total school supports[‡]	23	22	31	24
Caring adults in school[‡]	26	25	37	28
High expectations-adults in school[‡]	35	33	44	33
Meaningful participation at school[‡]	8	8	12	10
School Connectedness[†]	19	20	18	22
Academic Motivation[†]	39	33	36	24
Parent Involvement in School[†]	13	14	13	16

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting "Strongly agree."*

[‡]*Average percent of respondents reporting "Very much true."*

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
Perceived Safety at School				
Feel safe or very safe at school	73	78	79	80
Harassment/Bullying at School				
During the past 12 month at school, have you been...				
harassed/bullied for any of the six reasons	32	22	25	22
harassed/bullied for any reasons	37	26	30	25
Current ATOD Use				
During the past 30 days, did you...				
have at least one drink of alcohol at school	0	0	2	3
smoke cigarettes	0	0	3	1
have at least one drink of alcohol	4	5	17	11
use marijuana	3	4	11	12
Mental Health				
Chronic sad or hopeless feelings, past 12 months	35	13	42	24

Note: Cells are empty if there are less than 10 respondents.

Z. Mountain View-Los Altos Union High Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 9	Grade 11
Student Sample Size		
Target sample	513	481
Final number	453	380
Response Rate	88%	79%

2. Custom Questions

Table Z.2.1

How old were you when you had your first drink of alcohol other than a few sips?

| | Grade | | |
| | 9th | 11th | Total |
	%	%	%
I have never had a drink of alcohol other than a few sips	81	55	69
8 years old or younger	2	3	2
9 or 10 years old	2	2	2
11 or 12 years old	4	5	5
13 or 14 years old	10	12	11
15 or 16 years old	1	23	11
17 years old or older	0	1	0

Question HS Z.1.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.2

How old were you when you tried marijuana for the first time?

| | Grade | | |
| | 9th | 11th | Total |
	%	%	%
I have never tried marijuana	93	72	84
8 years old or younger	0	0	0
9 or 10 years old	0	0	0
11 or 12 years old	1	1	1
13 or 14 years old	5	8	6
15 or 16 years old	1	19	9
17 years old or older	0	0	0

Question HS Z.2.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.3

During the past 12 months, how many times have you been in a physical fight?

	Grade		
	9th	11th	Total
	%	%	%
0 times	90	93	91
1 time	8	5	7
2 or 3 times	1	1	1
4 or more times	0	1	1

Question HS/MS Z.3.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.4

During the past 12 months, how many times have you been in a physical fight in which you were injured and had to be treated by a doctor or nurse?

	Grade		
	9th	11th	Total
	%	%	%
0 times	99	99	99
1 time	0	1	0
2 or 3 times	0	0	0

Question HS/MS Z.4.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.5

During the past 30 days, how many times did you ride in a car or other vehicle driven by someone who had been drinking alcohol?

	Grade		
	9th	11th	Total
	%	%	%
Never (0 times)	93	93	93
1 time	4	5	4
2 or 3 times	2	1	2
4 or 5 times	0	1	0
6 or more times	0	0	0

Question HS/MS Z.5.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.6

During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?

	Grade		Total
	9th	11th	
	%	%	%
Never (0 times)	99	99	99
1 time	1	1	1
2 or 3 times	0	0	0
4 or 5 times	0	0	0

Question HS Z.6.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.7

If you bought cigarettes in a store during the past 30 days, were you ever asked to show proof of your age?

	Grade		Total
	9th	11th	
	%	%	%
I never bought cigarettes	99	97	98
No	1	3	2
Yes	0	0	0

Question HS Z.7./MS Z.6.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.8

During the past 12 months, did you ever seriously consider attempting suicide?

	Grade		Total
	9th	11th	
	%	%	%
No	85	80	83
Yes	15	20	17

Question HS Z.8./MS Z.7.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.9

During the past 12 months, did you make a plan about how you would attempt suicide?

	Grade		Total
	9th	11th	
	%	%	%
No	90	88	89
Yes	10	12	11

Question HS Z.9./MS Z.8.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.10

During the past 12 months, how many times did you actually attempt suicide?

	Grade		Total
	9th	11th	
	%	%	%
0 times	95	94	94
1 time	3	5	4
2 or 3 times	2	1	1
4 or more times	0	1	0

Question HS Z.10./MS Z.9.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.11

If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

	Grade		Total
	9th	11th	
	%	%	%
I did not attempt suicide in the past 12 months	92	90	91
No	7	9	8
Yes	1	2	1

Question HS Z.11.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.12
Which of the following are you trying to do about your weight?

	Grade		
	9th	11th	Total
	%	%	%
Lose weight	40	38	39
Gain weight	15	15	15
Stay the same weight	16	17	16
I am not trying to do anything about my weight	30	30	30

Question HS Z.12./MS Z.10.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.13
During the past 30 days, did you exercise to lose weight or to keep from gaining weight?

	Grade		
	9th	11th	Total
	%	%	%
No	28	39	33
Yes	72	61	67

Question HS Z.13./MS Z.11.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.14
During the past 30 days, did you eat less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight?

	Grade		
	9th	11th	Total
	%	%	%
No	59	60	60
Yes	41	40	40

Question HS Z.14./MS Z.12.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.15

During the past 30 days, did you take any diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight? (Do not include meal replacement products, such as Slim Fast.)

	Grade		
	9th	11th	Total
	%	%	%
No	98	97	97
Yes	2	3	3

Question HS Z.15./MS Z.13.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.16

During the past 30 days, did you vomit or take laxatives to lose weight or to keep from gaining weight?

	Grade		
	9th	11th	Total
	%	%	%
No	97	96	97
Yes	3	4	3

Question HS Z.16./MS Z.14.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.17

How do you describe your weight?

	Grade		
	9th	11th	Total
	%	%	%
Very underweight	3	2	3
Slightly underweight	20	18	19
About the right weight	49	53	51
Slightly overweight	26	24	25
Very overweight	1	3	2

Question HS Z.17./MS Z.15.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.18
During the past 12 months, have you ever had an episode of asthma or an asthma attack?

	Grade		
	9th	11th	Total
	%	%	%
No	90	88	89
Yes	10	12	11

Question HS Z.18./MS Z.16.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.19
During the past 12 months, have you been to the emergency room or stayed overnight in the hospital because of a cough, chest tightness, trouble breathing, or wheezing?

	Grade		
	9th	11th	Total
	%	%	%
No	96	96	96
Yes	4	4	4

Question HS Z.19./MS Z.17.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.20
During the past 30 days, about how many nights did you wake up because of a cough, chest tightness, trouble breathing, or wheezing when you did not have a cold or flu?

	Grade		
	9th	11th	Total
	%	%	%
Never	87	86	87
2 nights in the last 30 days or less	9	10	10
3 or 4 nights in the last 30 days	3	4	3
More than 4 nights in the last 30 days, but not every night	0	1	0
Every night or almost every night	0	0	0

Question HS Z.20./MS Z.18.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.21
On an average school day, how many hours do you watch TV or play video games?

	Grade		
	9th	11th	Total
	%	%	%
I do not watch TV or play video games on an average school day	17	16	17
Less than 1 hour	19	17	18
1 hour	20	22	21
2 hours	23	22	22
3 hours	13	12	12
4 hours	5	7	6
5 hours or more	4	5	4

Question HS Z.21./MS Z.19.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.22
In an average week when you are in school, on how many days do you go to physical education (PE) classes?

	Grade		
	9th	11th	Total
	%	%	%
0 days	4	88	42
1 day	0	1	0
2 days	0	0	0
3 days	0	1	0
4 days	82	8	48
5 days	14	2	8

Question HS Z.22./MS Z.20.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.23
How often do you wear a seat belt when riding in a car driven by someone else?

	Grade		
	9th	11th	Total
	%	%	%
Never	2	1	1
Rarely	2	1	1
Sometimes	3	2	2
Most of the time	17	14	15
Always	76	83	79

Question HS Z.23./MS Z.21.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.24
When you rode a bicycle during the past 12 months, how often did you wear a helmet?

	Grade		
	9th	11th	Total
	%	%	%
I did not ride a bicycle during the past 12 months	18	26	22
Never wore a helmet	4	7	5
Rarely wore a helmet	3	4	3
Sometimes wore a helmet	4	3	4
Most of the time wore a helmet	15	11	13
Always wore a helmet	56	49	53

Question HS Z.24./MS Z.22.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.25
During the past 12 months, did you have a regular check up with a doctor when you were not sick or injured?

	Grade		
	9th	11th	Total
	%	%	%
No	20	24	22
Yes	80	76	78

Question HS Z.25./MS Z.23.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.26
During the past 12 months, did you visit a dentist for an examination, teeth cleaning, or dental work?

	Grade		
	9th	11th	Total
	%	%	%
No	6	8	7
Yes	94	92	93

Question HS Z.26./MS Z.24.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.27
How old were you when you had sexual intercourse for the first time?

	Grade		
	9th	11th	Total
	%	%	%
I have never had sexual intercourse	95	80	88
11 years old or younger	0	0	0
12 years old	0	1	0
13 years old	1	2	1
14 years old	3	3	3
15 years old	0	8	4
16 years old	0	5	2
17 years old or older	0	0	0

Question HS Z.27.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.28
During the past three months, with how many people did you have sexual intercourse?

	Grade		
	9th	11th	Total
	%	%	%
I have never had sexual intercourse	95	80	88
I had sexual intercourse, but not during the past 3 months	1	5	3
1 person	3	13	7
2 people	1	2	1
3 people	0	0	0
6 or more people	0	1	0

Question HS Z.28.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.29
Did you drink alcohol or use drugs before you had sexual intercourse the last time?

	Grade		
	9th	11th	Total
	%	%	%
I have never had sexual intercourse	94	78	87
No	5	19	12
Yes	0	3	2

Question HS Z.29.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.30

The last time you had sexual intercourse did you or your partner use a condom?

	Grade		
	9th	11th	Total
	%	%	%
I have never had sexual intercourse	95	78	87
No	2	8	5
Yes	3	13	8

Question HS Z.30./MS Z.26.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.31

The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy?

	Grade		
	9th	11th	Total
	%	%	%
I have never had sexual intercourse	95	80	88
No method was used to prevent pregnancy	0	2	1
Birth control pills	0	4	2
Condoms	3	10	6
Depo-Provera or other injectables	0	1	1
Withdrawal	0	1	0
Some other method	0	2	1
Not sure	0	0	0

Question HS Z.31.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.32

How many times have you been pregnant or gotten someone pregnant?

	Grade		
	9th	11th	Total
	%	%	%
0 times	99	99	99
1 time	0	0	0
2 or more times	0	0	0
Not sure	0	1	1

Question HS Z.32.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.33

How likely do you think it is that you will choose to have sexual intercourse one or more times in the next year?

	Grade		
	9th	11th	Total
	%	%	%
I am sure it will not happen	64	43	54
It probably will not happen	21	18	20
There is an even chance (50-50) that it will or won't happen	7	16	11
It probably will happen	5	15	10
It will happen for sure	2	8	5

Question HS Z.33./MS Z.27.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.34

Have you ever been forced to have sexual intercourse when you did not want to?

	Grade		
	9th	11th	Total
	%	%	%
No	99	98	98
Yes	1	2	2

Question HS Z.34./MS Z.28.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.35

How old were you when you smoked a whole cigarette for the first time?

	Grade		
	9th	11th	Total
	%	%	%
I have never smoked a whole cigarette	98	94	96
8 years old or younger	0	0	0
11 or 12 years old	1	0	0
13 or 14 years old	1	2	1
15 or 16 years old	0	3	1

Question HS Z.35.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.36

During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?

	Grade		
	9th	11th	Total
	%	%	%
0 days	99	98	99
1 to 2 days	0	1	1
3 to 5 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

Question HS Z.36./MS Z.29.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.37

Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?

	Grade		
	9th	11th	Total
	%	%	%
No	100	99	99
Yes	0	1	1

Question HS Z.37.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.38

During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?

	Grade		
	9th	11th	Total
	%	%	%
I did not smoke cigarettes during the past 30 days	99	98	99
Less than 1 cigarette per day	0	0	0
1 cigarette per day	0	1	1
2 to 5 cigarettes per day	0	1	0

Question HS Z.38./MS Z.30.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.39

During the past 12 months, did you ever try to quit smoking cigarettes?

	Grade		
	9th	11th	Total
	%	%	%
I did not smoke during the past 12 months	98	94	96
Yes	1	2	1
No	2	4	3

Question HS Z.39./MS Z.31.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.40

If you smoked cigarettes during the past 30 days, how did you usually get them?

	Grade		
	9th	11th	Total
	%	%	%
I did not smoke cigarettes in the past 30 days	100	97	98
I bought them in a store such as a convenience store, super-market, or gas station	0	1	0
I bought them from a vending machine	0	0	0
I gave someone else money to buy them for me	0	0	0
A friend gave them to me	0	1	0
Other people gave them to me	0	0	0
I got them some other way	0	1	0

Question HS Z.40./MS Z.32.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.41

Are the cigarettes you usually smoke menthol-flavored cigarettes?

	Grade		
	9th	11th	Total
	%	%	%
I do not smoke cigarettes	98	95	96
Yes	0	1	0
No	2	4	3

Question HS Z.41./MS Z.33.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.42
How safe do you feel in the neighborhood where you live?

	Grade		Total
	9th	11th	
	%	%	%
Very safe	53	47	50
Safe	39	43	41
Neither safe nor unsafe	7	8	8
Unsafe	0	1	1
Very unsafe	0	1	0

Question HS Z.42./MS Z.34.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.43
During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?

	Grade		Total
	9th	11th	
	%	%	%
0 days	98	99	98
1 day	2	1	1
2 or 3 days	0	1	0
4 or more days	0	0	0

Question HS Z.43./MS Z.35.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.44

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

| | Grade | | |
| | 9th | 11th | Total |
	%	%	%
0 days	11	20	15
1 day	7	7	7
2 days	7	13	9
3 days	11	15	13
4 days	15	13	14
5 days	18	12	15
6 days	13	9	11
7 days	19	12	16

Question HS Z.44./MS Z.36.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.45

On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Count time spent on things such as Xbox, PlayStation, an iPod, an iPad or other tablet, a smartphone, YouTube, Facebook or other social networking tools)

| | Grade | | |
| | 9th | 11th | Total |
	%	%	%
I do not play video or computer games or use a computer for something that is not school work	10	13	11
Less than 1 hour per day	16	12	14
1 hour per day	18	20	19
2 hours per day	22	18	20
3 hours per day	18	18	18
4 hours per day	9	8	9
5 or more hours per day	8	12	9

Question HS Z.45./MS Z.37.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.46

During the past 24 hours (yesterday), how many times did you drink soda pop?

	Grade		
	9th	11th	Total
	%	%	%
0 times	78	74	76
1 time	17	17	17
2 times	5	6	5
3 times	0	1	0
4 times	0	1	0
5 or more times	0	1	1

Question HS Z.46./MS Z.38.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.47

During the past 24 hours (yesterday), how many times did you eat French fries, potato chips, or other fried potatoes?

	Grade		
	9th	11th	Total
	%	%	%
0 times	65	63	64
1 time	28	29	28
2 times	4	5	4
3 times	1	2	2
4 times	0	0	0
5 or more times	1	1	1

Question HS Z.47./MS Z.39.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.48

During the past 24 hours (yesterday), how many times did you eat fruit? (Do not count fruit juice)

	Grade		
	9th	11th	Total
	%	%	%
0 times	14	18	16
1 time	24	21	23
2 times	27	30	28
3 times	18	16	17
4 times	8	5	7
5 or more times	9	9	9

Question HS Z.48./MS Z.40.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.49

During the past 24 hours (yesterday), how many times did you eat vegetables? (Include salads and nonfried potatoes)

	Grade		
	9th	11th	Total
	%	%	%
0 times	13	15	14
1 time	27	28	28
2 times	24	27	25
3 times	18	16	17
4 times	8	5	7
5 or more times	10	9	9

Question HS Z.49./MS Z.41.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.50

During the past 24 hours (yesterday), how many times did you drink sweetened fruit drinks, sports, or energy drinks

	Grade		
	9th	11th	Total
	%	%	%
0 times	61	62	61
1 time	27	25	26
2 times	7	8	8
3 times	3	2	2
4 times	1	1	1
5 or more times	1	2	2

Question HS Z.50./MS Z.42.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.51

In the past 7 days, how many times did you eat fast food? Include fast food meals eaten at school, at home or at fast-food restaurants, carryout or drive thru. (Fast food is food such as you get at McDonalds, KFC, Panda Express or Taco Bell.)

| | Grade | | |
| | 9th | 11th | Total |
	%	%	%
0	45	37	41
1	30	29	29
2	18	19	18
3	5	10	7
4	1	3	2
5 or More	2	2	2

Question HS Z.51./MS Z.43.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.52

During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)

| | Grade | | |
| | 9th | 11th | Total |
	%	%	%
I did not date or go out with anyone during the past 12 months	75	61	68
0 times	20	34	27
1 time	3	3	3
2 or 3 times	1	1	1
4 or 5 times	0	0	0
6 or more times	1	1	1

Question HS Z.52./MS Z.44.

Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.53
During the past 30 days, on how many days did you text or e-mail while driving a car or other vehicle?

	Grade		Total
	9th	11th	
	%	%	%
I did not drive a car or other vehicle during the past 30 days	96	52	76
0 days	3	29	15
1 or 2 days	0	10	4
3 to 5 days	1	3	2
6 to 9 days	0	2	1
10 to 19 days	0	1	1
20 to 29 days	0	2	1
All 30 days	0	1	1

Question HS Z.53./MS Z.45.
Note: Columns are not displayed if there are less than 10 respondents.

Table Z.2.54
Student Body Mass Index

	Grade		Total
	9th	11th	
	%	%	%
Underweight	4	6	5
Healthy weight	77	79	78
Overweight	10	10	10
Obese	8	5	7

Note: Columns are not displayed if there are less than 10 respondents.

Stanford Survey of Adolescent School Experiences Report

Mountain View High School
Spring 2017

Glossary of Terms

Mean: The average

Standard Deviation ("SD"): The amount of variability/spread in students' answers; the larger the deviation, the greater the spread

Minimum: The lowest response given by student participants

Maximum: The highest response given by student participants

Analysis of Variance (ANOVA): Analysis to determine whether groups of students have different mean scores. Grouping variables here included gender, grade-level, and ethnicity.

Significant Group Difference: A difference among two or more groups that cannot be accounted for by chance (i.e., very high likelihood that two or more group means actually differ from each other).

Correlation ("r"): The relationship between 2 variables; a correlation will always fall between -1 and 1. A negative "r" indicates a negative relationship (e.g., students' perception of high teacher support is related to their decreased cheating); A positive "r" indicates a positive relationship (e.g., students' perception of high teacher support is related to their increased enjoyment of schoolwork). The larger the absolute value of "r", the stronger the relationship

Cheating Behavior: This scale includes a total of 13 items and measures whether students have engaged in various forms of cheating behavior. Sample items include: Since coming to this school, how often have you gotten answers or questions from someone who has already taken the test?; Since coming to this school, how often have you copied material almost word for word from any source and turned it in as your own? The students rated all 13 items from 1=Never to 4=More than three times. *Note: With the exception of the physical health scale, the cheating scale and all of the remaining scales below were created by calculating a mean score for each participant on the scale's items. For example, for the cheating scale, each student has a cheating behavior score, which is the mean of the 13 cheating items.*

Academic Engagement: Eleven items were used to measure academic engagement. These items asked how often students enjoyed schoolwork, gave effort in school, and found value and meaning in their work. The rating scale for these items was 1=Never to 5=Always.

Academic Worries: The academic worries scale asked students to report how much they worry about academic-related issues. For example: How often do you worry about taking tests? How much pressure do you feel to do well in school?; How much do you

worry that if you do not do well in school, your friends will not accept you?; How much do you worry about the possibility of not getting into a good college. There were a total of 9 items on this scale, rated from 1=None to 5=A lot.

Physical Health: We asked students to report whether they had or had not experienced a set of stress-related physical symptoms in the 30 days prior to the survey including: headaches, exhaustion, weight loss, weight gain, sweating, difficulty sleeping, and stomach problems. We then summed each student's responses to get a total physical health score.

Teacher Care and Support: This scale included 9 items to measure students' perceptions of teacher care and support. Sample items include: How many of your teachers value and listen to students' ideas? How many of your teachers are willing to help you on homework? Students selected an answer from 1= None to 5=All.

Parent Expectations: This scale included 2 items, which asked students to share the extent to which they feel they can meet their parents' academic expectations of them. Students responded from 1= not at all able to meet their expectations to 5= are able to meet their expectations.

Parent Mastery and Performance Goals: These scales included 6 items, which asked students to share how important it is to their parents that they give maximum effort, challenge themselves and deeply learn material (all mastery goals). And, how important it is to their parents that they are the best at everything, do well compared to others, and worry about getting bad grades (all performance goals). Students responded from 1=not at all important to 5=very important.

Overview of Mountain View High School Participants

Overall, we received 1,458 (mostly) complete surveys. The mean age for the sample was 15.92 (*SD*=1.22). Forty-nine percent of the participants identified themselves as female, 47% as male, 1% as Trans, and 3% as "other". Forty-seven percent of the participants reported taking at least one Honors-level course, 54% reported taking at least one AP course, 7% reported taking at least one ELD/SDAIE course, 7% reported taking at least one AVID course, and 9% reported taking at least one Supervised Study (see Table 2). See Figure 1 for grade-level distribution and Table 1 for ethnicity distribution.

Figure 1. Grade Distribution
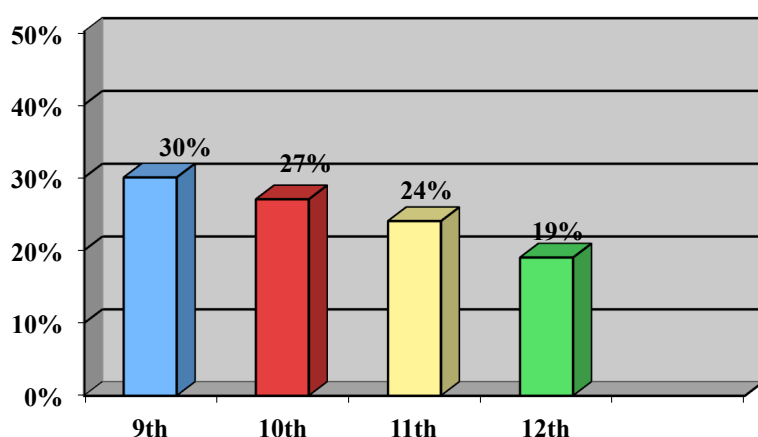
Table 1. Distribution by Race & Ethnicity

	Percent
White	41%
East Asian or Asian American	17%
Latino/Latina	13%
Multiethnic/Multiracial	10%
South Asian or Indian	6%
Middle Eastern, Arab, Arab American	3%
African American	2%
Other	8%

Table 2. Course Enrollment

	Honors	AP	ELD/SDAIE	AVID	Supervised Study
0	53%	46%	93%	93%	91%
1	24%	20%	2%	6%	7%
2	16%	16%	1%	1%	2%
3	6%	12%	2%	--	--
4	1%	5%	1%	--	--
5+	--	1%	--	--	--

How Students Spend Their Time

We asked students how much time during weekdays and weekends they spent in various activities, including time spent on school-assigned and non-school-assigned homework (e.g. language or religious school, tutoring, SAT or ACT prep homework), extracurricular activities, and using the computer/cell phone for recreational purposes (Instagram, email, Snapchat, etc.) We asked how they perceived the level of homework they had and how and why they participated in certain activities.

Time Spent on Homework

On average, students reported doing between 0 minutes and 7 hours of school-assigned homework per weekday night (mean =2.88, median= 3.00, SD =1.58) and between 0 and 7 hours of school-assigned homework on a typical Saturday or Sunday (mean =2.73, median= 2.50, SD =1.83). On average, students reported doing between 0 and 7 hours of non-school-assigned homework per weekday night (mean=.78, median= .50, SD = 1.30) and 0 to 7 hours of non-school-assigned homework on a typical Saturday or Sunday (mean=1.04, median= .50, SD=1.58). Grade-level differences are shown in Table 3 below.

Table 3. Average Time (in hours) Spent on HW during School Week and Weekend

	9th	10th	11th	12th
Weekday school-assigned homework	2.64 (1.50)	2.87 (1.62)	3.28 (1.60)	2.80 (1.56)
Weekday NON-school-assigned homework	.72 (1.29)	.68 (1.17)	.88 (1.19)	.89 (1.51)
Weekend school-assigned homework	2.25 (1.63)	2.74 (1.80)	3.29 (1.93)	2.84 (1.81)
Weekend NON-school-assigned homework	.86 (1.59)	.90 (1.44)	1.37 (1.57)	1.12 (1.68)

*The numbers in parentheses are standard deviations

Students were asked how they felt about the amount of homework
they had each night.

- 53% reported they had "too much" homework.
- 45% felt they had the "right" amount of homework.

Students were also asked what else they do while doing homework:

- 66% listening to music
- 48% texting
- 33% are on Instagram, other social networking sites
- 31% watching TV, YouTube, Netflix
- 30% talking on phone, Google Hangout, FaceTime, Skype, etc.
- 26% eating dinner
- 25% checking, sending email
- 22% talking to family or friends in person
- 18% are just doing their homework

Perceptions of Homework

Thirty-five percent of the participants felt that *many or all* of their classes assign busywork. Thirty-two percent reported that *none or a few* of their classes assign homework that helps them to learn the material, whereas 32% of the participants felt that *many or all* of their classes assign homework that helps them learn the material. (See Figure 2 below.)

Figure 2. Percent of Students Reporting How Many of their Classes Assign Busywork vs. Homework that Helps Them to Learn the Material.
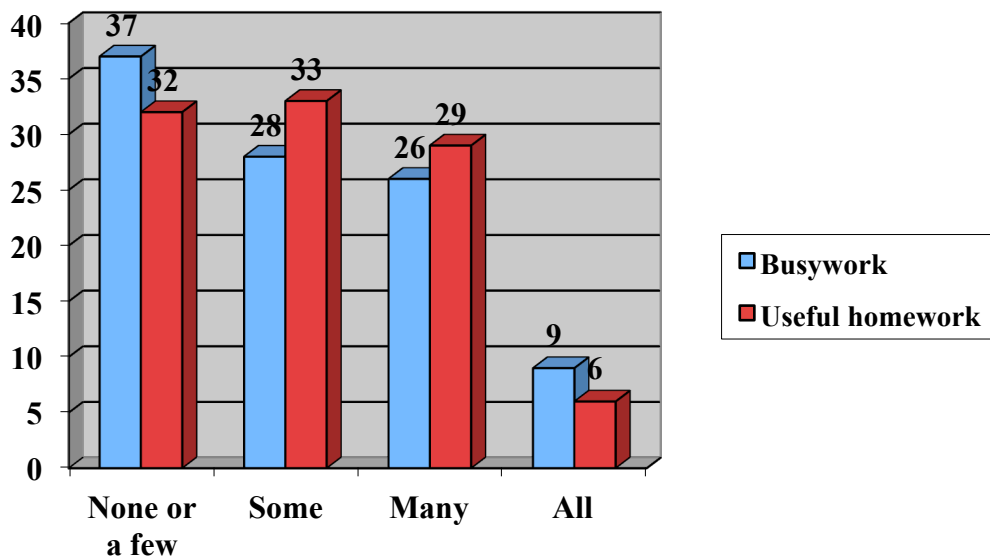
As seen in Figure 3 below, 42% of students felt that between three-quarters and all of the homework they do during a typical week is meaningful.

Figure 3. What Percent of Students' Homework is Meaningful?
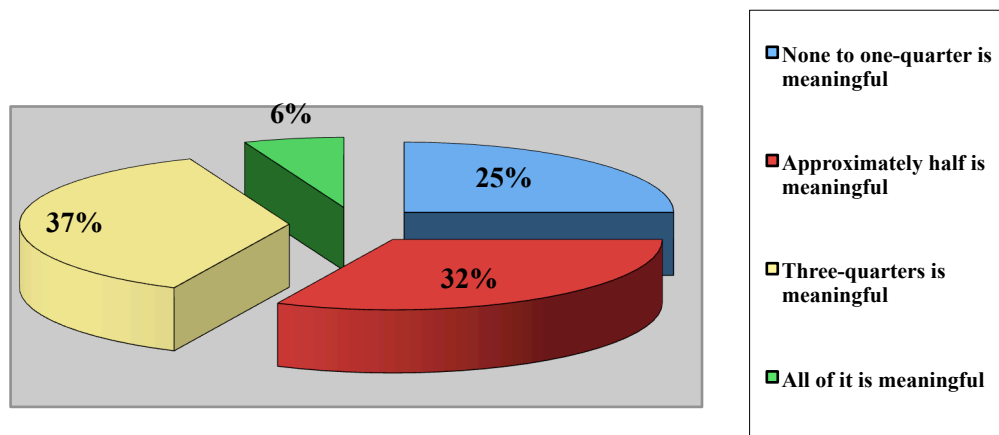
Group Differences in Homework

Comparisons of means analyses were conducted to examine differences in time spent doing homework and ratings of homework load by gender, grade level, ethnicity, and the number of courses. All differences reported below were statistically significant.

- *School-assigned homework during weekdays*: On average, 11th graders reported spending significantly more time on school-assigned homework on weekdays than students in all other grades. Females reported spending significantly more time on school-assigned homework on weekdays than males. Students who identified themselves as East Asian or Asian American reported spending significantly more time on school-assigned homework on weekdays than students who identified themselves as White or Latino. Students taking 2 or more AP courses reported spending significantly more time on school-assigned homework on weekdays than students taking 1 or no AP courses; students taking 1 AP course reported spending significantly more time on school-assigned homework on weekdays than students not taking any AP courses. Students taking 1 or more Honors courses reported spending significantly more time on school-assigned homework on weekdays than students not taking any Honors courses. Students not taking any ELD/SDAIE courses reported spending significantly more time on school-assigned homework on weekdays than students taking 1 or more ELD/SDAIE courses. Students not having any Supervised Study courses reported spending significantly more time on school-assigned homework on weekdays than students taking 1 or more Supervised Study courses. There were no significant differences by the number of AVID courses.

- *Non school-assigned homework during weekdays*: On average, students of color reported spending significantly more time on non school-assigned homework on weekdays than White students. Students taking 1 or more ELD/SDAIE courses reported spending significantly more time on non school-assigned homework on weekdays than students not taking any ELD/SDAIE courses. Students taking 1 or more AVID courses reported spending significantly more time on non school-assigned homework on weekdays than students not taking any AVID courses. Students taking 1 or more Supervised Study courses reported spending significantly more time on non school-assigned homework on weekdays than students not taking any Supervised Study courses. There were no significant differences by student grade level, gender, or the number of AP or Honors courses.

- *School-assigned homework on weekends*: On average, 11th graders reported spending significantly more time on school-assigned homework on weekends than students in all other grades; and 10th and 12th graders reported spending significantly more time on school-assigned homework on weekends than 9th graders. Females reported spending significantly more time on school-assigned

homework on weekends than males. Students who identified themselves as all other ethnic backgrounds other than Latino reported spending significantly more time on school-assigned homework on weekends than Latino students. Students taking 2 or more AP courses reported spending significantly more time on school-assigned homework on weekends than students taking 1 or no AP courses; students taking 1 AP course reported spending significantly more time on school-assigned homework on weekends than students not taking any AP courses. Students taking 1 or more Honors courses reported spending significantly more time on school-assigned homework on weekends than students not taking any Honors courses. Students not taking any ELD/SDAIE courses reported spending significantly more time on school-assigned homework on weekends than students taking 1 or more ELD/SDAIE courses. Students not having any Supervised Study courses reported spending significantly more time on school-assigned homework on weekends than students taking 1 or more Supervised Study courses. There were no significant differences by the number of AVID courses.

- *Non school-assigned homework on weekends*: On average, 11th graders reported spending significantly more time on school-assigned homework on weekends than 9th and 10th graders. Students who identified themselves as East Asian or Asian American reported spending significantly more time on non school-assigned homework on weekends than White and Latino students. Students taking 2 or more AP courses reported spending significantly more time on non school-assigned homework on weekends than students taking 1 or no AP courses. There were no significant differences by student gender or the number of Honors, AVID, Supervised Study, or ELD/SDAIE courses.

- *Overall Homework Load*: On average, 11th graders reported significantly more of an overall homework load than students in all other grades. Students taking 2 or more AP courses reported significantly more of an overall homework load than students not taking any AP courses. Students not taking any ELD/SDAIE courses reported significantly more of an overall homework load than students taking 1 or more ELD/SDAIE courses. There were no significant differences by student gender, ethnic background, or the number of Honors, Supervised Study, or AVID courses.

Extracurricular Activities

Eighty percent of the respondents reported participating in at least one extracurricular activity. Of those students who reported participating in extracurricular activities, they spent an average of approximately 7 ½ hours during the weekdays and a approximately 3 ½ hours on weekends on extracurricular activities (see Table 4).

Table 4. Approximate Time Spent on Extracurricular Activities

	0-3 hours	4 to 6 hours	7 to 10 hours	More than 10 hours
Percent of students who spent time in extracurriculars Monday through Friday	24%	25%	22%	29%
Percent of students who spent time in extracurriculars Saturday through Sunday	58%	29%	13%	--

Fourteen percent of students reported feeling *often or always* stressed by their extracurricular activities. And, 28% report that it is *quite or extremely important* to their <u>parents</u> that they are successful in their extracurricular activities.

Types of Extracurricular Activities Students Do

- 42% School Sports
- 31% School Clubs (Speech and Debate, Mock Trail, 6th Man, Spartan Buddies, LSU, etc.)
- 31% Club or travel sports
- 27% Community Service
- 24% Performing Arts (Acting, Stagecraft, Orchestra, Band, Dance Spectrum, etc.)
- 11% Religious Organizations
- 10% Visual Arts
- 3% Academic classes outside of school
- 3% Journalism (Oracle and Intro to Journalism)
- 4% ASB and ASB Activities

Of the extracurriculars students participate in, students find school sports the most stressful (22% rated as most stressful) followed by performing arts (15% rated as most stressful).

Why Students are Participating in Extracurricular Activities

76% chose enjoyment as the primary reason for participating in an extracurricular activity.

11% chose resume-building ("looks good on college applications") as the primary reason.

3% chose that their "parents/guardians want them to" as the primary reason.

3% chose that "I can hang out with my friends" as the primary reason.

3% chose learning new things as the primary reason.

Group Differences in Extracurricular Activities

Comparisons of means group differences in time spent doing extracurricular activities during the weekdays and weekends were analyzed.

- On average, students taking 2 or more AP courses reported spending significantly more time participating in extracurriculars on weekends than students taking 1 AP course. There were no significant differences in time spent participating in extracurriculars on weekdays by the number of AP coursers.
- On average, students not taking any ELD courses reported spending significantly more time participating in extracurriculars on weekdays and weekends than students taking 1 or more ELD courses.
- On average, students not taking any AVID courses reported spending significantly more time participating in extracurriculars on weekdays and weekends than students taking 1 or more AVID courses.
- On average, students not taking any Supervised Study courses reported spending significantly more time participating in extracurriculars on weekdays and weekends than students taking 1 or more Supervised Study courses.
- On average, White students reported spending significantly more time participating in extracurriculars on weekdays than East Asian, Asian American, and Latino students. East Asian, Asian American, and White students reported spending significantly more time participating in extracurriculars on weekends than Latino students.
- There were no significant differences by student grade level, gender, or the number of Honors courses.

Other Activities

We asked students how much free or unplanned time they have each weekday and, generally, what they do with that time. Overall, 31% of students reported having between 0 and 40 minutes of free time on a typical weekday, 37% of students reported having approximately 1 to 2 hours of free time, and 32% reported having more than 2 hours of free time on a typical weekday.

The most common activities students reported engaging in during free time were watching television, YouTube or Netflix, texting, on Snapchat, email or talking on the phone, and spending time with friends. Figure 4 shows the amount of free time reported by grade level. And, Table 5 shows what students typically do when they have free or unplanned time on the weekdays by grade level.

Figure 4. Percent of Each Grade Reporting Amount of Free Time a Day
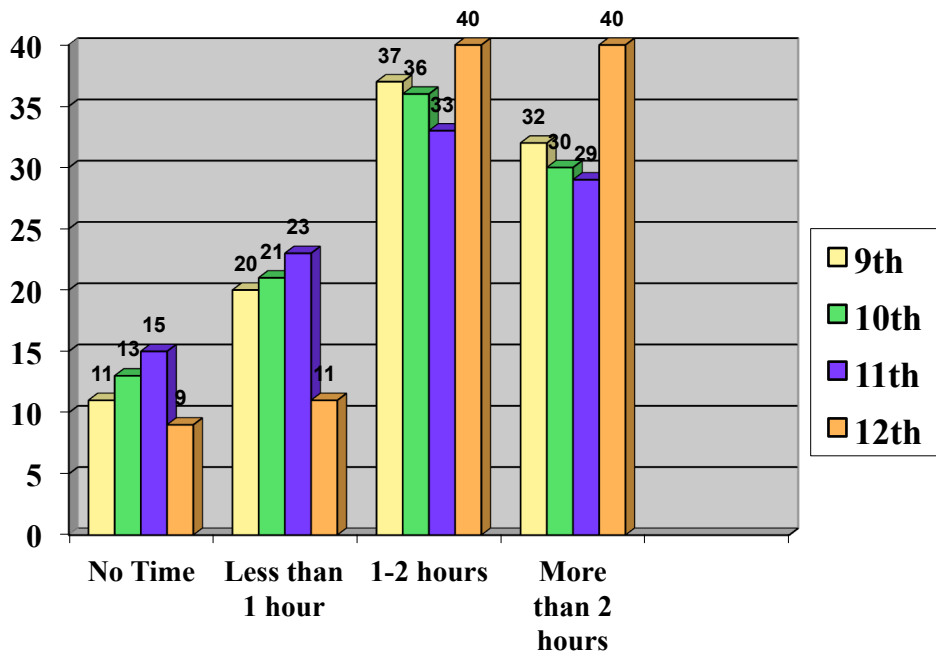
We also asked students if they work for pay and how much time they spend working. Approximately 19% of students reported working for pay at least one hour on a typical weekday.

Table 5. Most Common Free Time Activities by Grade

	9th	10th	11th	12th
Percent of students who texting, emailing, talking with friends via phone, tablet, etc.	43%	42%	39%	40%
Percent of students who are on Instagram or other similar sites	31%	30%	30%	31%
Percent of students who watch TV, Netflix, etc.	61%	55%	54%	61%
Percent of students who play Xbox, Playstation, video games, etc.	28%	25%	24%	23%
Percent of students who spend time with friends	38%	34%	40%	42%
Percent of students who spend time with family	34%	35%	28%	29%
Percent of students who exercise/play sports	27%	31%	27%	29%
Percent of students who read for pleasure	18%	19%	13%	15%

Group Differences in Free Time

Group differences in the average amount of free time were examined. All differences reported below were statistically significant.

- On average, 12th graders reported having significantly more free time than 10th and 11th graders.
- On average, students not taking any AP courses reported having significantly more free time than students taking 2 or more AP courses.
- On average, students not taking any Honors courses reported having significantly more free time than students taking 2 or more Honors courses.
- On average, males reported having significantly more free time than females.
- There were no significant differences by ethnic background, the number of AVID, ELD/SDAIE, or Supervised Study courses.

What are you proud of?

Students were asked to choose an accomplishment of which they are most proud in extracurricular, academic, or social/interpersonal arenas:

- 26% marked that they were most proud of an academic accomplishment
- 21% marked that they were most proud of an accomplishment in sports
- 14% marked that they were most proud of an accomplishment in performing arts
- 8% marked that they were not proud of anything
- 7% marked that they were most proud of an accomplishment in community service
- 6% marked that they were most proud of an accomplishment in visual arts
- 5% marked that they were most proud of social accomplishments
- 4% marked that they were most proud of an accomplishment in school clubs
- 2% marked that they were most proud of their family.

Teacher Care & Support

Students were asked how many of their teachers cared about them and supported them. Figure 5 shows results by grade level.

Figure 5. Students' Average Perceptions of the Number of Teachers Who Care about Them and Support Them by Grade

	Teacher Care and Support
9th	3.70
10th	3.67
11th	3.66
12th	3.64
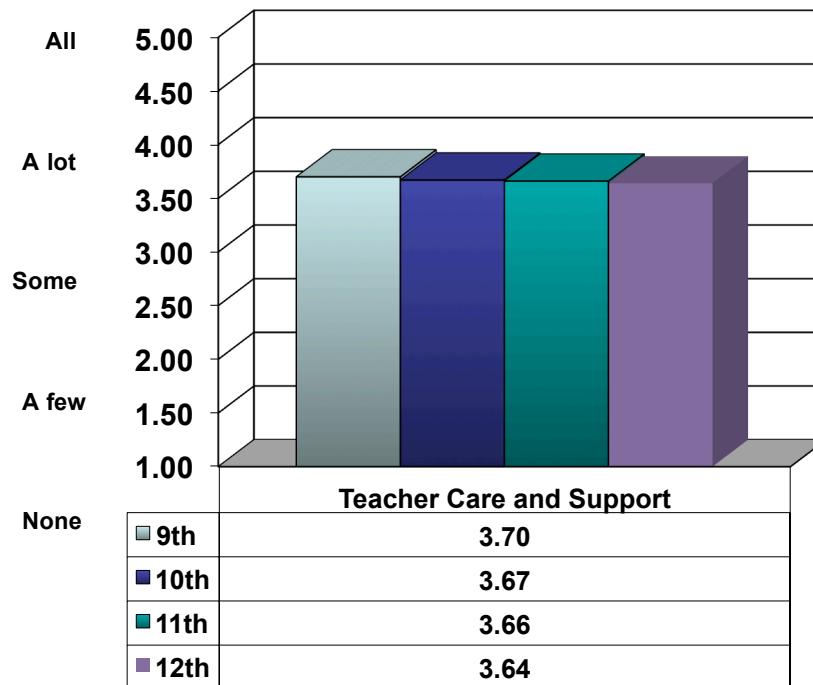
70% of respondents reported they have at least one adult in the school they can go to if they have problems. Of those that have an adult to go to with a problem, the results indicated the following percentages by grade level:

9th graders: 62%
10th graders: 74%
11th graders: 69%
12th graders: 80%

Of those students who reported that they have someone to go to on campus, the following adults were the most frequent and primary sources of support:

Teacher 65%
Academic Counselor 19%
CHAC Counselor 6%
Coach 3%
Librarian 1%
Assistant Principal 1%
Principal 1%
Security 1%

Group differences in Teacher Care and Support

Group differences in the mean amount of teacher support were examined.

- On average, males reported significantly more teachers supported them than females.
- On average, students not taking any AP courses reported significantly more teachers supported them than students taking 2 or more AP courses.
- On average, students not taking any AVID courses reported significantly more teachers supported them than students taking 1 or more AVID courses.
- On average, students taking 1 or more ELD courses reported significantly more teachers supported them than students not taking any ELD courses.
- There were no significant differences by student grade level, ethnic background, or the number of Honors or Supervised Study courses.

Student Perceptions of Parents

Students were asked to report on their ability to meet their parents'/guardians' expectations of them. Additionally, we asked students to what extent they felt their parents held mastery and performance goals for them (to see definitions of mastery and performance goals as well as information about the scales used, please review the Glossary included at the beginning of this report). Table 6 includes the grade-level mean score of students' perceptions of parents' goals and expectations.

Table 6. Students' Perception of Parents' Goals by Grade

	9th	10th	11th	12th
Parent Mastery	3.81 (.89)	3.83 (.87)	3.71 (.86)	3.62 (.92)
Parent Performance	3.25 (1.08)	3.12 (1.12)	3.21 (1.04)	3.17 (.99)
Ability to Meet Parent Expectations	3.40 (1.03)	3.38 (1.01)	3.30 (.98)	3.51 (.96)

*The numbers in parentheses are standard deviations.

Group differences in Parent Goals and Expectations

Comparisons of means indicated the following significant differences in parent goals and expectations:

- *Parent Mastery Orientation*: On average, 9th and 10th graders reported their parents as significantly more mastery oriented than 12th graders. Students taking 1 or more Honors courses reported their parents as significantly more mastery oriented than students not taking any Honors courses. Students not taking any AVID courses reported their parents as significantly more mastery oriented than students taking 1 or more AVID courses. Students not taking any Supervised Study courses reported their parents as significantly more mastery oriented than students taking 1 or more Supervised Study courses. There were no significant differences by student gender, ethnic background, or the number of AP or ELD/SDAIE courses.

- *Parent Performance Orientation*: On average, males reported their parents as significantly more performance oriented than females. Students of color reported their parents as significantly more performance oriented than White students. There were no significant differences by student grade level or the number of Honors, AVID, ELD/SDAIE, Supervised Study, or AP courses.

- *Parent Expectations*: On average, 12th graders felt significantly more able to meet their parents' expectations than 11th graders. White students felt significantly more able to meet their parents' expectations than Latino students. Students taking 1 or more Honors courses felt significantly more able to meet their parents' expectations than students not taking any Honors courses. Students taking 2 or more AP courses felt significantly more able to meet their parents' expectations than students taking 1 or no AP courses. Students not taking any AVID courses felt significantly more able to meet their parents' expectations than students taking 1 or more AVID courses. Students not taking any Supervised Study courses felt significantly more able to meet their parents' expectations than students taking 1 or more Supervised Study courses. There were no significant differences by student gender or the number of ELD/SDAIE courses.

Sleep

Research recommends that adolescents get between 8 and 10 hours of sleep per night in order to maintain health. On average, students reported getting almost 7 hours of sleep per night (minimum hours reported= < 3 hours, maximum= 12 hours, median=7, *SD*=1.30). See Figure 6.

56% of students reported going to bed later than 11:00 pm.

Figure 6. Average Hours of Sleep by Grade Level on a Typical School Night
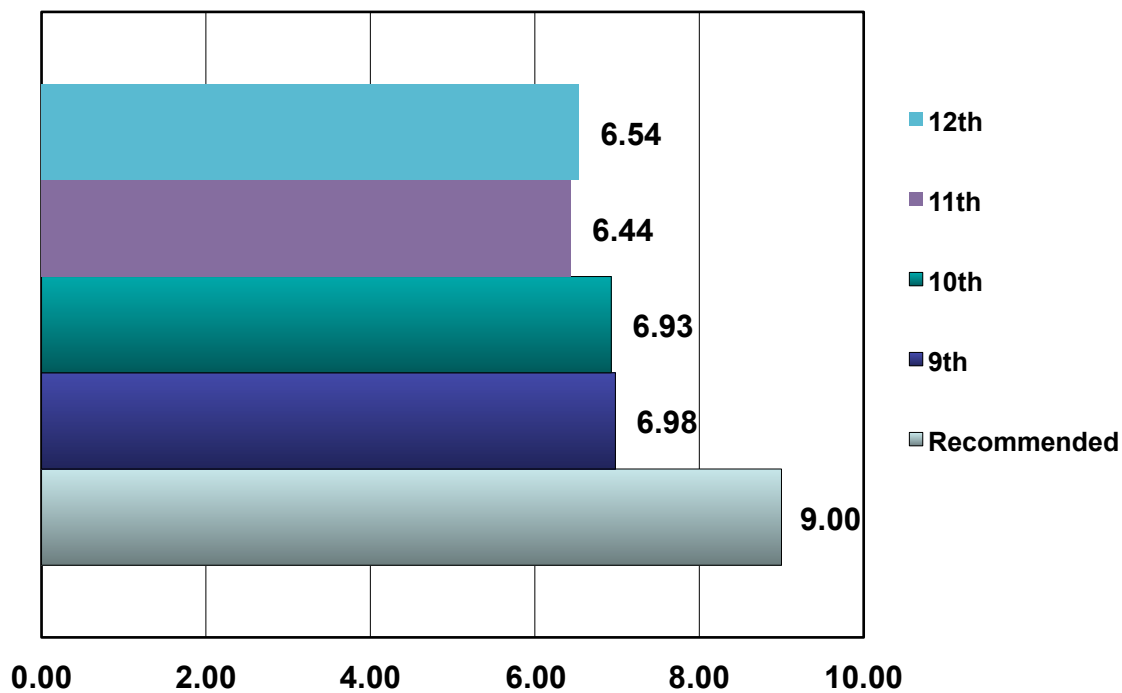
Group Differences in Student Sleep

In comparisons of means, the following significant group differences were found:

- On average, 9th and 10th graders reported getting significantly more sleep than 11th and 12th graders.
- On average, males reported getting significantly more sleep than females.
- On average, students taking none or 1 AP course reported getting significantly more sleep than students taking 2 or more AP courses.
- On average, students taking 2 or more Honors courses reported getting significantly more sleep than students not taking any Honors courses.
- On average, students not taking any AVID courses reported getting significantly more sleep than students taking 1 or more AVID courses.
- On average, students not taking any Supervised Study courses reported getting significantly more sleep than students taking 1 or more Supervised Study courses.
- There were no significant differences by student ethnic background or the number of ELD/SDAIE courses.

Academic Engagement

We asked students how often they felt engaged in school using several items regarding how often they enjoyed their schoolwork and found it interesting; how often they worked hard and put effort into their schoolwork, and how often they found their schoolwork valuable and useful. Students answered on a scale from 1=Never to 5=Always.

- 42% of the students "do school": they often or always work hard, but they rarely, if ever, find their schoolwork interesting, fun, or valuable.
- 23% of students report working hard on their schoolwork and finding their schoolwork meaningful. We consider these students "purposefully engaged."
- 16% of students reported no engagement in their schoolwork. These students did not work hard, enjoy, or find value in their schoolwork.
- 14% of the students reported "full engagement." These students often or always work hard, enjoy the work, and find it meaningful.

*The remaining 5% percent marked affective engagement (enjoyment of schoolwork) and behavioral engagement (working hard) or just cognitive engagement (finding schoolwork interesting).

Students were also asked to indicate what makes their classes most interesting to them (they were able to choose one or two choices). The most commonly selected answers were the following:

- When the topic is interesting (74%)
- When the teacher is enthusiastic (44%)
- When what I am learning is relevant to my life (36%)
- When I have friends in the class (35%)
- When the class includes discussions, debates, and experiments (23%)
- When we get to work in groups (17%)

Group differences in Student Academic Engagement

In a comparison of mean differences the following results were indicated:

- *Behavioral Engagement*: On average, 9th and 10th graders reported significantly more behavioral engagement than 12th graders. Females reported significantly more behavioral engagement than males. East Asian and Asian American students reported significantly more behavioral engagement than students of all other ethnic backgrounds. Students taking 1 or more Honors courses reported significantly more behavioral engagement than students not taking any Honors courses. Students not taking any AVID courses reported significantly more behavioral engagement than students taking 1 or more AVID courses. Students not taking any ELD/SDAIE courses reported significantly more behavioral engagement than students taking 1 or more ELD/SDAIE courses. Students not taking any Supervised Study courses reported significantly more behavioral engagement than students taking 1 or more Supervised Study courses. There were no significant differences by the number of AP courses.

- *Affective Engagement*: On average, students taking 2 or more Honors courses reported significantly more affective engagement than students taking 1 or no Honors courses. Students taking 1 or more ELD/SDAIE courses reported significantly more affective engagement than students not taking any ELD/SDAIE courses. There were no significant differences by student grade level, gender, ethnic background, or the number of AP, AVID, or Supervised Study courses.

- *Cognitive Engagement*: On average, students taking 2 or more Honors courses reported significantly more cognitive engagement than students taking 1 or no Honors courses. East Asian and Asian American students reported significantly more cognitive engagement than students of all other ethnic backgrounds. Students taking 1 or more ELD/SDAIE courses reported significantly more cognitive engagement than students not taking any ELD/SDAIE courses. There were no significant differences by student grade level, gender, or the number of AP, AVID, or Supervised Study courses.

What factors are associated with student engagement?

We found that <u>all three dimensions</u> of student engagement are significantly correlated
with the following factors:

- Cheating*: the more fully engaged in school students are, the less likely they are to
report cheating on schoolwork.*
- Physical stress symptoms: *the more fully engaged students are, the less likely
they are to report physical stress symptoms*.
- Teacher care and support*: the more fully engaged in school students are, the
more likely they are to report support from their teachers.*
- Sleep: *the more sleep students get, the more likely they are to be fully engaged in
schoolwork.*
- Parent mastery*: the more fully engaged students are, the more likely they are to
report their parents as mastery oriented.*
- Parent expectations: *students who are more likely to report that they can meet
their parents' expectations of them are more likely to be fully engaged in school.*

Student School Stress & Academic Worries

We asked students three questions to assess how often they feel stressed over school work and with what activities school work interferes, and eight questions regarding how often they worry about academic-related issues like college acceptance, tests, and their performance on schoolwork. Figure 7 includes mean scores on students' stress over schoolwork by grade level. Table 7 includes mean scores on the academic worries scale.

- 73% of participants reported they were often or always stressed by schoolwork.

- 59% of participants reported that schoolwork often or always kept them from having time with family or friends.

- 62% of participants reported that schoolwork often or always kept them from getting enough sleep.

- 56% have felt forced to drop an activity because of the amount of schoolwork they have.

Figure 7. Mean of How Often Students Experience Stress from Schoolwork by Grade Level

9th	3.98
10th	4.02
11th	4.19
12th	3.79
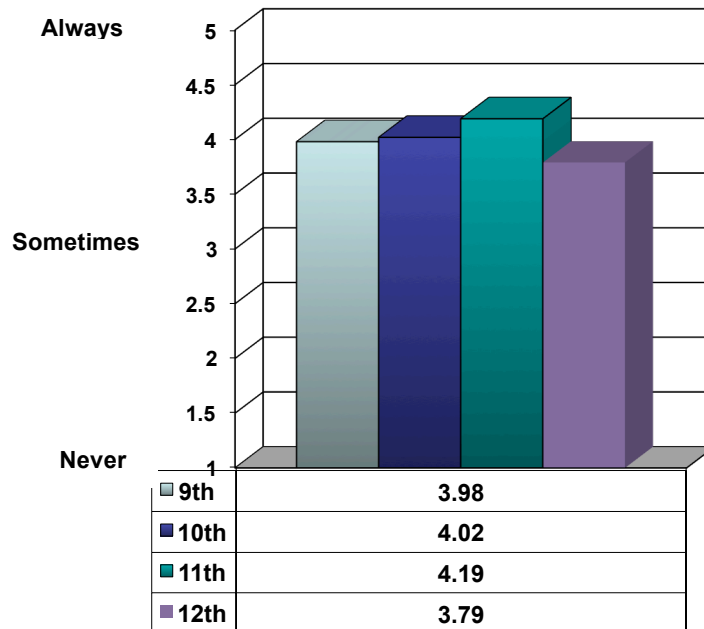
Table 7. Students' Perception of Their Own Academic Worry

	9th	10th	11th	12th
Academic Worry	3.66 (.81)	3.69 (.78)	3.78 (.78)	3.50 (.86)

*Scale from 1 (Never) to 5 (Always); the numbers in parentheses are standard deviations

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Group Differences in Student Academic Worries

Comparisons of means indicated the following about student academic worries:
- On average, 10th and 11th graders reported significantly more academic worry than 12th graders.
- On average, females reported significantly more academic worry than males.
- On average, students taking 1 Honors course reported significantly ore academic worry than students taking 2 or more Honors courses.
- On average, students taking 1 or more AVID courses reported significantly more academic worry than students not taking any AVID courses.
- On average, students taking not taking any ELD/SDAIE courses reported significantly more academic worry than students taking 1 or more ELD/SDAIE courses.
- On average, students taking not taking any Supervised Study courses reported significantly more academic worry than students taking 1 or more Supervised Study courses.
- There were no significant differences by student ethnic background or the number of AP courses.

What factors are associated with student academic worries?

Students who reported academic worry also reported:

- More parent mastery ($r = .24$)
- More parent performance orientation ($r = .37$)
- More physical stress symptoms ($r = .42$)
- More time spent on homework ($r = .31$)
- More time participating in extracurriculars ($r = .10$)
- Feeling less able to meet their parents' expectations ($r = -.28$)
- Enjoying their schoolwork less ($r = -.19$)
- Less teacher support ($r = -.24$)
- Less sleep ($r = -.15$)

Student Health & Well-Being

In the month prior to the survey:

- 47% of students reported that a stress-related health or emotional problem caused them to miss more than one day of school.

- 52% reported that a stress-related health or emotional problem caused them to miss a social, extracurricular or recreational activity more than once in the past month.

- Approximately 38% of students surveyed experienced exhaustion, headaches, *and* difficulty sleeping in the past month (see Figure 8 for percent on physical problems related to stress and Table 8 for percent by grade).

Figure 8. Percent of All Participants Who Experienced Physical Health Problems in the Past Month because of Stress
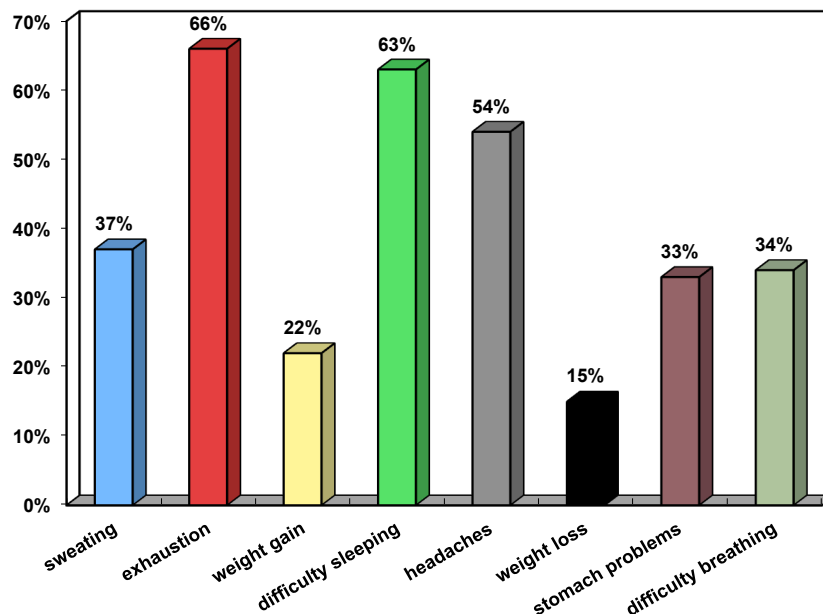
Table 8. Stress-Related Physical Symptoms by Grade Level

	Sweating	Exhaustion	Weight Gain	Difficulty Sleeping	Headaches	Weight Loss	Stomach Problems	Difficulty Breathing
9th	38%	63%	23%	59%	57%	14%	33%	34%
10th	41%	67%	19%	67%	53%	16%	34%	34%
11th	35%	73%	25%	65%	57%	15%	33%	35%
12th	33%	60%	22%	60%	50%	15%	32%	31%

Group differences in student stress-related physical symptoms

Comparisons of means indicated the following about student stress-related physical symptoms:

- On average, females reported significantly more physical stress symptoms than males.
- On average, students of all other ethnic backgrounds other than East Asian or Asian American reported significantly more physical stress symptoms than East Asian and Asian American students.
- On average, students not taking any or taking 1 Honors course reported significantly more physical stress symptoms than students taking 2 or more Honors courses.
- On average, students taking 1 or more AVID courses reported significantly more physical stress symptoms than students not taking any AVID courses.
- There were no significant differences by student grade level or the number of AP, ELD/SDAIE, or Supervised Study courses.

What factors are associated with student stress-related physical symptoms?

Students who report more physical symptoms of stress also report:

- More cheating (r=.15)
- More academic worry (r=.42)
- More time spent on homework (r=.20)
- More parent performance orientation (r=.16)
- Finding value and meaning in their schoolwork less often (r=-.25)
- Enjoying schoolwork less often (r=-.23)
- Working less hard on schoolwork (r=-.13)
- Less teacher support (r= -.26)
- Less sleep (r= -.30)
- Less able to meet their parents' expectations (r=-.32)

Academic Integrity

We asked students to report their own engagement in many cheating behaviors (rated from 1=never to 4=four or more times) during the past year. Figure 9 shows the average frequency of cheating across all behaviors by grade level. Table 9 shows the percent of all participants who engaged in each behavior during the past year.

12% of the participants reported that they have not cheated in any way in the past year.

Most Common Forms of Cheating Reported by Students Were:

- Working on an assignment with others when the instructor asked for individual work.
- Copying someone else's homework.

Figure 9. Average Frequency of Cheating Behavior by Grade Level

9th	1.43
10th	1.47
11th	1.61
12th	1.64
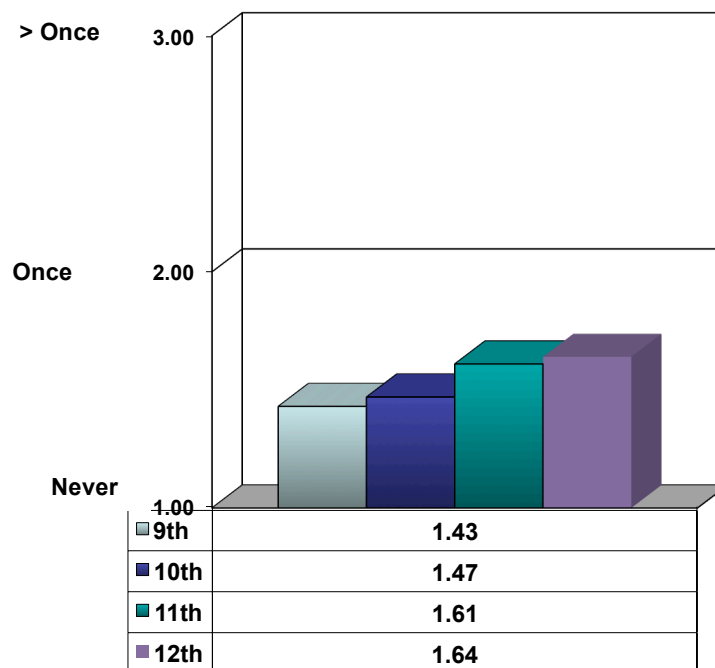
Table 9. Students' Perceptions of Their Own Cheating Behavior

Behavior	Never	One Time	2-3 Times	Four or More Times
Working on an assignment with others when the instructor asked for individual work.	23%	15%	31%	31%
Getting questions or answers from someone who has already taken the test.	54%	17%	16%	`13%
Helping someone else cheat on a test.	76%	11%	8%	5%
Copying from another student during a test <u>with</u> his or her knowledge.	85%	8%	4%	3%
Copying from another student during a test <u>without</u> his or her knowledge.	80%	10%	6%	4%
Paraphrasing or copying a few sentences of material from a written source without footnoting or referencing it in a paper.	54%	22%	16%	8%
Using unpermitted cheat sheets during a test.	90%	6%	2%	2%
Using an electronic/digital device as an unauthorized aid during a test or examination.	88%	7%	3%	2%
Copying material, almost word for word, from any source and turning it in as your own work.	87%	8%	3%	2%
Turning in a paper copied, at least in part, from another student's paper, whether or not the student is currently taking the course.	84%	10%	3%	3%
Using a false or forged excuse to obtain an extension on a due date or delay taking an exam.	80%	11%	6%	3%
Turning in work done by someone else.	92%	5%	2%	1%
Copying someone else's homework.	44%	19%	19%	18%

Group Differences in Cheating

Comparisons of means to examine group differences on the cheating scale indicated the following significant differences:

- On average, 11th and 12th graders reported cheating significantly more often than 9th and 10th graders.
- On average, Latino students reported cheating significantly more often than East Asian and Asian American students.
- On average, students taking 1 or more AP courses reported cheating significantly more often than students not taking any AP courses.
- On average, students taking none or 1 Honors course reported cheating significantly more often than students taking 2 or more Honors courses.
- On average, students taking 1 or more AVID courses reported cheating significantly more often than students not taking any AVID courses.
- There were no significant differences by student gender or by the number of ELD/SDAIE or Supervised Study courses.

What factors are associated with cheating behavior?

We found the following factors are significantly correlated with cheating behavior:

Students who report cheating more often also report:

- Putting less effort into their schoolwork ($r = -.23$)
- Enjoying their schoolwork less ($r = -.19$)
- Finding their schoolwork less interesting and meaningful ($r = -.20$)
- Less teachers support them ($r = -.17$)
- More physical stress symptoms ($r = .15$)

Students' Perceptions of Effective School Changes

We asked students how effective certain school changes that MVHS has made in the past couple of years has been effective in improving students' experiences. Students were also asked if MVHS were to make changes, which would be most effective.

Table 10. Students' Perceptions of Effective School Changes That Have Occurred

	Not at all or a little effective	Somewhat effective	Quite or very effective	Unaware/ NA
Tutorial schedule on Tuesdays	19%	26%	53%	2%
Revised homework policy to include adding homework free weekends on breaks	19%	16%	60%	5%
Revised homework policy to reduce the daily homework load	30%	21%	37%	12%
Improved alignment between teachers of the same courses	29%	22%	33%	16%
BYOD (Bring Your Own Device)	17%	22%	55%	6%
Extended library hours	20%	19%	39%	22%
Revision/Retake Policy	12%	16%	62%	10%
Restorative Justice/Academic Integrity Policy	24%	21%	25%	30%
Addition of 2 full time therapists	24%	14%	19%	43%
Spartan Pause	29%	19%	24%	28%
One-on-one senior appointments with College and Career Counselor	16%	15%	24%	45%

Table 11. Students' Perceptions of Possible Effective School Changes

	Not at all or a little effective	Somewhat effective	Quite or very effective
Change schedule to include more block days	34%	21%	45%
Later start time and end time to the school day	31%	19%	50%
Yearly wellness check for each student	39%	27%	34%
Hold student assemblies to provide information regarding student wellness, engagement, and/or integrity	61%	21%	18%
Change college counseling practices	47%	35%	18%

CALIFORNIA SCHOOL STAFF SURVEY

Mountain View High

2017-2018

Main Report

Recommended citation:
Mountain View High School. *California School Staff Survey, 2017-18: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

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PREFACE

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2017-18 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (CalSCHLS) System (see cal-schls.wested.org). CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1 presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement (download *Helpful Resources for Local Control and Accountability Plans*). For additional information and resources, visit the survey websites: csss.wested.org and cal-schls.wested.org.

Factsheets, guidebooks, and other resources to help in understanding and using CalSCHLS results are available for downloading from the survey websites. The California Safe and Supportive Schools website provides information and tools helpful in implementing effective strategies to address the needs identified by the survey (californiaS3.wested.org).

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

SURVEY PURPOSE

The CSSS was developed for CDE in 2004 to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts and to meet LCAP state priorities. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSSS grew out of CDE's commitment to: (1) helping schools promote the successful cognitive, social, emotional, and physical development of all students; and (2) fostering positive school working

environments, particularly to help address the growing problem of low teacher retention. This CSSS report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. CSSS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSSS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.[1] Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The survey questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors, patterns of communication and interactions, and professional and student supports.

Core Survey (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;

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[1] In some instances, the survey is administered on paper.

- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);

- The nature, communication, and enforcement of rules and policies related to **discipline**; and

- Staff professional development needs.

The same questions asked of students in the CHKS School Climate Module are included in the CSSS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data on five key constructs:

- Supports for Learning;

- Discipline and Order;

- Social, Emotional, and Behavioral Supports;

- Positive Peer Relationships (anti-bullying related); and

- Respect for Diversity.

Learning Supports Module

The **Learning Supports Module** is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSSS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free CalSCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.

- The **Military Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

UNDERSTANDING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download
californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf). You can also request a custom Data Workshop (see Next Steps below).

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other district, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all districts in the state that conducted the CSSS may be downloaded from the CSSS website: csss.wested.org/reports.

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

RESOURCES

The CalSCHLS system contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.

- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_school_climateguidebook_final.pdf).

- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.

- CDE's **California Safe and Supportive Schools** website (californiaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take. This includes custom services that can be provided by the staff of the CalSCHLS Technical Assistance Center.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies).

Compare with Other Data Sources

CSSS results will be enriched if analyzed in the context of data from the CHKS, CSPS, and other sources, particularly in the context of identifying consistent patterns or disconnects that need further exploration. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Discuss the results with students, staff, and parents to explore the meaning of the results in more depth, identify needs, and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. CalSCHLS staff can provide information on conducting structured **Listening to Students Workshops** designed to explore with students, with staff and parent observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. Ongoing coaching in implementing the plan is also available.

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district. You can also request an analysis by CalSCHLS staff as a custom service.

Add Questions to Your Next Surveys

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSSS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about workshops and technical assistance available from the CalSCHLS TA Center in understanding survey results and developing effective action plans to address identified needs, call the survey helpline (888.841.7536) or email schoolclimate@wested.org.

Exhibit 1
Major School-related Domains and Constructs Assessed by CalSCHLS Surveys

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset		✓‡	✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance	✓			✓	
Behavioral self-control			✓‡		
Collaboration			✓		
Emotional self-regulation			✓‡		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓‡		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓‡		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓‡			✓
Family support			✓‡		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓‡	✓‡		✓	✓
Relationships among staff				✓	
Relationships among students		✓‡	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓‡		✓	✓
Teacher and other supports for learning	✓†	✓‡		✓	✓
School Climate Improvement Practices					
Bullying prevention	✓†	✓‡		✓	✓
Conflict resolution	✓†			✓	
Discipline and order (policies, enforcement)	✓†	✓‡		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓†	✓‡		✓	✓
Staff supports				✓	

Notes: †Elementary student survey. ‡Secondary student survey.xiv

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military Connected Schools	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	36

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	Table
Student Learning Environment		
Is a supportive and inviting place for students to learn†	56	A4.3
Sets high standards for academic performance for all†	53	A4.4
Believe every student can be a success†	39	A5.7
Encourages opportunities for students to decide things†	31	A5.9
Career pathways opportunities†	11	A5.13
Is welcoming to and facilitates parent involvement	36	A4.25
Staff Working Environment		
Is a supportive and inviting place for staff to work†	31	A4.10
Promotes trust and collegiality among staff†	19	A4.13
Promotes personnel participation in decision making†	25	A4.15
Safety		
Is a safe place for staff†	47	A4.23
Is a safe place for students†	44	A4.22
Has sufficient resources to create a safe campus†	50	B3.2
Student Discipline and Support		
Handles discipline problems fairly†	11	A10.3
Provides adequate counseling and support services†	36	A10.4
Emphasizes helping students with social, emotional, behavioral problems†	40	B6.1
Positive Relationships		
Really care about every student†	51	A5.3
Fosters an appreciation of student diversity and respect for each other†	39	A7.2
Has moderate/severe problem with harassment/bullying	47	A9.6
Student Behavior		
Students are motivated to learn†	36	A8.2
Cutting classes or being truant moderate/severe problem	40	A8.4
Alcohol and drug use moderate/severe problem	71	A9.12

Notes: Cells are empty if there are less than 5 respondents.
†*Percent responding "Strongly Agree."*

3. Demographics

Table A3.1

Role (Job) at School

	All *%*
Teacher in grade 4 or below	0
Teacher in grade 5 or above	64
Special education teacher	11
Administrator	3
Prevention staff, nurse, or health aide	0
Counselor, psychologist	14
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	0
Other certificated staff	3
Other classified staff	8
Other service provider	0

Question A.1: What is your role(s) at this school? (Mark All That Apply.)
Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.2

Special Population Service Providers

	All *%*
Migrant education	31
Special education	69
English language learners	72
None of the above	22

Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)
Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.3

Length of Employment at School

	All %
Less than 1 year	3
1 to 2 years	6
3 to 5 years	20
6 to 10 years	14
Over 10 years	57

Question A.3: How many years have you worked, in any position, at this school?
Note: Cells are empty if there are less than 5 respondents.

Table A3.4

Overall Length of Employment in Position

	All %
Less than 1 year	3
1 to 2 years	0
3 to 5 years	11
6 to 10 years	11
Over 10 years	75

Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?
Note: Cells are empty if there are less than 5 respondents.

Table A3.5

Race/Ethnicity of Respondents

	All %
African American (not Hispanic)	3
American Indian or Alaska Native	0
Asian or Pacific Islander	19
White (not Hispanic)	61
Hispanic or Latino/a	14
Other or Multi-ethnic	3

Question A.5: What is your race or ethnicity?
Note: Cells are empty if there are less than 5 respondents.

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	Percent Responding "Strongly Agree" All %	Table
Learning Environment		
Is a supportive and inviting place for students to learn	56	A4.3
Sets high standards for academic performance for all	53	A4.4
Promotes academic success for all students	36	A4.5
Emphasizes helping students academically	61	A4.6
Emphasizes teaching lessons in ways relevant to students	39	A4.7
Working Environment		
Is a supportive and inviting place for staff to work	31	A4.10
Promotes trust and collegiality among staff	19	A4.13
Promotes participation in school decision making	25	A4.15
Works to minimize paper work	17	A4.16
Provides adequate benefits to support cont. employment	67	A4.17
Provides the materials, resources, and training to do job effectively	64	A4.18
Provides relevant paraprofessional training	11	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	25	A4.20
Provides complete state adopted instructional materials for students with IEPs	29	A4.21
Uses objective data in making school improv. decisions	28	A4.9
Safety, Facilities, and Parental Outreach		
Is a safe place for students	44	A4.22
Is a safe place for staff	47	A4.23
Has clean and well-maintained facilities and property	72	A4.24
Is welcoming to and facilitates parent involvement	36	A4.25
Encourages parents to be active partners in educating their child	39	A4.26

Notes: Cells are empty if there are less than 5 respondents.

Table A4.2

Summary of Indicators for Staff Collegiality and Sense of Mission

In this school, adults...	Percent Responding "Strongly Agree" All %	Table
Have close professional relationships with one another	11	A4.14
Support and treat each other with respect	28	A4.12
Feel a responsibility to improve the school	36	A4.11
Work hard to ensure a safe and supportive learning environment	61	A4.8

Notes: Cells are empty if there are less than 5 respondents.

Student Learning Environment

Table A4.3

Learning Environment is Supportive and Inviting

	All %
Strongly agree	56
Agree	42
Disagree	3
Strongly disagree	0

Question A.6: This school is a supportive and inviting place for students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %
Strongly agree	53
Agree	42
Disagree	6
Strongly disagree	0

Question A.7: This school sets high standards for academic performance for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Promotes Academic Success for All Students

	All %
Strongly agree	36
Agree	53
Disagree	11
Strongly disagree	0

Question A.8: This school promotes academic success for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.6
Emphasizes Academic Help When Needed

	All %
Strongly agree	61
Agree	36
Disagree	3
Strongly disagree	0

Question A.9: This school emphasizes helping students academically when they need it.
Note: Cells are empty if there are less than 5 respondents.

Table A4.7
Teaches Lessons Relevant to Students

	All %
Strongly agree	39
Agree	47
Disagree	14
Strongly disagree	0

Question A.11: This school emphasizes teaching lessons in ways relevant to students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.8
Adults at School Ensure Safe and Supportive Environment

	All %
Strongly agree	61
Agree	33
Disagree	6
Strongly disagree	0

Question A.42: In this school, adults... work hard to ensure a safe and supportive learning environment.
Note: Cells are empty if there are less than 5 respondents.

Table A4.9

School Uses Objective Data in Decision Making

	All %
Strongly agree	28
Agree	56
Disagree	17
Strongly disagree	0

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.
Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A4.10

Supportive and Inviting Place to Work

	All %
Strongly agree	31
Agree	42
Disagree	17
Strongly disagree	11

Question A.12: This school is a supportive and inviting place for staff to work.
Note: Cells are empty if there are less than 5 respondents.

Table A4.11

Staff Feel Responsibility to Improve School

	All %
Strongly agree	36
Agree	50
Disagree	14
Strongly disagree	0

Question A.41: In this school, adults... feel a responsibility to improve this school.
Note: Cells are empty if there are less than 5 respondents.

Table A4.12

Staff Support and Treat Each Other with Respect

	All %
Strongly agree	28
Agree	47
Disagree	22
Strongly disagree	3

Question A.40: In this school, adults... support and treat each other with respect.
Note: Cells are empty if there are less than 5 respondents.

Table A4.13

Promotes Staff Trust and Collegiality

	All %
Strongly agree	19
Agree	42
Disagree	28
Strongly disagree	11

Question A.13: This school promotes trust and collegiality among staff.
Note: Cells are empty if there are less than 5 respondents.

Table A4.14

Staff Have Close Professional Relationships

	All %
Strongly agree	11
Agree	56
Disagree	28
Strongly disagree	6

Question A.39: In this school, adults... have close professional relationships with one another.
Note: Cells are empty if there are less than 5 respondents.

Table A4.15

Staff Participate in Decision-Making

	All %
Strongly agree	25
Agree	36
Disagree	31
Strongly disagree	8

Question A.43: This school promotes personnel participation in decision-making that affects school practices and policies.
Note: Cells are empty if there are less than 5 respondents.

Table A4.16

Works to Minimize Paper Work

	All %
Strongly agree	17
Agree	36
Disagree	44
Strongly disagree	3

Question A.48: This school takes steps to minimize paper work.
Note: Cells are empty if there are less than 5 respondents.

Table A4.17

Provides Adequate Benefits

	All %
Strongly agree	67
Agree	28
Disagree	6
Strongly disagree	0

Question A.49: This school provides adequate benefits (e.g., salary, fringe benefits, and retirement options) to support my continued employment.
Note: Cells are empty if there are less than 5 respondents.

General Staff Supports

Table A4.18

Provides Staff Resources and Training to Do Job Effectively

	All %
Strongly agree	64
Agree	17
Disagree	14
Strongly disagree	6

Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.
Note: Cells are empty if there are less than 5 respondents.

Table A4.19

Provides Relevant Paraprofessional Training

	All %
Strongly agree	11
Agree	47
Disagree	28
Strongly disagree	14

Question A.50: This school provides relevant training for paraprofessionals.
Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.20

Provides Resources and Training Needed to Work with Special Education (IEP) Students

	All %
Strongly agree	25
Agree	50
Disagree	17
Strongly disagree	8

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.21

Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %
Strongly agree	29
Agree	60
Disagree	9
Strongly disagree	3

Question A.51: This school provides complete state adopted instructional materials for students with IEPs.
Note: Cells are empty if there are less than 5 respondents.

Perceived School Safety

Table A4.22

Safe Place for Students

	All %
Strongly agree	44
Agree	53
Disagree	3
Strongly disagree	0

Question A.29: This school is a safe place for students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.23

Safe Place for Staff

	All %
Strongly agree	47
Agree	42
Disagree	8
Strongly disagree	3

Question A.30: This school is a safe place for staff.
Note: Cells are empty if there are less than 5 respondents.

Facilities

Table A4.24

Clean and Well-Maintained Facilities and Property

	All %
Strongly agree	72
Agree	22
Disagree	3
Strongly disagree	3

Question A.32: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

Parent Involvement

Table A4.25

School Encourages Parent Involvement

	All %
Strongly agree	36
Agree	61
Disagree	3
Strongly disagree	0

Question A.31: This school is welcoming to and facilitates parent involvement.

Note: Cells are empty if there are less than 5 respondents.

Table A4.26

School Encourages Parental Partnership in Child's Education

	All %
Strongly agree	39
Agree	56
Disagree	6
Strongly disagree	0

Question A.46: This school encourages parents to be active partners in educating their child.

Note: Cells are empty if there are less than 5 respondents.

Table A4.27

Teachers Communicate with Parents about Academic Expectations

	All %
Strongly agree	26
Agree	57
Disagree	14
Strongly disagree	3

Question A.87: Teachers at this school communicate with parents about what their children are expected to learn in class.
Note: Cells are empty if there are less than 5 respondents.

Table A4.28

Parents Feel Welcome to Participate at School

	All %
Strongly agree	31
Agree	60
Disagree	6
Strongly disagree	3

Question A.88: Parents feel welcome to participate at this school.
Note: Cells are empty if there are less than 5 respondents.

Table A4.29

School Staff Take Parents' Concerns Seriously

	All %
Strongly agree	37
Agree	54
Disagree	6
Strongly disagree	3

Question A.89: School staff take parents' concerns seriously.
Note: Cells are empty if there are less than 5 respondents.

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	Percent Responding "Strongly Agree" All %	Table
Opportunities to decide things	31	A5.9
Equal opportunity for classroom participation	31	A5.10
Equal opportunity to participate in extracurricular and enrichment activities	31	A5.11
Opportunities to make a difference (help others)	36	A5.12

Notes: Cells are empty if there are less than 5 respondents.

Table A5.2

Summary of Indicators for Positive Staff-Student Relationships and High Expectations

In this school, adults...	Percent Responding "Strongly Agree" All %	Table
Caring Relationships		
Really care about every student	51	A5.3
Acknowledge and pay attention to students	56	A5.4
Listen to what students have to say	44	A5.5
High Expectations		
Want every student to do their best	56	A5.6
Believe every student can be a success	39	A5.7

Notes: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A5.3

Adults Really Care About All Students

	All %
Strongly agree	51
Agree	43
Disagree	6
Strongly disagree	0

Question A.33: In this school, adults... really care about every student.
Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %
Strongly agree	56
Agree	42
Disagree	3
Strongly disagree	0

Question A.34: In this school, adults... acknowledge and pay attention to students.
Note: Cells are empty if there are less than 5 respondents.

Table A5.5

Adults Listen to What Students Have to Say

	All %
Strongly agree	44
Agree	47
Disagree	8
Strongly disagree	0

Question A.36: In this school, adults... listen to what students have to say.
Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.6

Adults Want All Students to Do Their Best

	All %
Strongly agree	56
Agree	42
Disagree	0
Strongly disagree	3

Question A.35: In this school, adults... want every student to do their best.
Note: Cells are empty if there are less than 5 respondents.

Table A5.7

Adults Believe Every Student Can Be a Success

	All %
Strongly agree	39
Agree	53
Disagree	8
Strongly disagree	0

Question A.37: In this school, adults... believe that every student can be a success.
Note: Cells are empty if there are less than 5 respondents.

Table A5.8

School Has High Expectations for All Students

	All %
Strongly agree	36
Agree	58
Disagree	3
Strongly disagree	3

Question A.24: This school... has high expectations for all students, regardless of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.9

Encourages Decision Opportunities for Students

	All %
Strongly agree	31
Agree	56
Disagree	14
Strongly disagree	0

Question A.16: This school encourages opportunities for students to decide things like class activities or rules.
Note: Cells are empty if there are less than 5 respondents.

Table A5.10

Gives Equal Opportunity for Classroom Participation

	All %
Strongly agree	31
Agree	58
Disagree	11
Strongly disagree	0

Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.
Note: Cells are empty if there are less than 5 respondents.

Table A5.11

Gives Equal Access to Extracurricular and Enrichment Activities

	All %
Strongly agree	31
Agree	53
Disagree	17
Strongly disagree	0

Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.
Note: Cells are empty if there are less than 5 respondents.

Table A5.12

Gives Opportunities to Make A Difference (Help Others)

	All %
Strongly agree	36
Agree	39
Disagree	25
Strongly disagree	0

Question A.19: This school gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).
Note: Cells are empty if there are less than 5 respondents.

Career Pathways

Table A5.13

Provides Students With Information or Experiences to Learn About Careers

	All %
Strongly agree	11
Agree	33
Disagree	36
Strongly disagree	19

Question A.52: This school provides students with career pathways, internships, industry-informed projects, or other intensive, first-hand experiences to learn about careers.
Note: Cells are empty if there are less than 5 respondents.

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	Percent Responding "Strongly Agree"	
	All %	Table
Learning Supports		
Teachers go out of their way to help students	74	A6.2
Fair, Respectful and Orderly Environment		
Adults at this school treat all students with respect	40	A6.3
The school rules are fair	31	A6.3
Students in this school are well-behaved	54	A6.4
The rules in the school are too strict	0	A6.4
It is easy for students to get kicked out of class or get suspended	0	A6.4
Students get in trouble for breaking small rules	0	A6.4
Teachers are very strict here	0	A6.4
Clarity of Rules and Expectations		
Rules in this school are made clear to students	11	A6.5
Students know what the rules are	17	A6.5
This school makes it clear how students are expected to act	23	A6.5
Positive Peer Relations		
Students enjoy spending time together during school activities	31	A6.6
Students care about one another	31	A6.6
Students treat each other with respect	19	A6.6
Students get along well with one another	22	A6.6

Notes: Cells are empty if there are less than 5 respondents.

Table A6.1

Summary of Indicators of School Learning Conditions - Continued

	Percent Responding "Strongly Agree"	Table
	All %	
Social Emotional Supports, Conflict Management, and Bullying Prevention		
This school encourages students to feel responsible for how they act	33	A6.7
Students are often given rewards for being good	11	A6.7
This school encourages students to understand how others think and feel	31	A6.7
Students are taught that they can control their own behavior	23	A6.7
This school helps students resolve conflicts with one another	20	A6.8
This school encourages students to care about how others feel	26	A6.8
Teachers here make it clear to students that bullying is not tolerated	47	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	14	A6.9
Students tell teachers when other students are being bullied	14	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	53	A6.9
Students here try to stop bullying when they see it happening	20	A6.9
Respect for Diversity		
There is a lot of tension between people of different cultures, races, or ethnicities	3	A6.10
Students respect each others' differences	25	A6.10
Adults in school respect differences in students	58	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	58	A6.10

Notes: Cells are empty if there are less than 5 respondents.

Supports for Learning

Table A6.2

Supports for Learning at School

	All %
Teachers go out of their way to help students.	
Strongly agree	74
Agree	26
Disagree	0
Strongly disagree	0

Question A.75: Teachers go out of their way to help students.
Note: Cells are empty if there are less than 5 respondents.

Fair, Respectful, and Orderly Environment

Table A6.3

Fair Environment at School

	All %
Adults at this school treat all students with respect.	
Strongly agree	40
Agree	51
Disagree	9
Strongly disagree	0
The school rules are fair.	
Strongly agree	31
Agree	49
Disagree	20
Strongly disagree	0

Question A.76, 77: Adults at this school treat all students with respect... The school rules are fair.
Note: Cells are empty if there are less than 5 respondents.

Table A6.4

Respectful and Orderly Environment at School

	All %
Students in this school are well-behaved.	
Strongly agree	54
Agree	37
Disagree	9
Strongly disagree	0
The rules in the school are too strict.	
Strongly agree	0
Agree	3
Disagree	46
Strongly disagree	51
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	0
Agree	3
Disagree	53
Strongly disagree	44
Students get in trouble for breaking small rules.	
Strongly agree	0
Agree	6
Disagree	63
Strongly disagree	31
Teachers are very strict here.	
Strongly agree	0
Agree	0
Disagree	71
Strongly disagree	29

Question A.78-82: Students in this school are well-behaved... The rules in the school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 5 respondents.

Clarity of Rules and Expectations

Table A6.5

Clarity of Rules and Expectations at School

	All %
Rules in this school are made clear to students.	
Strongly agree	11
Agree	60
Disagree	17
Strongly disagree	11
Students know what the rules are.	
Strongly agree	17
Agree	60
Disagree	14
Strongly disagree	9
This school makes it clear how students are expected to act.	
Strongly agree	23
Agree	60
Disagree	11
Strongly disagree	6

Question A.83, 85, 86: Rules in this school are made clear to students... Students know what the rules are...
This school makes it clear how students are expected to act.
Note: Cells are empty if there are less than 5 respondents.

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %
Students enjoy spending time together during school activities.	
Strongly agree	31
Agree	67
Disagree	3
Strongly disagree	0
Students care about one another.	
Strongly agree	31
Agree	67
Disagree	3
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	19
Agree	72
Disagree	8
Strongly disagree	0
Students get along well with one another.	
Strongly agree	22
Agree	75
Disagree	3
Strongly disagree	0

Question A.65-68: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Students get along well with one another.

Note: Cells are empty if there are less than 5 respondents.

Social Emotional Supports, Conflict Management, and Bullying Prevention

Table A6.7

Social Emotional Supports at School

	All %
This school encourages students to feel responsible for how they act.	
Strongly agree	33
Agree	44
Disagree	19
Strongly disagree	3
Students are often given rewards for being good.	
Strongly agree	11
Agree	28
Disagree	53
Strongly disagree	8
This school encourages students to understand how others think and feel.	
Strongly agree	31
Agree	60
Disagree	6
Strongly disagree	3
Students are taught that they can control their own behavior.	
Strongly agree	23
Agree	63
Disagree	14
Strongly disagree	0

Question A.69-72: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

Note: Cells are empty if there are less than 5 respondents.

Table A6.8
Conflict Management at School

	All %
This school helps students resolve conflicts with one another.	
Strongly agree	20
Agree	69
Disagree	11
Strongly disagree	0
This school encourages students to care about how others feel.	
Strongly agree	26
Agree	66
Disagree	9
Strongly disagree	0

Question A.73, 74: This school helps students resolve conflicts with one another... This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9
Bullying Prevention at School

	All %
Teachers here make it clear to students that bullying is not tolerated.	
Strongly agree	47
Agree	44
Disagree	8
Strongly disagree	0
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	14
Agree	64
Disagree	22
Strongly disagree	0
Students tell teachers when other students are being bullied.	
Strongly agree	14
Agree	61
Disagree	22
Strongly disagree	3

Question A.53-55: Teachers here make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9

Bullying Prevention at School - Continued

	All %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help.	
Strongly agree	53
Agree	44
Disagree	3
Strongly disagree	0
Students here try to stop bullying when they see it happening.	
Strongly agree	20
Agree	54
Disagree	26
Strongly disagree	0

Question A.56, 57: If a student tells a teacher that someone is bullying her or him, the teacher will do something to help... Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Respect for Diversity

Table A6.10

Respect for Diversity at School

	All %
There is a lot of tension between people of different cultures, races, or ethnicities.	
Strongly agree	3
Agree	8
Disagree	75
Strongly disagree	14
Students respect each others' differences.	
Strongly agree	25
Agree	58
Disagree	17
Strongly disagree	0
Adults in school respect differences in students.	
Strongly agree	58
Agree	36
Disagree	6
Strongly disagree	0
Teachers show that it is important for students of different races and cultures to get along with each other.	
Strongly agree	58
Agree	33
Disagree	8
Strongly disagree	0

Question A.58-61: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 5 respondents.

7. Respect, Equity, and Cultural Sensitivity

Table A7.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	Table
Fosters an appreciation of student diversity and respect for each other[†]	39	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices[†]	49	A7.5
Emphasizes using instructional materials that reflect the culture or ethnicity of its students[†]	11	A7.6
Has staff examine their own cultural biases through professional development or other processes[†]	19	A7.7
Encourages equity in rigorous course enrollment[†]	67	A7.9
Considers closing the racial/ethnic achievement gap a high priority[†]	36	A7.8
Provides the supports needed for teaching culturally and linguistically diverse students[†]	17	A7.10
Treat all students fairly[‡]	28	A7.4

Notes: Cells are empty if there are less than 5 respondents.

[†]*Strongly agree that this school...* [‡]*Report that nearly all adults at this school...*

Tolerance Among Students

Table A7.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %
Strongly agree	39
Agree	56
Disagree	6
Strongly disagree	0

Question A.25: This school fosters an appreciation of student diversity and respect for each other.
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %
Insignificant problem	34
Mild problem	46
Moderate problem	20
Severe problem	0

Question A.95: How much of a problem at this school is racial/ethnic conflict among students?
Note: Cells are empty if there are less than 5 respondents.

Treating Students Fairly and Respectfully

Table A7.4

Staff Treat All Students Fairly

	All %
Strongly agree	28
Agree	56
Disagree	17
Strongly disagree	0

Question A.38: In this school, adults... treat all students fairly.
Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.5

Students' Cultural Beliefs and Practices Respected

	All %
Strongly agree	49
Agree	40
Disagree	11
Strongly disagree	0

Question A.26: This school emphasizes showing respect for all students' cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A7.6

Uses Culturally Relevant Instructional Materials

	All %
Strongly agree	11
Agree	53
Disagree	33
Strongly disagree	3

Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
Note: Cells are empty if there are less than 5 respondents.

Table A7.7

Staff Examine Their Cultural Biases

	All %
Strongly agree	19
Agree	25
Disagree	50
Strongly disagree	6

Question A.22: This school has staff examine their own cultural biases through professional development or other processes.
Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A7.8

Closing the Achievement Gap is a High Priority

	All %
Strongly agree	36
Agree	53
Disagree	8
Strongly disagree	3

Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.
Note: Cells are empty if there are less than 5 respondents.

Table A7.9

Encourages Equity in Rigorous Course Enrollment

	All %
Strongly agree	67
Agree	31
Disagree	3
Strongly disagree	0

Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

Table A7.10

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %
Strongly agree	17
Agree	44
Disagree	33
Strongly disagree	6

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.
Note: Cells are empty if there are less than 5 respondents.

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	Table
Students at this school are motivated to learn[†]	36	A8.2
This school motivates students to learn[†]	39	A8.3
Disruptive behavior is a problem at this school[‡]	18	A8.5
Cutting classes or being truant is a problem at this school[‡]	40	A8.4
Lack of respect of staff by students is a problem at this school[‡]	14	A8.6

Notes: Cells are empty if there are less than 5 respondents.

[†]*Percent Responding "Strongly Agree."*

[‡]*Percent Responding "Moderate problem" or "Severe problem."*

Learning Motivation and Truancy

Table A8.2

Students Are Motivated to Learn

	All %
Strongly agree	36
Agree	50
Disagree	14
Strongly disagree	0

Question A.64: Students at this school are motivated to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A8.3

School Motivates Students to Learn

	All %
Strongly agree	39
Agree	56
Disagree	6
Strongly disagree	0

Question A.44: This school motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Cutting Class or Truancy is a Problem

	All %
Insignificant problem	17
Mild problem	43
Moderate problem	29
Severe problem	11

Question A.98: How much of a problem at this school is cutting classes or being truant?
Note: Cells are empty if there are less than 5 respondents.

General Behavior

Table A8.5

Disruptive Student Behavior is a Problem

	All %
Insignificant problem	35
Mild problem	47
Moderate problem	12
Severe problem	6

Question A.94: How much of a problem at this school is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Table A8.6

Lack of Respect of Staff by Students is a Problem

	All %
Insignificant problem	77
Mild problem	9
Moderate problem	11
Severe problem	3

Question A.97: How much of a problem at this school is lack of respect of staff by students?
Note: Cells are empty if there are less than 5 respondents.

9. Student Health and Risk Behavior

Table A9.1

Summary of Indicators for Student Physical and Mental Health

	All %	Table
Perceived Physical and Mental Health		
Students arrive at school alert and rested[†]	6	A9.3
Students are healthy and physically fit[†]	25	A9.4
Depression or other mental health issues[‡]	94	A9.5

Notes: Cells are empty if there are less than 5 respondents.

[†]*Percent Responding "Strongly Agree."*

[‡]*Percent Responding "Moderate problem" or "Severe problem."*

Table A9.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	Table
Violence, Conflict, and Crime		
Harassment or bullying[‡]	47	A9.6
Physical fighting[‡]	6	A9.7
Gang activity[‡]	3	A9.10
Vandalism and graffiti[‡]	3	A9.8
Theft[‡]	29	A9.9
Weapons possession at school[‡]	0	A9.11
Substance Use		
Alcohol and drug use[‡]	71	A9.12
Tobacco use[‡]	21	A9.13

Notes: Cells are empty if there are less than 5 respondents.

[‡]*Percent Responding "Moderate problem" or "Severe problem."*

Perceived Physical and Mental Health

Table A9.3

Students Arrive at School Alert and Rested

	All %
Strongly agree	6
Agree	25
Disagree	64
Strongly disagree	6

Question A.63: Students arrive at school alert and rested.
Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Students Are Healthy and Physically Fit

	All %
Strongly agree	25
Agree	53
Disagree	22
Strongly disagree	0

Question A.62: Students are healthy and physically fit.
Note: Cells are empty if there are less than 5 respondents.

Table A9.5

Student Depression or Other Mental Health Issues are a Problem

	All %
Insignificant problem	0
Mild problem	6
Moderate problem	26
Severe problem	69

Question A.96: How much of a problem at this school is student depression or other mental health problems?
Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A9.6

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	18
Mild problem	35
Moderate problem	44
Severe problem	3

Question A.92: How much of a problem at this school is harassment or bullying among students?
Note: Cells are empty if there are less than 5 respondents.

Table A9.7

Physical Fighting Between Students is a Problem

	All %
Insignificant problem	63
Mild problem	31
Moderate problem	6
Severe problem	0

Question A.93: How much of a problem at this school is physical fighting between students?
Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A9.8

Vandalism (Including Graffiti) is a Problem

	All %
Insignificant problem	60
Mild problem	37
Moderate problem	3
Severe problem	0

Question A.101: How much of a problem at this school is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

Table A9.9

Theft is a Problem

	All %
Insignificant problem	41
Mild problem	29
Moderate problem	24
Severe problem	6

Question A.102: How much of a problem at this school is theft?
Note: Cells are empty if there are less than 5 respondents.

Table A9.10

Gang-Related Activity is a Problem

	All %
Insignificant problem	57
Mild problem	40
Moderate problem	3
Severe problem	0

Question A.99: How much of a problem at this school is gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

Table A9.11

Weapons Possession is a Problem

	All %
Insignificant problem	83
Mild problem	17
Moderate problem	0
Severe problem	0

Question A.100: How much of a problem at this school is weapons possession?
Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.12

Student Alcohol and Drug Use is a Problem

	All %
Insignificant problem	3
Mild problem	26
Moderate problem	59
Severe problem	12

Question A.90: How much of a problem at this school is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A9.13

Student Tobacco Use is a Problem

	All %
Insignificant problem	24
Mild problem	56
Moderate problem	15
Severe problem	6

Question A.91: How much of a problem at this school is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

10. Discipline and Counseling

Table A10.1

Summary of Indicators for Discipline and Counseling

This school...	Percent Strongly Agreeing	Table
	All %	
Clearly communicates to students consequences of breaking rules	17	A10.2
Handles discipline problems fairly	11	A10.3
Provides adequate counseling and support services for students	36	A10.4

Notes: Cells are empty if there are less than 5 respondents.

Table A10.2

Rule Clarity

	All %
This school clearly communicates to students the consequences of breaking school rules.	
Strongly agree	17
Agree	42
Disagree	33
Strongly disagree	8
This school clearly informs students what will happen if they break school rules.	
Strongly agree	14
Agree	51
Disagree	26
Strongly disagree	9

Question A.27, 84: This school clearly communicates to students the consequences of breaking school rules...
This school clearly informs students what will happen if they break school rules.
Note: Cells are empty if there are less than 5 respondents.

Table A10.3

Handles Discipline Problems Fairly

	All %
Strongly agree	11
Agree	44
Disagree	33
Strongly disagree	11

Question A.28: This school handles discipline problems fairly.
Note: Cells are empty if there are less than 5 respondents.

Table A10.4

Provides Adequate Counseling and Support for Students

	All %
Strongly agree	36
Agree	44
Disagree	14
Strongly disagree	6

Question A.10: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

11. Professional Development Needs

Table A11.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	Table
Instruction and School Environment		
Meeting academic standards	24	A11.2
Evidence-based methods of instruction	38	A11.3
Positive behavioral support and classroom management	32	A11.4
Creating a positive school climate	41	A11.5
Addressing Needs of Diverse Populations		
Working with diverse racial, ethnic, or cultural groups	44	A11.6
Culturally relevant pedagogy for the school's student population	44	A11.7
Serving English language learners	62	A11.8
Closing the achievement gap	65	A11.9
Providing Support Services		
Serving special education (IEP) students	58	A11.10
Meeting the social, emotional, and developmental needs of youth	70	A11.11

Notes: Cells are empty if there are less than 5 respondents.

Instruction and School Environment

Table A11.2

Need PD in Meeting Academic Standards

	All %
Yes	24
No	76

Question A.103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... meeting academic standards?
Note: Cells are empty if there are less than 5 respondents.

Table A11.3

Need PD in Instructional Methods

	All %
Yes	38
No	62

Question A.104: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... evidence-based methods of instruction?
Note: Cells are empty if there are less than 5 respondents.

Table A11.4

Need PD on Positive Behavior Support and Classroom Management

	All %
Yes	32
No	68

Question A.105: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... positive behavioral support and classroom management?
Note: Cells are empty if there are less than 5 respondents.

Table A11.5

Need PD in Creating a Positive School Climate

	All %
Yes	41
No	59

Question A.112: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... creating a positive school climate?
Note: Cells are empty if there are less than 5 respondents.

Addressing Needs of Diverse Populations

Table A11.6

Need PD on Working with Diverse Populations

	All %
Yes	44
No	56

Question A.106: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?
Note: Cells are empty if there are less than 5 respondents.

Table A11.7

Need PD on Culturally Relevant Pedagogy

	All %
Yes	44
No	56

Question A.107: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?
Note: Cells are empty if there are less than 5 respondents.

Table A11.8

Need PD on Serving English Language Learners

	All %
Yes	62
No	38

Question A.108: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... serving English Language Learners?
Note: Cells are empty if there are less than 5 respondents.

Table A11.9

Need PD on Closing the Achievement Gap

	All %
Yes	65
No	35

Question A.109: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... closing the achievement gap?
Note: Cells are empty if there are less than 5 respondents.

Providing Support Services

Table A11.10

Need PD for Serving Special Education (IEP) Students

	All %
Yes	58
No	42

Question A.110: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... serving special education (IEP) students?
Note: Cells are empty if there are less than 5 respondents.

Table A11.11

Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	All %
Yes	70
No	30

Question A.111: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?
Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All
Number of respondents	10

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Collaborates well with law enforcement organizations[‡]	70	B3.1
Punishes first-time violations of alcohol or other drug policies[‡]	20	B3.1
Enforces zero tolerance policies[‡]	10	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis[‡]	30	B3.1
Has sufficient resources to create a safe campus[‡]	50	B3.2
Seeks to maintain a secure campus[‡]	10	B3.2
Provides harassment or bullying prevention[†]	0	B3.3
Provides conflict resolution or behavior management instruction[†]	10	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal[‡]	20	B4.1
Collaborates well with community organizations to address substance use or other problems[‡]	0	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[‡]	30	B4.1
Provides alcohol or drug use prevention instruction[†]	0	B4.1
Provides tobacco use prevention instruction[†]	0	B4.1
Has sufficient resources to address substance use prevention needs[‡]	30	B4.1

Notes: Cells are empty if there are less than 5 respondents.

[†]*Percent responding "A lot."*

[‡]*Percent responding "Strongly Agree."*

Table B2.1

Summary of Indicators of School Learning Supports - Continued

	All %	Table
Physical Health and Special Needs		
Provides healthy food choices for students‡	20	B5.1
Provides adequate health services for students‡	20	B5.1
Provides opportunities for physical education and activity†	70	B5.1
Provides nutritional instruction†	10	B5.1
Provides services for students with disabilities or other special needs†	80	B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion†	10	B6.1
Provides character education†	0	B6.1
Emphasizes helping students with social, emotional, and behavioral problems‡	40	B6.1
Restorative practices‡	20	B6.1
Trauma-informed practices‡	10	B6.1

Notes: Cells are empty if there are less than 5 respondents.

†*Percent responding "A lot."*

‡*Percent responding "Strongly Agree."*

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Collaborates well with law enforcement organizations	
Strongly agree	70
Agree	30
Disagree	0
Strongly disagree	0
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	20
Agree	20
Disagree	50
Strongly disagree	10
Enforces zero tolerance policies	
Strongly agree	10
Agree	20
Disagree	60
Strongly disagree	10
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options	
Strongly agree	30
Agree	60
Disagree	10
Strongly disagree	0

Question 115, 118-120: This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Table B3.2

Supports for Safety at School

	All %
Has sufficient resources to create a safe campus	
Strongly agree	50
Agree	40
Disagree	0
Strongly disagree	10
Seeks to maintain a secure campus	
Strongly agree	10
Agree	40
Disagree	20
Strongly disagree	30

Question 116, 121: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table B3.3

Behavior Management at School

	All %
Provides harassment or bullying prevention	
A lot	0
Some	70
Not much	30
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	10
Some	40
Not much	40
Not at all	10

Question 135, 137: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %
Considers substance abuse prevention an important goal	
Strongly agree	20
Agree	50
Disagree	30
Strongly disagree	0
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	0
Agree	100
Disagree	0
Strongly disagree	0
Provides effective confidential support and referral services for students needing help	
Strongly agree	30
Agree	50
Disagree	20
Strongly disagree	0

Question 114, 122, 123: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table B4.1

Substance Use Prevention - Continued

	All %
Provides alcohol or drug use prevention instruction	
A lot	0
Some	60
Not much	30
Not at all	10
Provides tobacco use prevention instruction	
A lot	0
Some	70
Not much	20
Not at all	10
Has sufficient resources to address substance use prevention needs	
Strongly agree	30
Agree	50
Disagree	10
Strongly disagree	10

Question 117, 133, 134: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction... tobacco use prevention instruction.

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %
Provides healthy food choices for students	
Strongly agree	20
Agree	50
Disagree	10
Strongly disagree	20
Provides adequate health services for students	
Strongly agree	20
Agree	30
Disagree	50
Strongly disagree	0
Provides opportunities for physical education and activity	
A lot	70
Some	30
Not much	0
Not at all	0
Provides nutritional instruction	
A lot	10
Some	50
Not much	40
Not at all	0
Provides services for students with disabilities or other special needs	
A lot	80
Some	10
Not much	10
Not at all	0

Question 124, 125, 131, 132, 138: This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school provide students... nutritional instruction... opportunities for physical education and activity... services for students with disabilities or other special needs?

Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %
Provide supports that foster youth development, resilience, social-emotional learning or asset promotion	
A lot	10
Some	80
Not much	10
Not at all	0
Provides character education	
A lot	0
Some	60
Not much	40
Not at all	0
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	40
Agree	40
Disagree	20
Strongly disagree	0
Uses restorative practices to help resolve conflicts	
Strongly agree	20
Agree	70
Disagree	10
Strongly disagree	0

Question 126, 127, 130, 136: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning or asset promotion... character education?

Note: Cells are empty if there are less than 5 respondents.

Table B6.1

Youth Development and Social-Emotional Health at School – Continued

	All %
Provides counseling or other ways to help students with their social-emotional needs	
Strongly agree	40
Agree	60
Disagree	0
Strongly disagree	0
Implements trauma-informed practices	
Strongly agree	10
Agree	50
Disagree	30
Strongly disagree	10
Provides instructional help to build social-emotional competencies	
A lot	10
Some	80
Not much	10
Not at all	0

Question 128, 129, 139: This school... provides counseling or other ways to help students with their social-emotional needs... implements trauma-informed practices. To what extent does this school provide students... instructional help to build social-emotional competencies.
Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered

427 responses

| SUMMARY | INDIVIDUAL |

Accepting responses

Which math class are you taking are you taking this year?

427 responses
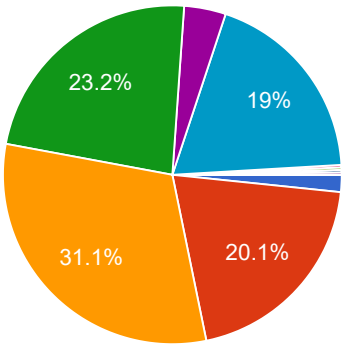
- ● Math Mastery
- ● Algebra I
- ● Geometry
- ● Geometry Honors
- ● Algebra II
- ● Algebra II Honors
- ● Trigonometry/Math Analysis
- ● Trigonometry/Math Analysis Honors

▲ 1/2 ▼

English

Which English class are you taking?

427 responses

- ● Survey Comp/Lit
- ● Comp/World Lit
- ● AP Comp
- ● American Lit
- ● American Lit Honors
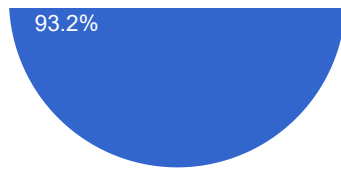
93.2%

- So Pol
- Philosophy in Lit
- AP Lit

Social Studies

Which social studies/history class are you taking?

427 responses

96.7%
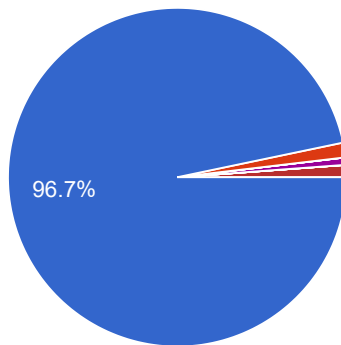
- World Studies
- CWI
- MEHAP
- WHAP
- US History
- USHAP
- Econ/Civics
- AP Macro/AP Gov
- I do not have a social studies class this year

Science

Which science class are you taking?

427 responses

40.7%

- LIfe Science
- Biology
- Bio H
- Bio AP
- Chemistry

- ● Chem H
- ● Chem AP
- ● Earth Science

45.9%

World Language

Which world language class are you taking?

427 responses

- ● Spanish I
- ● Spanish II
- ● Spanish II Honors
- ● Spanish III
- ● Spanish III Honors
- ● Spanish III Honors for Spanish Spe…
- ● AP Spanish Language
- ● AP Spanish Lit

▲ 1/4 ▼

18.7%

26.5%

13.1%

7%

Math

How much time does it take you to complete your math homework on an average night?

427 responses

- ● 0-15 minutes
- ● 15-30 minutes
- ● 30-45 minutes
- ● 45-60 minutes
- ● More than 1 hour

31.4%

12.9%

8%

17.8%

17.8%

30%

How often do you feel your math homework helps you better understand the material?

427 responses

- Never
- Rarely
- Sometimes
- Usually

37.5%

46.1%

11.9%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

How much time does it take you to complete your English homework on an average night?

427 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

27.2%
13.1%
9.8%
43.8%

How often do you feel your English homework helps you better understand the material?

427 responses

- Never
- Rarely
- Sometimes
- Usually

29.3%
42.6%
8.4%
19.7%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

How much time does it take you to complete your social studies homework on an average night?

422 responses
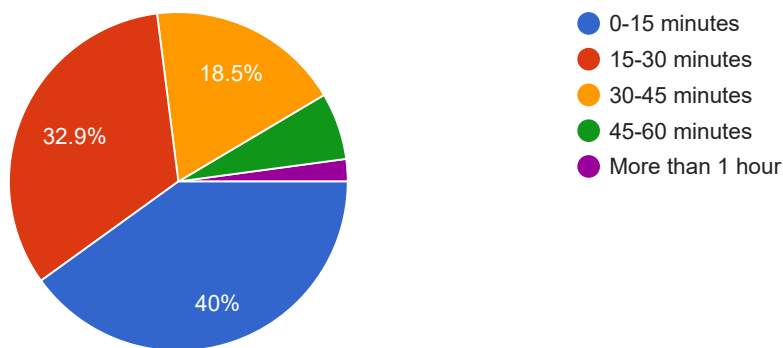
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

18.5%

32.9%

40%

How often do you feel your social studies homework helps you better understand the material?

422 responses
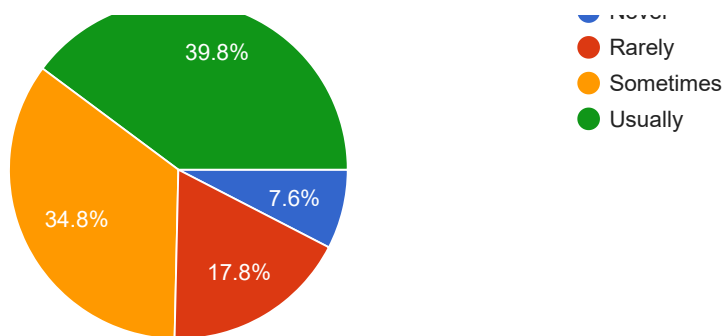
Never

7.6%
17.8%
34.8%
39.8%

- Never
- Rarely
- Sometimes
- Usually

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

- Always
- Sometimes
- Rarely
- Never

PRACTICE of material previously learned in cl…

LEARNING/Reading/Studying new material to be subse…

CREATING major projects/papers as summative assess…

REVIEWING/studying in pre…
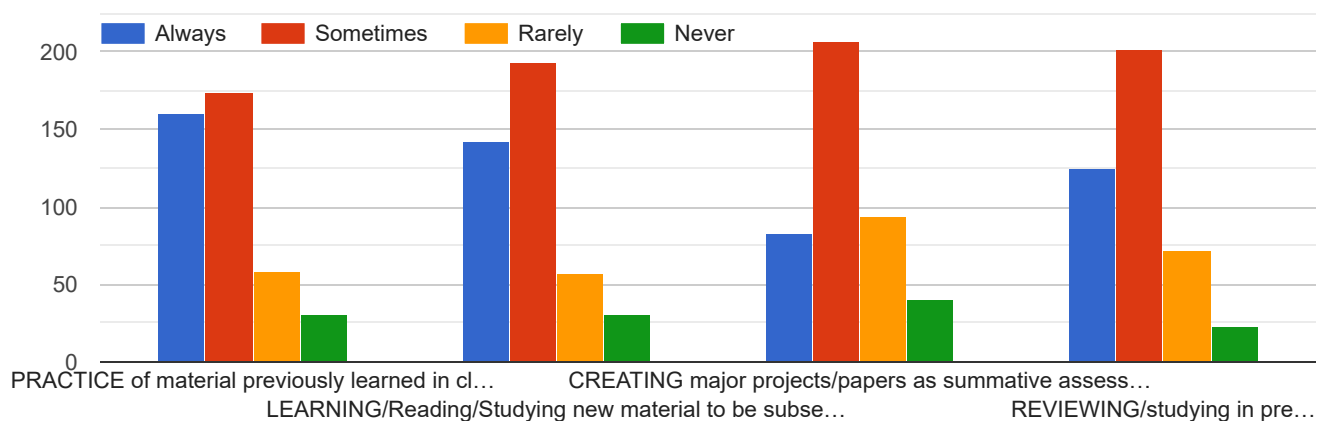
Science

How much time does it take you to complete your science homework on an average night?

419 responses

17.2%
19.8%

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes

45-60 minutes
More than 1 hour

23.6%
12.9%
26.5%
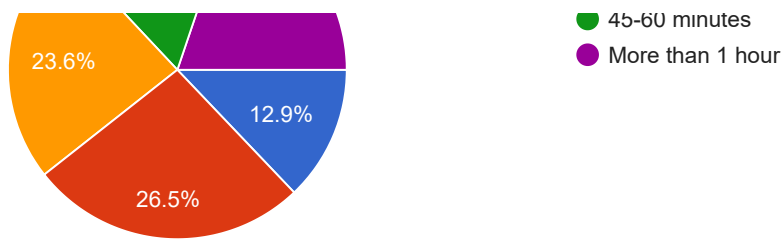
How often do you feel your science homework helps you better understand the material?

419 responses
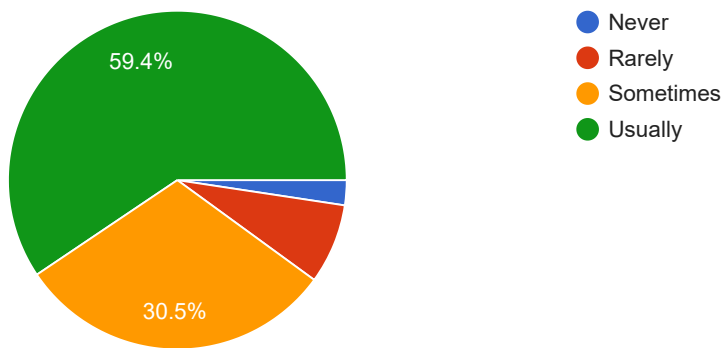
- Never
- Rarely
- Sometimes
- Usually

59.4%
30.5%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

Always   Sometimes   Rarely   Never

200

How much time does it take you to complete your world language homework on an average night?

347 responses
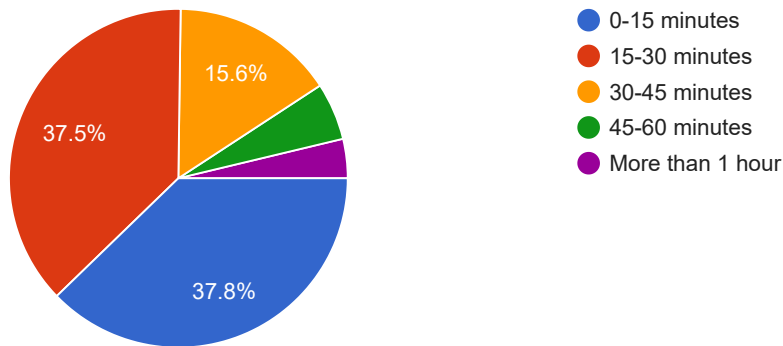
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

37.5%

15.6%

37.8%

How often do you feel your world language homework helps you better understand the material?

347 responses

For the following "purposes" of homework, select how often each purpose is a reason for your homework.
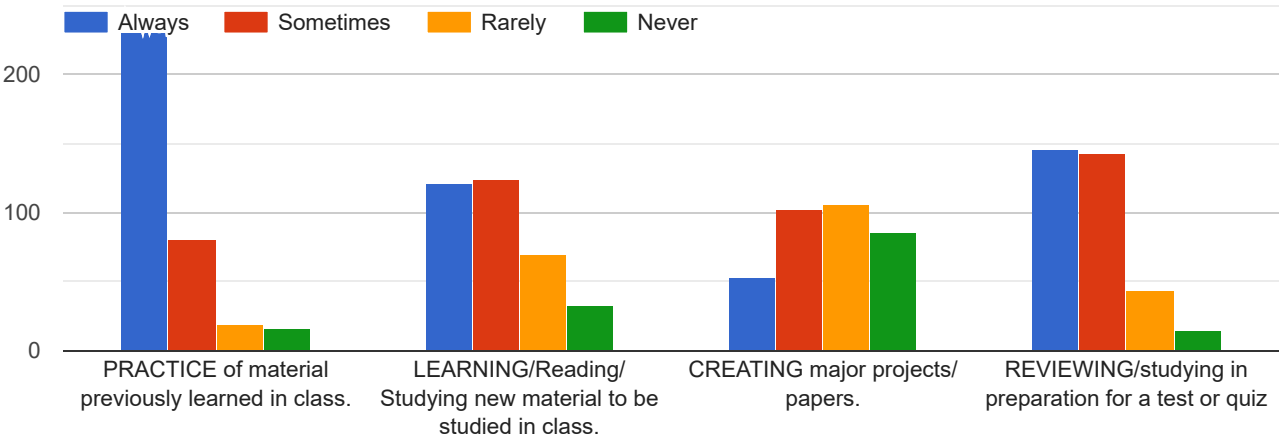
What elective class(es) are you taking?

427 responses

- Journalism
- Yearbook/Publication Design
- I am not taking either of these classes

98.1%
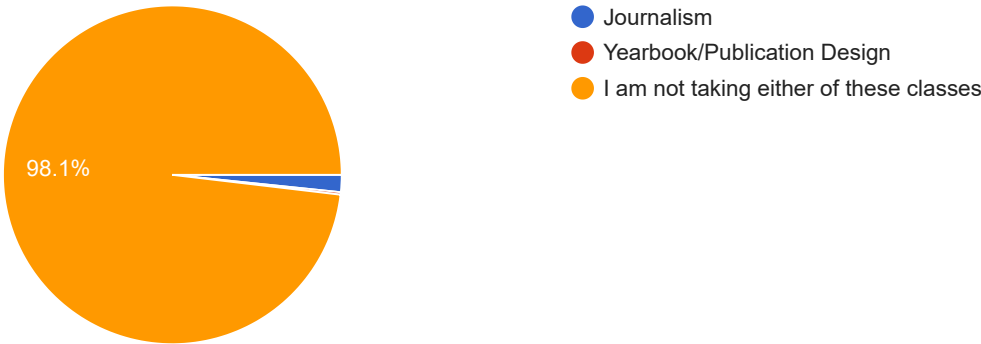
How much time does it take you to complete your Journalism homework on an average night?

7 responses
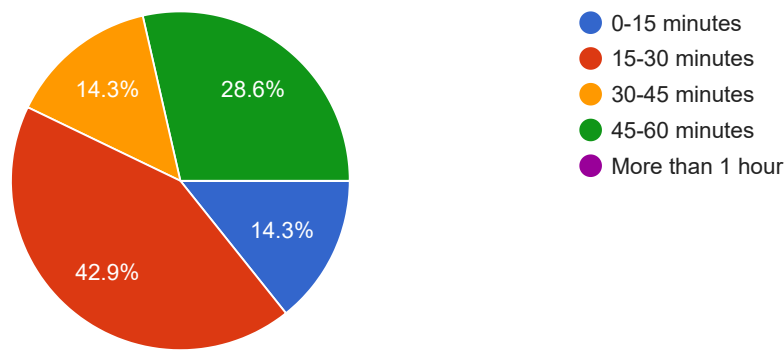
Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

Pie chart values: 28.6%, 14.3%, 14.3%, 42.9%

Yearbook/Publication Design

How much time does it take you to complete your Yearbook/Publication Design homework on an average night?

1 response

Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

Pie chart value: 100%
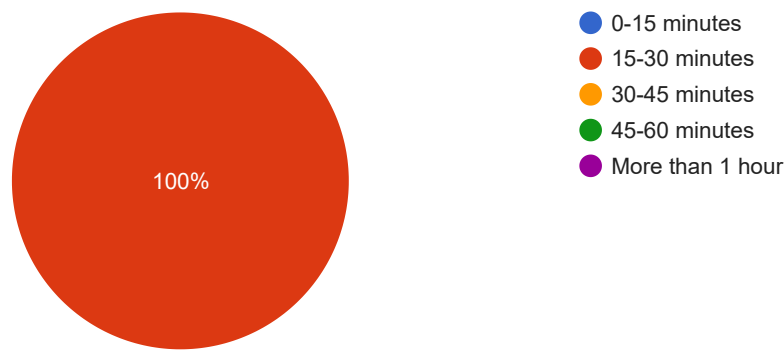
Visual Arts

What elective class(es) are you taking?
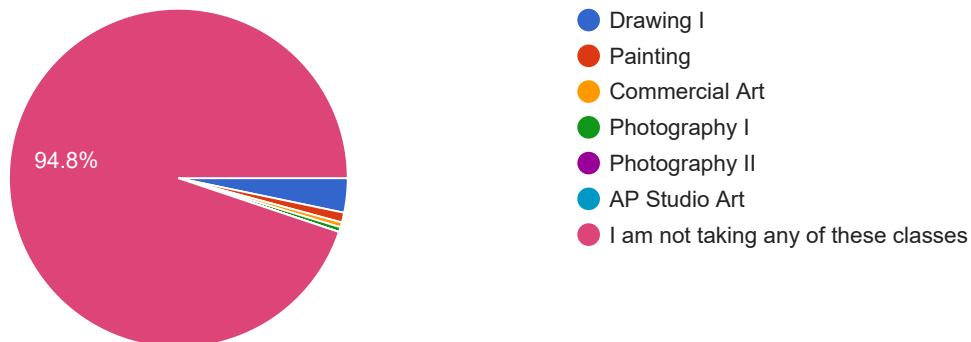
427 responses

- ● Drawing I
- ● Painting
- ● Commercial Art
- ● Photography I
- ● Photography II
- ● AP Studio Art
- ● I am not taking any of these classes

94.8%

How much time does it take you to complete your Art homework on an average night?

427 responses

- ● 0-15 minutes
- ● 15-30 minutes
- ● 30-45 minutes
- ● 45-60 minutes
- ● More than 1 hour
- ● N/A

89.2%

7.3%
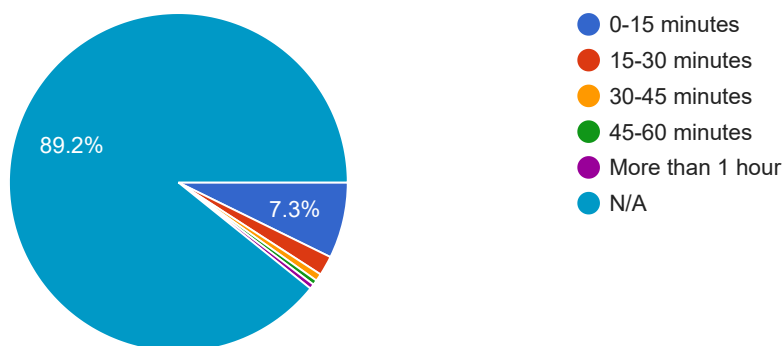
AP Psychology

How much time does it take you to complete your AP Psychology homework on an average night?

416 responses
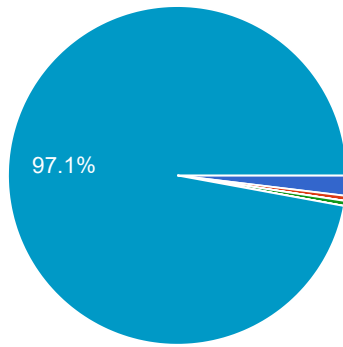
Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour
- I am not taking this class

97.1%

Engineering & Computer Science

What elective class(es) are you taking?

427 responses
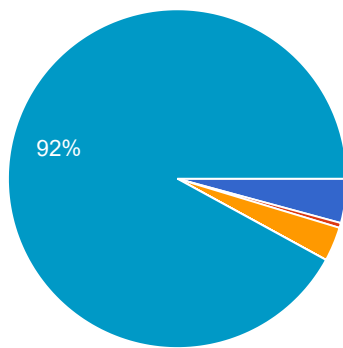
Legend:
- Intro to Comp Sci
- AP Comp Sci
- Pre-Engineering
- Engineering I
- Engineering II
- I am not taking any of these classes

92%

How much time does it take you to complete your engineering or computer science homework on an average night?

392 responses

Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes

- More than 1 hour
- N/A

90.1%

7.1%
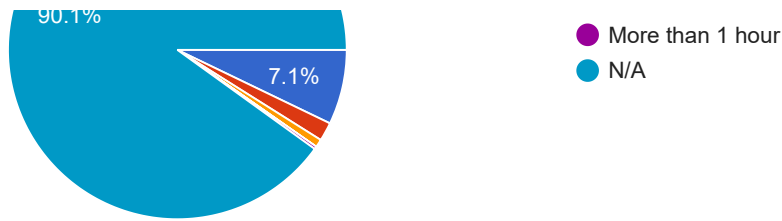
Performing Arts

Which performing arts are you a part of?

427 responses

Category	Value
Symphonic Band	30 (7%)
String Orchestra	21 (4.9%)
Chamber Orchestra	4 (0.9%)
Wind Ensemble	3 (0.7%)
Jazz Band	3 (0.7%)
Marching Band	34 (8%)
Chamber Choir	15 (3.5%)
Concert Choir	16 (3.7%)
A Cappella	2 (0.5%)
Madrigals	2 (0.5%)
	315 (73.8%)
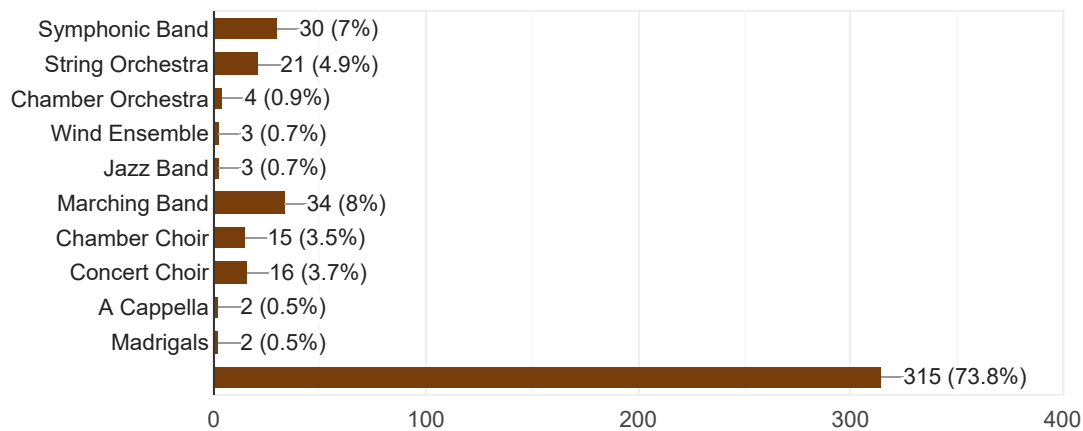
How much time do you spend on this activity outside of class time on a daily basis?

214 responses
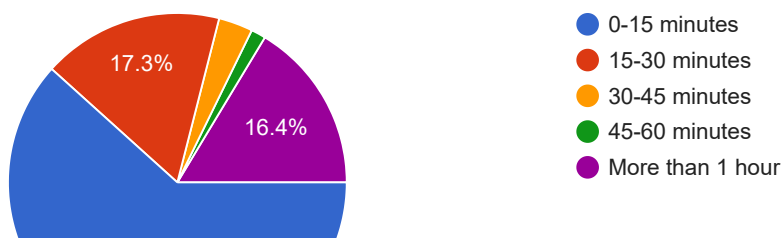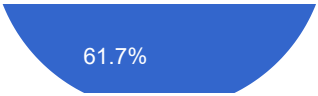
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

17.3%

16.4%

61.7%

On average, how many hours a day do you spend participating in organized extracurricular activities?

427 responses

- less than one hour
- between 1 - 2 hours
- between 2 - 3 hours
- between 3 - 4 hours
- between 4 - 5 hours

27.6%

9.8%

33.7%

23.9%
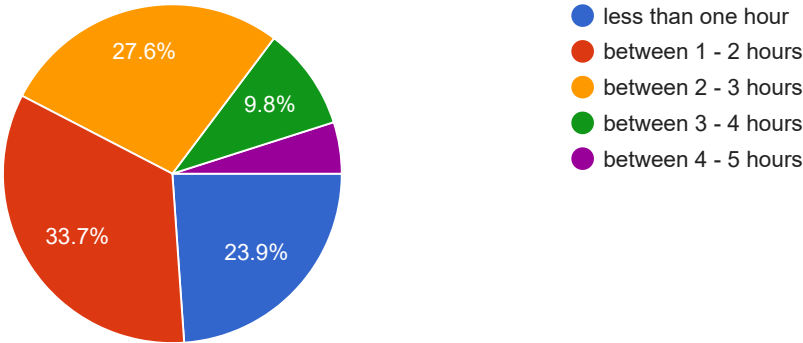
On average, how many hours of sleep do you get a night?

427 responses

- less than five hours
- between 5 - 6 hours

How many hours of homework do you do on the weekend?

427 responses

- less than one hour
- between 1 - 2 hours
- between 2 - 3 hours
- between 3 - 4 hours
- between 4 - 5 hours

19.2%

13.1%

7%

29.3%

31.4%
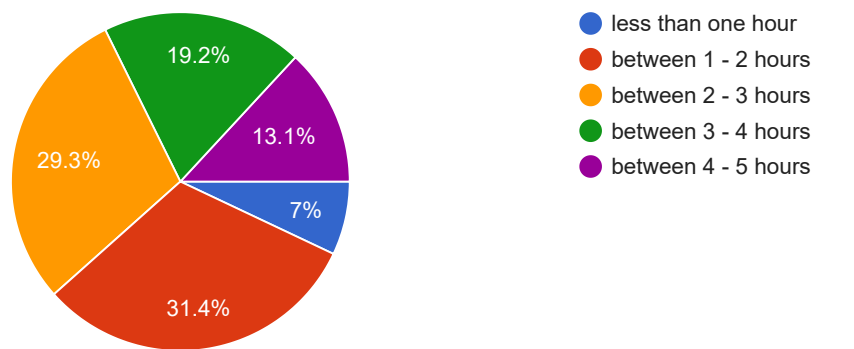
On which day of the week do you have the most homework?

427 responses

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

30.7%

23.9%

22.2%

12.2%
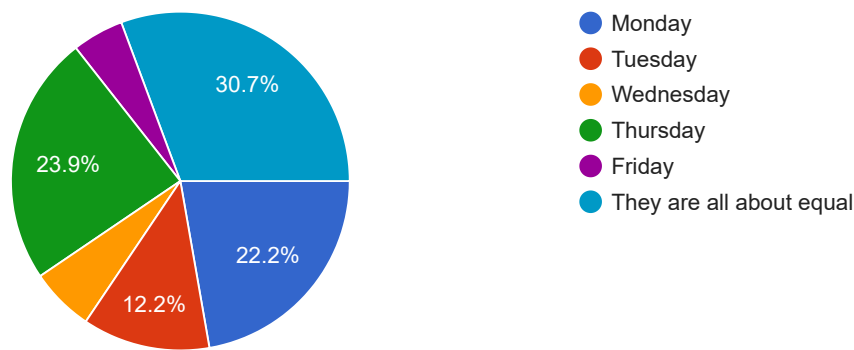
What day of the week is the most common for quizzes/tests?

427 responses
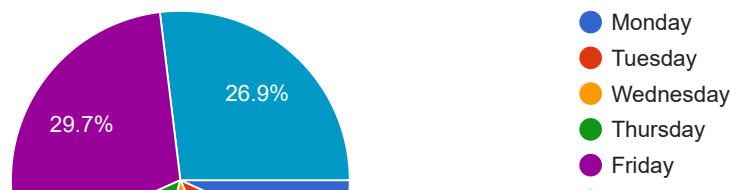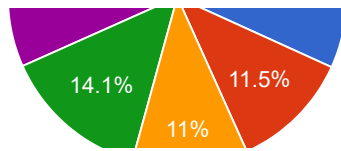
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

26.9%

29.7%

14.1%   11.5%
11%

What day of the week is the most common due date for projects, presentations, essays or other large assignments?

427 responses

- ● Monday
- ● Tuesday
- ● Wednesday
- ● Thursday
- ● Friday
- ● They are all about equal

32.1%
35.4%
15.5%
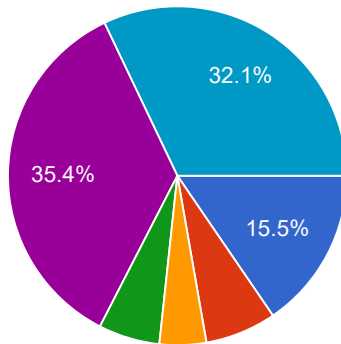
Where do you study and/or do homework

427 responses
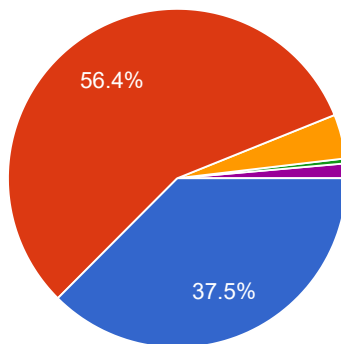
- ● at home in a 'common space'
- ● at home in your own space, away from others
- ● School library or tutorial center
- ● Public Library
- ● Other

56.4%
37.5%

During homework time, how often do you find yourself distracted by electronics

(social media, shows, games, etc).

427 responses

- ● Frequently
- ● Sometimes
- ● Rarely

47.8%
18.7%
33.5%
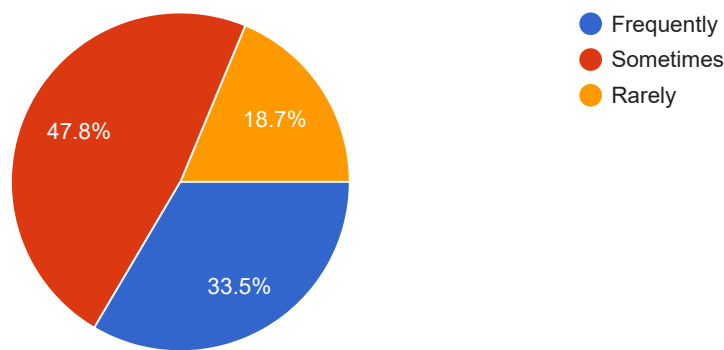
Most of the time, my homework is

427 responses

- ● challenging enough
- ● appropriately challenging
- ● too challenging

65.8%
10.8%
23.4%
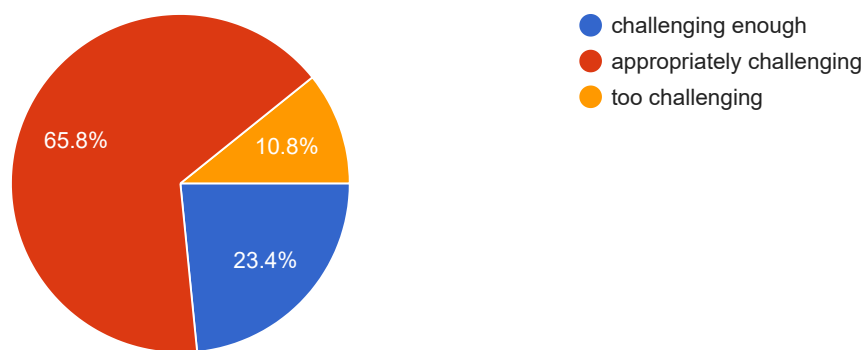
Where is your cell phone while you study?

427 responses

- ● within reach and turned on
- ● within reach and turned off
- ● within reach and muted
- ● elsewhere

34.4%
23.2%

Do you ever have so much homework that you feel like you need to prioritize what you can actually complete?

427 responses

- yes
- no

26.2%

73.8%
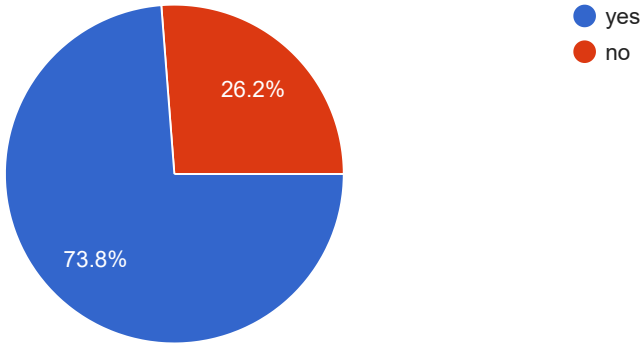
If you have ever cheated on homework, what was the reason?

427 responses

I didn't understand the homework — 144 (33.7%)

— 108 (25.3%)

I needed to sleep — 126 (29.5%)

— 47 (11%)

The homework didn't count — 28 (6.6%)

— 50 (11.7%)

I've never cheated	194 (45.4%)
i forgot to do it	2 (0.5%)
i forgot	1 (0.2%)
	1 (0.2%)
im an undercover cop	1 (0.2%)
i forgot about it	1 (0.2%)
	1 (0.2%)
Extracurricular	1 (0.2%)
I had other stuff and forgot to do it	1 (0.2%)
	1 (0.2%)
Online homework and I have one shot to …	1 (0.2%)
	1 (0.2%)
Does asking others for help count?	1 (0.2%)
	1 (0.2%)
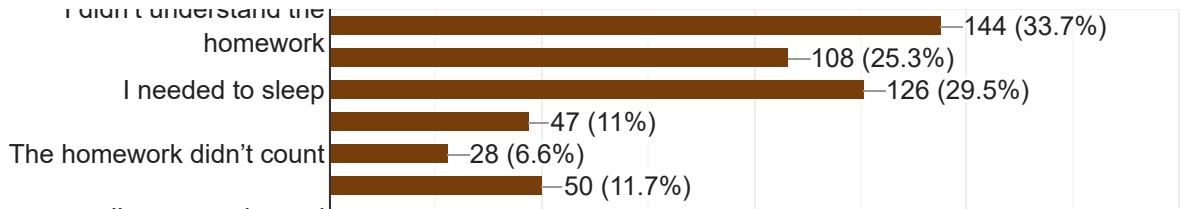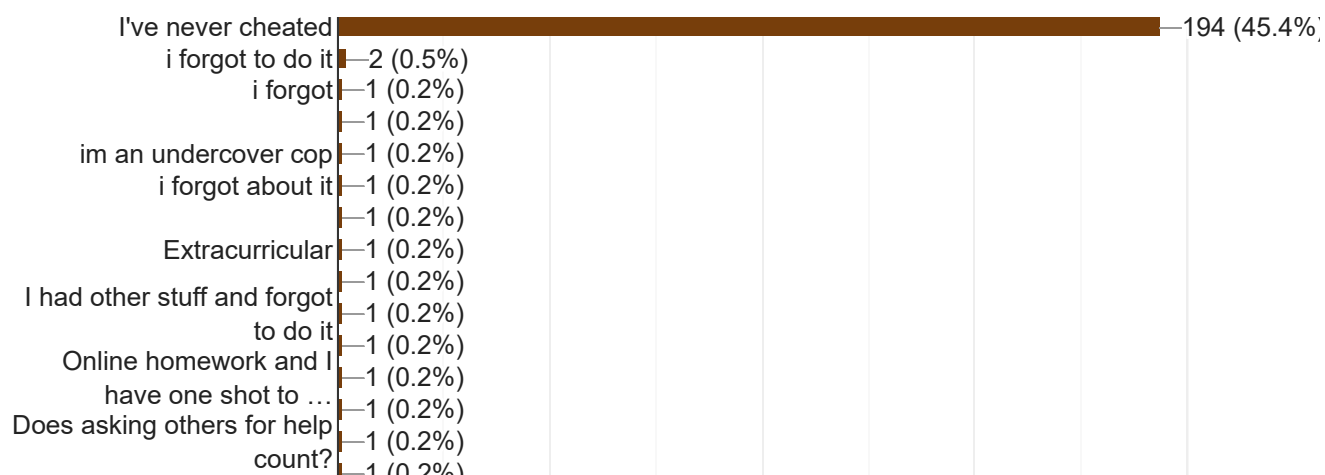
Which statement sounds most like you?

427 responses

- I usually get all of my homework done.
- I usually don't get all of my homework done.
- ___Sometimes I get it all done, sometimes I don't.

68.9%

25.1%
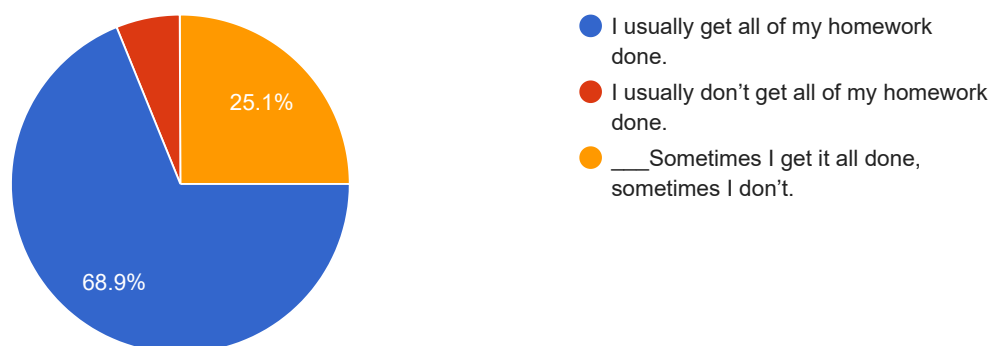
When I have trouble getting my homework done, it's because

427 responses

I usually get all of my homework done.	187 (43.8%)
	34 (8%)
Sometimes I get it all done, sometimes …	83 (19.4%)
	47 (11%)
There are too many distractions at home	86 (20.1%)
	197 (46.1%)

I'm tired ————————————————— 262 (61.4%)

I need help but my parents ————— 152 (35.6%)
don't have t…

—— 41 (9.6%)
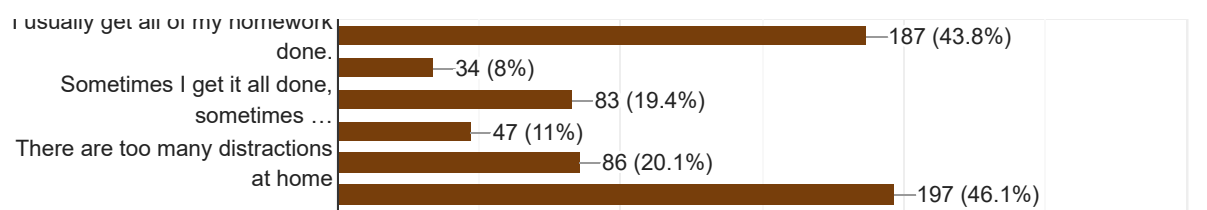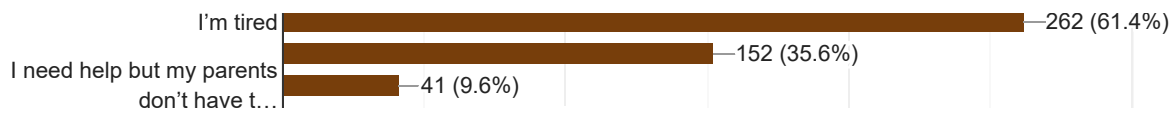
Does homework cause problems in your family? If so, please explain.

427 responses

No

no

No.

N/A

NO

no.

No.

Homework does not cause problems in my family.

Not really.

no

Nope

No it doesn't

No, homework does not cause problems in my family.

Not really

Nope.

Homework does not cause any problems in my family.

No, it doesn't.

No

None.

IT STRESSES ME OUT

Homework causes problems because my parents want me to go to sleep at a reasonable hour, but homework prevents me from doing this.

Yes, It causes alot of stress which leads to more strees at home.

It does not really cause problems for my family.

No comment

It just adds to everything else I do at home. It makes me slack on chores and helping my parents around the house which causes problems.

It just takes too much time.

Little bit. I'm more isolated when I'm working on homework and can become agitated if distracted too much.

Yes. I'm unable to participate in many of the family activities.

My homework does not cause major problems but it definitely decreases the amount of time that I can spend time with them, which makes me very sad....:'(

Yes, because if I don't do homework. My parents will get mad at me about my grades.

No. Fortunately, I am excused from chores on week days.

Sometimes my Survey Comp/Lit homework takes hours to complete, which takes away from my time with the family. In general, homework takes around 2 hours per night, which I spend by myself, in the office with the door shut.

Yes, it causes fights in my family. My mom gets very mad at me for "putting off all my homework till the last minute", which is not true, and she gets mad at me if she checks my homework and I got stuff wrong, or if i dont turn it in on time, which I usually do! its just so hard to balance everything im doing outside of school with homework, and sometimes I have to skip soccer games, and church just for it!!! :(

Homework causes stress and separation, but other than that homework is fine.

It causes stresses and my parents get mad when we don't have time for anything else, or when we are just taking a "brain break" when we still have homework to do.

I have 8 periods in total, and marching band as one of them. Marching band takes up a majority of my afterschool time, giving me less time to do homework.

.

My mom reminds me to do homework too frequently because she knows that the jump from middle to high school is big. She feels that she has to remind me to finish all of my homework before playing games.

Not really, but it limits me from relaxing with my family more on weekends.

NA

Not really, but I rarely get to spend time with them because after I come home I go to my room and do homework until I go to sleep. I only talk to them at dinner before going back to do more homework.

Yes because sometimes I have to do chores but and go eat with my family but than homework makes me miss out on that.

YES, because I don't have enough time for my family

Yes they get pissed off

Not real problems.

I am unable to have fun with my family while playing football and doing homework till midnight.

My family says i'm in my room a for a long time and then they start thinking that I don't care about my family or i'm doing bad things but i'm actually trying to finish my work. So basically my family complains i don"t spend enough time outside because of the amount of homework.

Yes because I'm still doing homework and they want to do stuff.

Homework causes no problems in my family.

Yes it does cause problems because i don't have time to spend as much time with my family. If I do all of my homework not only won't I not get enough sleep but i won't see my family at all.

Sometimes I can't talk to my family because I am too busy with homework or I get in trouble if I don't do my homework.

My homework doesn't really cause many problems, sometimes we change some events or things that we are going to do to another day where I don't have much homework.

Sometimes because i can't participate in some events my parents want me to go to, so i just stay at home by myself feeling sad while doing homework.

Yes. If I take too long, I get yelled at.

Sometimes, because I have to do certain things for my parents occasionally like housework or help them write an email.

No, I am a very hard, and responsible worker and can usually get my homework done without too much help.

No, homework does not cause problems.

Not really.

Homework causes no problems in my family.

Not necessarily.

Sometimes, because I usually have lots of homework and my family has to wait for me to do other things.

Homeowork does not cause porblems

not really

There are no problems that homework causes in my family.

Yes, because I have other things to do at home like chores.

Sometimes it causes stress.

Sometimes, my parents will yell at me to finish my homework, and sometimes I already did.

sometimes it makes me stressed.

Nope. However there are times when homework builds up on a really busy day. There really isn't a way to sort things out at times.

Stress, anxiety and overall frustration when I work on homework from when I get home to 1:00 at night and my mom has to force me to stop because I need to eat and sleep. Also when I still have homework to do at 4:00 in the morning.

Homework continuously strains the relationship between me and my parents. There are so many other things I would rather be doing, like reading a learning about other cultures, than doing homework. I try and do these kinds of things in what little free time I have at home because as a freshman, there are not many classes that interest me at all and the only way to learn more about certain subjects is at home. My parents always get mad at me for wasting my time when I could be doing homework, but usually I am looking up things that genuinely interest me, while most of the time school does not.

yes, I have no time for them or anything else.

Yes, sometime my family wants to go out and have some quality family time and go out to dinner or play a game but i never like NEVER have time because i have so much homework therefore i always sleep late and i have to get up really early in the morning.

Not usually.

yes, sometimes. but only because i don't like doing homework.

It causes stress, which in the long run can cause fights. Me and my sister Adele both go to MVHS, so at times it can be difficult to balance all the homework and stay peaceful.

It sometimes gets in the way when we have to go to a family get together.

My family is very focused on academics so its hard to find a balance between academics and health and everything else.

Not really since I work alone

no problems

No! (.Y.) do

nope, other than the occasional time where I have been at home doing hmw instead of going out with them

yes.
my parents expect me to do 4 to 5 hours of homework nut i have 3

My parents get upset when they see I have not completed a homework.

no it does not

Nada

no not really

No because I typically separate myself from my family to do homework.

Sometimes, usually my brother makes my mom do most of his homework so she always gets really mad.

no, not really

No not really

No because my parents help me if I ask for help.

Homework does not cause problems in my family.

N/a

YES BECAUSE MY PARENTS GTE MAD BC I USE MY COMPUTER FOR HoMEWORK AND THEY ACCUSE ME OF USING IT FOR OTHER THINGS

no, sometimes I have homework that will blend in with my family time, but it never really affects it that much.

I think it causes too much stress upon me to where I do not get enough sleep and I am cranky most of the time. Due to that behavior I unnatural snap at my family and to others.

I get stressed so my parents try and help but they don't get it as well so they get worried.

it makes it more hectic

nah

OTHER (132)

What would your teachers do to make homework more manageable or less stressful?

427 responses

NOTHING

nothing

Nothing.

I dont know

less homework

I don't know.

Nothing

N/A

I'm not sure.

give less homework

Give less

don't know

I don't know

Assign less homework

i don't know

Be less tests.

Assign homework that was more relevant to what we were studying

If there was less pointless busywork for material comprehensively covered in a class that is too slow.

Instead of assigning 20 of the same kind of question/problem to make sure we understand it, only assign like 5 so your not wasting time.

Actually teach in class instead of making us learn all at home and then reviewing something which is a vicious cycle.

tell us the assignments ahed of time so on a light homework day I can get ahead. TEACH BETTER so I actually understand the homework. I spend an avrage of 1hour per night staring at my homework confused.

Not give Homework

Reduce the work load

Make sure we understand what we are being asked to do.

Have us do most of it in class.

Don't assign homework for EVERY, SINGLE DAY!!

They can assign smaller amounts of homework, or less demanding work.

Use the website. Mr. Forthoffer doesn't know how to access his website, so if I forget the homework, I have to figure it since I don't know other people's phone numbers.

For Bio H, it would be nice if gave questions of the whole section for class instead of certain sections.

Less HW

Less amount.

Less homework

Assign less homework each night. Most of it is not necessary.

The hw is fine as it is now.

Be concise with their assignments and in class work. Try to make homework less time consuming, and more focusing on the main main things we need to learn.

My teachers could assign less lessons in the unit and could make sure that the homework is guaranteed to only take 30 minutes.

Not give homework on days when there are tests for other classes the next day//

Teachers could assign more relevant work and less of it to make it more manageable.

I believe that too much of our homework is busy work and is not strictly necessary or helpful, and too many of our classes are not rigorous enough. What teachers need to do is to allocate a daily amount of work which is doable within the class period (assuming a commendable work ethic), then leave whatever is left for homework. Either that, or it needs to be refined for relevance (perhaps teachers could actually do it if they aren't already?) I personally end up with hours of homework a night, sometimes ninety minutes on a single class or assignment, and this is only my freshman year! And it is not that I don't understand the concepts or that I work slowly; it is honestly just too much to do.

give less son

Teachers could give time to do homework in class. A lot of my teachers do this and it makes homework a lot more manageable.

On block days they sometimes change the assignment based on the days that we have

Not having weekend homework would relieve stress and allow students to manage next week's homework better. For instance, if a student knows that they will be absent one day during the week, he or she could use the weekend to get ahead on that work.

Give less homework or to not have a late penalty.

They would get rid of BUSYWORK. Also, it would help if we received reasonable estimates of our homework. My pet peeve is when my English teacher tells us that an assignment will take only 20 minutes, but she means 20 minutes for a C. To get an A, it takes more than 1.5 hours.

Dr. Krishna needs to give less homework! Teachers need to understand that I have homework in other classes.

I only really have an issue with Survey Comp/Lit homework, which really needs to be cut down. I can count the number of days I haven't had homework in that class on one hand, which is genuinely too much. I think my teacher needs to give us more useful assignments, not so much busywork.

They could limit homework, and help us organize it properly, and actually teach the homework they give in class! Its really not fair, because they arent doing their job! I was taking bio H, but i dropped because the homework was taking up my whole night, and I was going to sleep at 1 in the morning.

They could assign less material to cover all in a single night.

Assign less

Let us do some of the homework in class. Or teachers can walk us through some of the problems in the homework

Make the assignments more straight-forward. And try to explain why its relevant and what we're going to need it for because otherwise I find it pointless.

Give us time to do them in class and go over the homework more.

.

They could make homework fully related to the topic being studied. Not where they give us homework that you have to infer what to do.

Only have a couple assignments a week. The homework they give us is pointless, and a waste of paper. Also they just taught us this so why are we literally doing the exact same thing again and wasting trees.

Give less homework and explain more on what we need to do and how to do it.

Teach

Give less or have a longer time to do it.

Assign less homework to complete, i.e. fewer math problems, notes on a slightly smaller section.

Spread it out more, cut it back a little, especially in Bio H!

They could explain the homework material better to make sure that I understand it before I leave class.

Make the homework actually worth it. Half the time the homework is just there because the teachers feel that they need to give us homework (to compete with other teachers) and so we just spend like an hour doing something that won't help us at all.

They should take account of other classes homework so it is more managable and so that there is a fair amount of it.

Not give us homework on the weekend.

Not to make it like rocket science and make it easier and not loads of homework. Also teachers respect our time out of school like we do to teachers.

make a shorter lesson plan so we have enough time for homework in class or have easy notes to understanding to complete the homework

Have less Bio H homework/ less note taking.

To make homework more manageable and less stressful, they could give less homework so homework can always be completed. One of my classes usually gives more homework per night than is listed for the class.

By not giving us homework every night.

I would be fine with their amount of homework if they were to explain their lesson better. that way i wouldn't be confused when working.

Give out less.

Give some time in class to introduce the homework.

The only class that gives a lot of homework and stresses me out is bio honors. I would like it if that class gave out a little less homework.

If they don't make the homework so long.

Teachers could give students more time to do their homework. They should assign homework over a longer period, rather than assigning it due the next day.

On days like Monday and Thursday, since both days have a full school day right after, lighten the load, so that students can get it all done and still sleep.

Give us less homework and give only enough to review what we learned.

Assign Less Homework.

They could give me less quantity of homework, or give all the homework on monday and make it due friday.

Teachers should give less homework, or homework that isn't time consuming or challenging.

Probably giving us more time on our due dates and actually give us time in class to do homework because we won't have time at home since we are doing stuff and might not have a free period.

Less homework and less harshly graded.

Assign a little bit less reading for Bio Honors

It is always nice to have less homework so there is more time to be with family and go to sleep earlier.

Not give as much homework and give time in class.

Not give us weekend homework or lighten the load slightly.

give out less

Give less homework or if you didn't do something to not have a penalty.

Teachers could limit homework to one lesson a night in some classes and then 2 or 3 lesson over the weekend, instead of multiple lessons during a school night.

Not give that much homework.

I would give less homework and more review material for the tests and all.

its already manageable i just need to do it

They should know what other classes that we take might offer for homework, and then give us homework that we can realistically complete while still having our lives.

They would not do anything.

Maybe stretch out the due dates so its not due the next day or explain the context that will be on the homework and how to do it so we wont stress out when we start it at home because we don't know how to do it.

Just give less or longer due dates.

They could assign less and more of what we learn in class instead of new material.

First of all, I think that my only subject that has lots of homework is math. Math has lots of homework everyday.

They could assign less homework and review more in class

OTHER (306)

Are you taking any AP or Honors courses? If so, how many?

427 responses

Legend:
- 0
- 1
- 2
- 3
- 4
- 5

39.3%
25.3%
26.2%
8.9%
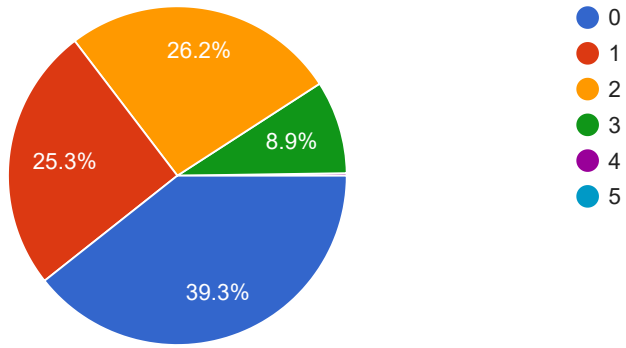
Your Gender

427 responses

Legend:
- Female
- Male
- Other

45.9%
51.1%
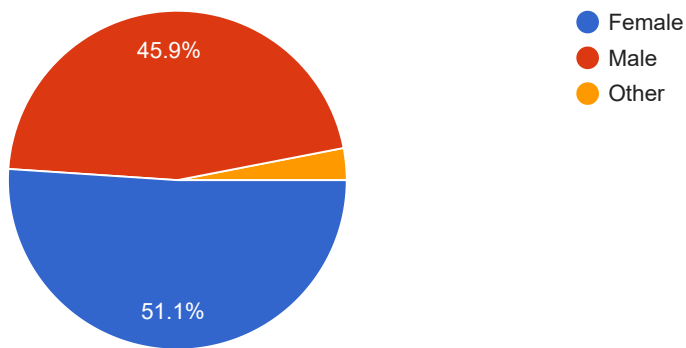
Ethnicity

427 responses

Legend:
- Black or African American
- American Indian or Alaska Native
- Asian

37.2%
16.2%

What programs are you a part of? Check all that apply

427 responses
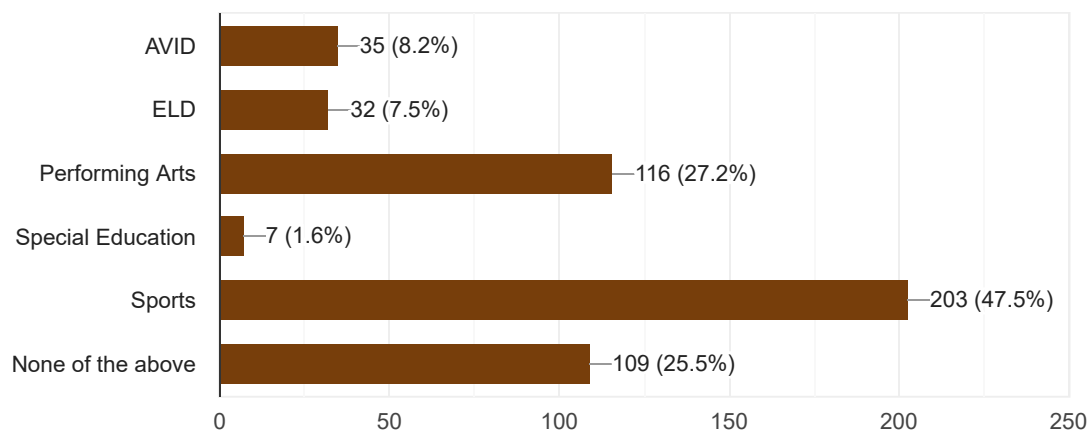
Program	Count
AVID	35 (8.2%)
ELD	32 (7.5%)
Performing Arts	116 (27.2%)
Special Education	7 (1.6%)
Sports	203 (47.5%)
None of the above	109 (25.5%)

How often are you expected to use your device to complete homework assignments?

427 responses

- Four days a week — 74.5%
- Three days a week — 16.2%
- Two days a week
- Once a week
- Less than once a week
- Never
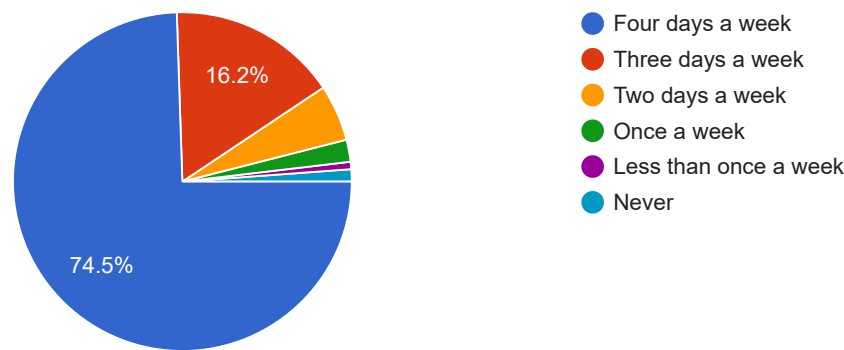
How many of your teachers post homework due dates and reminders online?

427 responses
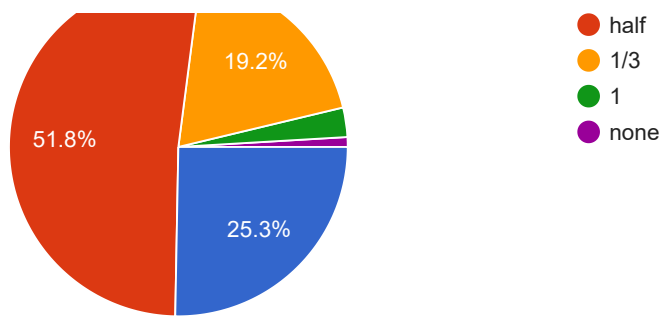
- all

half — 51.8%
1/3 — 19.2%
1
none
25.3%

If your teachers post homework reminder online, how easy is it for you and your parents to know what the homework will be on any given day?

427 responses

- a. Relatively easy
- b. somewhat easy
- c. relatively difficult
- d. very difficult

41.5%
9.8%
45%
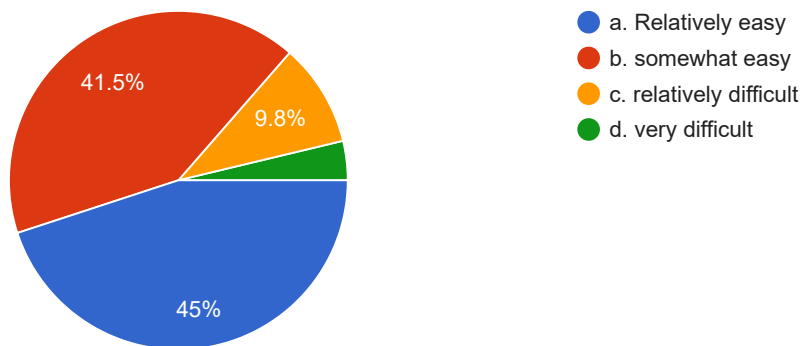
How often do you have activities in class that expect students to use a digital device?

427 responses

- Four days a week
- Three days a week
- Two days a week
- Once a week
- Less than once a week

25.3%

How often do you engage, in class, in each of the digital learning activities listed below?

Legend: Four days a week, Three days a week, Two days a week, Once a week, Less than once a week

Categories: Reading material on a website or online space, Viewing a video or other multimedia
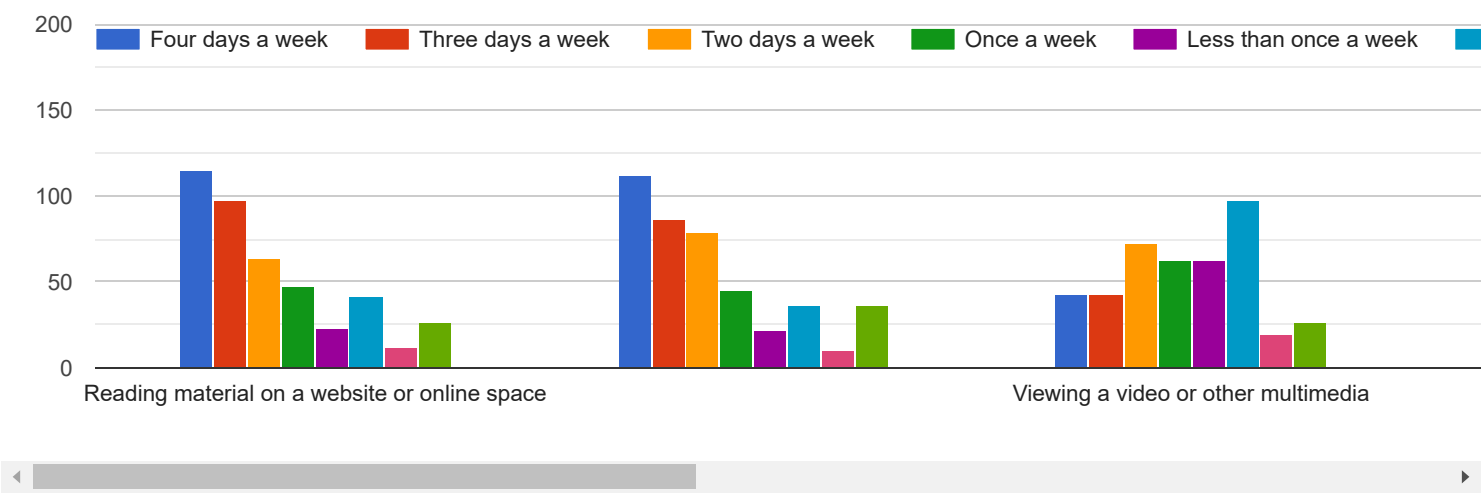
QUESTIONS   **RESPONSES**   375

375 responses

Not accepting responses ⬤

Message for respondents

The form "MVHS Teacher Homework Survey -- Initial Data Gathering" is no longer accepting

SUMMARY | INDIVIDUAL

Which math class are you taking are you taking this year?

375 responses
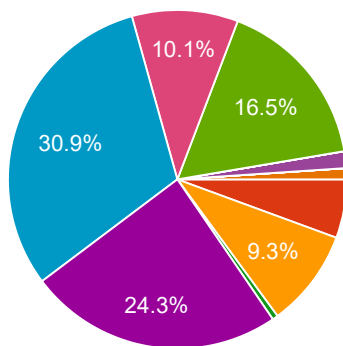
- 🔵 Math Mastery
- 🔴 Algebra I
- 🟠 Geometry
- 🟢 Geometry Honors
- 🟣 Algebra II
- 🔵 Algebra II Honors
- 🔴 Trigonometry/Math Analysis
- 🟢 Trigonometry/Math Analysis Honors

▲ 1/2 ▼

10.1%
16.5%
30.9%
9.3%
24.3%

English

Which English class are you taking?

375 responses

- ● Survey Comp/Lit
- ● Comp/World Lit
- ● AP Comp
- ● American Lit
- ● American Lit Honors
- ● So Pol
- ● Philosophy in Lit
- ● AP Lit

▲ 1/2 ▼

51.2%

43.2%

Social Studies

Which social studies/history class are you taking?

375 responses

- ● World Studies
- ● CWI
- ● MEHAP
- ● WHAP
- ● US History
- ● USHAP
- ● Econ/Civics
- ● AP Macro/AP Gov
- ● I do not have a social studies class this year

20.5%

15.5%

13.9%

45.9%

Science

Which science class are you taking?

- LIfe Science
- Biology
- Bio H
- Bio AP
- Chemistry
- Chem H
- Chem AP
- Earth Science

△ 1/2 ▽

World Language

Which world language class are you taking?

375 responses

- Spanish I
- Spanish II
- Spanish II Honors
- Spanish III
- Spanish III Honors
- Spanish III Honors for Spanish Spe…
- AP Spanish Language
- AP Spanish Lit

△ 1/4 ▽
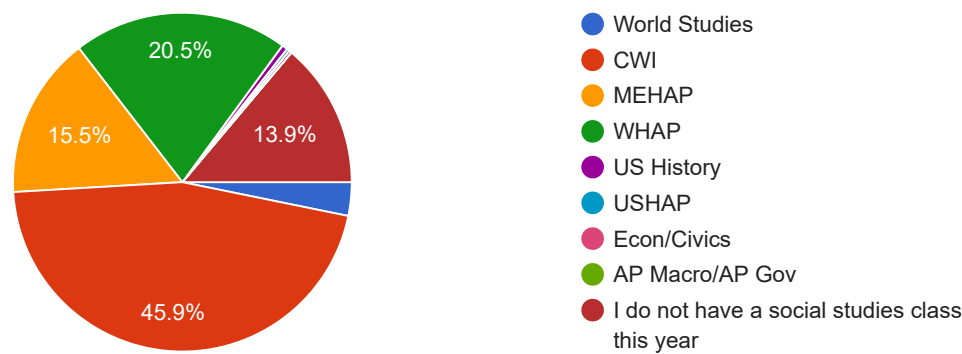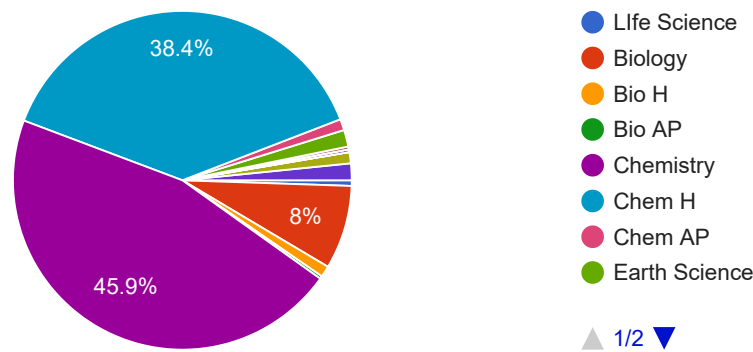
Math

How much time does it take you to complete your math homework on an average night?
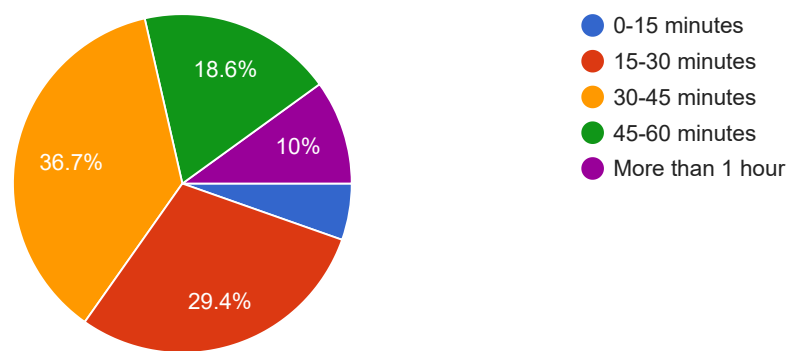
How often do you feel your math homework helps you better understand the material?

371 responses
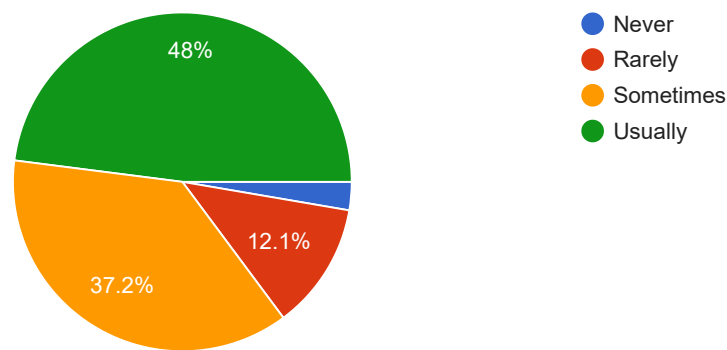
For the following "purposes" of homework, select how often each purpose is a reason for your homework.
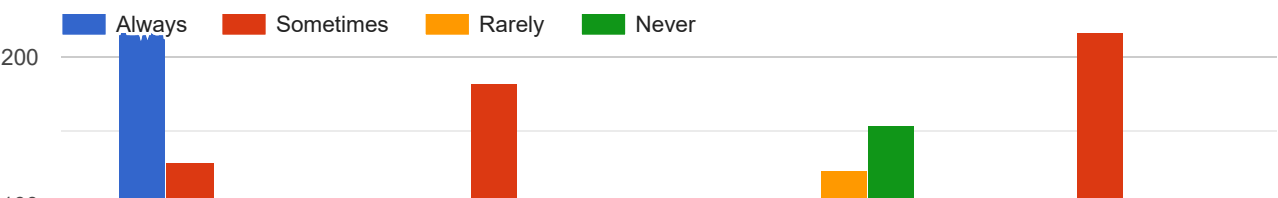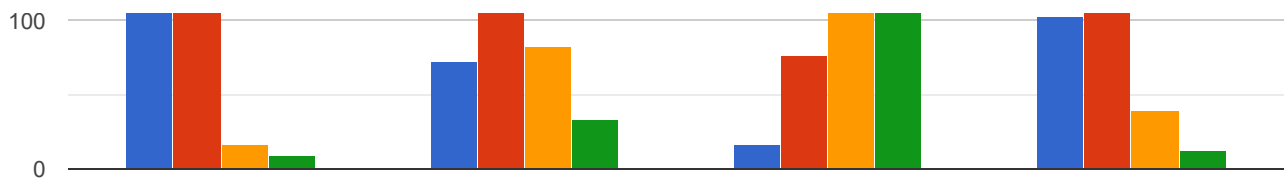
English

How much time does it take you to complete your English homework on an average night?

375 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

16.3%
39.7%
9.6%
28.3%
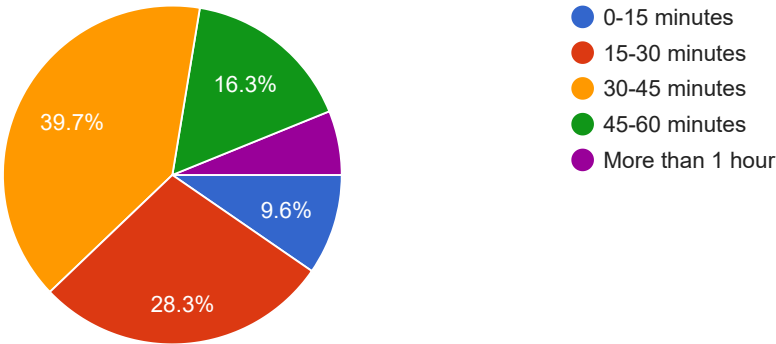
How often do you feel your English homework helps you better understand the material?

375 responses
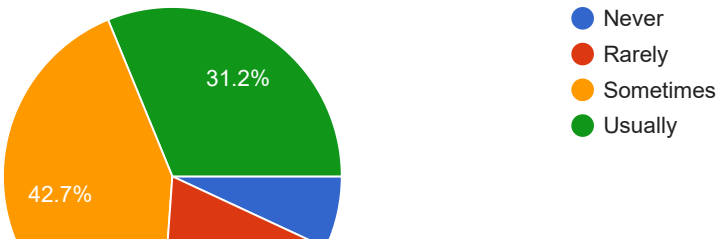
- Never
- Rarely
- Sometimes
- Usually

31.2%
42.7%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.
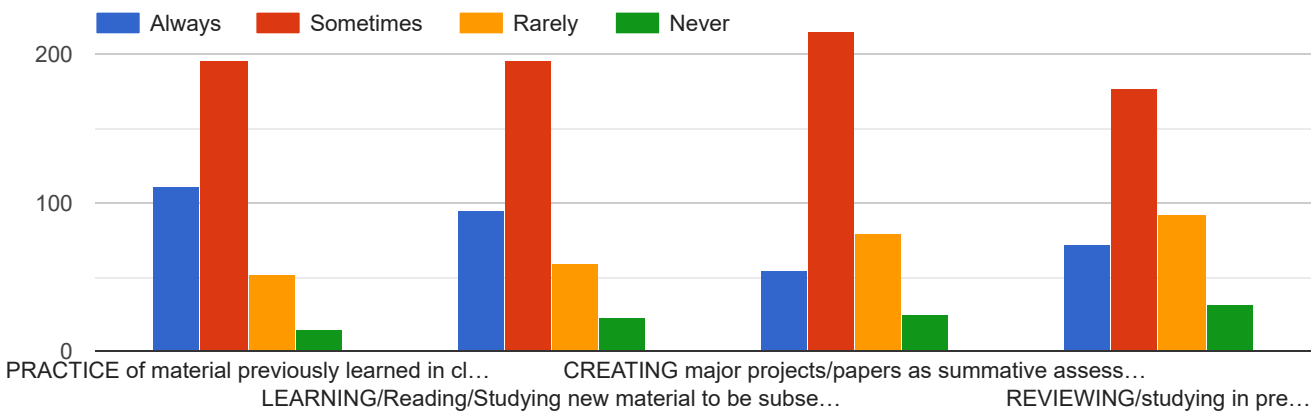
Social Studies / History

How much time does it take you to complete your social studies homework on an average night?

323 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes

How often do you feel your social studies homework helps you better understand the material?

323 responses
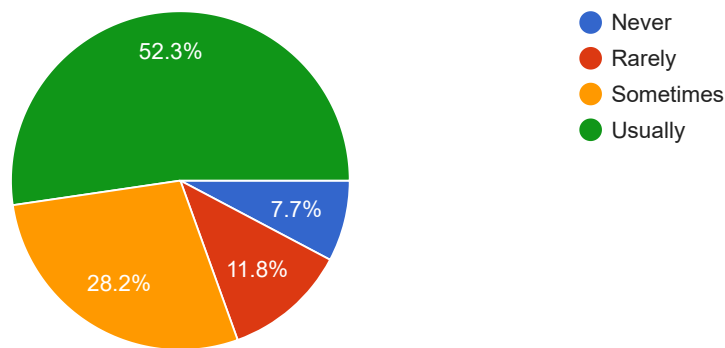
- Never
- Rarely
- Sometimes
- Usually

52.3%
7.7%
11.8%
28.2%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

- Always
- Sometimes
- Rarely
- Never

PRACTICE of material previously learned in cl…

LEARNING/Reading/Studying new material to be subse…

CREATING major projects/papers as summative assess…

REVIEWING/studying in pre…
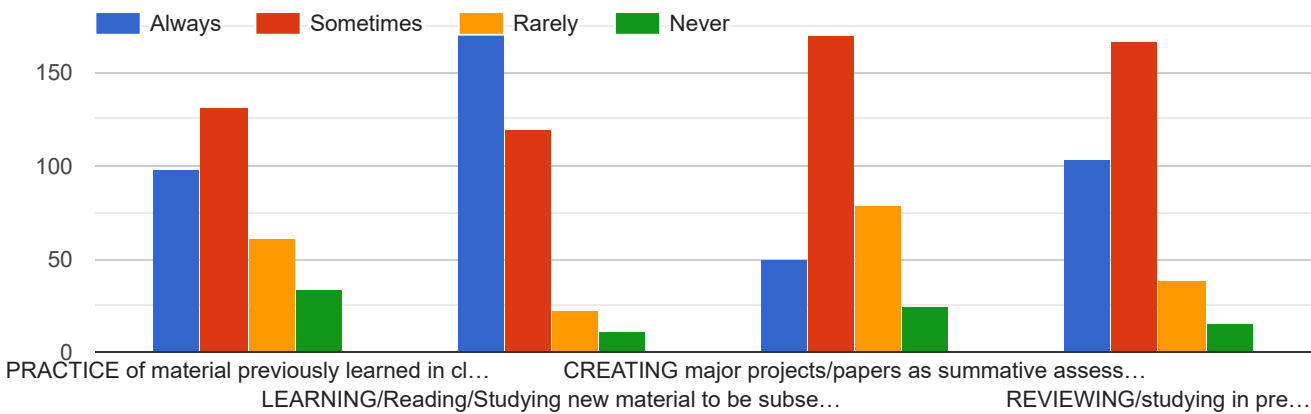
Science

How much time does it take you to complete your science homework on an average night?

369 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

27.6%
12.2%
15.7%
39.8%
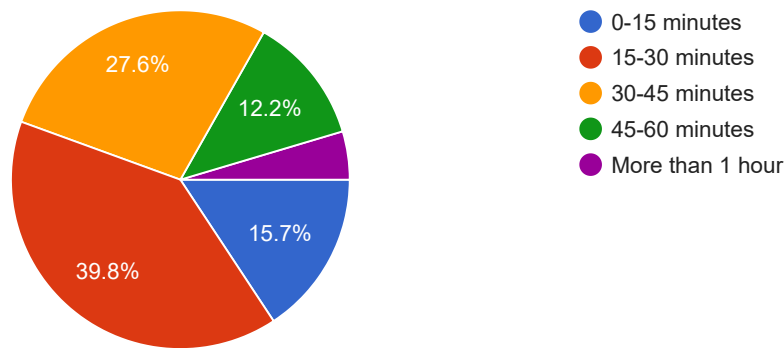
How often do you feel your science homework helps you better understand the material?

369 responses
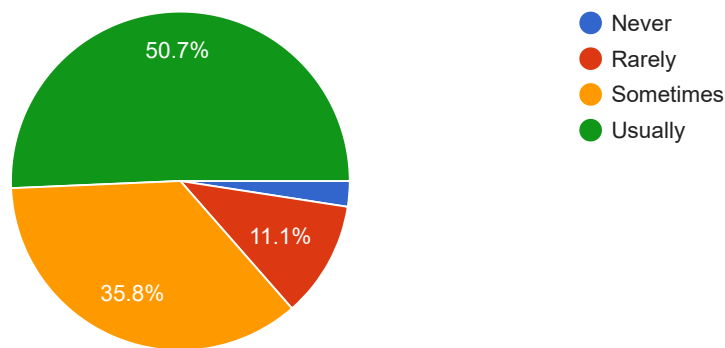
- Never
- Rarely
- Sometimes
- Usually

50.7%
11.1%
35.8%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

- Always
- Sometimes
- Rarely
- Never

200
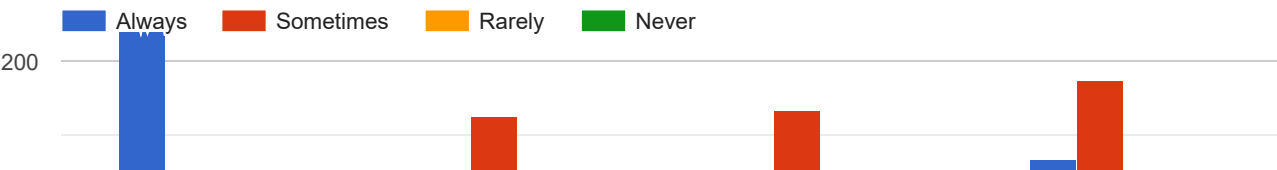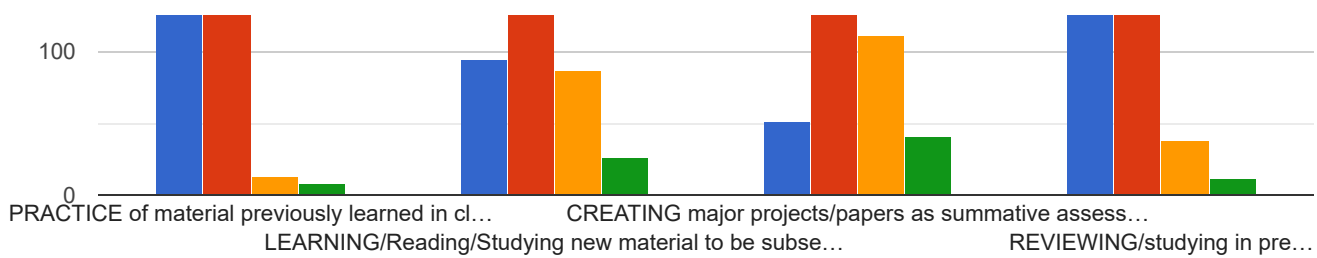
How much time does it take you to complete your world language homework on an average night?

336 responses
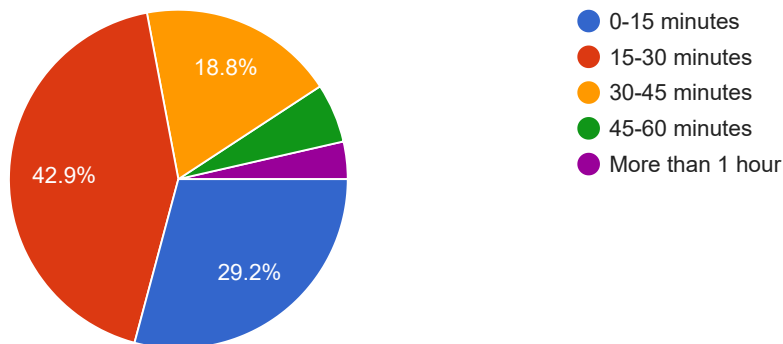
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

18.8%

42.9%

29.2%

How often do you feel your world language homework helps you better understand the material?

336 responses
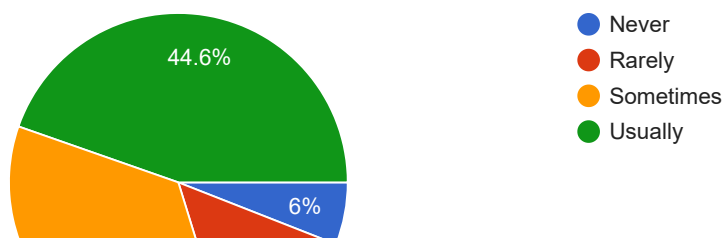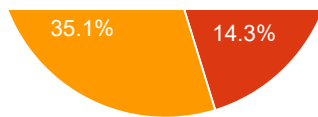
- Never
- Rarely
- Sometimes
- Usually

44.6%

6%

35.1%   14.3%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

Legend: Always, Sometimes, Rarely, Never

Categories: PRACTICE of material previously learned in class. | LEARNING/Reading/Studying new material to be studied in class. | CREATING major projects/papers. | REVIEWING/studying in preparation for a test or quiz.
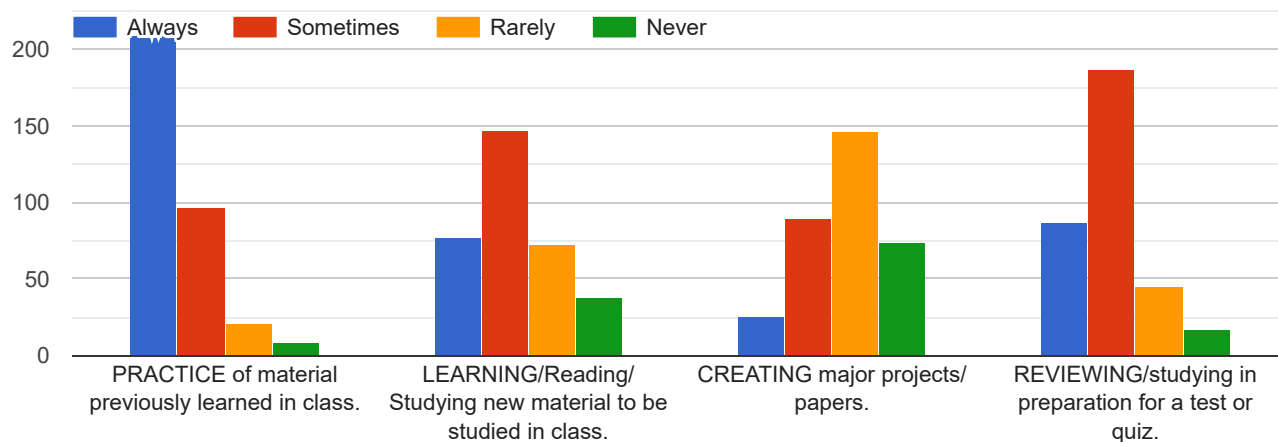
Electives

What elective class(es) are you taking?

375 responses

- Journalism
- Yearbook/Publication Design
- I am not taking either of these classes

How much time does it take you to complete your Journalism homework on an average night?

11 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

36.4%
45.5%
18.2%

How much time does it take you to complete your Yearbook/Publication Design homework on an average night?

1 response

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

100%

What elective class(es) are you taking?

375 responses

- Drawing I
- Painting
- Commercial Art
- Photography I
- Photography II
- AP Studio Art
- I am not taking any of these classes

80%

How much time does it take you to complete your Art homework on an average night?

375 responses

- 0-15 minutes
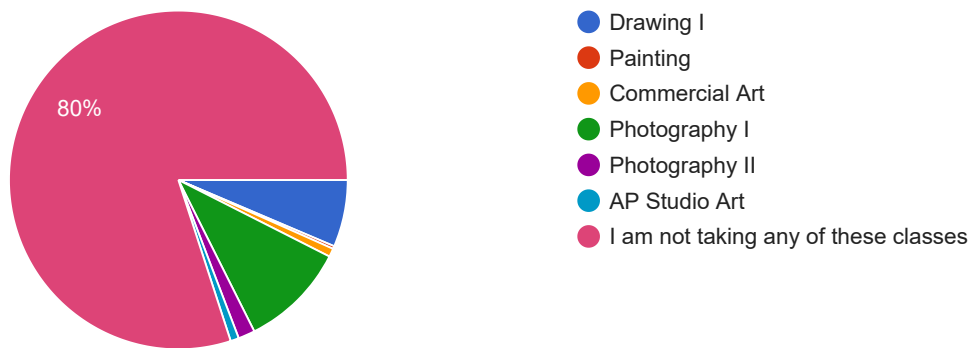
How much time does it take you to complete your AP Psychology homework on an average night?

349 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour
- I am not taking this class

97.1%
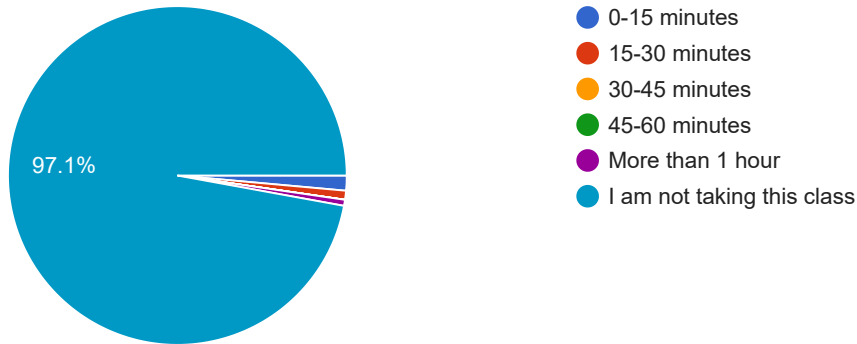
What elective class(es) are you taking?

375 responses

How much time does it take you to complete your engineering or computer science homework on an average night?

315 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour
- N/A

79.7%

10.5%
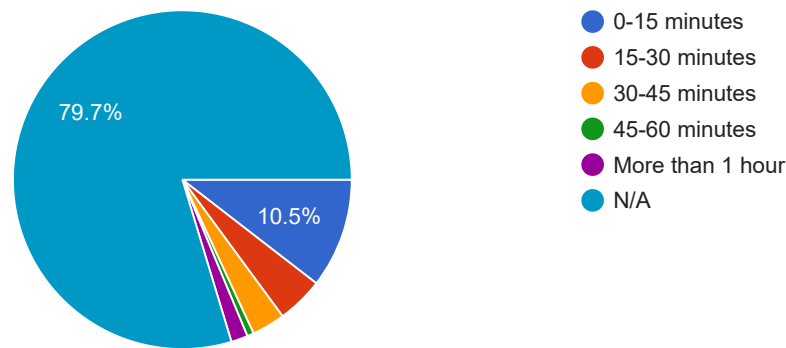
Performing Arts

Which performing arts are you a part of?

375 responses

Symphonic Band	25 (6.7%)
String Orchestra	8 (2.1%)
Chamber Orchestra	16 (4.3%)
Wind Ensemble	15 (4%)
Jazz Band	9 (2.4%)
Marching Band	44 (11.7%)
Chamber Choir	2 (0.5%)
Concert Choir	10 (2.7%)
A Cappella	10 (2.7%)
Madrigals	8 (2.1%)
	273 (72.8%)
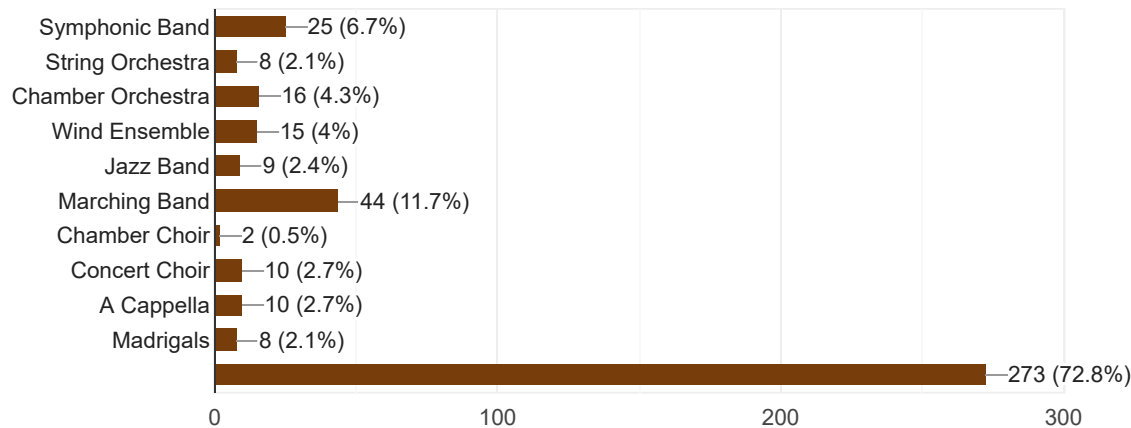
How much time do you spend on this activity outside of class time on a daily basis?

160 responses
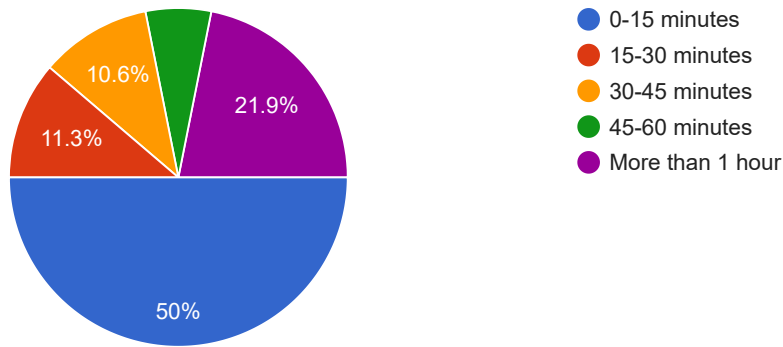
Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

50%, 11.3%, 10.6%, 21.9%

General

On average, how many hours a day do you spend participating in organized extracurricular activities?

375 responses

Legend:
- less than one hour
- between 1 - 2 hours
- between 2 - 3 hours
- between 3 - 4 hours
- between 4 - 5 hours

17.9%, 7.5%, 14.7%, 28%, 32%
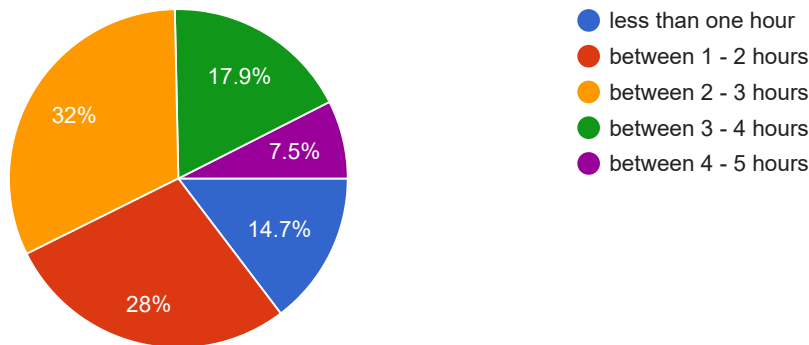
On average, how many hours of sleep do you get a night?

375 responses

Legend:
- less than five hours
- between 5 - 6 hours
- between 6 - 7 hours
- between 7 - 8 hours

31.7%, 13.1%

30.9%   18.4%

How many hours of homework do you do on the weekend?

375 responses

● less than one hour
● between 1 - 2 hours
● between 2 - 3 hours
● between 3 - 4 hours
● between 4 - 5 hours

28.3%   21.3%

31.2%   14.9%
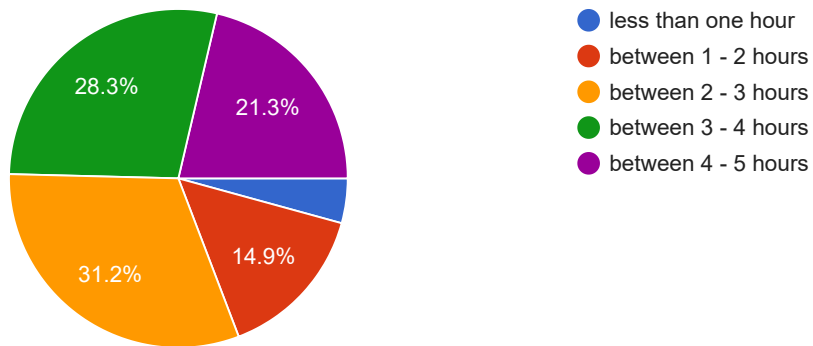
On which day of the week do you have the most homework?

375 responses

● Monday
● Tuesday
● Wednesday
● Thursday
● Friday
● They are all about equal

31.2%

22.9%

26.4%

8.5%
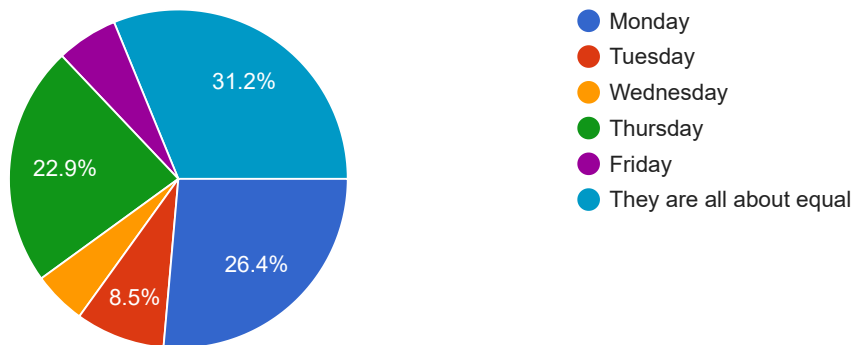
What day of the week is the most common for quizzes/tests?

375 responses
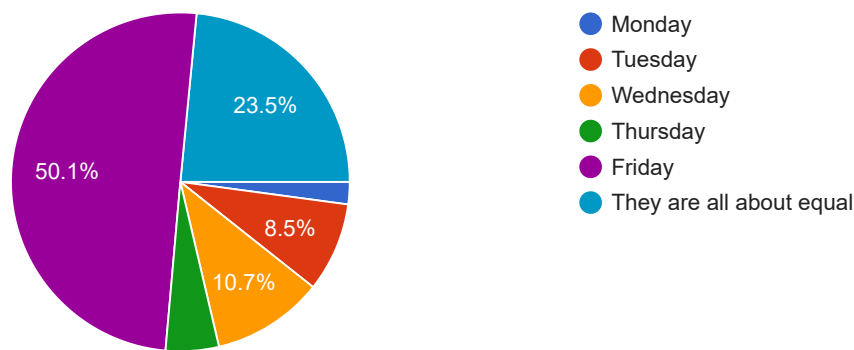
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

50.1%
23.5%
8.5%
10.7%

What day of the week is the most common due date for projects, presentations, essays or other large assignments?

375 responses

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

39.2%
28%
16%
10.9%
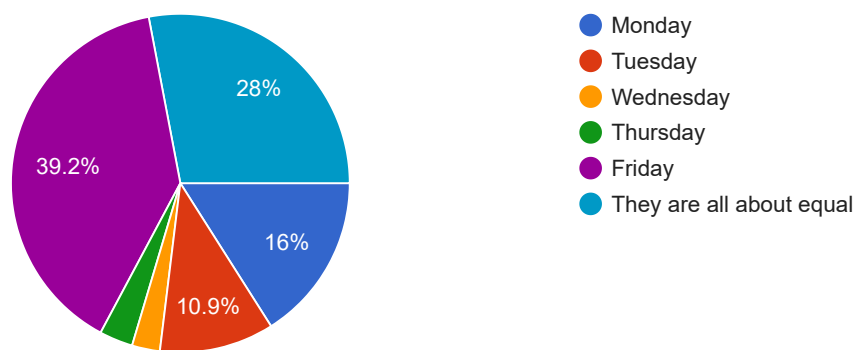
Where do you study and/or do homework

375 responses
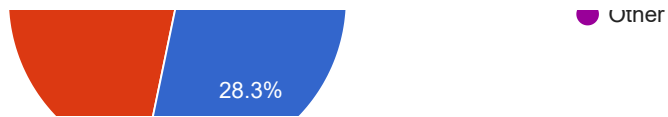
- at home in a 'common space'
- at home in your own space, away from others
- School library or tutorial center
- Public Library
- Other

62.4%

During homework time, how often do you find yourself distracted by electronics (social media, shows, games, etc).

375 responses

- Frequently
- Sometimes
- Rarely

47.7%

21.1%

31.2%
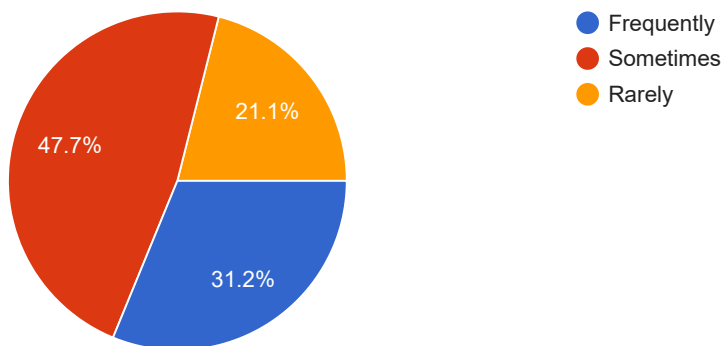
Most of the time, my homework is

375 responses

- challenging enough
- appropriately challenging
- too challenging

68%

10.4%

21.6%
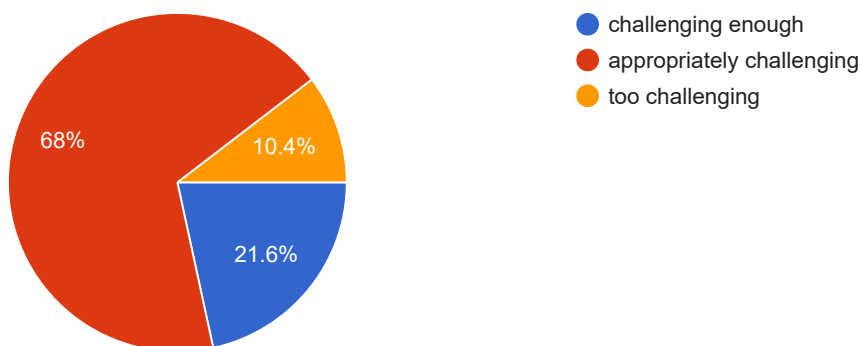
Where is your cell phone while you study?

375 responses
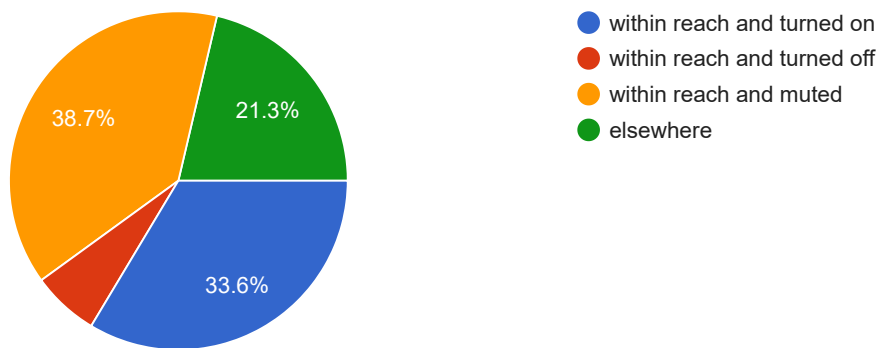
within reach and turned on · 38.7% · 33.6% · 21.3%
- within reach and turned on
- within reach and turned off
- within reach and muted
- elsewhere

Do you ever have so much homework that you feel like you need to prioritize what you can actually complete?

375 responses

- yes
- no

83.7% · 16.3%
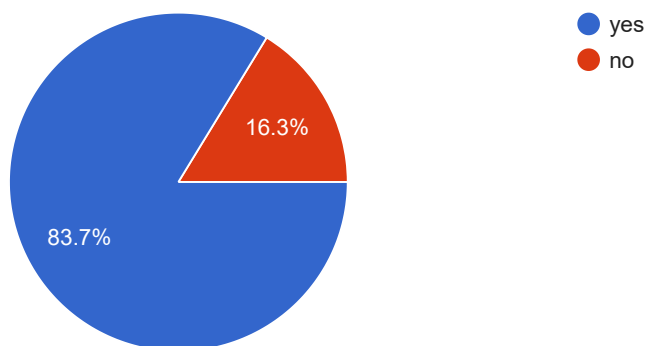
If you have ever cheated on homework, what was the reason?

375 responses

I didn't understand the homework —138 (36.8%)
—135 (36%)
I needed to sleep —138 (36.8%)
—60 (16%)
The homework didn't count —36 (9.6%)
—43 (11.5%)

I've never cheated ━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━━ 143 (38.1%)
Good grade ┤1 (0.3%)
I forgot to do one or two
questions, be… ┤1 (0.3%)
┤1 (0.3%)
It didn't expand my learning
any furthe… ┤1 (0.3%)
┤1 (0.3%)
I stayed up until 3 in the
morning atte… ┤1 (0.3%)
┤1 (0.3%)
Not cheated but took an
idea ┤1 (0.3%)
┤1 (0.3%)
I was not in class that day ┤1 (0.3%)
┤1 (0.3%)
I needed the answers
quickly before cla… ┤1 (0.3%)
┤1 (0.3%)
Didn't have time ┤1 (0.3%)
┤1 (0.3%)
I do not cheat ┤1 (0.3%)
┤1 (0.3%)
Is this a trick question ┤1 (0.3%)
┤1 (0.3%)
The Homework required a
lot of time, bu… ┤1 (0.3%)
┤1 (0.3%)
It was too easy so it wasn't
worth the … ┤1 (0.3%)
┤1 (0.3%)
I don't remember cheating
on homework ┤1 (0.3%)
┤1 (0.3%)

Which statement sounds most like you?

375 responses

- I usually get all of my homework done.
- I usually don't get all of my homework done.
- ___Sometimes I get it all done, sometimes I don't.

8%
30.9%
61.1%
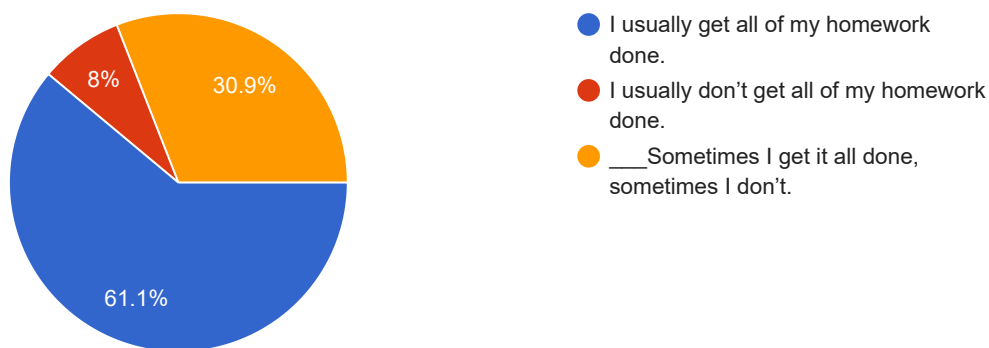
When I have trouble getting my homework done, it's because

375 responses

I usually get all of my homework done.	166 (44.3%)
	38 (10.1%)
Sometimes I get it all done, sometimes …	91 (24.3%)
	33 (8.8%)
There are too many distractions at home	77 (20.5%)
	162 (43.2%)
I'm tired	231 (61.6%)
	149 (39.7%)
I need help but my parents don't have t…	16 (4.3%)
	68 (18.1%)
My school medicine has worn off	14 (3.7%)
I have things I have to do around the h…	181 (48.3%)
	94 (25.1%)
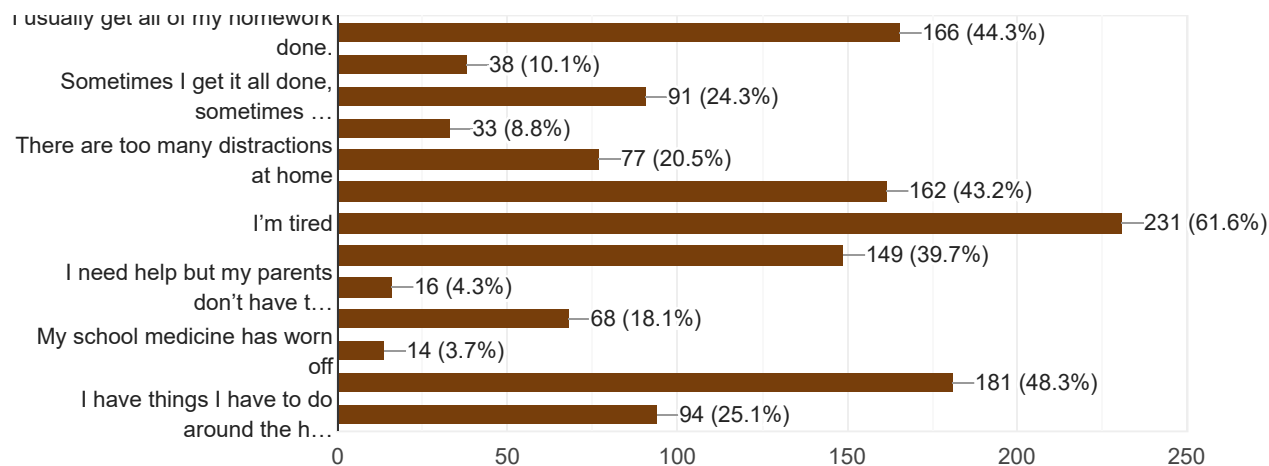
Does homework cause problems in your family? If so, please explain.

375 responses

No

no

No.

N/A

Nope

No, it does not.

Not really

None

no.

Homework does not cause problems in my family.

nope

No

no

n/a

NO

not really

Yes, bad grades make parents mad

No, homework does not cause problems in my family.

No, but sometimes my parents get mad at me because all of my homework is stressful so I procrastinate. This leads to nothing getting done. I have a very busy schedule and a ton of extracurriculars so this becomes stressful.

Sometimes, I need to go home to do homework,but my parents may want to go out eat, so I tell them I can't

It does not.

Not really, I just need to get it done within a certain time or else I need to finish it in the morning or at school the next day.

Only when I get a bad grades because my parents get mad at me.

No, it does not. My parents do not interfere with my homework, but they are available for help when I need help.

No-

No. I don't understand why this question is even relevant.

Sometimes it adds stress which causes arguments in my family.

If I am behind on my work It causes a lot of family issues.

sometimes, everyone is stressed out by their individual tasks, and my siblings and I often compete for help

Math because my mom does not like or use math at my level that much and my dad does not remember anything more than basic Algebra 2.

It tore my family apart. Please no more. Please God, why???

home work does not cause any problems

Not for me because I do all of mine, but my brother has some conflict with my parents when he doesn't do his homework or lies about having done it in order to spend time with friends.

It makes me spend less time with my family because I spend so much time doing homework.

No problems with family

It rarely causes problems, but when it does, it's usually because I need to chill out after a long day of school and my parents scold me for not doing homework immediately, usually resulting in arguments about my academic life.

Once in a long while, but not very often - my family often says I spend too much time cooped up in my room doing homework and not enough time helping them out

No it does not

I never spend any time with them because I am constantly doing homework, including on the weekends because I try to catch up on homework for the week but then teachers assignment more or have tests/quizzes I need to study for.

Furthermore, due to the excess homework load, I do not get a lot of sleep and spend the whole day cranky towards my family (which doesn't turn out great).

Yes, I come home late and my mom tells me to do chores when I really need to complete homework.

A lot of yelling, my grades go down when I don't finish my homework but I don't have the energy or attention span to do more than 75% on any given night.

I do not have much time to spend with my family because i am busy in my room doing homework. Many times I skip dinner with my family so I can finish my assignments

yes, my parents get upset when I stay up too late.

No, not really.

It doesn't really cause problems, but sometimes when I require help from a parent I can't always get it because I am the oldest and more responsible than my younger siblings, so my parents are more responsible fro them. Also, I have no older siblings to help with homework when my parents don't understand it and my friends don't either or are unavaliable.

Sometimes because of not being able to do things with my family. Over the weekends I am stuck either doing homework or extracurricular activities, so I never have to time to just relax and spend time with family.

Sometimes, even though I am only taking one honors class, due to extracurricular and homework (sometimes can be busywork) I don't have that much time available to spend with my family

homework doesn't really cause family problems. sometimes my parents are concerned that using hours to complete homework takes away from hours of sleep that I'm in need of, but other than that it doesn't interfere.

Kinda, my parents get mad at me whenever I have missing homework assignments that bring my grade down because I choose to not do them because I think homework as an unhelpful and unnecessary pan in my a__.

Yes I can't do anything for anyone else.

Sometimes we can't do things as a family because I have to do homework.

Not really?

Not really but it gets frustrating when my parents get involved because I think I'm independent enough to do it myself.

Yes, it puts too much stress on me so that it makes it difficult for me to help my family, like chores or helping my brother with his homework.

Nope.

It does not cause problems in my family.

Sometimes (three or four days of the week) I am stuck in my room all night doing homework, causing my parents to get very upset with me because we don't get and family time.

It does because when I finally come home from my activities/classes, I need to do homework or study so that stops me from spending time with my family. Sometimes, I skip hygiene and food time because I need to try and finish as much homework as possible.

Homework doesn't cause problems in my family.

ye, puts stress on me

It affects us going out and exploring because I have to stay inside and study.

I wouldn't say they "cause problems", but it creates a great deal of stress which spreads throughout the household.

Yes. I don't have time to do things with my family that we used to be able to do and I can't fulfill all the outside-of-school expectations and responsiblities my parents have for me because I'm trying to keep up with my classes.

No because I usually do enough hw to keep grades up

Of course. I get nagged/yelled at all the time when I don't complete my homework, no matter how much it's worth.

I have occasionally fought with my parents over the situation of my missing homework; however, it is nothing too serious.

Yes, because on some nights where I have a lot of homework, they get mad at me because I am very seperated from them.

It gets me frustrated and I yell at my parents

Yes, because it's a constant battle of me staying up late and my mom telling me to go to bed, me telling her I have too much homework to do that, her telling me I should be more disciplined, me saying it doesn't matter what I do, the school/teachers give the amounts of homework that they do assuming that students never sleep. She gives a speech about the importance of sleep. It wastes a lot of time where I could be doing something productive. It turns into yelling, screaming, me bsing my homework because I don't care anymore (I feel like she thinks I'm irresponsible) and everyone in a bad mood.

Not really.

jdqjlhd

No, but we do have to spend lots of time making sure everyone in my family gets their homework done.

Homework doesn't really cause family problems. It's caused more problems for me. I usually get 5 or 6 hours of sleep a night. Sometimes 4. I don't even remember the last time I got 7 hours of sleep.

Not really. But family causes problems with inability to complete homework.

Occasionally it causes tension when my parents pressure me to do my homework and I don't want to.

A little because since im always doing homework I don't see them that much and they never really help me with it.

sometimes it's only because i have 5 younger brothers.

naw

My parents don't like when I stay up late doing homework.

I suppose my parents get upset at me occasionally when I slack on doing homework.

Sometimes my family gets stressed because I'm stressed about my homework, or they get frustrated because I have so much homework that I don't have enough time to help out with chores.

alittle my perants stress me out alot when i have missing hw assingment even when they dont count tword the overall grade

Yes if not complete rather quickly, parents are fairly irriteted.

My parents get frustrated if I take too long doing my homework, but there is so much I have no choice but to stay up late and finish.

eh

Homework doesn't cause much problems in my family.

Yes. my mother yells at me for not helping her and doing homework at the same time.

yes,we can not any family time and moms do no not like that every weekends i have to do a lot of homework and it doesn't give me time to hang around with my family.

A lot of the time I get angry because my brothers are usually screaming around the house which, is normal for their age so I probably shouldn't get mad. This is usually when doing something school related like studying or homework

No, my parents ask me to finish my homework and do other activities.

On many weekends, my homework takes so long that I can't do anything fun if I want to finish it all. Finishing my homework is important to me, so I prioritize homework over family time.

When me or my sister are stressed out by homework, we are more likely to be distant and quick to temper, causing us to lash out at others (usually our brother).

Sometimes my mom gives me lectures about my health, since she does not want me to stay up so late. She becomes concerned that I am not managing my time well or have too much homework.

Not usually. But sometimes it causes me not to be able to go with them out to dinner or participate in other activities with them.

Yes, when I am doing homework my parents distract me and so I get upset at them then we get in fights.

somewhat- varying amounts of tension when i don't do my work

No but my parents claim it takes up too much time. (I agree)

Not really; it just takes up time

OTHER (104)

What would your teachers do to make homework more manageable or less stressful?

375 responses

Give less

nothing

N/A

Nothing

I don't know

give less

Nothing

minimize it

less home work, Teachers should spend more time prioritizing on a subject then talking about homework.

If they taught they material better.

They could explain what we are to do in the homework more clearly so we understand it and it would take less time. d

more flexible due dates

While this may not be completely possilbe, creating due dates that align with extra curriculars for each individual can help. I notice in AP comp, we have a listening evaluation assigned thursday and due Friday. Thursday is my busiest after school activity day so that becomes stressful..

Say if the homework is something that needs to be done.

Make the instructions clearer, especially in chemistry.

Give it farther in advance for me to plan out my time.

Umm... how about no homework?

Give more time in class to do homework or space out the due dates.

It would help if my teachers could post the homework for the week in advance, so that I can complete it over the weekend. 2 of my teachers do that, but the others don't.

-Assign less or drag it out over a couple of days

Some of the homework should be started in class to allow students to feel comfortable with the material before going out and doing it by themselves.

okay

Give less busy work and more meaningful work

To make homework more manageable or less stressful, they could imply at the beginning of each week what the homework is for the entire week so students are aware of what is ahead.

Teachers should explain the homework so that everyone will understand what to do.

I like it when my teacher can give out a homework schedule. For example, my WHAP teacher gives us a calendar for the whole year with what reading we need to do and when the tests are. This way, if I know I will have a busy day or week I can get ahead on assignments. Also, I know a lot in advance when tests will be. I prefer to have more than a weeks notice and many teachers don't give enough notice for tests.

I've assimilated. The one thing quite a few teachers don't do is post their homework up online, resulting in confusion on my part.

Assign homework that is only very relevant and helpful to what we are doing in class. Teachers should be aware we take 6 classes along with other extracurriculars. It is also nice when teachers are lenient on due dates and will still accept it if you have a good excuse.

Don't give weekend homework. Usually it is more than during the week and I am very busy with sports and other things. The weekend should be a time for students to chill out.

Less homework each night.

Giving homework based on materials we have learning earlier in class, not new materials we need to learn on our own or that we will study on later in the week

Give less homework, go over the homework material in class, give time for students to ask questions about homework in class.

The teachers should give less homework, and or let the students to the majority of in class, so if they have many questions they can ask the teacher.

give us at least a week's notice of an upcoming test or quiz

Assign less but over a longer period of time or assigning a lot and making it all due on Friday.

EXPLAIN THE CONCEPT IN CLASS!!! @mrdarby

im good on homework

Spread it out more evenly.

idk its her dession

Explain what we have to do and stop going off topic! I would much rather learn about math and be prepared for class/a test than talk about food and cell phone use @mrDarby

I'm fine right now

Just make sure the homework is easy to understand

No weekend hw

less homework
explain
less tests

Don't assign as much homework lol are you guys dumb? Like really its a simple answer. What a waste of tax payer dollars to educate you. My parents hard earned money goes to fund your job at the highest payed public school and you guys can't even figure this out? Ya sounds like a ton of "moochers" to me...

Less homework. Every teacher assumes that their class is the only one you are taking. Even if they deny it they know its true. They need to realize we have other things we are doing. We have lives as well.

Less homework. Thats all you guys need to do. With kids having so much extra curriculars and stuff less homework is needed.

Having homework more spread out over the days instead of making homework due the very next day all the time would help

Looser late grades so that if you don't finish you can turn it in the next day

To make homework less stressful, teachers might give out less homework or allot more time in class in order to lessen the load at home and offer help to students who are struggling to understand the material.

Less busy work

Assign less! Spend more time going over the material in class instead of making us figure it out at home. In addition, maybe they could give us some class time to complete it so if we don't understand it we can ask questions in class!

It would be helpful to have more time in class to work on problems that are similar to the homework so that when you get to the challenging problems, you already have gotten help. This would make homework quicker and more efficient for me. Sometimes we get homework that is just tedious work, the same thing over and over again, that is super time-consuming. If some of those problems could be there only if you need extra-help, that would be nice.

Assign less of it, or let us have time to do some in class.

They could make it be clearly explained and understandable.

less

Give us time in class to do it and go over it more, assign less.

time in class to do homework, give less homework and not assign busy work.

provide clear instructions
have due dates online
give in small pieces not all at once

Tell me all of the assignments for the week in advance, so I can plan my time better.

In some classes, it becomes a great burden when teachers don't assign homework equally every day. Some teachers assign very light homework for three days in a row, and then on one day assign an entire essay.

Assign less but make it more helpful.
Just because we don't finish something in class don't assign it for homework.
Coordinate with other teachers on the amount of homework being given and when tests, quizzes are, and important projects are due.

n/a

My teachers do not do anything to make homework more manageable because usually it is a continuation of what we didn't have time for during class, and they need us to complete it so they can cram all the rest of the curriculum into the class periods. If we do

not finish an "in class activity" some teachers usually have us complete it for homework and cancel the assignment they were originally going to give us for homework.

less homework

assign more at a time but with more time to complete it, or make give the list of homework ahead of time to be completed when my schedule allows (some days are much busier than others).

Not assign it, I wont do it anyway and it would keep my grade up.

Assign less of it

Start homework in class so if there are challenging questions we can ask the teacher. Also some teachers expect us to check online everyday but I would rather be told the homework so I can write it down. Text reminders are really nice!

They put homework online so I don't have to write it in my planner. However, if the teacher doesn't put the homework or a document online, I have no way of completing the homework.

NOT GIVE IT

doesn't do anything, because they don't care.

Keep in mind that we are taking other tough classes as well.

NO busywork. No coloring or unnecessary projects which don't contribute to our understanding. Also give us DETAILED study guides. I don't understand why students are denied the right to know what they need to know on tests. It doesn't make sense and we have to waste so much time sifting through all our work and trying to decide what to memorize and know in detail.

Give us more time on the assignments and go over the new material before they just throw stuff at us without learning it

Assign less.

Go over what exactly we are supposed to do for that assignment.

Maybe they could have one day of heavy homework and the rest light, or they give us time in class to do it.

Teachers need to stop giving busy work. Half of my homework is just unnecessary homework that seems to be given to us for the sake of just giving it to us. For example, packets. Packets are usually very long, time consuming, and doesn't enhance our learning. People say that homework is necessary for practicing our knowledge, but that's what classes are for. Homework shouldn't be mandatory and shouldn't be counted as a grade based on if you completed it or not. Including the completion of homework only makes students more stressed out and may even force them to start cheating or writing down random answers for the sake of the completion points.

It would be nice if the teachers were more considerate and maybe ask if we have a large sum of homework.

Give less homework, and no homework over the weekends

give assignments and try and do some of it in class

Give same amount, just give more time rather than putting it for the next day.

Explain it

Spreading it out more, and not having large assignments to do in minimal amounts of time.

give me less hw

What would my teachers do or what should my teachers do? If the latter, then a semester syllabus including all tests, projects, quizzes, and other important assignments would be a nice start. Also, if there was coordination between departments about tests and big projects, that would improve the current deplorable situation - right now I can't adequately study for all the tests I need to.

Set incremental reasonable due dates for large, multi-step projects or assignments.

Smaller amount I would suggest

Assign less of it. With a honors-heavy course-load there is an insane amount of homework, and not all of it is always helpful. Getting easy homework waived from some classes would be very helpful to increasing my free time.

Give us more time to complete the assignments.

Give more days, so we can manage our time.

Less homeowork

Notes should be optional. All of the teachers say stuff like, "You study on and take notes on your own time, and it's your fault if you're not prepared for a test or quiz." Yet I find myself with notes from nearly every academic course nearly every night. I loathe notes; they're boring, not effective for me,(C'mon, I can just look in the textbook whenever I need info, and there aren't very many open notes tests or quizzes) and pointlessly time consuming.

I think that for now it works fine. Perhaps a little less homework would be nice but other than that not much.

assign more projects.

Standardize where they post their homework

Explain it. Sometimes what we get for homework is not explained or too hard.

They could give less homework.

OTHER (263)

Are you taking any AP or Honors courses? If so, how many?

375 responses
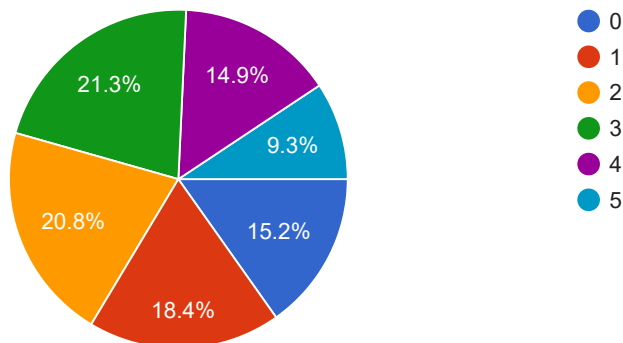
Your Gender

375 responses

Legend:
- Female
- Male
- Other

49.1%

48.8%
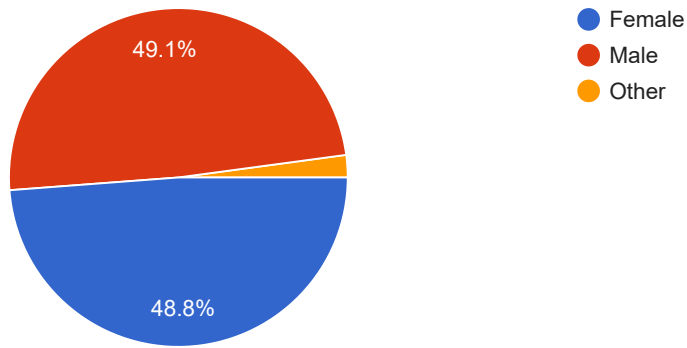
Ethnicity

375 responses

Legend:
- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- No answer

49.6%

11.2%

22.7%
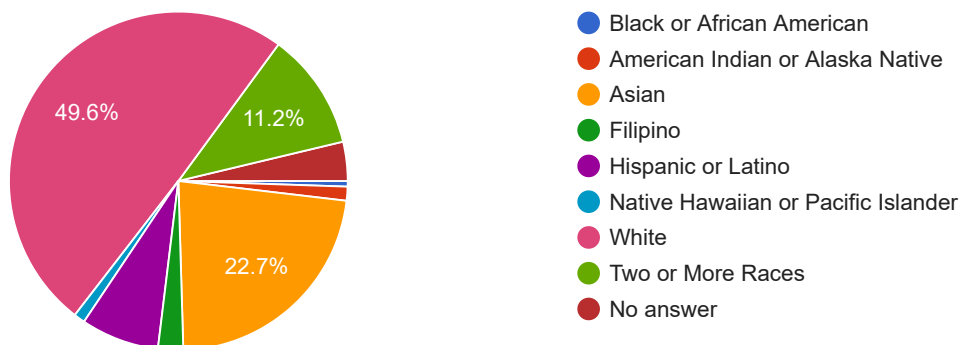
What programs are you a part of? Check all that apply

375 responses
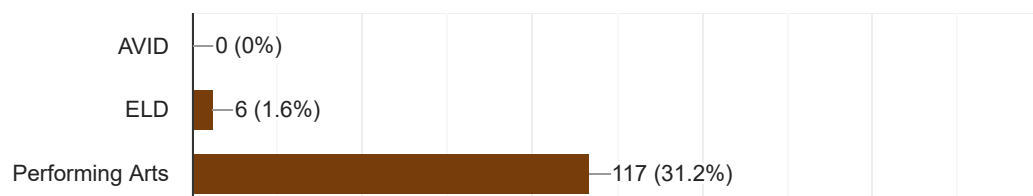
AVID — 0 (0%)

ELD — 6 (1.6%)

Performing Arts — 117 (31.2%)

How often are you expected to use your device to complete homework assignments?

375 responses

Legend:
- Four days a week
- Three days a week
- Two days a week
- Once a week
- Less than once a week
- Never

18.4%
8%
68.8%
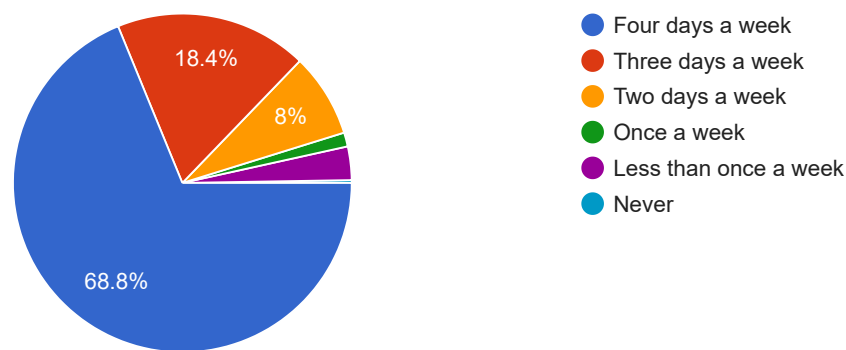
How many of your teachers post homework due dates and reminders online?

375 responses
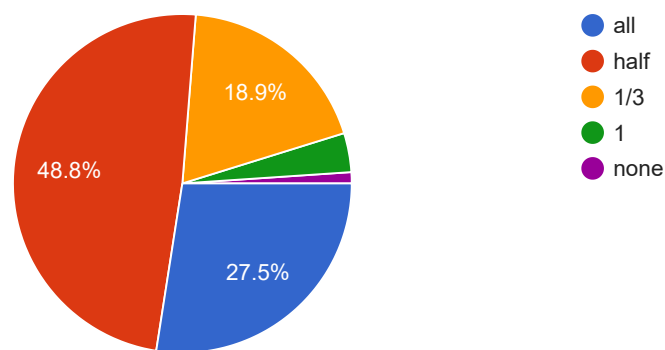
Legend:
- all
- half
- 1/3
- 1
- none

18.9%
48.8%
27.5%

If your teachers post homework reminder online, how easy is it for you and your parents to know what the homework will be on any given day?

375 responses

- a. Relatively easy
- b. somewhat easy
- c. relatively difficult
- d. very difficult

33.6%

57.1%
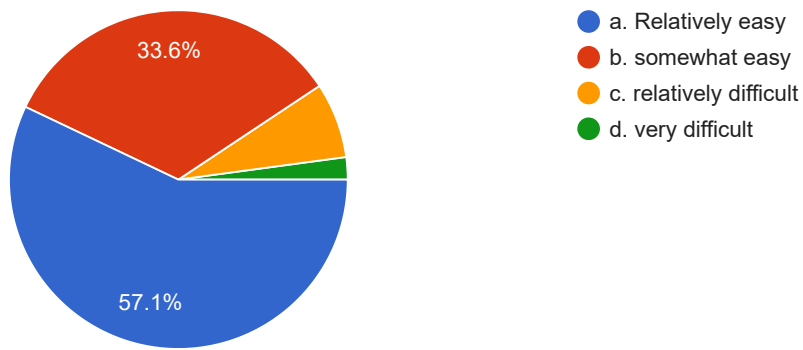
How often do you have activities in class that expect students to use a digital device?

375 responses
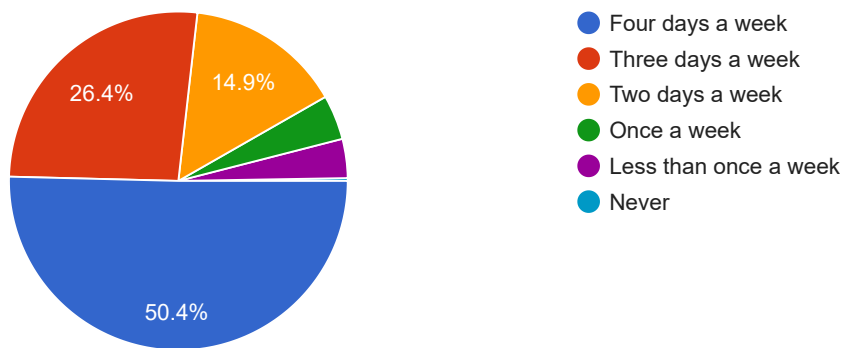
- Four days a week
- Three days a week
- Two days a week
- Once a week
- Less than once a week
- Never

26.4%   14.9%

50.4%

How often do you engage, in class, in each of the digital learning activities listed below?

150 ■ Four days a week ■ Three days a week ■ Two days a week ■ Once a week ■ Less than once a week ■

QUESTIONS   **RESPONSES**   353

353 responses

Not accepting responses ⬤

Message for respondents

The form "MVHS Teacher Homework Survey -- Initial Data Gathering" is no longer accepting

| SUMMARY | INDIVIDUAL |

Which math class are you taking are you taking this year?

353 responses

- ⬤ Math Mastery
- ⬤ Algebra I
- ⬤ Geometry
- ⬤ Geometry Honors
- ⬤ Algebra II
- ⬤ Algebra II Honors
- ⬤ Trigonometry/Math Analysis
- ⬤ Trigonometry/Math Analysis Honors

▲ 1/2 ▼

9.9%
9.9%
17%
31.7%
16.1%

English

Which English class are you taking?

353 responses

- Survey Comp/Lit
- Comp/World Lit
- AP Comp
- American Lit
- American Lit Honors
- So Pol
- Philosophy in Lit
- AP Lit

▲ 1/2 ▼

35.1%

59.2%

Social Studies

Which social studies/history class are you taking?

353 responses

- World Studies
- CWI
- MEHAP
- WHAP
- US History
- USHAP
- Econ/Civics
- AP Macro/AP Gov
- I do not have a social studies class this year

16.7%

76.5%

Science

Which science class are you taking?

353 responses

Legend:
- Life Science
- Biology
- Bio H
- Bio AP
- Chemistry
- Chem H
- Chem AP
- Earth Science

△ 1/2 ▽

Pie chart values: 20.7%, 14.7%, 9.6%, 19%, 9.6%

World Language

Which world language class are you taking?

353 responses

Legend:
- Spanish I
- Spanish II
- Spanish II Honors
- Spanish III
- Spanish III Honors
- Spanish III Honors for Spanish Spe…
- AP Spanish Language
- AP Spanish Lit

△ 1/4 ▽

Pie chart values: 28.9%, 15.9%, 9.3%

Math

How much time does it take you to complete your math homework on an average night?

How often do you feel your math homework helps you better understand the material?

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

How much time does it take you to complete your English homework on an average night?

353 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

21.2%
17%
31.2%
8.2%
22.4%

How often do you feel your English homework helps you better understand the material?

353 responses

- Never
- Rarely
- Sometimes
- Usually

31.7%
45.3%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

Social Studies / History

How much time does it take you to complete your social studies homework on an average night?

343 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes

How often do you feel your social studies homework helps you better understand the material?

343 responses

- Never
- Rarely
- Sometimes
- Usually

49.6%

31.5%

12.2%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

- Always
- Sometimes
- Rarely
- Never

PRACTICE of material previously learned in cl…   CREATING major projects/papers as summative assess…

LEARNING/Reading/Studying new material to be subse…   REVIEWING/studying in pre…

Science

How much time does it take you to complete your science homework on an average night?

319 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

18.5%
19.7%
8.2%
27%
26.6%
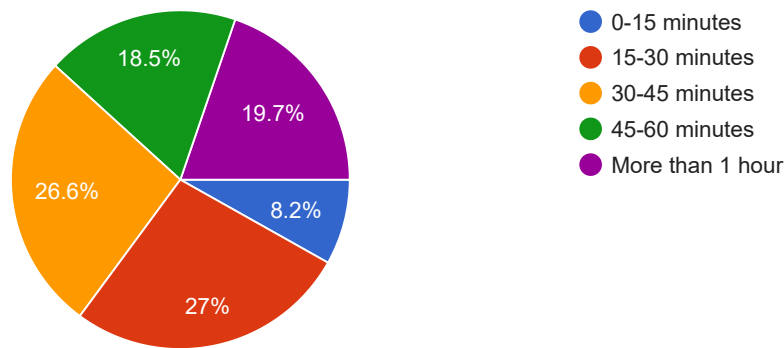
How often do you feel your science homework helps you better understand the material?

319 responses
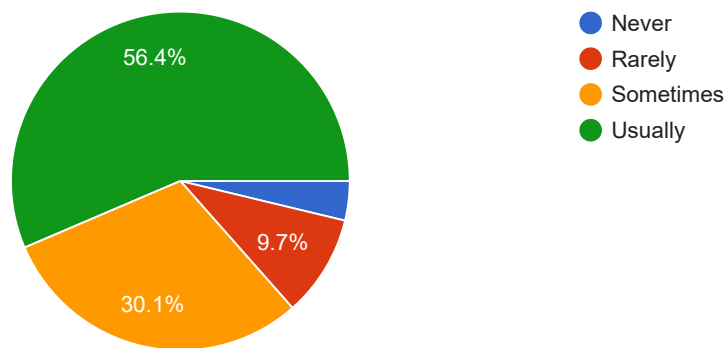
- Never
- Rarely
- Sometimes
- Usually

56.4%
9.7%
30.1%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

- Always
- Sometimes
- Rarely
- Never

150
100
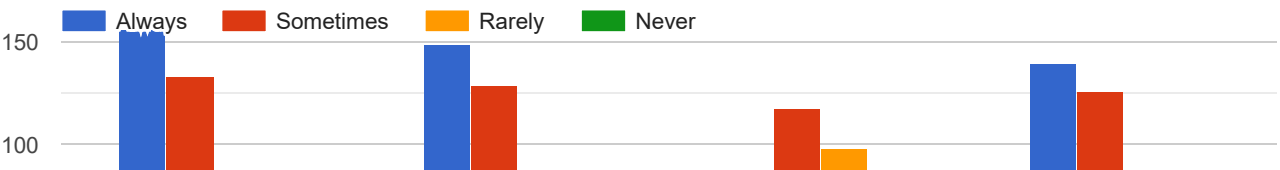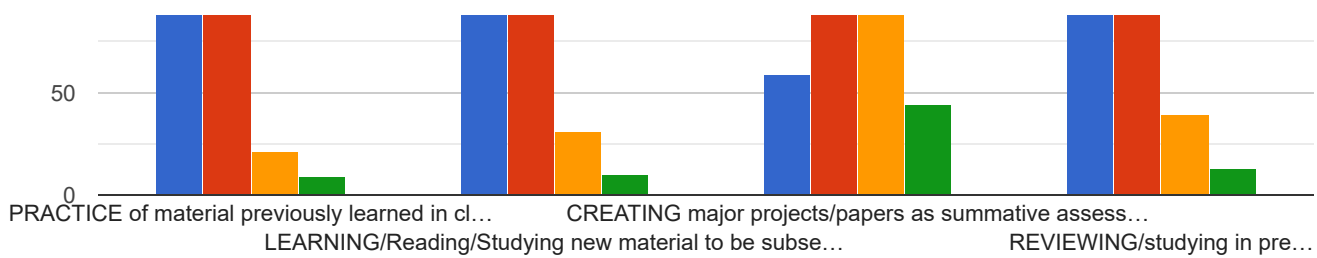
World Language

How much time does it take you to complete your world language homework on an average night?

251 responses
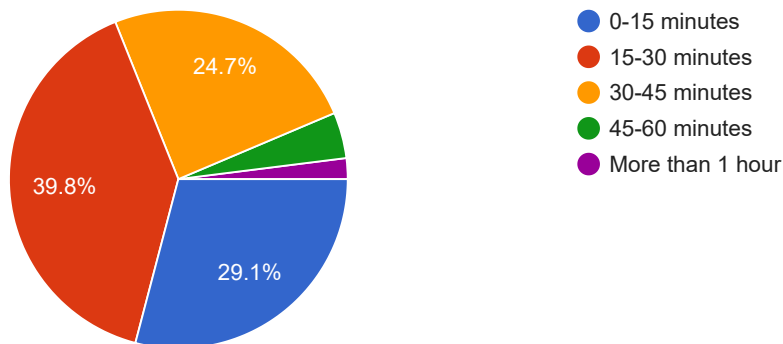
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

24.7%

39.8%

29.1%

How often do you feel your world language homework helps you better understand the material?

251 responses
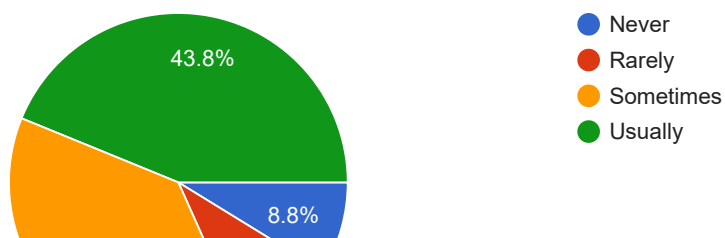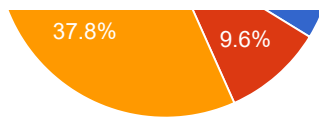
- Never
- Rarely
- Sometimes
- Usually

43.8%

8.8%

37.8%   9.6%

For the following "purposes" of homework, select how often each purpose is a reason for your homework.

Legend: ■ Always ■ Sometimes ■ Rarely ■ Never
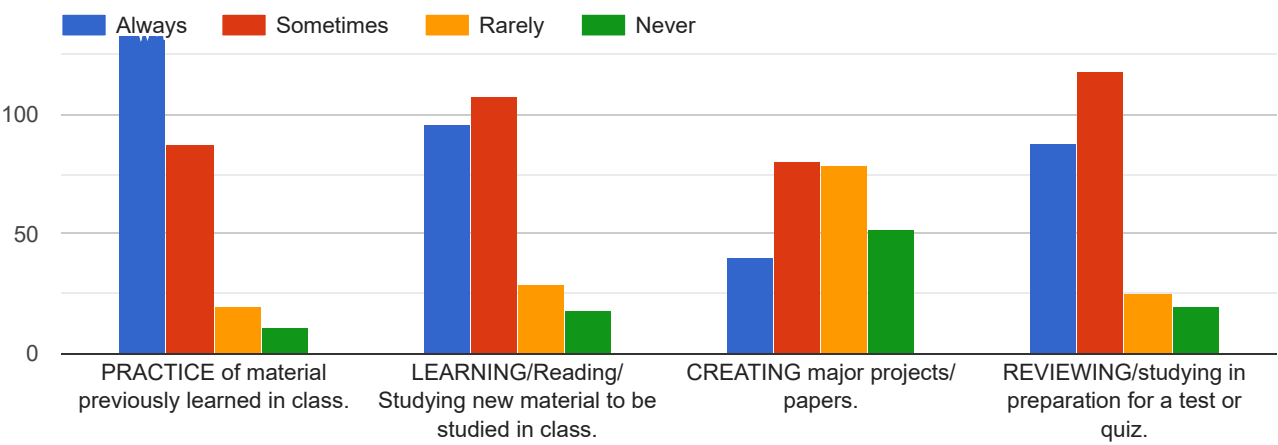
Electives

What elective class(es) are you taking?

353 responses

● Journalism
● Yearbook/Publication Design
● I am not taking either of these classes

How much time does it take you to complete your Journalism homework on an average night?

15 responses

- ● 0-15 minutes
- ● 15-30 minutes
- ● 30-45 minutes
- ● 45-60 minutes
- ● More than 1 hour

66.7%

20%

How much time does it take you to complete your Yearbook/Publication Design homework on an average night?

1 response

- ● 0-15 minutes
- ● 15-30 minutes
- ● 30-45 minutes
- ● 45-60 minutes
- ● More than 1 hour

100%

What elective class(es) are you taking?

353 responses

83.6%

- Drawing I
- Painting
- Commercial Art
- Photography I
- Photography II
- AP Studio Art
- I am not taking any of these classes

How much time does it take you to complete your Art homework on an average night?

353 responses

- 0-15 minutes
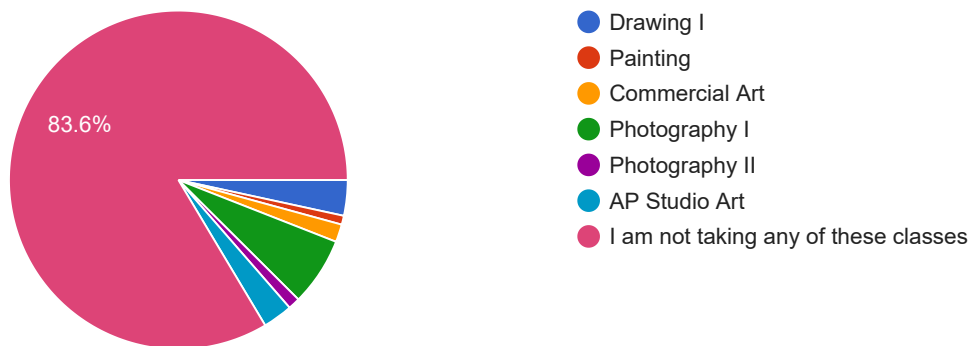
How much time does it take you to complete your AP Psychology homework on an average night?

341 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour
- I am not taking this class

89.7%
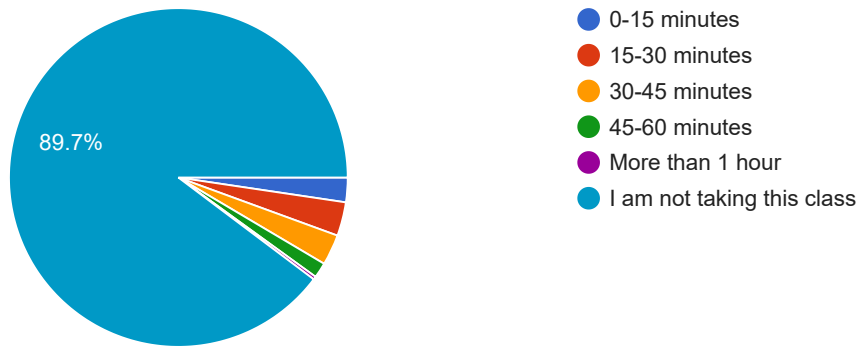
Engineering & Computer Science

What elective class(es) are you taking?

353 responses

How much time does it take you to complete your engineering or computer science homework on an average night?

302 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour
- N/A

80.5%

9.9%
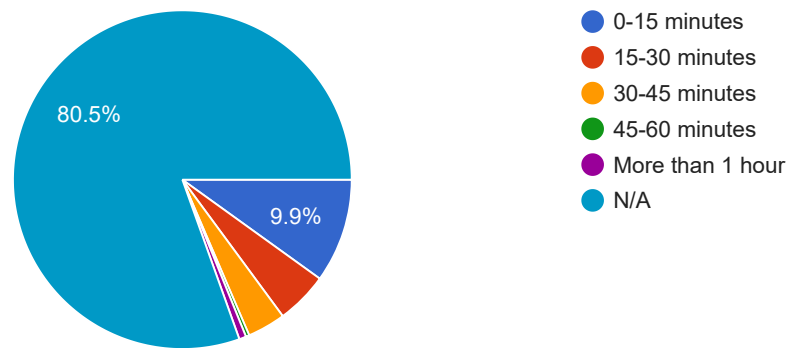
Performing Arts

Which performing arts are you a part of?

353 responses

Symphonic Band	4 (1.1%)
String Orchestra	6 (1.7%)
Chamber Orchestra	9 (2.5%)
Wind Ensemble	9 (2.5%)
Jazz Band	9 (2.5%)
Marching Band	20 (5.7%)
Chamber Choir	0 (0%)
Concert Choir	2 (0.6%)
A Cappella	11 (3.1%)
Madrigals	16 (4.5%)
	282 (79.9%)
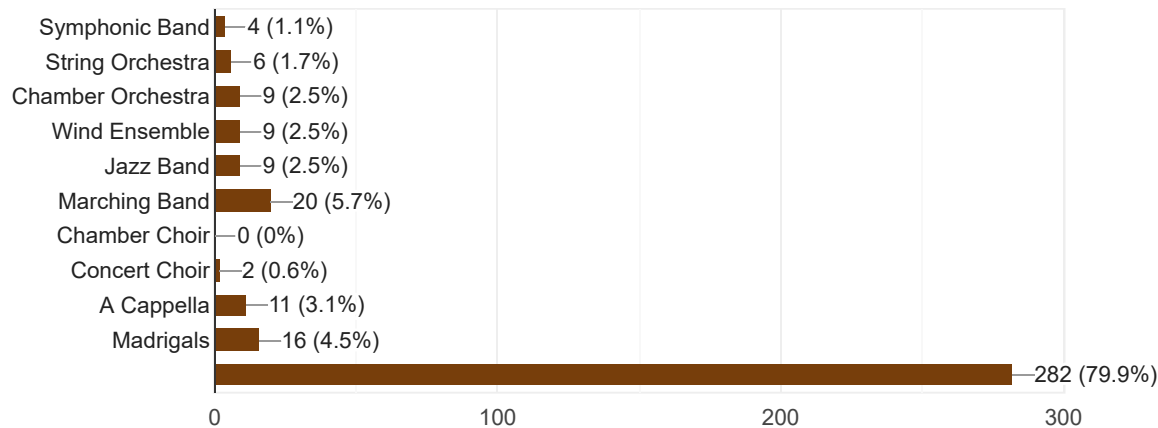
How much time do you spend on this activity outside of class time on a daily basis?

130 responses
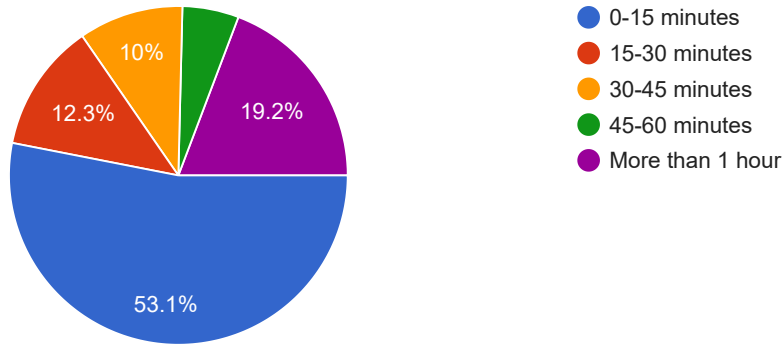
Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

Values: 53.1%, 12.3%, 10%, 19.2%

General

On average, how many hours a day do you spend participating in organized extracurricular activities?

353 responses

Legend:
- less than one hour
- between 1 - 2 hours
- between 2 - 3 hours
- between 3 - 4 hours
- between 4 - 5 hours

Values: 17%, 9.3%, 21.5%, 29.2%, 22.9%
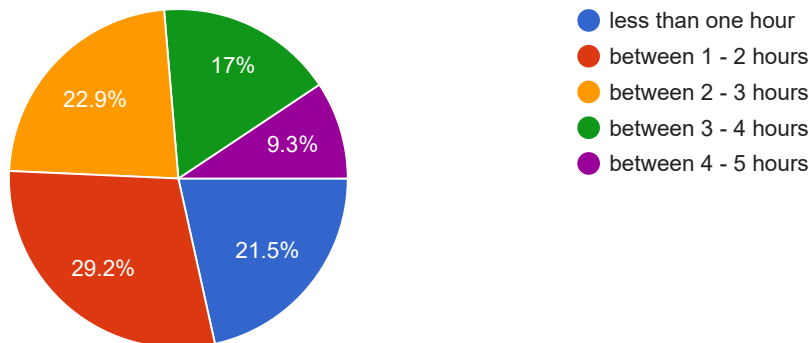
On average, how many hours of sleep do you get a night?

353 responses

Legend:
- less than five hours
- between 5 - 6 hours
- between 6 - 7 hours
- between 7 - 8 hours

Values: 22.9%

between 8 - 9 hours
between 9 - 10 hours

32.6%

25.5%

9.6%
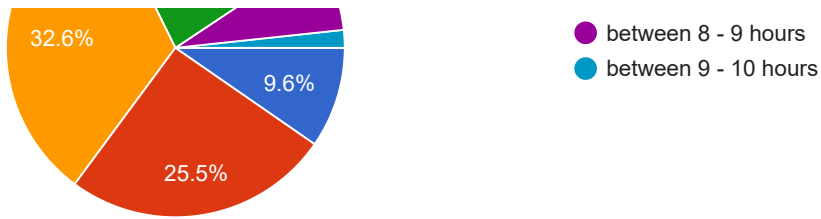
How many hours of homework do you do on the weekend?

353 responses

- less than one hour
- between 1 - 2 hours
- between 2 - 3 hours
- between 3 - 4 hours
- between 4 - 5 hours

31.7%

30%

20.7%

13%
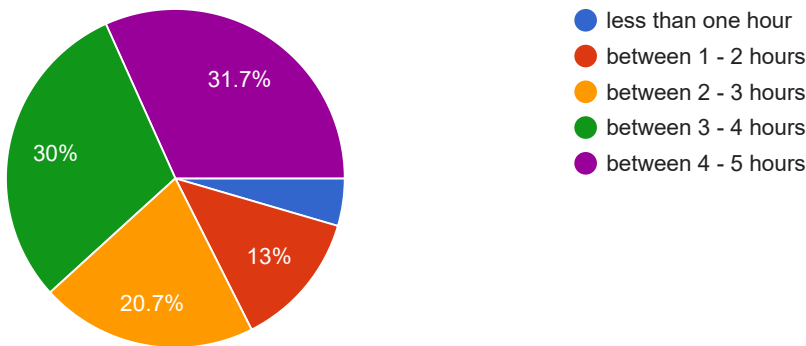
On which day of the week do you have the most homework?

353 responses

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

24.6%

25.8%

35.4%
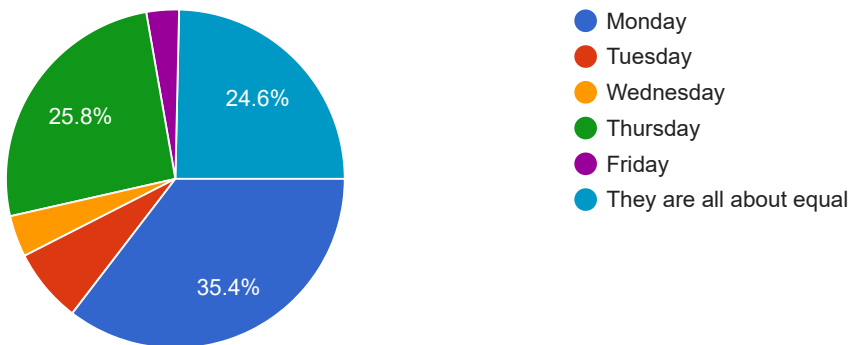
What day of the week is the most common for quizzes/tests?

353 responses
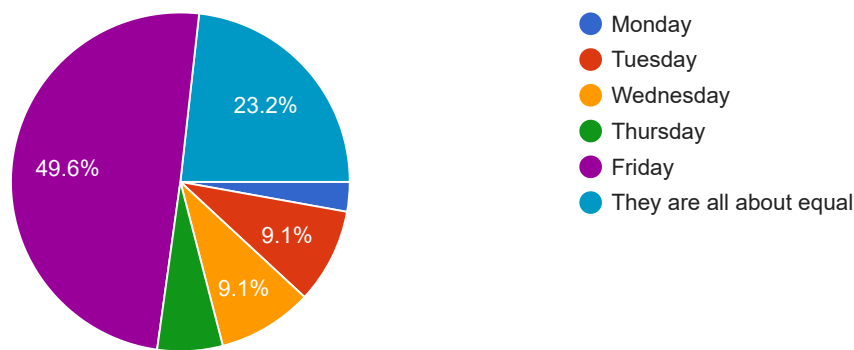
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

49.6%

23.2%

9.1%

9.1%

What day of the week is the most common due date for projects, presentations, essays or other large assignments?

353 responses

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

41.6%

30.6%

12.5%
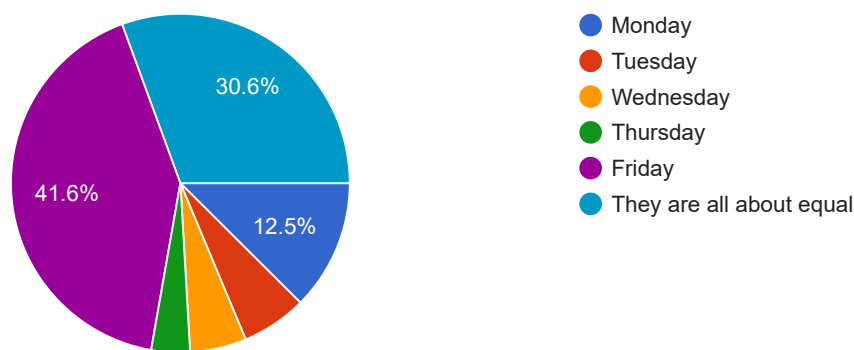
Where do you study and/or do homework

353 responses

- at home in a 'common space'
- at home in your own space, away from others
- School library or tutorial center
- Public Library
- Other

53.8%

36.5%

During homework time, how often do you find yourself distracted by electronics (social media, shows, games, etc).

353 responses

- Frequently
- Sometimes
- Rarely

45%

15.9%

39.1%
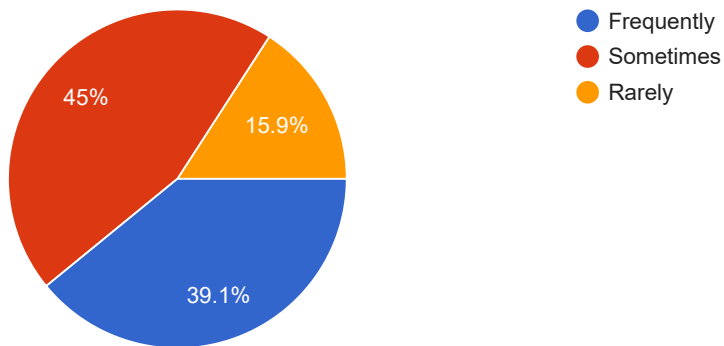
Most of the time, my homework is

353 responses

- challenging enough
- appropriately challenging
- too challenging

66.9%

8.8%

24.4%
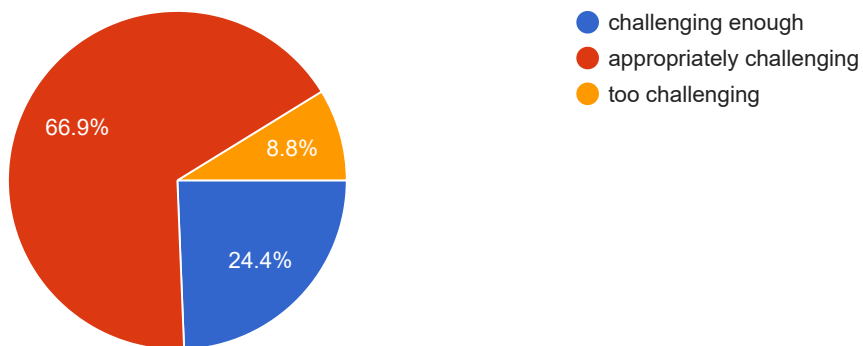
Where is your cell phone while you study?

353 responses
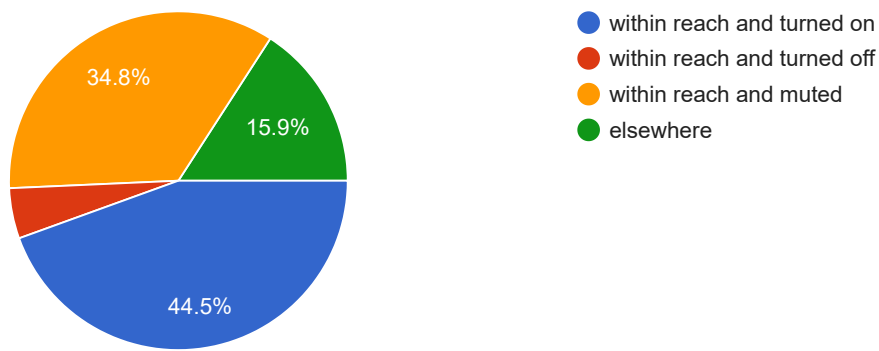
- within reach and turned on
- within reach and turned off
- within reach and muted
- elsewhere

34.8%
15.9%
44.5%

Do you ever have so much homework that you feel like you need to prioritize what you can actually complete?

353 responses

- yes
- no

14.7%
85.3%
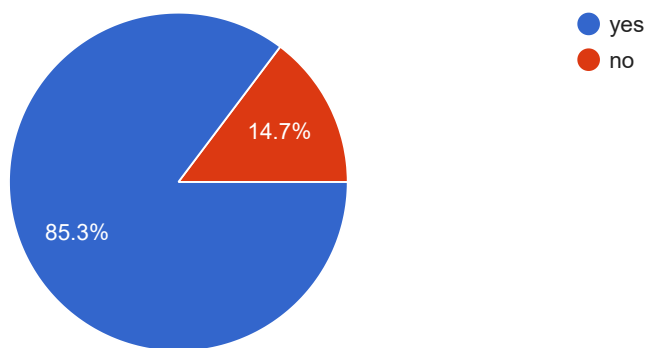
If you have ever cheated on homework, what was the reason?

353 responses

I didn't understand the homework	128 (36.3%)
	119 (33.7%)
I needed to sleep	141 (39.9%)
	57 (16.1%)
The homework didn't count	36 (10.2%)
	35 (9.9%)

Response	Count
I've never cheated	145 (41.1%)
sike	1 (0.3%)
Just wanted to check my answers	1 (0.3%)
	1 (0.3%)
I haven't cheated on homework, but I of…	1 (0.3%)
	1 (0.3%)
to get the homework points	1 (0.3%)
	1 (0.3%)
i don't finish	1 (0.3%)
	1 (0.3%)
I don't do homework I don't think I can…	1 (0.3%)
	1 (0.3%)
Doing bare minimum on HW	1 (0.3%)
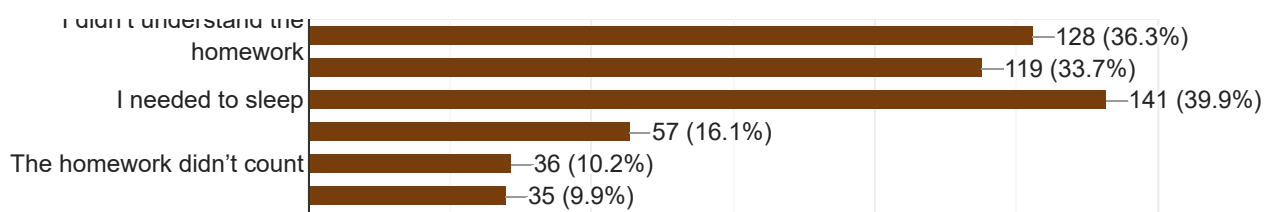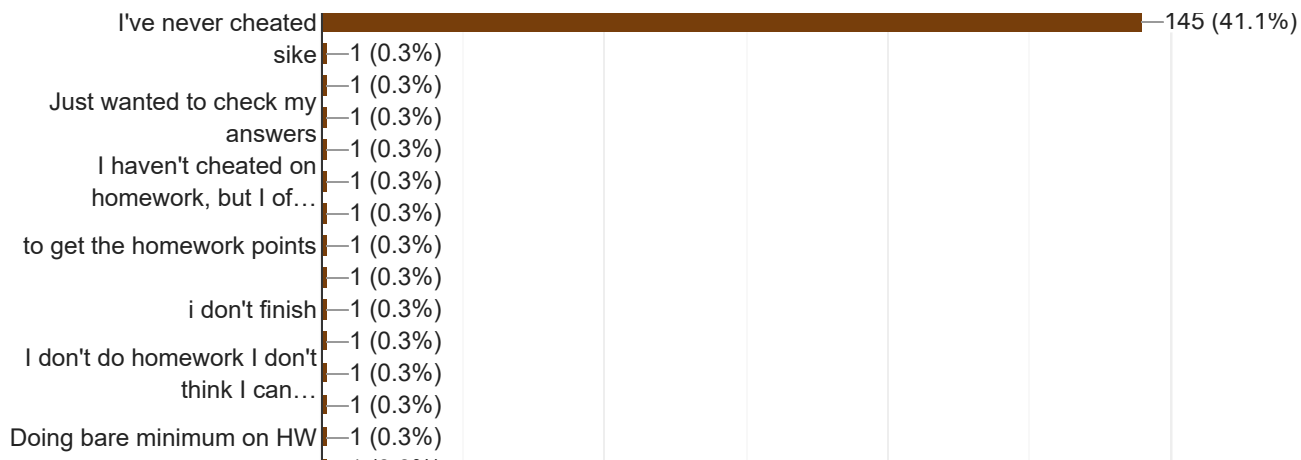
Which statement sounds most like you?

353 responses

- I usually get all of my homework done. 63.7%
- I usually don't get all of my homework done.
- ___Sometimes I get it all done, sometimes I don't. 29.7%
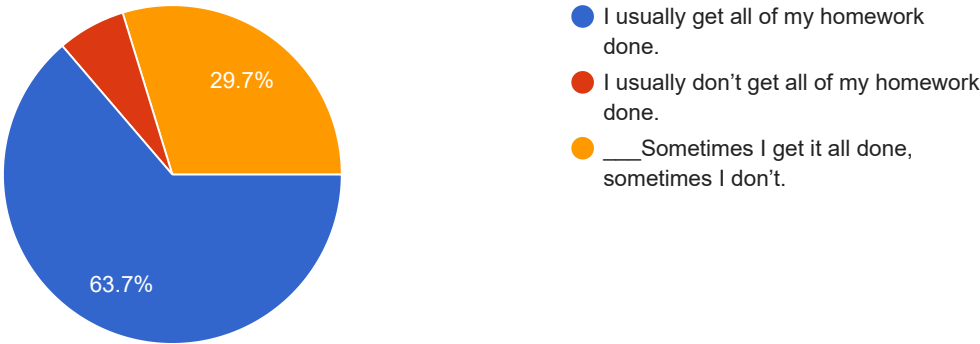
When I have trouble getting my homework done, it's because

353 responses

Response	Count
I usually get all of my homework done.	152 (43.1%)
	27 (7.6%)
Sometimes I get it all done, sometimes …	88 (24.9%)
	34 (9.6%)
There are too many distractions at home	66 (18.7%)
	160 (45.3%)

I'm tired ——————————————————————————234 (66.3%)
——————————————153 (43.3%)
I need help but my parents
don't have t...
—25 (7.1%)
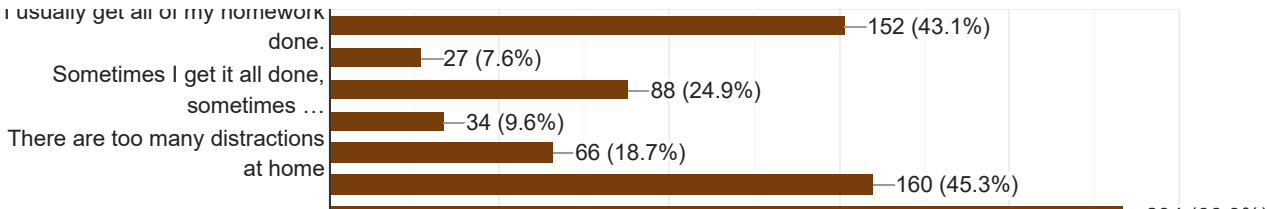
Does homework cause problems in your family? If so, please explain.

353 responses

No

no

No.

N/A

Nope

None

no

Nah

No, homework does not cause problems in my family.

No

N/a

Not really

yes

No.

No

.

Yes, my family is always arguing, especially after they see the SIS grades. I am also distracted by the noise of all my siblings. This causes problems with my parents and my siblings.

Yes, it causes disagreements due to lack of sleep and stress and makes home a worse place to be.

it causes me to get less rest and feel tired in at least the first half of the next school day

no, but I never really see them so I guess that's not good

Not usually but sometimes when i go to bed too late because i am trying to finish my homework my family gets mad.

not normally, i just stay within my room every day the entire time im home due to homework

Sometimes because it can affect when we eat dinner. If I have a lot of homework, we eat at 8 or 9 or sometimes I just don't eat dinner at all.

It doesn't really cause any problems, just takes up time.

sometimes, my parents aren't usually home, so i have quite a bit to do when i get home for my younger brother and i, including some errands usually, and i babysit for a friend of mine who is in a bit of a tight spot, and i have a job

I can't spend enough time with my family or friends and don't have enough to do things that I'm actually interested in because I have so much homework to do, which means that I don't get a lot of sleep, so I'm tired in class.

I usually have too much homework where it gets to the point where I can't spend time with my family.

Not really. I never see them because of them and my extracurriculars, but...

My parents get pissed if I have missing assignments, if that counts.

No, as long as I get good grades and don't miss any.

Yes,i have to do certain assignments that i know take me a long time because i don't get it and i have to be excluded from family activites

No,

Not in the family so to speak, however, I do spend less time with my family because of how much homework I have every night. Sometimes I don't eat dinner with my family because I have too much homework to do, and not enough time.

yes. My parents often need to do my siblings homework for them because there is not enough time for them to complete all the assignments themselves, so it is very inconvenient to my parents.

Yes, I neglect my family relations in order to complete school work because I believe that good grades are more important than closeness to my impoverished family.

yes because they always expect me to do god and if i dont they get mad at me

Yes. Tension builds up due to high expectations from my mom as I fall further and further behind in my school assignments. I need to constantly be planning around my assignments to succeed which is stressful, time consuming, and overall extremely difficult.

naw

i dont get to spend time with my mom because i have football after school then i have homework then i have to go to bed

sometimes

No its dosent cause problems.

Not really, but sometimes fight with my parents on procrastination

Not really. Less time to bond, I guess.

Not for me - I am trusted to manage my schoolwork on my own.

No, basically it doesn't. But sometimes when my family go out somewhere, I can not join them, because of my homework.

Often times I lock myself away while I am doing my homework in order to avoid distractions and I'm usually not in the most pleasant mood, and my parents are concerned that I have issues that I'm not talking about.

Its more my problem than the schools
I have trouble focusing in general
I often stay late doing homework

Homework done not really cause problems in my family. My family just wants me to complete it no matter how late I stay up.

yes takes my time from them

My parents pester me about it.

No it does not.

No but I hate the fact that we have homework, I am not interested in any of the classes I am taking, so I feel like most of the things I learn in school are just facts being poured down my throat that I do not care for. When class ends I am already burnt out and in a bad mood and once I get home and finish dinner I am very exhausted and am annoyed that I have to reengage myself in homework.

Sometimes because my parents get mad at me for staying up so late

Homework does't typically create problems in my family. If it does, it's just because I'm not doing the chores my parents expect me to be doing.

Personally, homework has caused problems in my family in that I am not able to participate in family gatherings, dinners, etc.

Homework is the thing that I am prioritized to due when I'm home and if it isn't done then my parents freak out about it.

Yes because I never have time to hang out with my family. They get really mad when I don't leave my room. They feel as if I don't exist to them anymore.

Homework interfers sometimes with my family because I wanna finish my homework , but my parents always want me to do the dishes throw away or the trash and other stuff. The only reason why I wanna finish my homework because the next subject i'll be doing has alot of things to do. I also don't have time sometimes when I have a huge family emergency.

There's times when I'm unable to participate in family emergencies due to homework.

no it does not

My parents think that I take too many classes and spent my "whole" life doing homework. This often causes stress for me to constantly have them degrading my efforts to be successful. (ironic that usually parents are stressful for students in that they are pressuring them to take on more and do better, and in this case my parents are trying to pressure me stop working as hard....) ugh

Yes it takes away from the amount of time I get to spend with my family. I often have to miss out on family gatherings because of the amount of homework I will have to complete. It sometimes makes me cranky and will makes my parents mad when I have a bad attitude but it is usually caused by the little amount of sleep I get because of homework and how frustrated I get while trying to finish it.

Sometimes takes time out of family activities.

On the weekends my homework takes time away from the time I actually get to spend with my family. I am often forced to stay at home alone while my family goes to parties.

Vice versa, too much going on in household to focus properly

I have a lot of chores and things I already need to get done after school, and it causes tensions when I stay up late. My parents want me to go to bed at a reasonable hour, but I can never go to bed before midnight because of the amount of homework I have, mixed with all of my after school activities. It causes me to be irritable and there's an increase in irritability and tension in my household.

If I'm stressed out, then it causes issues in the family.

It takes away from time to spend with my family. I get home every night around 7, and don't get to sit with my family for dinner because I have to finish my homework in a 3 hour time frame, which is almost always impossible.

The only problems it causes is distance because sometimes i cant even go out during family evenings with them because im stuck at home doing homework.

if i don't get my homework done and my parents find out they'll be upset

Sometimes (rarely), I will get very little sleep multiple nights in a row because my homework takes me so long. This lack of sleep can make me irritable and short-tempered when I interact with my family.

Homework does cause problems because I spend so much time doing it that I don't have time to be with my family. And when I do finish, it makes me so tired and takes up so much of my time that it affects how I act/treat the rest of my family.

My parents don't understand that the hw is crucial and I can't not do it. They believe it is flexible and easily pushed to the side so I can make sure my 'responsibilities' at home are completed.

Homework does not usually cause problems in my family. What causes problems is when teachers mark an assignment missing when I turn it in.

My mom never understands what I am needing help on and does not know how to help, so she gets stressed out which causes problems. My younger sister struggles a lot with her homework and I am the only one who can understand it so I have to help her for a few hours which makes me stressed because then I don't have time to do all of my homework.

It only causes problems if I don't complete the homework, which is rare.

It just keeps me away from spending time with my family because i also work.

In a way because I worry about having time for my family too, my life shouldn't be only focused in school. Most of my day is spent upstairs, by myself, doing homework so I rarely have time to simply be with my family.

Yes. My grades are dropping because of homework. Overall because of my poor grades I have a bad connection with my parents.

No, when someone has a homework we help each other.

I don't have time to spend with family

Less sleep makes us more grumpy therefore we have arguments over grades or whatever

I usually have to get help from my dad but he works all day so it makes him really tired because he has to come home and help me and my brother. Also it creates tension because my mom says its the only thing we talk about at home, homework.

Not really

Yes because sometimes my sister/gaurdian says that i get distracted very easily and that its not even that much homework but it really is

No, homework does not cause problems in my family. They think is a good way I can practice the things I'm learning in class.

Yes it does because it causes me to be very isolated from my family. I spend, I would say, 90% of my time doing homework and that leaves only 10% of my time for anything else. And that 'anything else' is sleep.

Yes it does because it is the reason why I am not able to communicate and spend time with my family as much which makes me feel distant towards them.

If i dont start doing it after i get home my parents get mad.

no it doesnt cause any problems.

yes, if my grades are low my parents get extrememly mad

Sometimes I don't eat dinner and my parents get mad for not eating.

If i slip with my grades my parents get extremely mad but i have to juggle everything else.

No it does not, if i don't do my homework my parents are not angry they just tell me to do all my homework next.

I feel that I sometimes don't get to spend time with my family because I'm so focused on my homework all the time that I feel isolated.

I'd rather not

Homework doesn't really cause problems, only when my parents see that I've been doing homework for a long time and haven't made much progress.

Yes, because I would have to miss family events that have been planned for a while due to the spontaneous amounts of homework that I have.

Some arguments between my parents and I about bedtime

OTHER (108)

What would your teachers do to make homework more manageable or less stressful?

353 responses

Less homework

No

nothing

Give less.

Assign less

N/A

Explain it better. Make sure they grade it.
Give us more time to complete it.

Make all homework optional because 90% of the time I don't need to do the homework because I am at a full understanding of the subject.

no homework

Try to coordinate with other teachers, especially in AP classes. I usually have multiple large projects or multiple big tests during the same week or even on the same day which makes it hard to excel in both.

Don't give big assignments on weekends

Give less homework with clearer instructions.

Try to explain the assignment more in depth so we can understand it when we are on our own

Go over homework in class, especially in math.

go more in depth about assignments and the specific homework problems for that night

Teachers should assign assignments that are less lengthy. :)

If we did more in class work that applied to the homework and maybe lighten the load or give an assignment with a big chunk of time to complete.

I find that a lot of homework is just busy work, and I understand busy work is necessary for topics that require lots of memorization, but some classes will assign things (like lon-capa) that are just tedious and rarely help understanding.

not assign homework

They could assign homework further in advance. It would be really helpful to have the ability to get ahead when you know you are going to have a lot of homework on any particular day. Sometimes you have extracurricular activities after school and you want to be able to do the homework the day before, but you can't.

no hw unless it's really neccessary

Give us less, more meaningful homework.

Either give less homework due daily, or give large assignments that have an extended due date. Don't make the length of the homework assignments spontaneous because this makes it harder for students to manage their time. School shouldn't be controlling student's lives.

Give less homework and give more time for students to do homework.

Make gaps in the homework schedule.

A smaller amount would make it more manageable. In addition, if quizzes, tests, and projects were not on the same day in different classes, that would lower stress.

don't give huge projects on top of regular homework

spend more time teaching it in class. or just spend more days talking about the samething so that there is more time to learn it.

less

My teachers try their best to extend the due dates for any homework assignments, Tests, Quizzes and even projects.

AP Physics: Actually explain what is happening in a way that I can understand because I feel like I am not learning anything and am going to fail the AP exam.

Other classes it is manageable.

They would help us.

Have a day were all homework for the week is due

Maybe they could shorten or change the homework based on our time or give it to us ahead of time so we can do it if we know we are busy.

Not on a daily basis or at least more projects that individual assignments.

Spread out homework more evenly throughout the nights.

They should focus on getting more work done in class so that we would have less to do at home.

Allow students to do a reasonable amount in class so that if any students have questions they can ask it during class and it allows homework to be easier when it's being done at home.

Make the AP tests easier

Nothing

Hand it out in advance.

Yes please

I don't know

Less homework. Nowadays school supplements homework, which is the opposite of homework's intended purposes. Give fewer and shorter assignments that really get to the core of what is taught but don't take to much work or time. The labs in AP. Comp. Sci. and the grade-level physics homework are perfect examples of light homework that doesn't feel like work but somehow burns the knowledge into your brain.

I don't.My English teacher Ms craff is an example she assigned too much work it feels like an honors class because its so long and it's difficult

While I understand that some concepts are necessary for understanding in the class, sometimes the amount of busywork / low-level processes that are contained in the homework become extremely boring.

Give more manageable amounts of homework and understand that we have (and want to have) lives outside of school. They could also allow for some time to work on homework during class if needed.

Go over the homework in class and maybe give like 10 minutes to start it so that everyone understands what to do for it.

Assign less, assign it weekly instead of daily.

Stop giving irrelevant or tedious assignments

I believe that we should spend more time in class going over curriculum that we will actually be assessed on instead of wasting class time watching supplementary videos that do little more than waste time.

not give too much homework in 1 day or in 1 week

Give us more time in class to complete the assignments or to assign less homework. If the student already gets how to do it based on the first 10 problems, its pointless to assign more that only consumes time the student could be using for other classes.

less?

spread it out more

Regular history gives way too much homework

give a lot less

Help me with my homework or tell specific information on im learning.

Make sure that tests are not all on the same day (this happens to me very frequently) and make sure homework isn't just busy work (usually this happens in history) because that's very frustrating.

More time to review, more consideration for students- i.e homework/assignments for other classes, extra-curricular activities

Make homework not exist. Instead, model Europe - make the school day longer, but make free time outside it true free time to spend with family and on extracurriculars.

They explain us how to make it done easier and faster.

by giving us more time to work on it, but checking progress so people don't wait till the last second.

spread out major assignments so students dont have a huge workload all due on one day

This depends on the teacher, I have teachers who would give me extra time or help to get through some areas, while other teachers wouldn't spare me a passing glance.

Give us less.

Not making the homework count for points, because even though i can do well on tests, my grade is brought down by not having all my homework done.

not assign so much a week b/c we have other classes to worry about

No homework, brah

Sometimes that would give us throughout the week to complete it or tel us before hand what the homework is or get out a unit schedule to show the Homework and class work we are doing throughout the unit.

less of it and not having it due the same day as other classes

less of it

No give so much of it

Talk to each student and find a system that works for each.

They would give me more time to complete my assignments

Well they extend due dates on longer assignments but math is my most stressful class and my math teacher does not do anything.

If they give us time in class to work on homework and study, then I wouldn't have as many things that I would have to do.

Assign less but more meaningful work and go over homework thoroughly the following day

They can not give as much notes as homework. I'd rather apply the "notes knowledge" into my homework to prove my understanding of the subject.

have more time to do it in class

-Provide time in class to complete HW
-Reduce amount of homework

Extend the school day by 2 - 3 hours and eliminate all hw

They could have less of it or at least less challenging to due.

I personally feel like it's more my fault for not doing it. But I guess one thing I've noticed is having the homework be maybe not daily is a little less stressful. Or at least having the homework be challenging most days but laid back for some.

For school in general (including homework), make all the classes more about learning, and less about the grades. I have lost almost all of my curiosity I used to have for learning. My motivation for the class and the work we do is almost always solely for the grade/points, and nothing else. To be frank, I have no idea how to make the work less stressful or manageable for the students, other then to redesign the classes to make learning the priority, and to reignite the passion and desire to learn.

They never do anything because they don't take into consideration what other classes we are taking or if we have family responsibilities to take care of.

If you're participating in after school sports, there should be a policy where we would get less Hw.

Homework that is interestng and reviews and expands the concpets in class

Don't give a lot of homework that due the next day.

PLEASE work with other teachers to not overload students with projects and tests and homework.

Actually teach us

Give us less homework, and give us credit for at least attempting to due it, rather than how much of it we got correct. (Ms. Craff)

manageable

stay at school and work in a classroom or go to the library.

explain more in class and not give too much of homework that is irrelevant to the topic

The teachers should give more time to complete homework on longer assignments.

- assign less hw each day
- give us the whole week's hw in advance and say that all the hw for this week is due on Friday
- start some hw in class

give more inclass time to start/complete homework

For classes such as Bio AP, it would be helpful if some of the material we are responsible for knowing was taught in class so that we don't have to do as much sheer reading for homework which on any given night takes students generally 2-4 hours. (assimilating bio ap to the ushap model right now in which the teacher goes over concepts in class and there is reduced reading) In trigH, in class we go over a few of the difficult problems from the homework, but other than than I have no idea if I am doing the rest of the problems completely wrong so it would help if he posted the answer to the evens problems which are not found in the back of the book. (I feel like if I am spending lots of time of math hw, I should at least know if I am getting ALL of the answers right.

Not give us as much. Teach the material during class well enough so that we fully understand our homework to make it easier for us to complete it at home.

OTHER (244)

Are you taking any AP or Honors courses? If so, how many?

353 responses
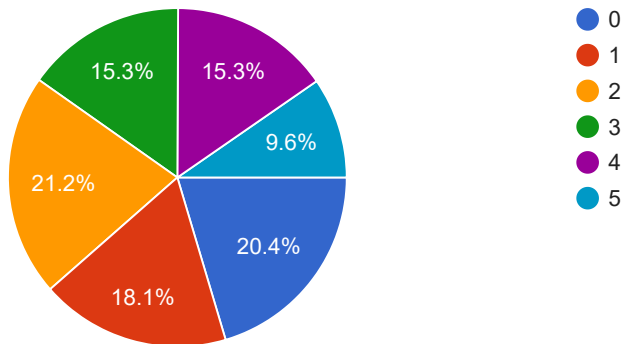
Your Gender

353 responses

50.4%
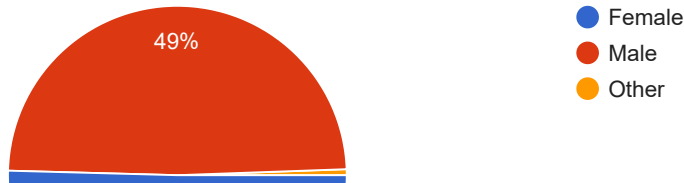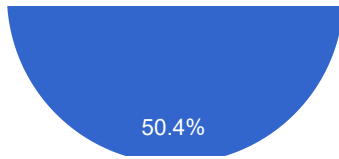
Ethnicity

353 responses

- 🔵 Black or African American
- 🔴 American Indian or Alaska Native
- 🟠 Asian
- 🟢 Filipino
- 🟣 Hispanic or Latino
- 🔵 Native Hawaiian or Pacific Islander
- 🟣 White
- 🟢 Two or More Races
- 🔴 No answer

41.6%
11%
15%
20.1%
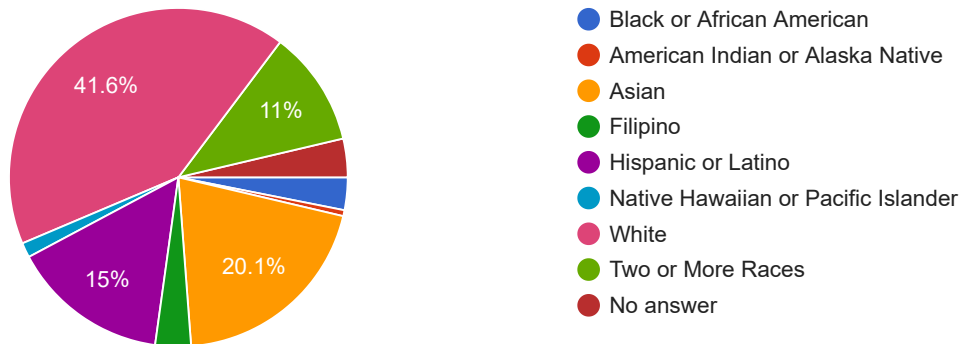
What programs are you a part of? Check all that apply

353 responses

Program	Count
AVID	32 (9.1%)
ELD	16 (4.5%)
Performing Arts	98 (27.8%)
Special Education	10 (2.8%)
Sports	187 (53%)
None of the above	72 (20.4%)
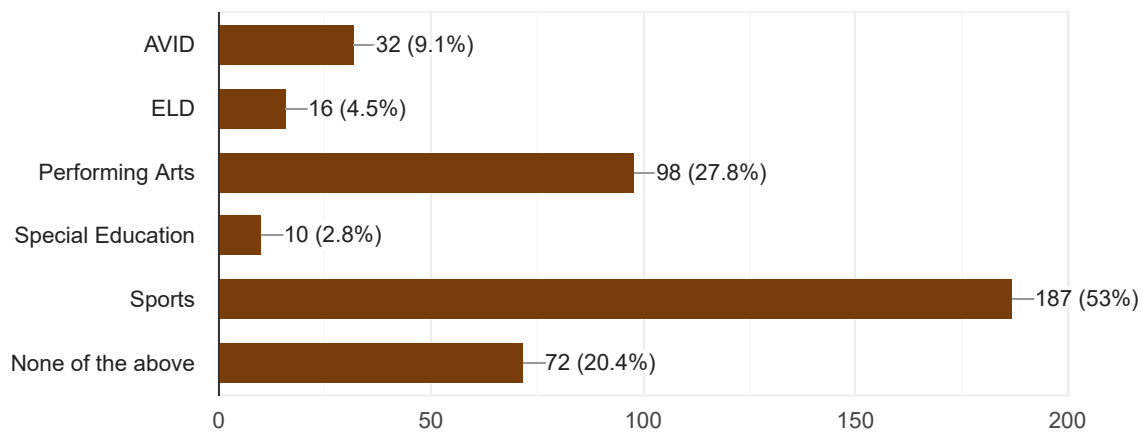
How often are you expected to use your device to complete homework assignments?

352 responses

- Four days a week
- Three days a week
- Two days a week
- Once a week
- Less than once a week
- Never

72.2%
17%
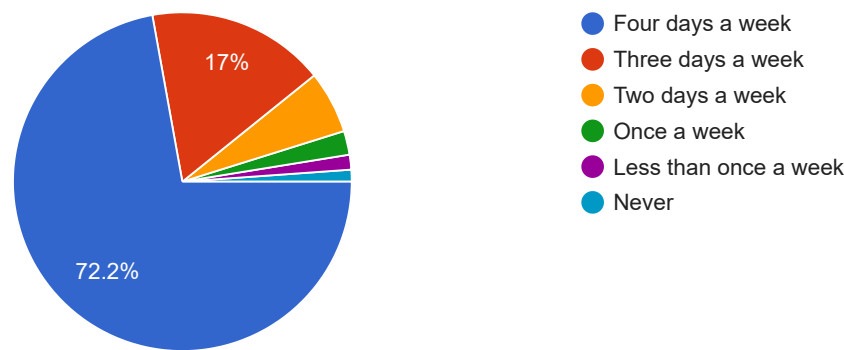
How many of your teachers post homework due dates and reminders online?

352 responses
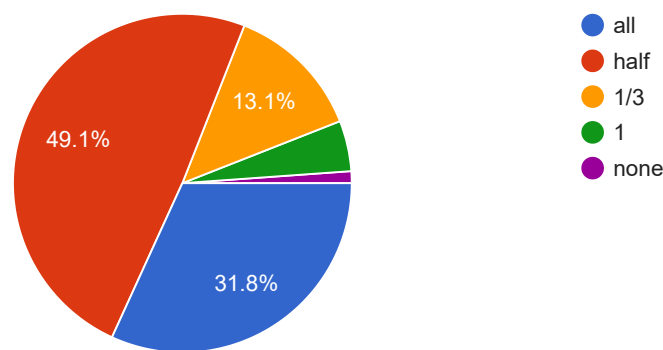
- all
- half
- 1/3
- 1
- none

49.1%
13.1%
31.8%

If your teachers post homework reminder online, how easy is it for you and your parents to know what the homework will be on any given day?

352 responses

- a. Relatively easy
- b. somewhat easy
- c. relatively difficult
- d. very difficult

31.5%

60.8%
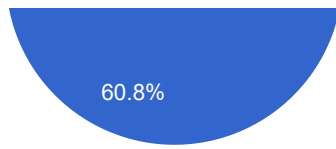
How often do you have activities in class that expect students to use a digital device?

352 responses
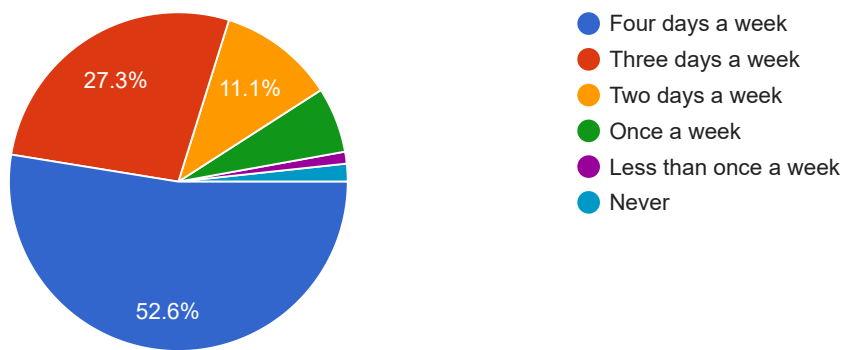
- Four days a week
- Three days a week
- Two days a week
- Once a week
- Less than once a week
- Never

27.3% 11.1%

52.6%

How often do you engage, in class, in each of the digital learning activities listed below?

- Four days a week
- Three days a week
- Two days a week
- Once a week
- Less than once a week

100

50

0

Reading material on a website or online space   Viewing a video or other multimedia
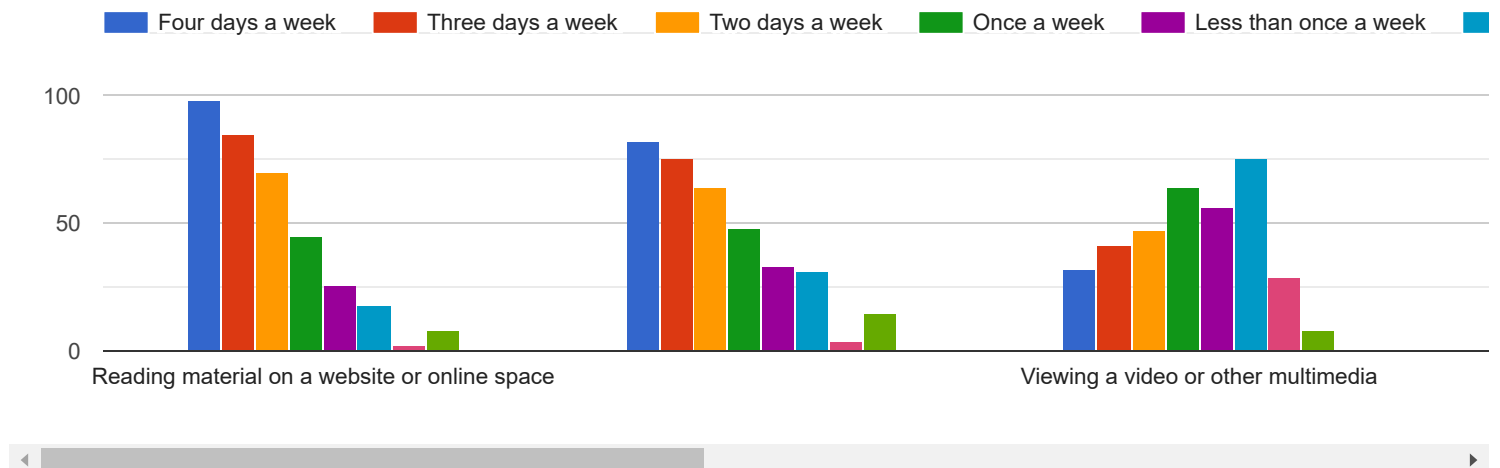
QUESTIONS   **RESPONSES**   340

340 responses

Not accepting responses ⬤

Message for respondents

The form "MVHS Senior Homework Survey -- Initial Data Gatheringchea" is no longer accepting

| SUMMARY | INDIVIDUAL |

Which math class are you taking are you taking this year?

340 responses
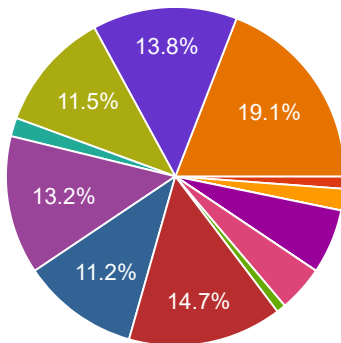
- ⬤ Math Mastery
- ⬤ Algebra I
- ⬤ Geometry
- ⬤ Geometry Honors
- ⬤ Algebra II
- ⬤ Algebra II Honors
- ⬤ Trigonometry/Math Analysis
- ⬤ Trigonometry/Math Analysis Honors

▲ 1/2 ▼

English

Which English class are you taking?

340 responses

- Survey Comp/Lit
- Comp/World Lit
- AP Comp
- American Lit
- American Lit Honors
- So Pol
- Philosophy in Lit
- AP Lit

▲ 1/2 ▼

17.4%
40.9%
21.5%

Social Studies

Which social studies/history class are you taking?

340 responses

- World Studies
- CWI
- MEHAP
- WHAP
- US History
- USHAP
- Econ/Civics
- AP Macro/AP Gov
- I do not have a social studies class this year

26.5%
64.7%

Science

Which science class are you taking?

- Life Science
- Biology
- Bio H
- Bio AP
- Chemistry
- Chem H
- Chem AP
- Earth Science

△ 1/2 ▽

World Language

Which world language class are you taking?

340 responses

- Spanish I
- Spanish II
- Spanish II Honors
- Spanish III
- Spanish III Honors
- Spanish III Honors for Spanish Spe…
- AP Spanish Language
- AP Spanish Lit

△ 1/4 ▽
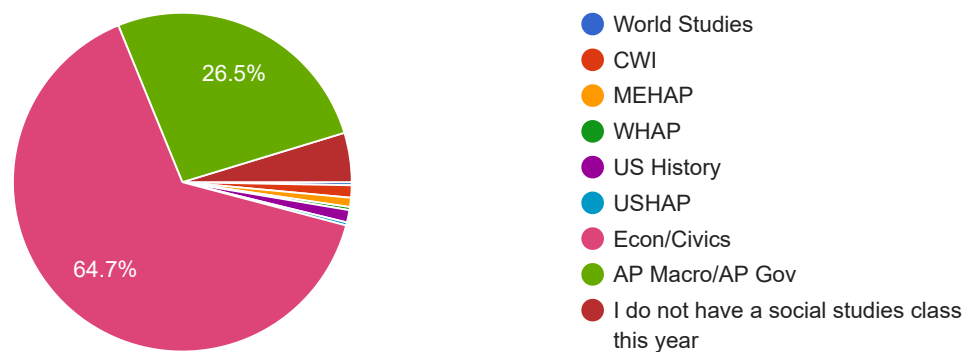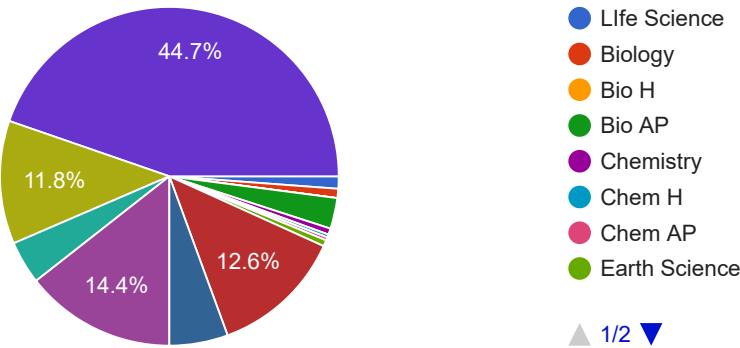
Math

How much time does it take you to complete your math homework on an average night?
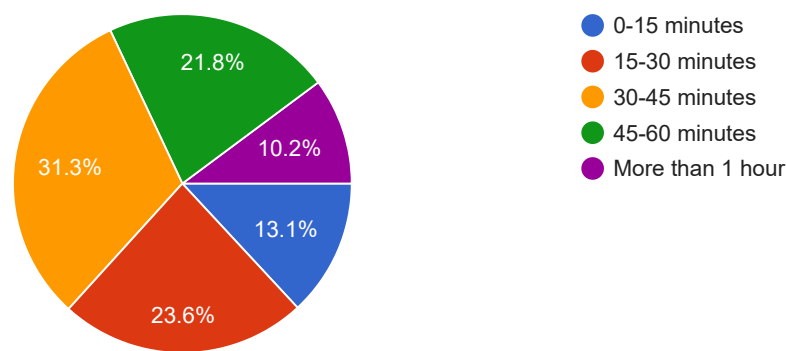
How often do you feel your math homework helps you better understand the material?

275 responses

For the following "purposes" of homework, select how often each purpose is a reason for your math homework.
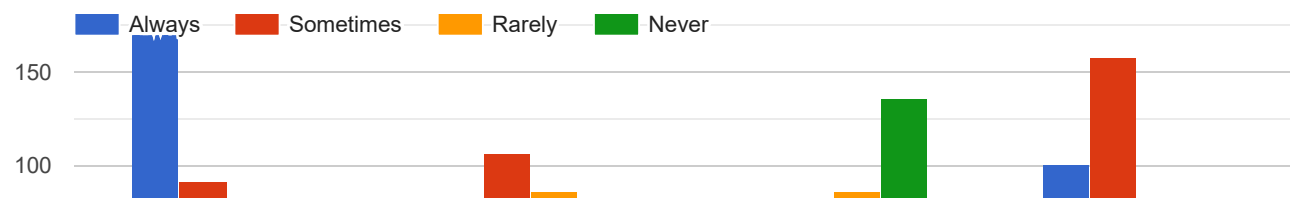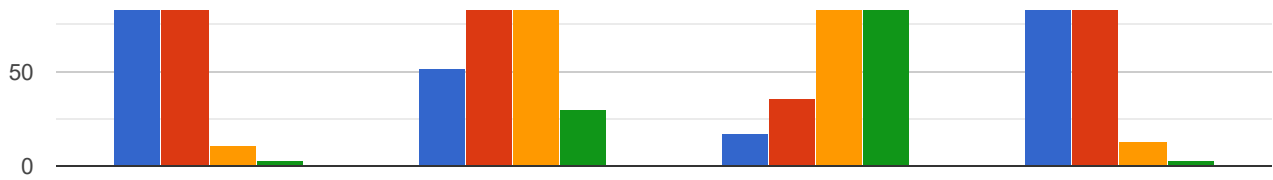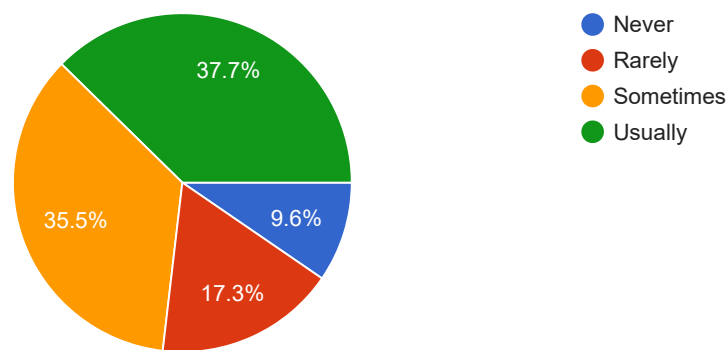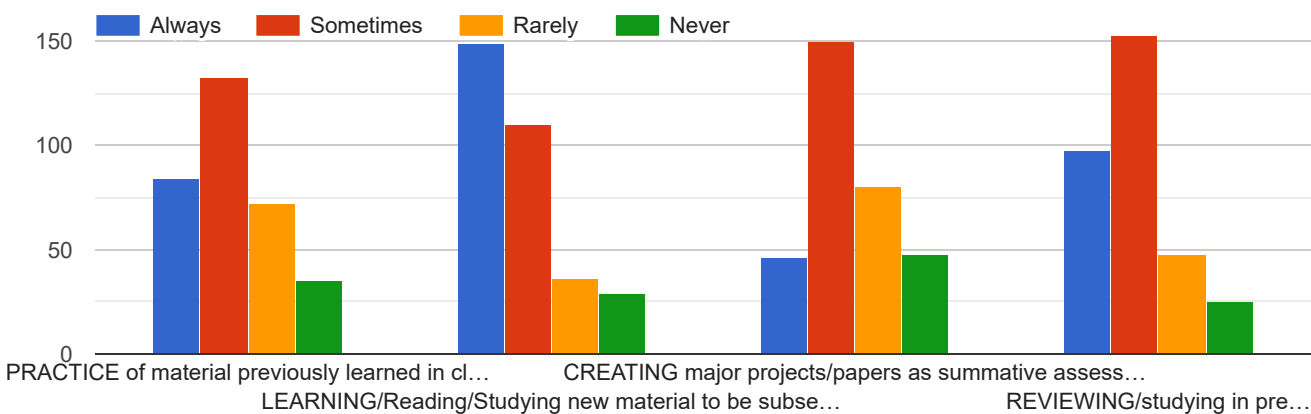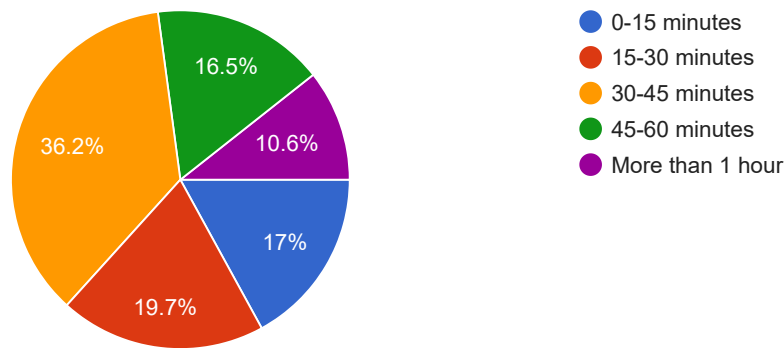
How much time does it take you to complete your English homework on an average night?

340 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

12.9%

24.4%

16.5%

26.2%

20%
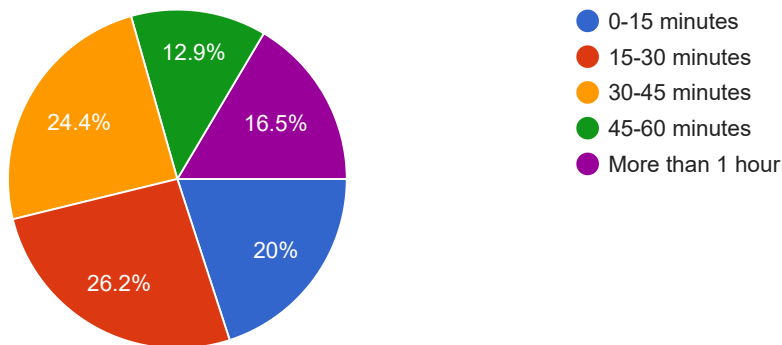
How often do you feel your English homework helps you better understand the material?

340 responses

- Never
- Rarely
- Sometimes
- Usually

28.2%

42.4%

10%
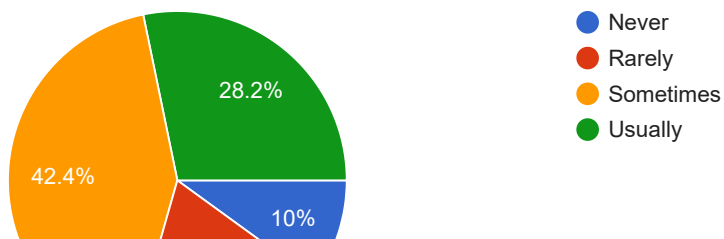
For the following "purposes" of homework, select how often each purpose is a reason for your English homework.
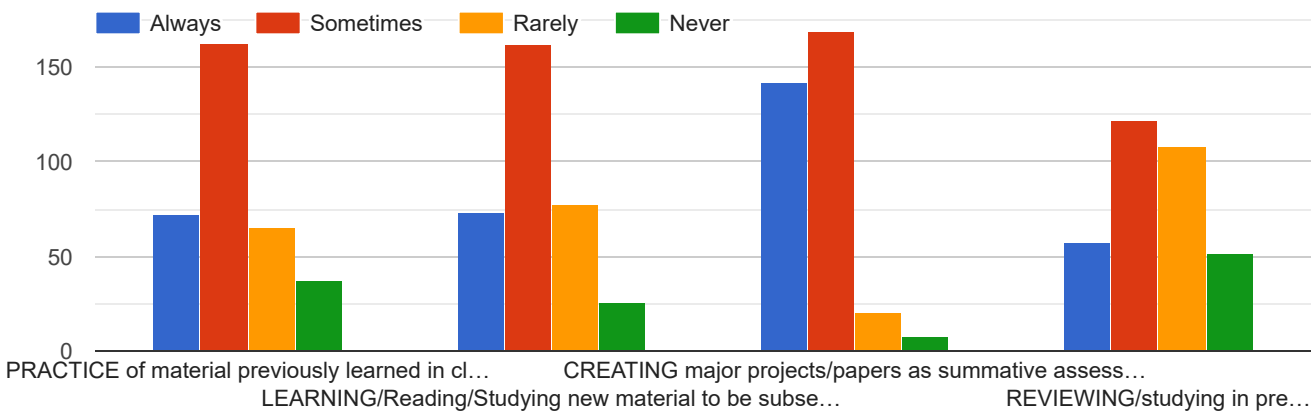
Always   Sometimes   Rarely   Never

PRACTICE of material previously learned in cl…
LEARNING/Reading/Studying new material to be subse…
CREATING major projects/papers as summative assess…
REVIEWING/studying in pre…

Social Studies / History

How much time does it take you to complete your social studies homework on an average night?

324 responses

0-15 minutes
15-30 minutes
30-45 minutes
45-60 minutes

17%

29.6%

How often do you feel your social studies homework helps you better understand the material?

324 responses

- Never
- Rarely
- Sometimes
- Usually

37.7%
9.6%
17.3%
35.5%

For the following "purposes" of homework, select how often each purpose is a reason for your social studies homework.

- Always
- Sometimes
- Rarely
- Never

PRACTICE of material previously learned in cl…
LEARNING/Reading/Studying new material to be subse…
CREATING major projects/papers as summative assess…
REVIEWING/studying in pre…

Science

How much time does it take you to complete your science homework on an average night?

188 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

16.5%
10.6%
17%
19.7%
36.2%

How often do you feel your science homework helps you better understand the material?

188 responses

- Never
- Rarely
- Sometimes
- Usually

54.8%
31.4%
11.7%
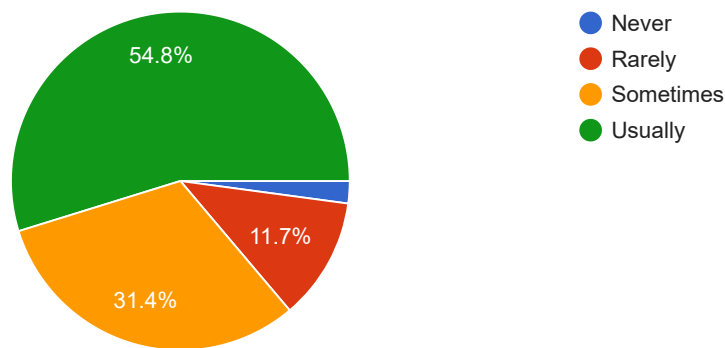
For the following "purposes" of homework, select how often each purpose is a reason for your science homework.
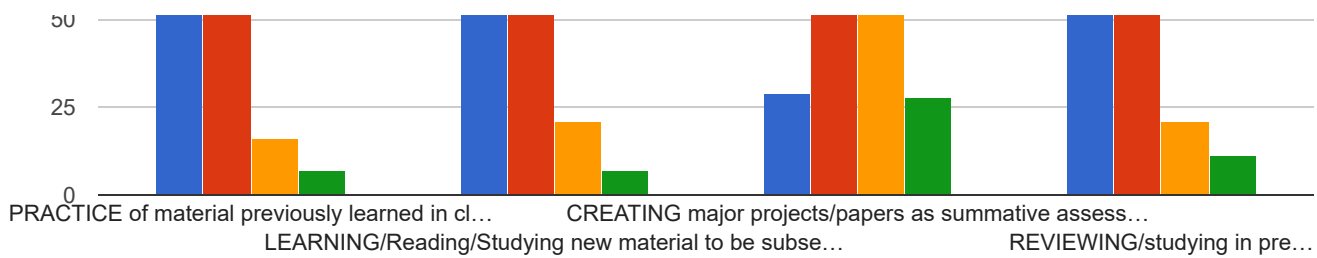
- Always
- Sometimes
- Rarely
- Never

World Language

How much time does it take you to complete your world language homework on an average night?

84 responses
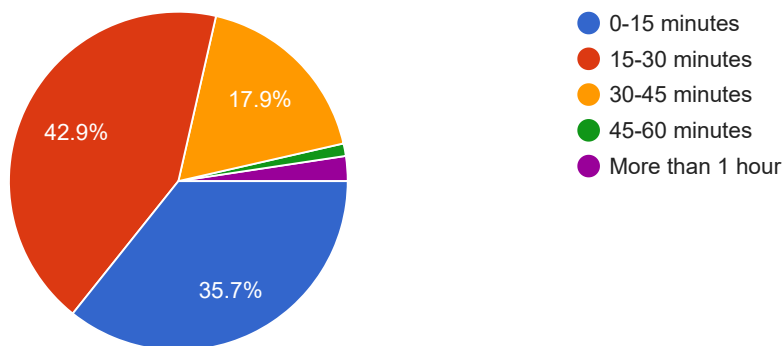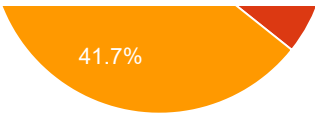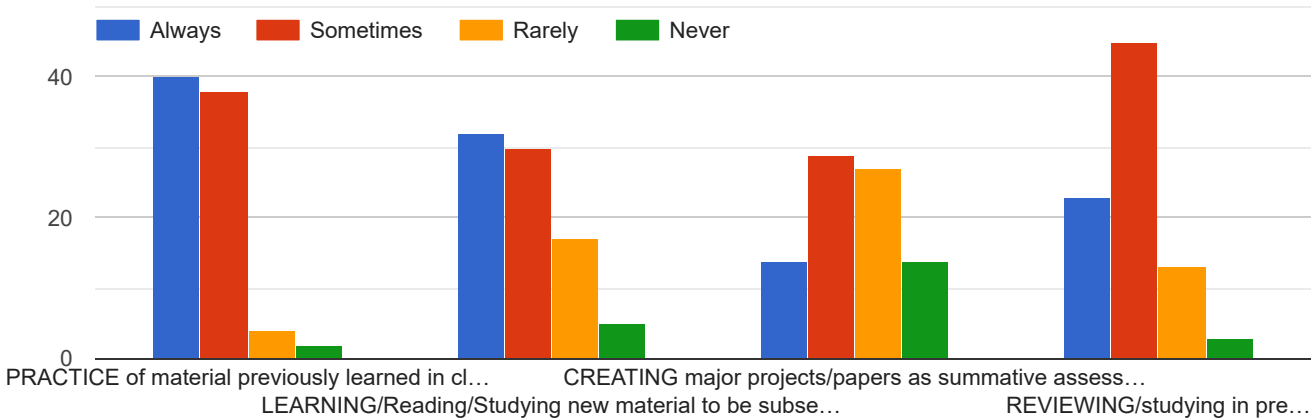

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

42.9%

17.9%

35.7%

How often do you feel your world language homework helps you better understand the material?

84 responses

- Never
- Rarely
- Sometimes
- Usually

47.6%

41.7%
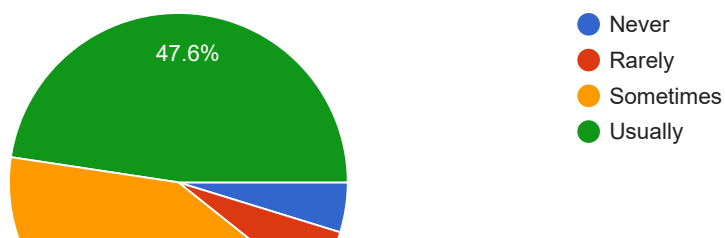
For the following "purposes" of homework, select how often each purpose is a reason for your world language homework.

Legend: Always (blue), Sometimes (red), Rarely (orange), Never (green)

Categories: PRACTICE of material previously learned in cl… / LEARNING/Reading/Studying new material to be subse… / CREATING major projects/papers as summative assess… / REVIEWING/studying in pre…

Electives

What elective class(es) are you taking?

340 responses

- Journalism
- Yearbook/Publication Design
- I am not taking either of these classes

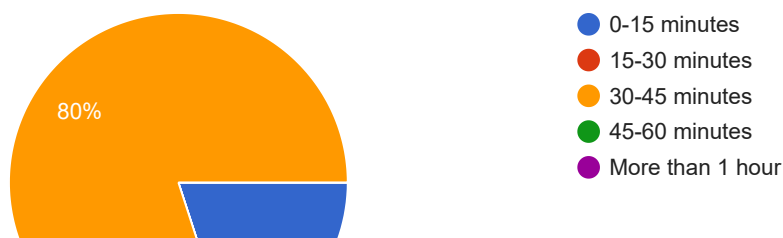## How much time does it take you to complete your Journalism homework on an average night?

9 responses
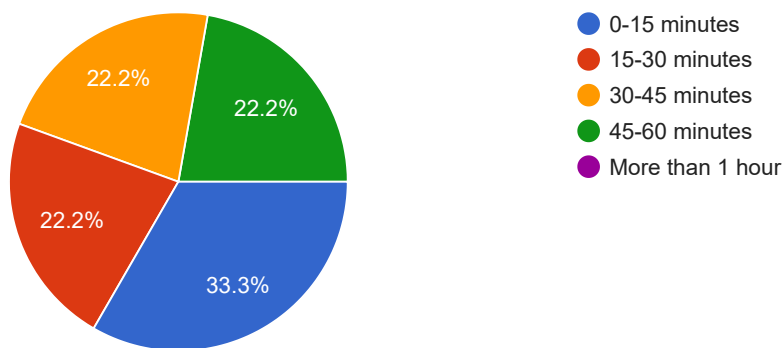
Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

Pie chart values: 33.3%, 22.2%, 22.2%, 22.2%

Yearbook/Publication Design

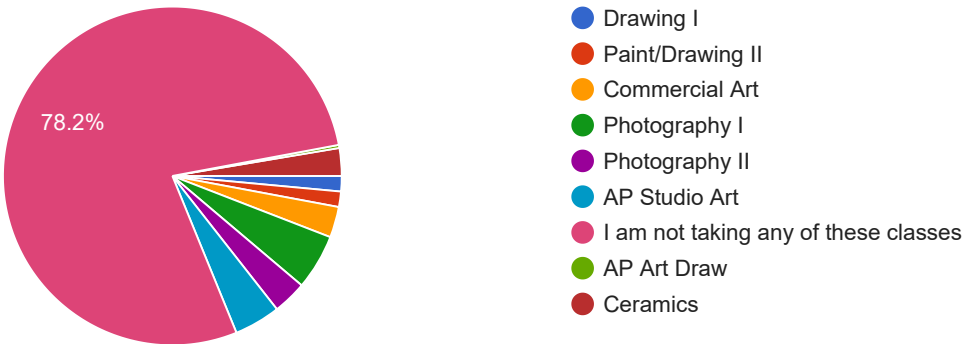## How much time does it take you to complete your Yearbook/Publication Design homework on an average night?

5 responses

Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

Pie chart values: 80%

What elective class(es) are you taking?

340 responses

78.2%

- ● Drawing I
- ● Paint/Drawing II
- ● Commercial Art
- ● Photography I
- ● Photography II
- ● AP Studio Art
- ● I am not taking any of these classes
- ● AP Art Draw
- ● Ceramics

How much time does it take you to complete your Art homework on an average night?

340 responses

- ● 0-15 minutes

How much time does it take you to complete your AP Psychology homework on an average night?
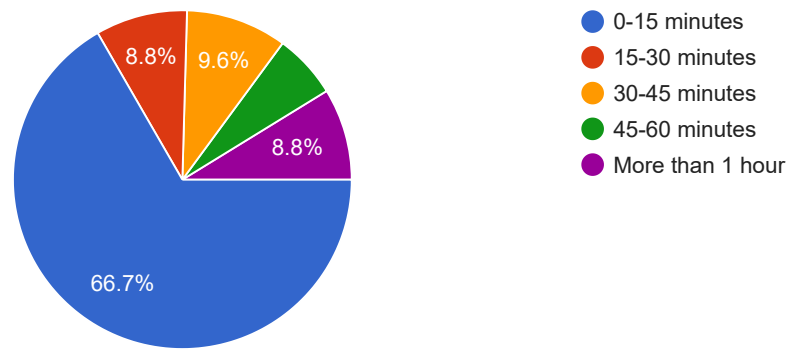
340 responses

- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour
- I am not taking this class

64.1%

15.3%

8.5%

What elective class(es) are you taking?

340 responses

How much time does it take you to complete your Engineering or ComputerScience homework on an average night?
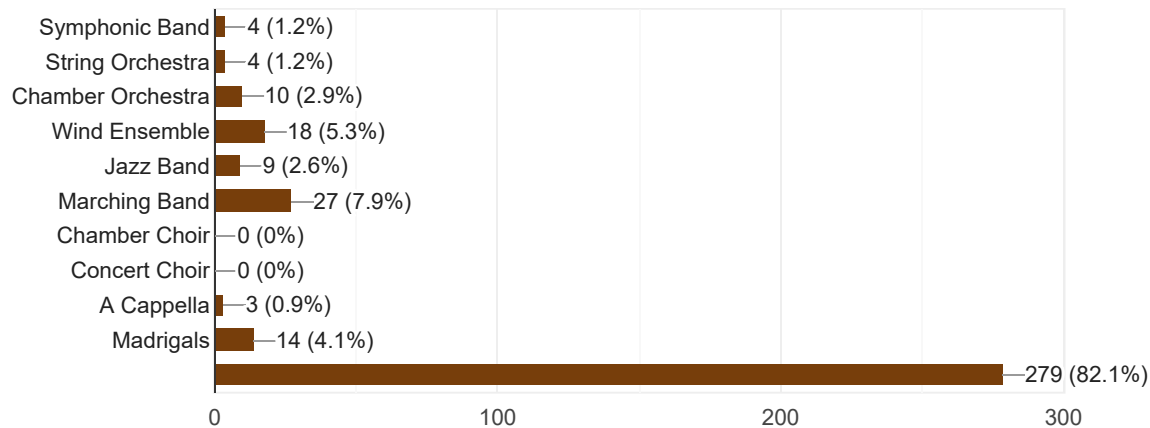
114 responses

Legend:
- 0-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- More than 1 hour

Pie chart values:
- 8.8% (15-30 minutes)
- 9.6% (30-45 minutes)
- 8.8% (More than 1 hour)
- 66.7% (0-15 minutes)

Performing Arts

Which performing arts are you a part of?

340 responses

- Symphonic Band — 4 (1.2%)
- String Orchestra — 4 (1.2%)
- Chamber Orchestra — 10 (2.9%)
- Wind Ensemble — 18 (5.3%)
- Jazz Band — 9 (2.6%)
- Marching Band — 27 (7.9%)
- Chamber Choir — 0 (0%)
- Concert Choir — 0 (0%)
- A Cappella — 3 (0.9%)
- Madrigals — 14 (4.1%)
- — 279 (82.1%)

How much time do you spend on this performing arts activity outside of class time on a daily basis?

340 responses
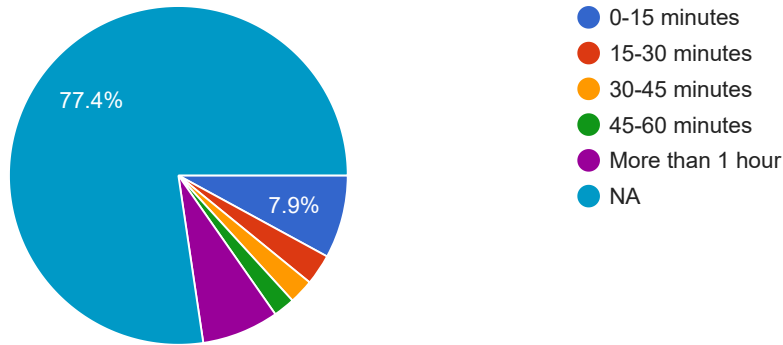
0-15 minutes
15-30 minutes
30-45 minutes
45-60 minutes
More than 1 hour
NA

77.4%
7.9%

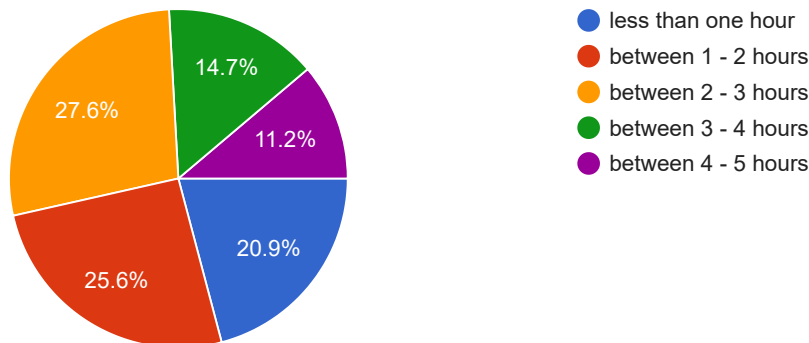## On average, how many hours a day do you spend participating in organized extracurricular activities?

340 responses

less than one hour
between 1 - 2 hours
between 2 - 3 hours
between 3 - 4 hours
between 4 - 5 hours

14.7%
27.6%
11.2%
25.6%
20.9%

On average, how many hours of sleep do you get a night?

340 responses

less than five hours
between 5 - 6 hours
between 6 - 7 hours
between 7 - 8 hours

27.6%

- between 8 - 9 hours
- between 9 - 10 hours

34.1%

7.4%

24.4%
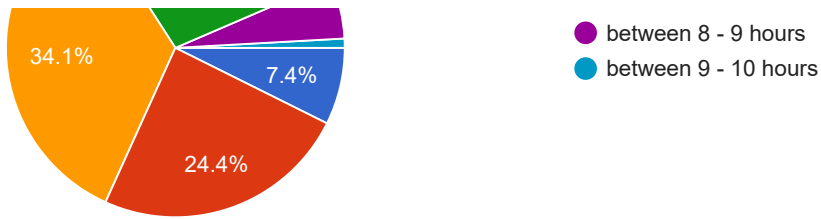
How many hours of homework do you do on the weekend?

340 responses

- less than one hour
- between 1 - 2 hours
- between 2 - 3 hours
- between 3 - 4 hours
- between 4 - 5 hours

22.9%   25.9%

20.3%   13.2%

17.6%
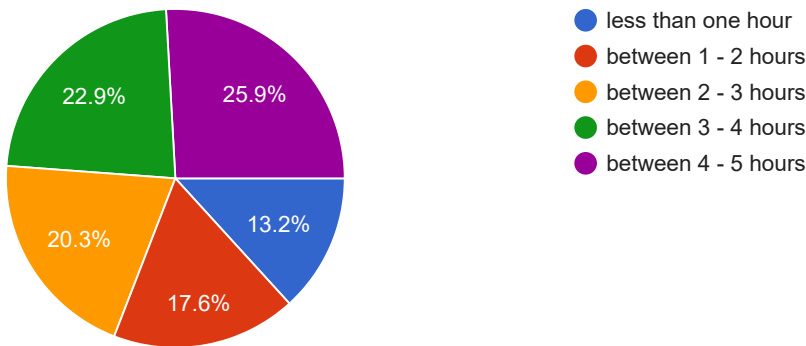
On which day of the week do you have the most homework?

340 responses

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

30.6%

22.1%

33.2%
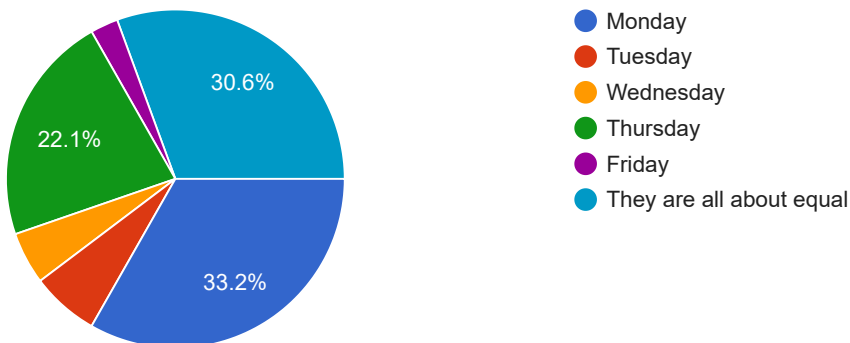
What day of the week is the most common for quizzes/tests?

340 responses
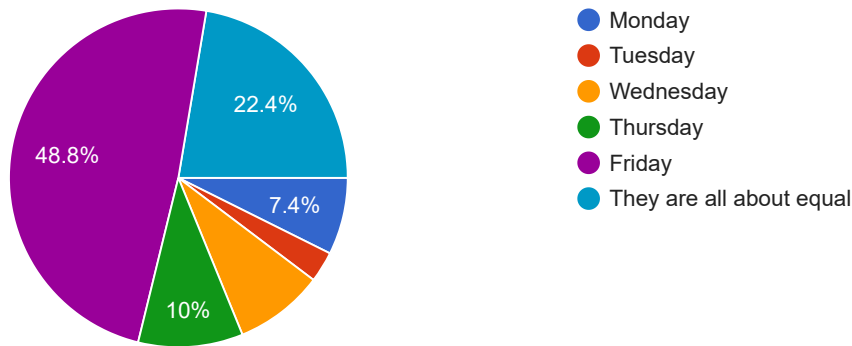
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

48.8% 22.4% 7.4% 10%

What day of the week is the most common due date for projects, presentations, essays or other large assignments?

340 responses

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- They are all about equal

42.6% 26.8% 17.1%
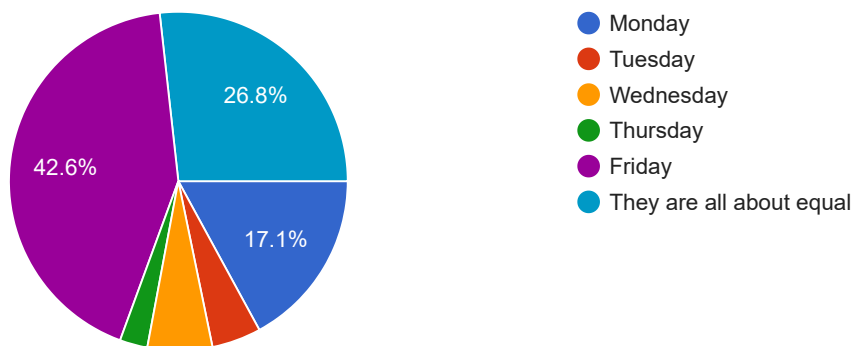
Where do you study and/or do homework

340 responses

- at home in a 'common space'
- at home in your own space, away from others
- School library or tutorial center
- Public Library
- Other

56.2%

29.7%

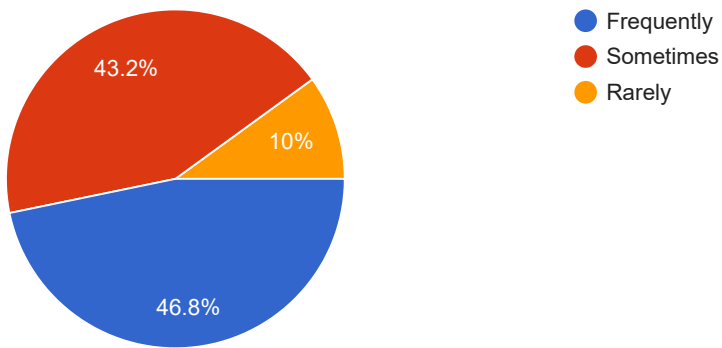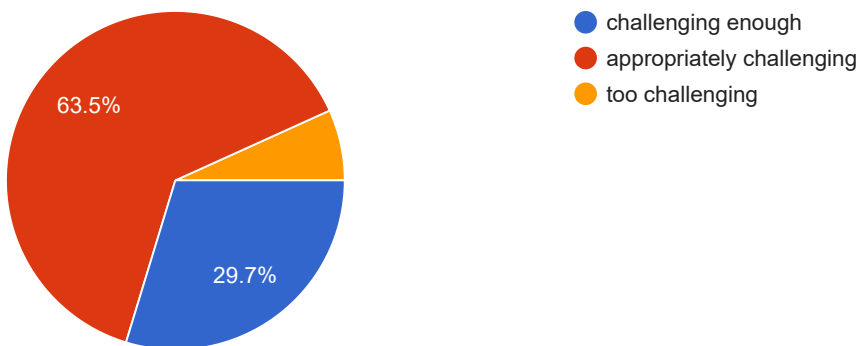## During homework time, how often do you find yourself distracted by electronics (social media, shows, games, etc).
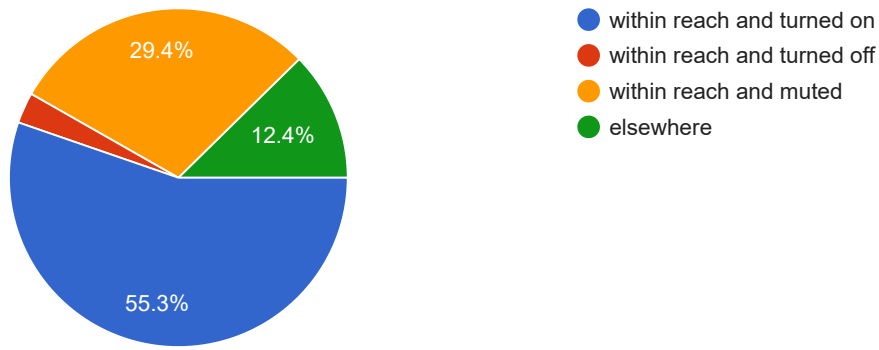
340 responses

- Frequently
- Sometimes
- Rarely

43.2%

10%

46.8%

Most of the time, my homework is

340 responses

- challenging enough
- appropriately challenging
- too challenging

63.5%

29.7%

Where is your cell phone while you study?

340 responses

● within reach and turned on	
● within reach and turned off	
● within reach and muted	
● elsewhere	

29.4%

12.4%

55.3%

Do you ever have so much homework that you feel like you need to prioritize what you can actually complete?
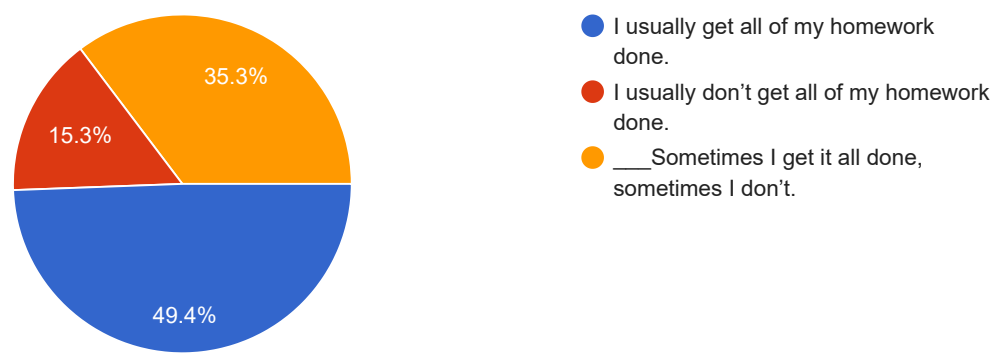
340 responses

● yes
● no

19.7%

80.3%
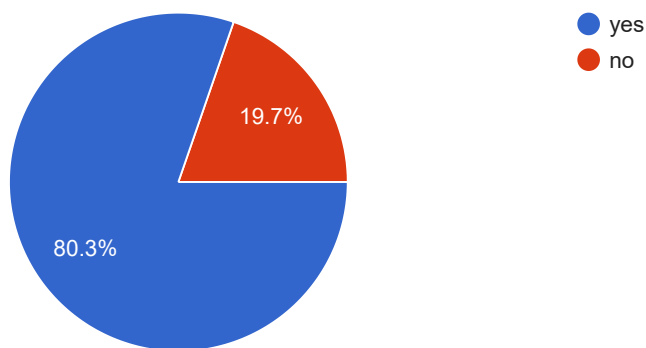
If you have ever cheated on homework, what was the reason?

340 responses

● I didn't understand the homework	
● I have too much homework	
● I needed to sleep	
● I felt homework was irrelevant	
● The homework didn't count	

24.1%

Which statement sounds most like you?

340 responses

- I usually get all of my homework done.
- I usually don't get all of my homework done.
- ___Sometimes I get it all done, sometimes I don't.

35.3%

15.3%

49.4%

When I have trouble getting my homework done, it's because

340 responses

I usually get all of my homework done. —122 (35.9%)

—54 (15.9%)

Sometimes I get it all done, sometimes … —112 (32.9%)

—35 (10.3%)

There are too many distractions at home —85 (25%)

—178 (52.4%)

I'm tired —243 (71.5%)

I need help but my parents don't have t… —115 (33.8%)

—20 (5.9%)

My school medicine has worn off —60 (17.6%)

—11 (3.2%)

I have things I have to do around the h… —159 (46.8%)

—89 (26.2%)
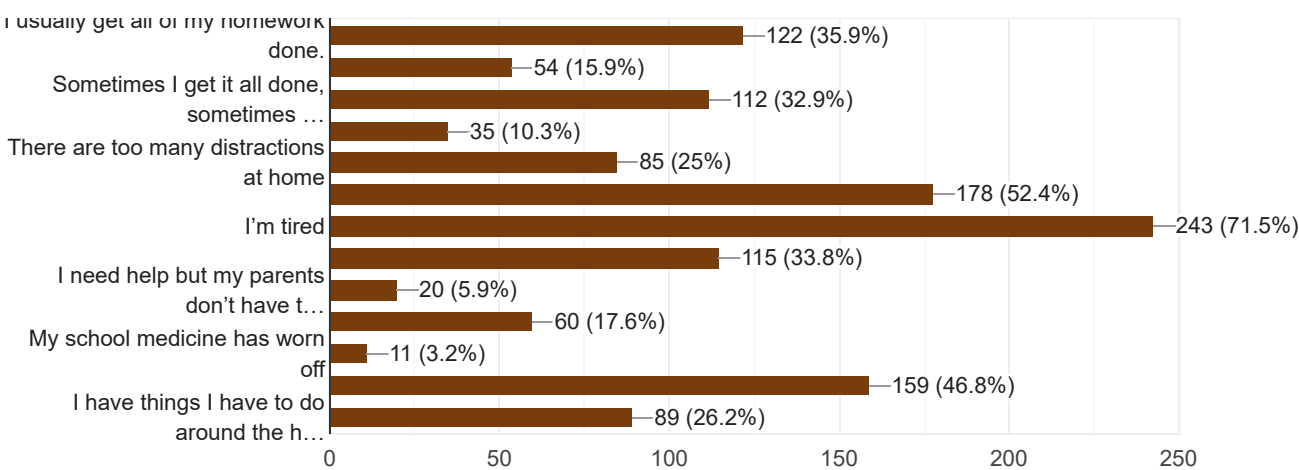
Does homework cause problems in your family? If so, please explain.

340 responses

No

no

No.

NO

nope

no.

N/A

It does not

No, homework does not cause problems in my family.

not really

no

No.

n/a

No it does not.

Homework does not cause problems in my family.

Nope

/

It is not a problem

My parents think I spend too much time on it and not familial responsibilities.

If I am falling behind in work for a class, my parents (usually my mom) might confront me and we could get into an argument.

I get disciplined if I don't finish my homework. The grades on my report card show the evidence that I didn't do much homework.

Sometimes my brother puts off his homework and then my parents get really upset

Yes, I need a quiet place to work and there Is no where to go and then there is tension

My parents don't understand how long my challenging classes take to complete homework.

No problems.

Yeah, my parents need me to get into college, and it blows when I need to get through so much homework.

No it does not. It is annoying though and very little of it serves a purpose. Teachers go over it in class the next day and that is enough.

My family doesn't want to talk to me before I have finished my homework.

No

It doesn't cause problems with my family.

No It doesn't

Not really.

My parents complain that I am unable to put any time towards family time and other activities because I am so busy

No, I do not have a problem with my homework in my family.

My parents get frustrated when they see I haven't done all of my work.

No why would it.

when I don't do my homework, which very is frequent, it brings my grades down. My parents don't like my grades. It has been very hard for me to concentrate, and I have been recently diagnosed with depression, which my therapist has determined to be one of the key factors to why it's so hard for me to concentrate and do work from home, and occasionally in class. My parents take my grades very seriously, and when my grades are low, my parents get really mad. They say that my high school experience has been the worst 4 years of their life. Imagine if they knew what it felt like for me. My depression has made me lie, and has greatly affected my relationship with my parents. At times they have told me they hate me. If we could limit to keeping school at school and not having any homework, I feel like it could greatly benefit many people into spending time together and creating bonds rather than distancing people from their families. I miss spending time with them, and being close.

No, homework does not cause problems in my family, unless you count when I have so much of it that my family and I can't go out or do family-oriented activities because I have to be the killjoy and stay in to complete it all.

na

Yes because my parents worry too much

Never.

At times, I feel that my homework load interferes with my relationship with my parents. Being that it's my last semester staying at home, I really cherish the time I get to spend with them, and homework very often prevents me from doing this. I'm an only child and have always been close to my parents, and we've had occasional arguments about how I should be spending and prioritizing my time in regards to my health and overall mental happiness.

My parents get stressed out when my grades go down but I don't really care anymore.

I can get cranky because I am so tired and I lack sleep, so then my parents get frustrated with me. When I am stressed out, my parents my not understand/pick up on my stress and find that it can create issues.

They do if I don't do it and get bad grades because of it.

My dad will place pressure on me to finish it all every night

Causes arguments because my parents only look at certain letter grades out of context of class expectations and rules.

Yes, homework is a really big social issue undermining teenagers of this era. Students are to do homework assigned as of a way of being controlled by the society. It is hard for studetns to search for their own passion and learn based on their own skills.

I severely struggle with homework, and I get in trouble for my awful grades. My learning and mental disorders seem to cause a lot of stress. My sister gets very snappy from stress from homework and i share a room with her, so we fight a lot. My little brother is in the same boat as me.

No....?

This survey has a distinct lack of options. What if I don't care about homework/think it's too easy? What if I haven't cheated on homework? What if I don't have an English class? What if I have two math classes? What if I'm taking more than 5 APs? Many of the options I selected were not entirely true as the correct response for me was not provided. When the choices are between YES I HAVE CHEATED and OF COURSE I'VE CHEATED, the survey returns statistically INSIGNIFICANT, FLAWED, and BIASED study. If this survey shows up in a newspaper or news outlet with a headline of MVLA SENIORS SHOW ONSET SIGNS OF SENIORITIS -- NO APS AND CHEATING SCANDALS I will be SORELY disappointed in the administration of this survey.

No, but this survey has issues.

Yes, because it causes people in my family to stay up late and get stressed out

yeah, when i don't do something my mom gets really mad at me and threatens to take things away like my car, friends, sports...

Only when I procrastinate and my parents get annoyed that it's not done yet.

Often, I spend the entire weekend at home doing homework so I can never go on day trips with my family or spend time with them. They get mad that I can't spend time with them, especially since I'm about to go to college so they won't see me at all.

Homework limits the time I am able to spend with my family

Yes. My family gets sad when I can't spend any time with them because I have too much homework.

Yes, my mother frequently complains that I live in my room and not in the rest of the house. She tells me to get out of the house and play with friends, but I don't have time to do that because my time is spent doing homework. I also skip out on dinner sometimes because I have to focus on a really difficult assignment. My brother also needs help with his homework, but I can't help him all the time because I need help on my homework and we just struggle. It is like I am a stranger at home, as my mom says.

Sometimes I'm tired because I stayed up late doing homework so I'm cranky

Often my parents question my initiative and say that I should be doing extra work and studying.

sometimes

No, but I am running out of time between work, after school activities, and homework. Its hard to do that and get a good night's sleep.

It means I don't have very much time to spend with my family.

It interferes with family time and jobs

It doesn't really cause problems in my family.

Pressure from parents to do my homework used to be a significant stressor in my life. We worked passed this, but there used to be a lot of tension between me and my parents.

Yes, it takes a lot of time away from family time. For example, my family would want to go to a certain place even just watch a movie; I am not able to go because I would need to get homework done.

No. Sometimes I miss family events or activities due to too much homework.

Homework does cause problems in my family because it causes unnecessary tension when parents do not understand that the majority of parents only value the grade, not learning. A good portion of the homework assigned by classes are tedious and serve no actual purpose for learning. I become stressed out because I don't have time to do all of the pointless homework assigned when I have multiple extracurricular activities and a job in every moment of my free time in order to be able to pay for college.

Yes I am unable to spend time with my family on the weekends because of all my homework, so my parents get mad at me for not prioritizing them.

Not really

Time wise, homework does cause problems.

No not really. I don't really ask my parents for help on HW.

NOPE

On weekends, sometimes when I receive a load of homework and tests to study for, this takes away from spending time with my family. My family has to work around my homework.

not for me but my brother takes medication and by the evening it wares off so he gets on edge and when my parents bug him he flips out.

yes arguments yelling my stepdad gets mad when idk what a anwser is but he knows it

es, often times I don't have any time to spend with my family

Slightly, because when I don't get it done my parents get mad.

Homework has taken a priority in high school. Instead of planning to do homework around my weekend plans, I am planning to my weekend plans around homework. At this point I think its more of a norm now. The only tension homework causes "problems" in my family is trying to make sure all the hours of homework gets done early before Sunday night.

NO!

Yes, the completion of my brothers homework is a constant source of tension in my family.

My parents get annoyed because I spend all my time doing homework and I don't have time for family activities.

No it doesn't cause any problem in my family. The only problem that causes it is when I don't do it.

Yes, because the amount of homework causes stress and makes it difficult to have a regular schedule at home.

Yes, because of stress.

Also, I would like to note that the prior question about cheating on homework had NO option for to say I did not cheat.

No (except sometimes my parents are mad when they don't see me doing homework)

Yes, I get mad and throw things because I can't handle the fact that i simply don't understand what's on my homework.
I feel unsupported by my classmates and that has mad me extremely unmotivated as a senior. I simply don't like being in an AP calc class as a senior where all the sophomores laugh at you when you have a question.
It's not so much a problem with the class, the teacher or the homework, as it is about not having classmates that are able to help

Adds to my work load and already overloaded schedule.

I get most or all of my homework done at school so there is no need for my family to have a problem with it.

It used to, but I stopped asking for help.

well, whenever my family attempts to help me, its basically a constant war between what my teachers taught that day in class and what they learned however many years ago. after the heat has cooled down, i'm basically left to consult Google for help.

No because I am proficient at it without my parents nagging me.

Sometimes, I just blow off homework to help out around the house

Yes I have too much homework so I can't feed my child.

I view most of my homework as useless learning material so I don't do it while my father sees it as something to do to boost grades. This can lead to some interesting arguments that don't result in anything.

Yes, stress between me and my parents.

nsd

OTHER (87)

What would your teachers do to make homework more manageable or less stressful?

340 responses

nothing

assign less

less homework

Nothing

Assign less.

n/a

IDK

idk

Less

I don't know

/

Collaboration between departments to regulate how much homework the student will have to do each month. Because there are times when three teachers give a test on the same day.

give less homework, or no homework

It is perfectly fine the way it currently is.

Make less homework assignments

Make it relevant to the classwork. Less of it. Clearer instructions. Teacher availability at later hours.

Extended deadlines.

be more reasonable

I feel like talking to students who are falling behind instead of waiting for students to talk to the teacher because some students are afraid to talk to the teacher. Also, make sure that the quality of homework is good rather than make sure that there is a lot of homework.

Extend some due dates for major assignments

Switch from Analog homework to Digital homework, in applicable classes.

Not have homework for the sake of having homework: we should only do homework so as to actually help learn new content

emphasize clarity on assignments, set clear expectations

Not as much

Give less of it. Or actually teach it. *cough* Forthoffer and Widmark *cough*

Not much. Usually when I get behind it's because I was absent and had to do something out of school.

assign less

Teach the material before we are assigned something!

Assign tests/projects on more spread out days (ex. the Friday before break, I had 4 tests)

Teachers can reduce some homework.

Give an actually do-able amount.

I'm going to assume that this is the box where we can just give general feedback, so:
1) I've never cheated on homework, I just sometimes skip doing it because it's totally pointless.
2) The only reason I might have trouble doing my homework is because, again, it's a waste of time. A lot of it is poorly organized and just designed as busywork, and doesn't really help me learn anything.
This survey is missing a lot of necessary options.

Nothing. If I ask, they say that I shouldn't have taken too many AP classes. The one AP class I wanted to take on my own volition, I was told that I should drop it and that was AP Lit.

Stop giving it I guess. I don't stress about it. Maybe eliminate the revision policy and instead scale assignments appropriately. The revision idea is good in theory, but it leads to much more work and people often doing assignments twice or three times.

They can give less homework. Some teachers act as if students do not have lives outside of their class.

Don't assign 3 tests/quizzes every week

Understand that Monday nights are the worst for homework so making a large project assigned on Monday due the next day is so painful.

Give either less or no homework.

give us more time in class.

I don't really know what they can do, since being overachieving and taking difficult courses is considered part of what you have to do in this area.

They can assign less homework that is simply busy work or make homework for practice and not learning on our own

My teachers would lessen the amount of homework.

Less on mondays

My teacher would always give me more time to finish the homework.

Teachers should make sure to give a manageable amount by really asking students how long each assignment is taking them and to not give assignments or give less work over the weekends so that students have a chance to recooperate.

Give homework that doesn't seem like busywork or raw preparation for tests & actually teaches us the material.

Assign less homework.

Always make the homework review from the class that has already been learned, as opposed to trying to learn new material

Give more time to complete homework.

Explain assignment for a few minutes at the end of class every day, to ensure we understand what's expected of us.

make it optional sometimes
give us more time in class

Teach the material thoroughly before assigning homework based on the applications of the material.

Not assigning homework.

not assign it

easier homework
less homework

Honestly, the homework load I have now is fine and from what I've heard from college there's more homework.

Give less of it--put the bulk of the workload and learning in class time.

Does this sound impossible? I disagree. Examples of light-homework classes where I have learned just as much, if not more so, than homework-heavy classes include U.S. History (Rosenberg), AP Psychology (Rosenberg), SoPol (Dewar/Ferreira), and Econ/Civics (Burmeister).

Of course some students have more homework in these classes than others but this comes from a lack of proper time management or motivation. For the average student, it is easy to complete the work in class or at home over an extended period of time.

It is possible to make this change in other classes--and I promise you, my mental and physical health has improved so much as a result of it versus other years where I have been sleep-deprived, stressed out of my mind, and falling behind in all of my classes because I was drowning in work.

na

Give me less homework

I want my teachers make homework less stressful.

stop pilin on the work

I'd appreciate it if classes could limit homework assignments to 1 hour on Monday's, especially because we have every class the next day and less time to complete assignments. Giving less homework over the weekends would also help- I know we technically have more time to complete their assignments on Saturday and Sunday, but I often feel like I can't get a minute to relax or sleep for an extra hour or so.

Not assign it. Seriously. It's not that helpful for students. It only makes their lives more stressful than it needs to be.

Give class time for work, spread out assignments, don't make all due dates the same/same as other courses.

Less homework or clearly defined chunks of work so that I can spread the work out over time/over a day.

Give less homework.

Assign less homework and homework that is more meaningful and not just repetition.

If you want to replace your homework grade with your test grade (which shows you understand the material), that should be a choice. Therefore, kids don't spend 2-3 hours a night with busy work if they understand the material already

The thing with giving less homework is that more stuff is probably done during class. I can tell my teachers are trying to give less homework right now, but it's honestly not working and creating more stress for me because the activities we do in class never get done in class and that is stressful.

The real problem is that tests don't reflect what we learn in class or have for homework; we don't have enough revision policies; teachers don't put enough grades in the gradebook for a student to redeem themselves if they should fail in the beginning of the year. School is very results and tests based, and that's not fair because we should be valuing the process of education and how a student changes in their educational journey.

Not sure

Teach the material in class!!!!!!!!!!

Everyone should ask Dr. Krishna for advice on how to live.
Give be

Some teachers easy off homework for weekends, while some teachers give extra. It all compensates to about the same amount of homework.

assign less and teach the material in class

In some of my classes, aka AP government, we have a ton of homework and do practically NOTHING related to content that we need to know in class. Instead, we do projects that barely address what we need to know or just talk about the primary election for literally 30 minutes every day (that's good for keeping me up to date on current events but it still is NOT what I'm tested on and basically is a complete waste of time as I then have to spend more than an hour at home learning their content). Basically, I'm just saying use class time efficiently and on topic. For the most part, my classes are great with this.

I don't know at this point. I can't manage a single thing and I have pretty severe anxiety disorders

Give less homework

I don't think there's actually a way for teachers to make homework less stressful, because it's the culture of the country and people our age. Homework is stressful and that's the way it is...we'll live. It sucks, but we'll live.

see above.

Make homework more relevant.

Use the final to replace your homework grade.

Give less homework
Maybe a survey to see what other classes their students are taking so that they can give homework based on what days students have the least amount of homework

Lenient on due dates, that way if something came up in my day I'm not stressing about my inability to do the work but rather I'll catch up when I can. I'm expected to know the material and stay up to date with my class but complications can arise and turning in something one day late should not have the consequences that it does.

Teach the material in class, relate the classwork to the homework.

nothing really

give less, more focused homework

assign less
not have it count as much for a grade

make it super organized

Give less of it

they sometimes accept late work

Make sure the homework they assign is relevant to the topic and don't expect students to complete 2 hours of homework for their class when they also have 5 other classes of homework to complete.

Coordinate with other teachers about when tests/assignments/projects are! The week before ski week, I had an AP Psych mid-term, a Calc quiz, an AP Gov test, and part of an AP Lit project all due on the same Friday and I had other homework on top of that. It was so stressful.

To do more work in class and make classtime more efficient so that we don't have to carry over classwork for homework on top of the already super loaded hw calendar

assign less, or nothing. or spend class time working on more relevant things

Limit the amount of homework. There are a lot of tests and even more homework, and I can't do both homework AND study for tests, so I need to juggle and prioritize which assignment to do or which test to fail.

Assigning less busy work and more review packets for the test for homework would help me prepare for tests and relieve the stress

I think my teachers would make homework to more manangeable.

Teachers could explain material on homework before assigning it.

give homework that doesn't take so much time

Avoid placing tests and major due dates on the same day.

FIVE DIFFERENT TIMES THIS YEAR, I HAVE HAD A CALCULUS BC AP TEST AND AN AP PHYSICS TEST ON THE SAME DAY. I feel like I have to prioritize one over the other and always end up doing poorly as a result.

OTHER (225)

Are you taking any AP or Honors courses? If so, how many?

340 responses

- 0
- 1
- 2
- 3
- 4
- 5
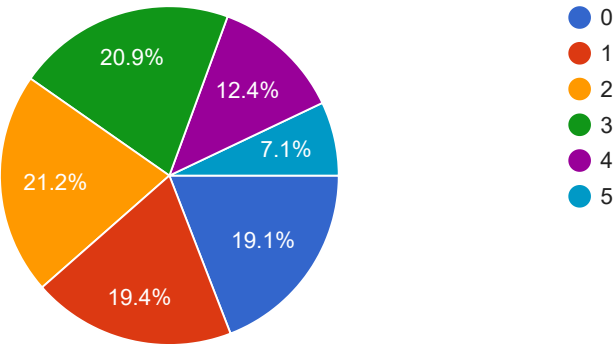
Your Gender

340 responses

- Female
- Male
- No answer

54.4%
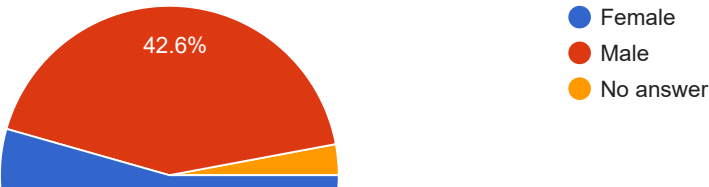
Ethnicity

340 responses

- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- No answer

43.2%

12.1%

22.6%

12.9%
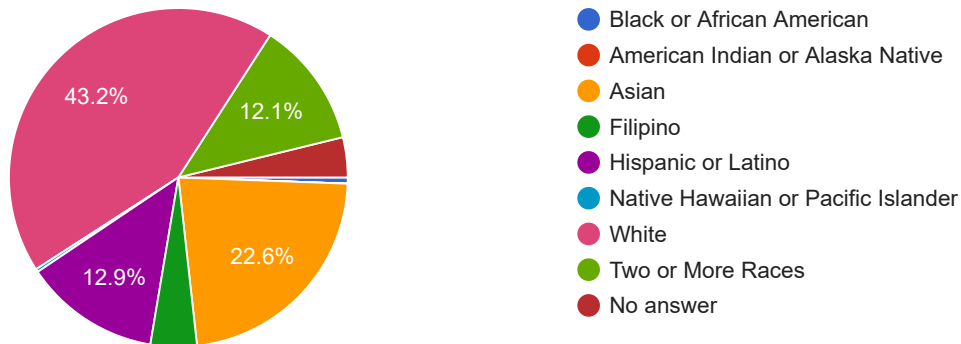
What programs are you a part of? Check all that apply

340 responses

AVID — 35 (10.3%)
ELD — 13 (3.8%)
Performing Arts — 112 (32.9%)
Special Education — 17 (5%)
Sports — 124 (36.5%)
None of the above — 101 (29.7%)
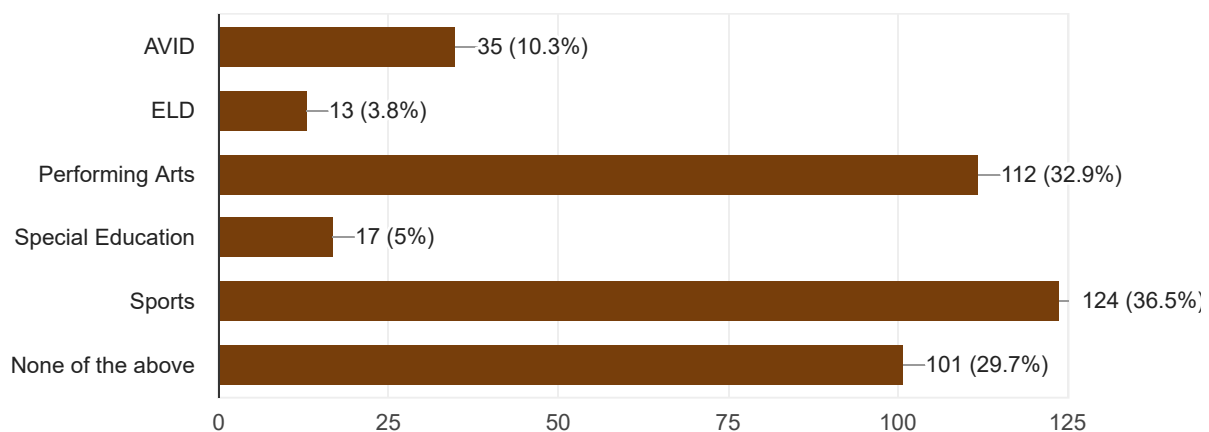
QUESTIONS   RESPONSES   65

65 responses

SUMMARY   INDIVIDUAL

Accepting responses

My course team(s) collaborate effectively to align and improve curriculum and assessment in an effort to improve teaching and learning.

65 responses

- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree

44.6%
9.2%
43.1%
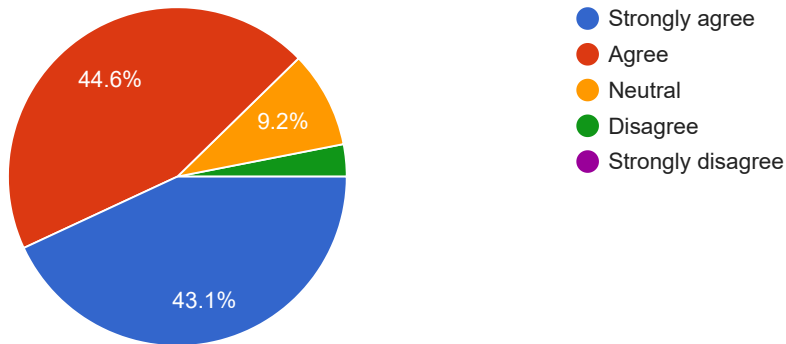
My course team(s) regularly reflect and refine curriculum and assessment to improve teaching and learning.

65 responses

- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree

41.5%
9.2%
7.7%

41.5%
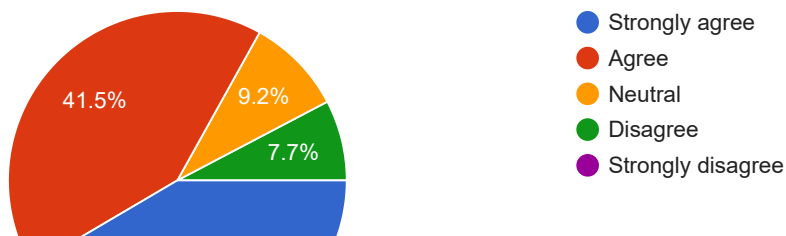
My course team(s) are able to have meaningful conversations about (check all that apply);

65 responses

Category	Value
Curriculum	55 (84.6%)
Instructional Practices	47 (72.3%)
	48 (73.8%)
Homework	46 (70.8%)
	42 (64.6%)
Struggling Students	43 (66.2%)
Student Wellness	41 (63.1%)
Culturally Relevant Teaching	33 (50.8%)
Educational Technology	40 (61.5%)
	1 (1.5%)
None of the above	1 (1.5%)
	1 (1.5%)
Counseling issues	1 (1.5%)
Pure awesomeness	1 (1.5%)
none	1 (1.5%)
Pacing and Projects/Tasks	1 (1.5%)

(x-axis: 0, 20, 40, 60)
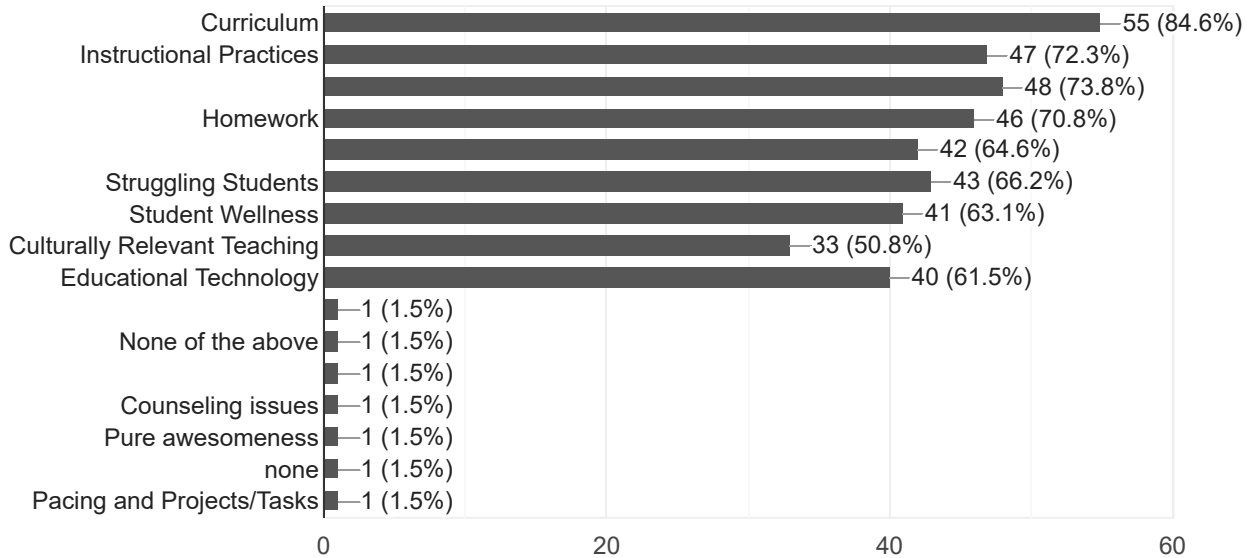
My course team(s) are respectful of different professional points of view.

65 responses

● Strongly agree
● Agree

I am able to contribute as an equal member on my course team(s).

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

33.8%

58.5%
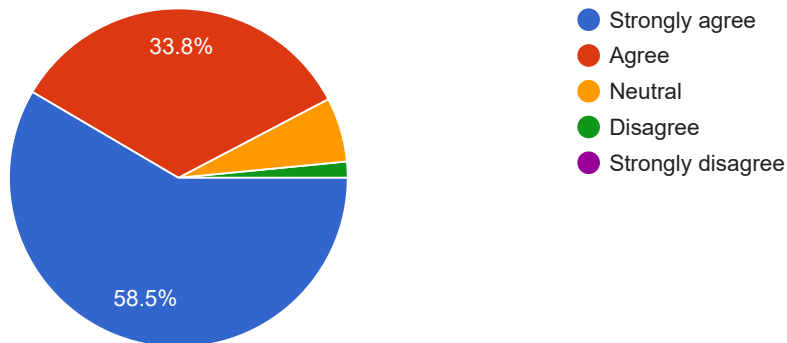
Comments on course team collaboration and alignment?

19 responses

It's been great to work with members of LAHS!

It is easier being a course team of two than on a bigger course team. Too many member make it difficult to reach conclusions, compromises.

For me, my level of comfort with collaboration and alignment totally depends on the team. Some teams are more functional than others. Some members of my department are more willing to share, make changes, have difficult discussions, adjust to their students needs.

We're good

We simply did not have the time to work effectively on collaboration and alignment because of the differences in schedules. Our failures were not because people on the course team were unwilling to collaborate.

We need more time. Please eliminate things like the all day WASC review and give us more time in course teams.

My teams are both outstanding. I checked agree on the respectful question because the challenge is mine, I am not sure I am always as open and mindful as I could be for my team members.

I am on a small course team and have built a great relationship with my partner. The course and my teaching continue improving as a result.

My "meaningful conversations" list is short because we don't have enough time to get to the rest of the work.

It is important to create space for more respectful disagreement on course teams and more broadly across the school. Sometimes we "smooth things over" but then either: A) respect common team agreements even when some decisions to not best serve our students, or B) fail to best serve our students. From my experience, this happens sometimes when there is a hyper-focus on 100% aligned summative assessments. If we are totally aligned on exact date and every single detail of every single question, it can impair a teachers' ability to respond to formative data, differentiate and re-teach, and serve all students well. Alignment needs to be BALANCED. Also, our district narrative often equates alignment and equity. Alignment and equity are not the same thing. Great

alignment can create greater fairness, and sometimes greater equity. In other situations, alignment may harm equity because it does not allow teachers the flexibility to meet all students needs. Student needs are diverse and vary from one class to another. We need to deeply examine why we equate alignment and equity. Equity goes far beyond alignment and our school and teachers need to have frank discussions about creating equity in a variety of different dimensions, from curriculum to instructional practices to school culture and policy and more.

One of my course teams would be a "Strongly disagree" from above, and the other would be "strongly agree," which is why I balanced them out and answered "Neutral" for most of the questions.

Now that I am looking for it, I see a LOT of issues around women having an equal voice in discussions.

I have been lucky to be on 2 teams that valued the members' collective insights.

It feels like lip service in my department when it comes to implementing standards.

One of the things that makes my course team(s) so effective is the effectiveness of my course team leaders.

We don't bring up the achievement gap too often any more. It ain't gone away... Let us not forget that there is a SPECIFIC group of individuals who still score far below average

It is very difficult when working with big groups and/or with stubborn teachers who are set in their ways.

True for 16-17 year. Differs year to year as course teams change

Health collaborates across schools, so in person meeting time is the limiting factor.

My department is respectful of different points of view.

65 responses

- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree

44.6%
13.8%
7.7%
33.8%
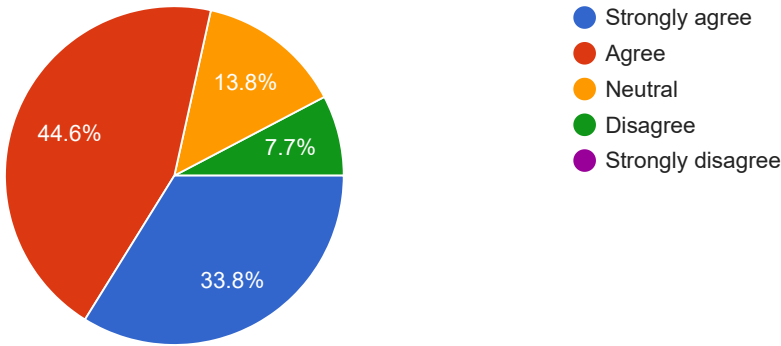
I am able to contribute as an equal member of my department.

65 responses

● Strongly agree

Legend:
- Agree (red)
- Neutral (orange)
- Disagree (green)
- Strongly disagree (purple)

44.6%
43.1%
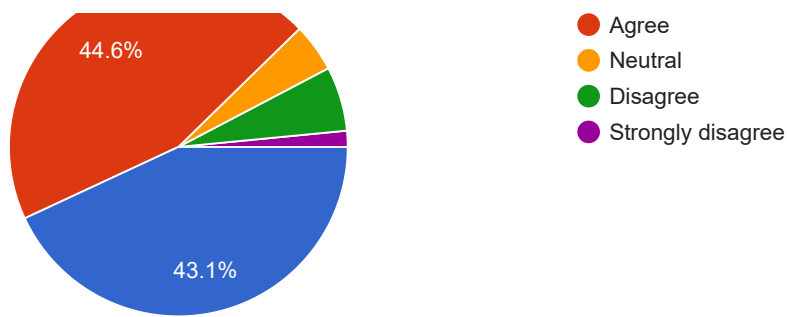
I get the support I need from my Department Coordinator

65 responses

Legend:
- Strongly agree (blue)
- Agree (red)
- Neutral (orange)
- Disagree (green)
- Strongly disagree (purple)

30.8%
12.3%
46.2%
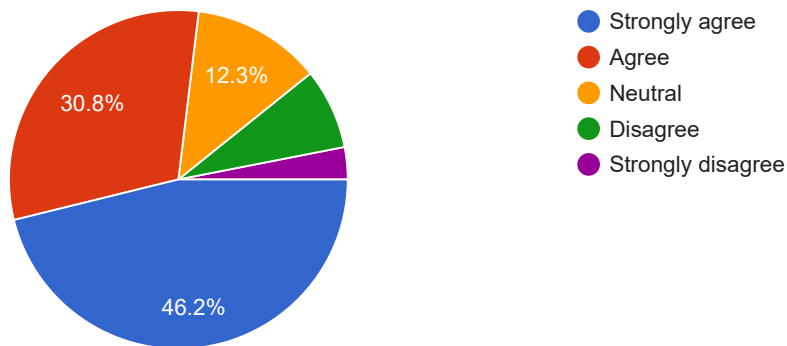
Comments on department collaboration?

17 responses

Improving!

We're good

Our department is led by a competent leader who sets a tone of respect, inclusivity, collegiality and professionalism and who works hard to provide resources and help to all who need it. Others in the department follow her example. Time to work together is never enough, but the time we have is used productively.

Some people seem to be favored - included in the interview process, for example, or given student teachers, while others are not asked or considered.

My department is largely very good at collaboration, however, I do not think we are always good at having challenging conversations where we can be honest and respectful and effective. The passion and commitment runs very high and sometimes it feels like flags are planted and hills are protected to the detriment of effective collaboration. However there are still too many parking lot conversations that undermine some of the collaborative pieces. We are getting better and a lot of it is about relationships and trust.

I contribute to this I know in my own way and want to work on that piece.
Also I am dept coord so I suppor myself super well :)

I find department collaboration far more difficult and challenging. Even after all years, we seem to shy away from difficult conversations. We check the boxes during department time to complete whatever admin/leadership have asked and then return to our classrooms to do our own thing--at least this is what it seems like and what I've been guilty of doing, too. We rarely have meaningful conversations about vertical alignment, we don't visit each other's classrooms, and we almost never examine data to inform and refine our instruction. We seem to be afraid to dig in and really talk about how we're doing, for example, in reaching our Latino population. We're far more eager to complain about structural barriers without turning inward to examine our practice and removing the barriers that we have the power to remove. I'm never all that clear what our department work is, so I retreat to the safety of my course team because I find department time lacking in purpose and vision. It would be nice to have a clear, purposeful goal that we are collectively working towards and hold each other accountable for it rather than checking off the boxes and getting things done for the sake of getting them done.

Overall, I am very pleased with how our department collaborates. HOWEVER, I have heard from 2 - 3 colleagues in my department (Social Studies) that they have explicitly asked by either the department chair or course team leader to speak less during our meetings. While everyone needs to be mindful of speaking, listening to colleagues, and bringing in all voices, we are all professionals and it is very important that we do not stifle ideas and disrespect colleagues by suggesting that they should speak less during meetings. This creates a culture of feeling undervalued, disempowered and/or disrespected. I do not think that this is the norm in our department, but nonetheless, I do not think this is healthy and we need to find ways to communicate more respectfully with colleagues.

Our department retreats need to have clearer objectives and agendas. We accomplish a great deal through discussions, but it would be great to have an outcome attached to those productive discussions.

The biggest obstacle to productive collaboration at all levels is time. When there's time prioritized for collaboration, it usually happens (for me).

We get along well and I feel mostly respected, but our coordinator struggles to lead effectively so very little actually gets done or decided. We had maybe 2 meetings last year in my course team where actual work we would keep got done. The rest of the time we talked in circles unable to set priories. My coordinator has talked with me about issues but if they were addressed, I never heard about the outcome. The message changes constantly as well as what we are supposed to be prioritizing. I can't see a relationship between data and these changes.

My department is much better than it was!

My department fired a teacher (Ben Fleischman) who had done more to decrease AP work load and increase AP achievement than any other teacher in this department. The rationale for firing him was more reflective of the film 'Mean Girls' than a professional work environment.

The current coordinator system does not work in my department.

Our department is filled with strong opinions and personalities. However, because we establish norms and choose goals together, we are able to work together and trust each other through making changes.

English Department! We constantly engage of some sort of collaboration, seldom do members fail at elaboration, the stage is set via pro dev, we take it to the next lev, rarely do the members feel left out; and no one feels the need to shout; yet each person is given the chance to be heard and not feel like he/she is just another in the herd, sometimes the need to speak is so great that we burn, the hardest part of a conversation is waiting our turn!

Comp Sci - Awesome. Ly is so easy to work with and open to any ideas. Math - Department is very open to dialogue and Evan is super supportive, but some math teachers are very traditional and reluctant to try new things or doing old things in different ways.

We don't have department coordinators, which sometimes limits flow of information about schoolwide issues.

The parents I interact with treat me with respect.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

53.8%
16.9%
27.7%
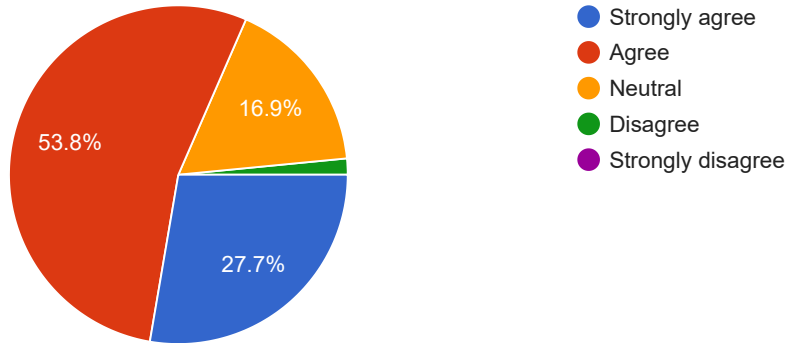
The students I interact with treat me with respect.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

50.8%
10.8%
38.5%
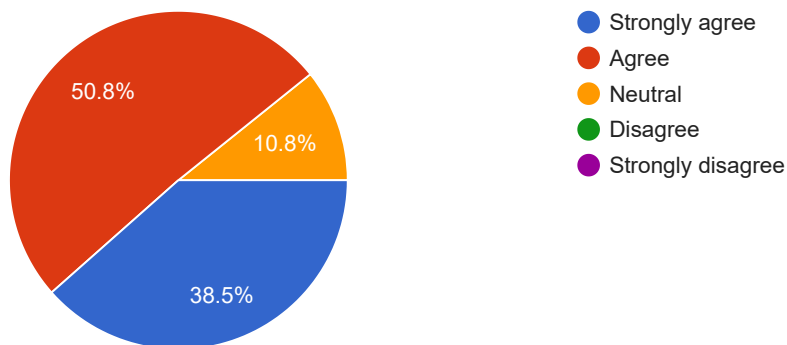
Our school culture supports student wellness and mental health.

65 responses

- Strongly agree
- Agree
- Neutral

10.8%

- Neutral
- Disagree
- Strongly disagree

52.3% 18.5% 18.5%
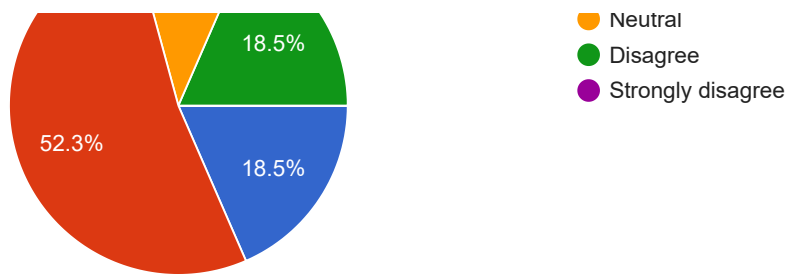
My working relationship with the Administrative Team fits my definition of professionalism and respect.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

15.4% 50.8% 24.6%
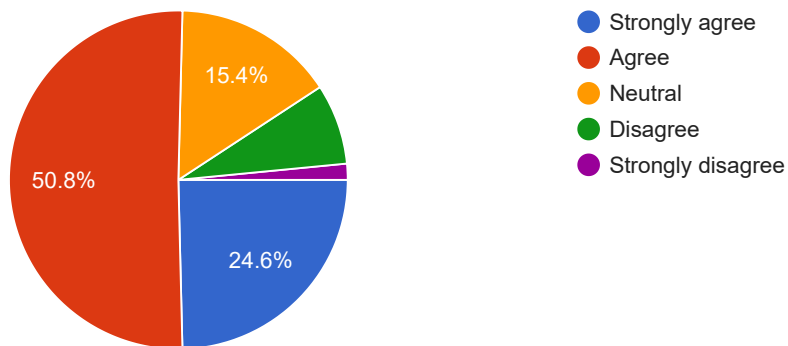
Our school climate in general is respectful of different points of view.

65 responses

- Strongly agree

Our school culture supports staff wellness and mental health.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

13.8% Strongly agree
35.4% Agree
30.8% Neutral
12.3% Disagree
7.7% Strongly disagree
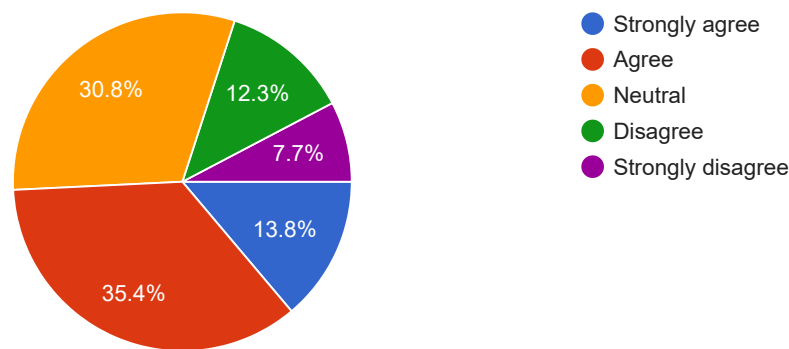
How calm or stressed do you perceive STUDENTS to be, on the average, on a daily basis at MVHS?

65 responses

1: 0 (0%)
2: 2 (3.1%)
3: 0 (0%)
4: 0 (0%)
5: 11 (16.9%)
6: 9 (13.8%)
7: 15 (23.1%)
8: 25 (38.5%)
9: 3 (4.6%)
10: 0 (0%)
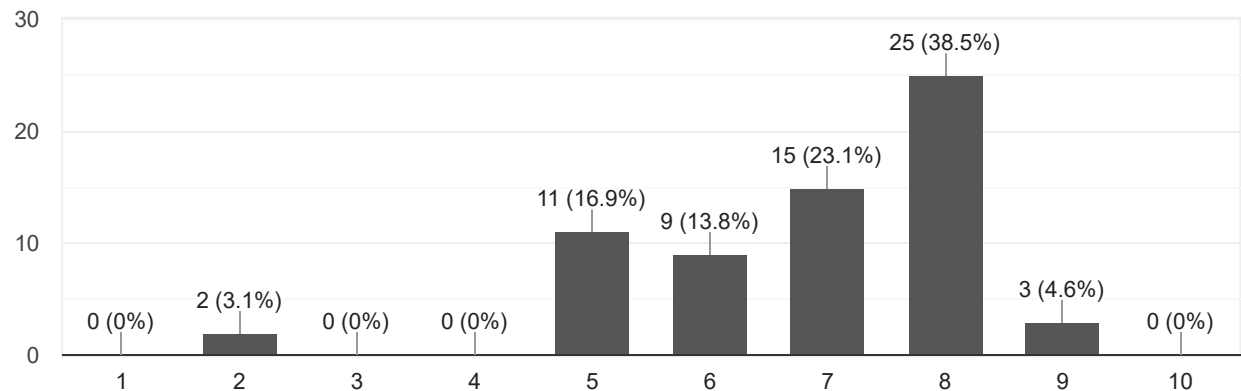
Our school climate, in general, is a safe place for all members of our community.

65 responses

- Strongly agree
- Agree
- Neutral

- Disagree
- Strongly disagree

60%

21.5%

12.3%
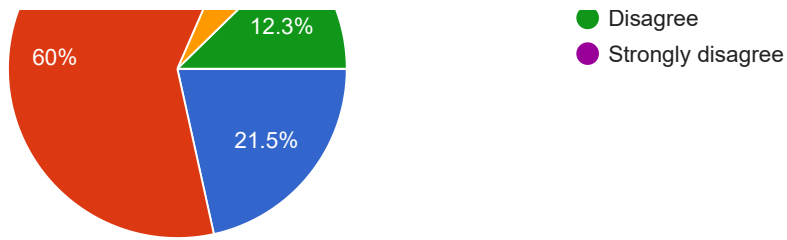
I feel safe at school.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

35.4%

56.9%
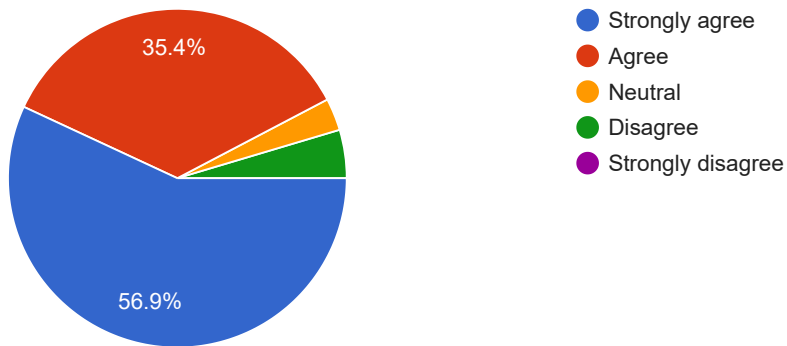
How calm or stressed do YOU, on the average, on a daily basis at MVHS?

65 responses

20

Our school culture supports a growth mindset.

65 responses

- 🔵 Strongly agree
- 🔴 Agree
- 🟠 Neutral
- 🟢 Disagree
- 🟣 Strongly disagree

58.5%

26.2%
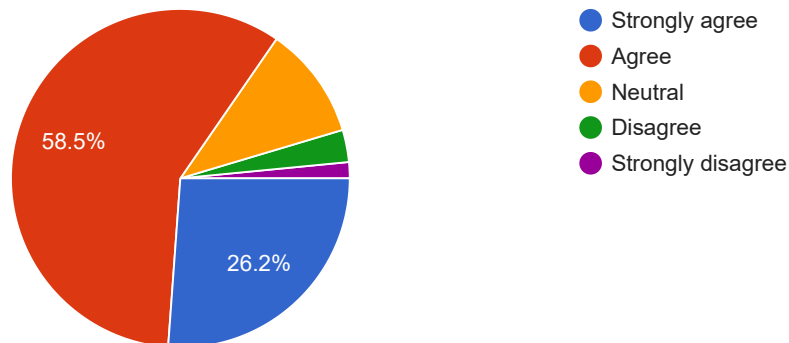
Comments on school culture?

22 responses

Most parents are great, but about 20% can be extremely demanding and disrespectful

My stress comes from my own need for constant reflection and revision. However, that has come from years of this community "demanding" it (both other teachers and parents).

We spend a lot of time talking about how this affects are students and brush over how it affects the teachers and staff. When teachers are in crisis I have no idea who to go to on campus to get support for them or for myself.

We talk a lot about student wellness and want it for them, but, in the end, this goal is always trumped by the goal of academic over-achievement

Where to begin?
I think we have our hearts in the right place. I also think we say a lot but don't necessarily back it up with actions.
I think the loudest voices in our room are wealthy, mostly white, parents who are happy to support programs etc. that serve our underserved kids but not if it interferes with what they perceive is necessary for their student to be their definition of success.
I commend our focus on wellness but I feel like we are shying away from some issues that could make a big difference like capping AP classes, making 7th period real, constructing a culture where "success" is not defined by GPA or college admission.
I think we do a great job on promoting growth mindset but I am not sure it has become part of the culture in the way we want. Our students seem to largely view school and learning as a transactional process, I do X and I get Y. I think many of them are deeply engaged in the area of life that they really love whether it is music or sports or a particular subject but that engagement decreases outside of those.
I would like us to work on shifting that perception and interaction.

This one's a tough one. We're increasing awareness and working on initiatives towards wellness and positive mental health and I appreciate this very much. However, I think the reality is that we as teachers face increasing demands that leave us feeling stressed with little margin. For example, based on what I have heard the last few years and days, to be an excellent teacher, I must...connect with every student, make sure every student is engaged and safe in my classroom, support my struggling students with the effective scaffolds they need (equity not equality) which means differentiating instruction and curriculum effectively, move towards 2.0 alignment and collaborate with my colleagues meaningfully using data to refine instruction, integrate edtech effectively, update my website, Google Classroom, Google calendar in a timely fashion, create and link my slides, answer emails, give effective feedback on student work regularly, update the gradebook with the stacks of papers I have to grade consistently,

work on culturally relevant and responsive teaching, teach students how to collaborate, create group worthy tasks, integrate reading apprenticeship, sentence frames, and AVID methodology into lessons, make sure homework doesn't exceed the board policy which means being even more impactful and effective with instructional minutes, go to all 504 and IEP meetings, practice mindfulness, go to adjunct duty, and somehow in all of this, take care of my basic needs and my family's and see friends occasionally, too. There simply isn't enough time to be the MVLA teacher that MVLA wants everyone to be! And because I want to be a good teacher, I burn myself to the ground every year trying to meet the very good but demanding expectations of excellence I place on myself but also feel pressured to meet. Student wellness has become another thing we teachers have to work on...and I want to...but what about staff wellness? We don't seem to be talking about this too much.

Saying we support wellness and actually respecting individual decisions for self care or the work we give to students don't always go hand in hand.

Our school culture is on the whole very caring, passionate, and mission-driven. I feel super supported by most of our administrative team and I love our students and parents. I have tremendous respect for my colleagues.

Last year we were trying to respond to an increasingly volatile political climate and this is an ongoing process. As a social studies teacher, I am acutely aware of this and feel a great responsibility for creating and nurturing a classroom environment of respect for different points of view. Some of my main goals are to foster critical thinking, create a caring environment, instill a sense of respect and caring in all students, and to empower our young people through teaching them about history!

Our school culture last year was negatively impacted last year by our unwillingness to provide clarity to social studies teachers about the meaning of free speech and/or academic freedom in the classroom. The situation with Frank Navarro, though confidential in terms of personnel, brought up larger questions about freedom of speech. As teachers and as a society, we need to protect the rights of educators to teach students about valid historical connections and complex historical analysis. It is deeply, deeply concerning to me that in today's environment of attacks on the media, critical thinking, and our democratic institutions, our school could take actions to limit the scope and depth of historical inquiry in our classrooms. These issues still loom and will only become amplified given the current climate if administration does not sit down and have honest and open-minded dialogues with our teachers. We are all partners in this endeavor and we need to be able to have frank discussions as educators...teachers, admin, counselors and others. Avoiding these difficult conversations diminish our strength as a school. Instead, let's promote dialogue with teachers, staff and admin in order to define ourselves as a supportive, visionary, and tolerant school that builds character and integrity for each person in our community.

Finally, we need to seriously address the issues of sexual assault and "rape culture" amongst our students. The spring edition of the Oracle about rape and sexual assault was DEEPLY troubling and we have a moral obligation to help our students. We need to equip them with the tools to communicate and interact in safe and healthy ways. I think we need to do more than offer one semester of required health. First of all, many students do not take it on campus. Furthermore, even if they do, it is unrealistic to expect that our one health teacher can tackle this issue on her own. This is a broader social issue that it having a severely damaging effect on many students, mainly our girls and young women. I propose that we have staff wide dialogues and training about these issues. Perhaps we can bring in outside experts, organizations, and/or trained college peer mentors as resources to help our school. Providing counseling to students after they are assaulted is not the answer. I did really like the "Yes Means Yes" training and I think that is a step in the right direction. We need to do more to educate. If time is a limitation, let's get creative. There is time if we make the time and truly prioritize the health of our students.

I think teachers should be more involved with the school as a whole, and not just academics. It is very valuable for students to see their teachers doing things they care about (supporting the arts/sports events), being silly (teacher dance/teacher vs. student competition), or enjoying school events (club kickoff).

Our school culture still doesn't prioritize staff wellness. We should try to make more institutional changes (something like no e-mails after 5pm, for example).

Our school culture supports a growth mindset if you share the opinion of the majority. If you have different ideas about how to get somewhere, which may be progressive but are not the same as the majority opinion, then I would say our school culture is very unsupportive and often alienating.

We have the right messaging about wellness, but both teachers and students are given very unrealistic goals and telling people to take time for themselves but giving them so much work they can't isn't helpful. If the school really Means what they say around wellness, they need to give teachers fewer students so that teachers have a manageable work load AND can connect with students more to help them monitor and manage their own stress levels. I regularly had more students who wanted my help than I had free time I could help them every day.

Wellness: We have so many wellness initiatives. But, we never stop to think about why we need so many wellness initiatives. It's a bit like medication. Instead of taking more and more medication to fix this or that problem, we should look at what might remove the problem. We need to do that with wellness. What is making us need all these wellness initiatives and practices? What should we change or remove so that we ARE well?

Performance: It really bothers me that wellness is almost always discussed in terms of better performance. Why cant being well be the goal? Why cant being well be the performance? It feels like all the wellness initiatives and practices are really just to squeeze more performance out of us.

Growth mindset: A very positive way of thinking has become, in some/many instances quite negative. Growth has shifted from simply thinking positively in order to allow for growth to be about performance. Too often, growth midset has become a Tiger-Mom version of growth mindset, as if we should always grow and in every way possible.

If wellness is associated with not thinking too much about the past or the future, but instead about being in the moment, then where I am right now HAS TO BE OK, too.

It feels like growth mindset and wellness have become the new way to talk about getting more out of people.

When a coordinator or teacher guest speaker creates a hostile environment for others morale drops.

I think we have great care for showing students and parents respect and compassion, but we do not show that same caring to staff.

I would have rated my stress level lower before I became dept coordinator :)

I believe we work hard as a community to balance academic rigor with a focus on wellness. I think that, in a community that emphasizes financial success with individual success, the school presents an alternative perspective.

I think we focus to much on AP Honors and not enough on the whole child

Our school has BILLIOLNS of cultures (and I ain't talkin' microbes): Academicians, Musicians, Athletes, Artists, Actors, Empaths, Solipsists, Aggressives. Passives, LGBTQIAPKC, Afros, Asiaticos, Indios, Latin-OH!s, Multi-Ethnics, Techies, Furries, Drivers, Walkers, Riders, Bussers, Medicated, Self-Medicated, Doers, Apathetics, Library Dwellers, Tutorial Centrists, Outsiders, Insiders, Affluents, Influents, Fluents, Linguists, Feelers, Physicals, Haters, Players, Player Haters, Rockers, Hip Hopicrites, Dancers, Spitters, Rappers, Writers, Speakers, Lonelys, Extroverts, Introverts, Manga-ites, Kissups, Helpers, Brownosers, Volunteers, Hyprocrites, Self-Righteous, Indignants, Happies, Angries, Depressed, Bubblies, Liars, Truthers, Stealers, and on and on and on

Students put a lot of pressure on themselves at times. And sometimes I feel as though a lot of teachers work 100 hours/week and since I don't, I sometimes 2nd guess myself and how much I put in. I feel that I have a great work-life balance, but sometimes feel guilty about the corners I cut to that end.

I strongly agree for certain groups of teachers, admin, and students and disagree for a large set as well

We do an excellent job in some areas of Wellness, but have much room for growth in others.

Staff Survey and Input on Collaboration, Climate, Resources and Goals

The custodial services are sufficient to support my instructional needs.

65 responses

● Strongly agree
● Agree

Legend (top chart):
- Neutral
- Disagree
- Strongly disagree

12.3%

84.6%
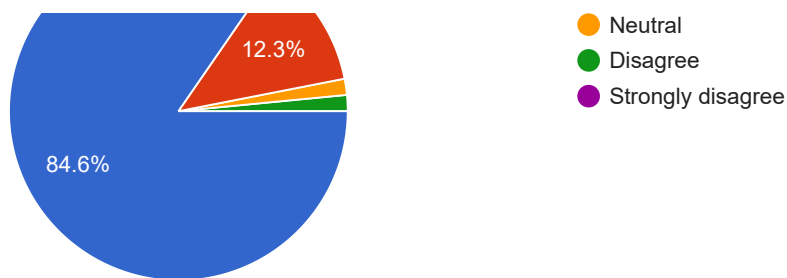
The digital/computer/projection resources in my classroom (hardware and software for my teaching) are sufficient for my needs (not student devices).

65 responses

Legend:
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

30.8%

10.8%

47.7%
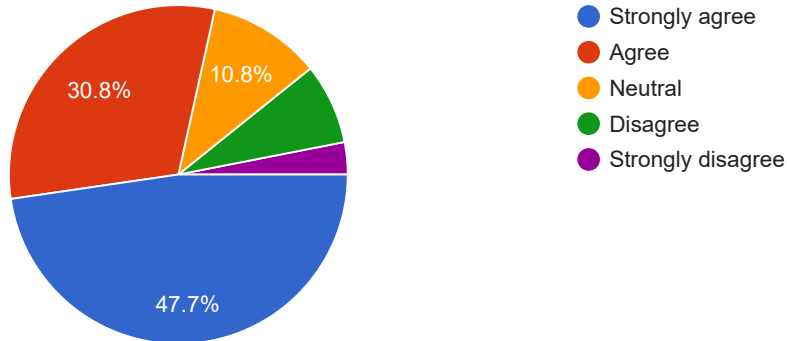
Student digital devices (BYOD and Chromebook) are a useful tool for my teaching.

65 responses

Legend:
- Strongly agree

The classroom infrastructure-lighting, heating, white boards, desks, etc. - are sufficient for my instructional needs.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

38.5%
10.8%
9.2%
36.9%
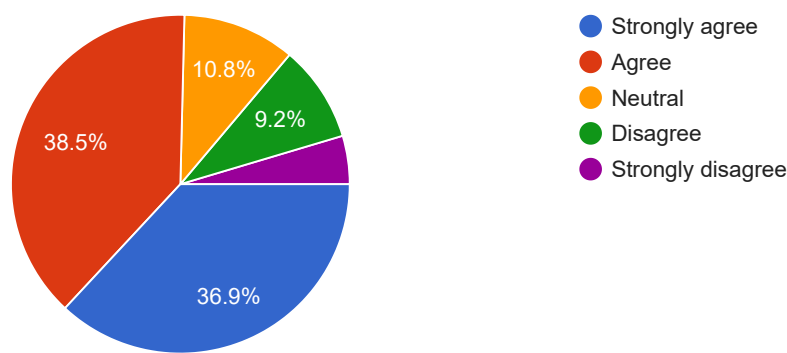
The Google Suite (email, docs, sheets, slides, etc.) is a useful tool for my teaching.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

32.3%
12.3%
50.8%
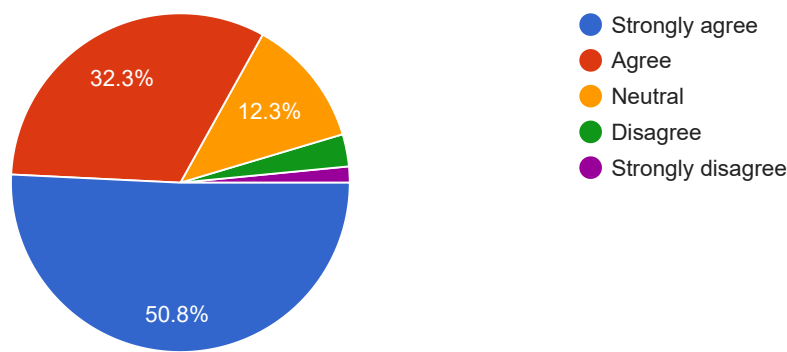
Google Classroom is a useful tool for my teaching.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

26.2%
23.1%

46.2%
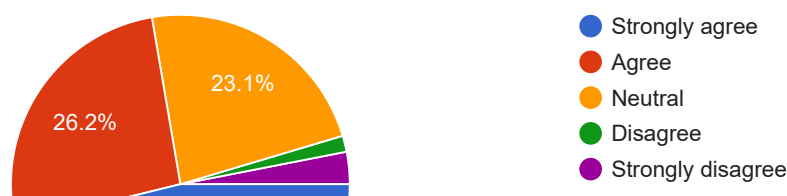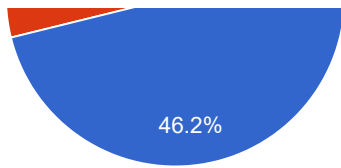
The reliability and speed of wifi in my classroom is satisfactory for my teaching.

65 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

24.6%
21.5%
9.2%
38.5%
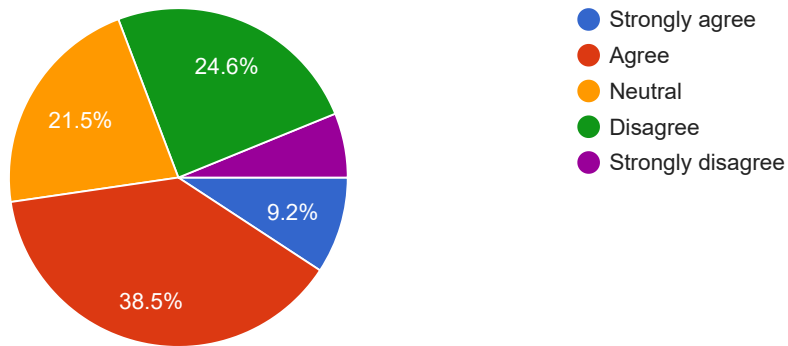
The textbooks/other texts that my department provides are sufficient for my instructional needs.

65 responses

Comments on classroom resources?

21 responses

Multiple wifi struggles last year

need more places for students to charge devices. need printing in classroom for students

Any of the regular classes are way too small for classes over 30. I am constantly tripping on student backpacks. It is too hard to move desks, students cannot see the board/screen adequately in all spots. The AC/Heating is very loud when it is on (I have learned to speak above it, but no matter how much I ask students to speak up, it is a challenge to hear their voices above the air.)

I need new textbooks but apparently this is not up for consideration. The Chromebooks need some kind of flash memory so that non-google documents can be esily saved/transfered

The heating/cooling system does not work very well and is not efficient - always too hot or too cold.

The classrooms sometimes feel too small for when I have classes bigger than 30 - I wish we had more space!

I think it would be good that we adopt consistent technology across campus when it comes to projection and computers. It is way too piecemeal right now.
Also nothing to be done about this until construction but our rooms are too small!

Our WiFi could be more stable. It's mostly consistent but not so consistent that it doesn't throw things for a loop enough times during the month that we don't notice it. Our classrooms are too small and it's hard having 32 students crammed into a small space trying to work. It gets too loud and cramped.

The district should provide reliable (new) laptops to teachers; speakers and projectors should be updated in all rooms;

Our textbooks for World Studies are highly outdated. We need new books as well as additional texts to supplement our curriculum. We also need to consider purchasing digital textbooks to supplement, not replace, existing textbooks.

The 600 wing is amazing and all classrooms should be like that!

They're AWESOME.

My textbooks do not reflect current Common Core standards. Nor do our test materials. We are writing everything from scratch which is a second full time job. I spent 6 hours on two 45 minutes lessons. The wifi is extremely unreliable. Students are dropped or connections are so slow, computers are regularly useless and we lose valuable instructional time.

We really need new, updated classroom furniture!

I need new desks to accommodate for computers and traditional learning. I was told we might remodel soon so I should wait until then but...

We are fortunate to have so much support in this area.

It's 2017 and all I have is a document camera. Ridiculous. And Google drive is so disorganized. I can't find anything that other members upload.

SPEAKERS SHOULD NOT BE PLACED ON THE THIN WALLS.

WHEN MY NEIGHBOR PLAYS A VIDEO, THE WALLS REVERBERATE.

SOMETIMES, MY STUDENTS ARE IN QUIET MODE AND SOMETIMES THE QUIET IS BROKEN BY THE LOUD NARRATION THAT IS PART OF THE INSTRUCTIONAL VIDEO BEING SHOWN NEXT DOOR. PUT THE SPEAKERS ON THE CEILING, PLEASE.

WiFi for the first 5 min of class, as we all know, can be difficult. Also, math has a small budget so asking for things can be intimidating because one monetary request could be taking all of the money for the 15-16 math teachers. The $1350 though was amazing ... just hard to have a short deadline. If the 1350 was there for the whole year I wouldn't rush to spend it but instead use it as necessary when things came up - like classroom supplies.

Wifi has been so bad technology use has been avoided. Old texts limits amounts of books we can have in class. I am looking forward to see if both of these are fixed this year. Classroom technology upgrades take a very long time to be completed.

The old classrooms desperately need updating or replacing. We have started to have serious issues with systems failing. Other resources are excellent.

Staff Survey and Input on Collaboration, Climate, Resources and Goals

Please rank each WASC Goal with respect to our progress..
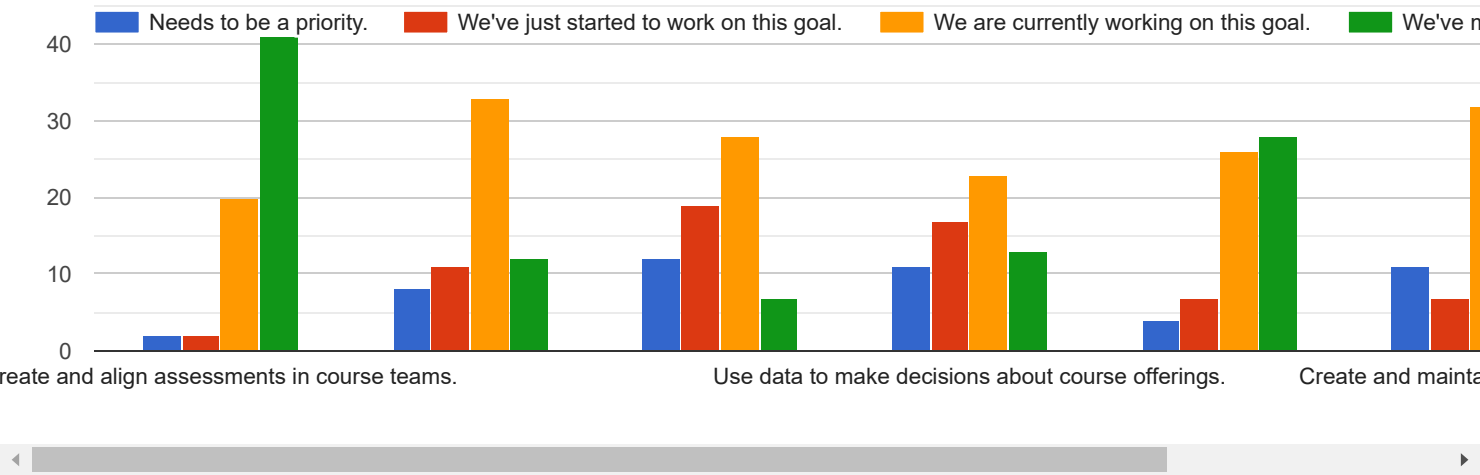
Please rank each of the priorities listed below.

Comments on future planning?

10 responses

We need a designated testing center on campus; a quiet place that is staffed where teachers can send students to makeup tests. The testing staff would have directions from teachers for each test...similar to what the tutorial center tries to do but much more secure and quiet. We also need we need more office space for teachers that share classrooms (without sharing cubicles) .

Make decisions on section numbers based on real numbers (we know when students drop courses, new students are added and yet we don't plan adequately). Make decisions on new classroom use based on course enrollment (smaller enrolled sections should be in smaller rooms).

Let's be deliberate in our planning and make sure that we are aware of ripple effects of our decisions whether it's within a course team or as a whole school. Sometimes decisions seem to be made in a universe of one and when the ripple effects emerge it can be frustrating knowing some of those could have been mitigated.

Yes, our buildings, classrooms, and furniture need to be upgraded to reflect 21st century learning.

exciting and greatly needed. need larger classroom spaces that encourage collaboration and allow for larger classroom areas when needed

Both informal and formal staff get-togethers would create a stronger sense of community and cohesion.

If people are going to teach more than one course, they should have time to meet with more than one team every week.

Don't forget about upkeep and replacement costs when making decisions!

STAFF LOUNGE AND A TRUE DUTY FREE LUNCH

We need an upgraded campus

Staff Survey and Input on Collaboration, Climate, Resources and Goals

What is your gender?

65 responses

● Female

- Male 32.3%
- Non-binary
- Decline to state

64.6%
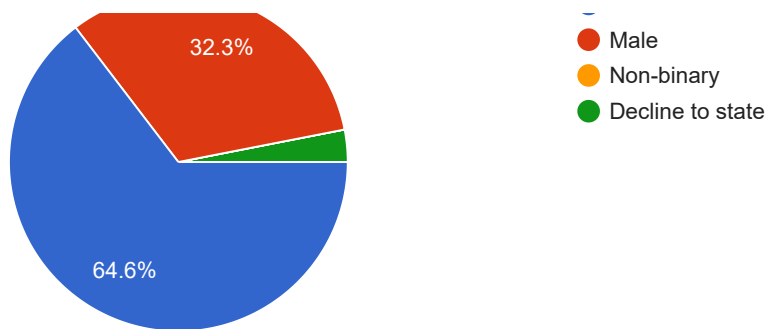
What is your ethnicity?

65 responses

- African-American
- Asian-American
- European-American
- Hispanic or Latino-American
- Multi-ethnic
- Decline to State

58.5%

15.4%

7.7%
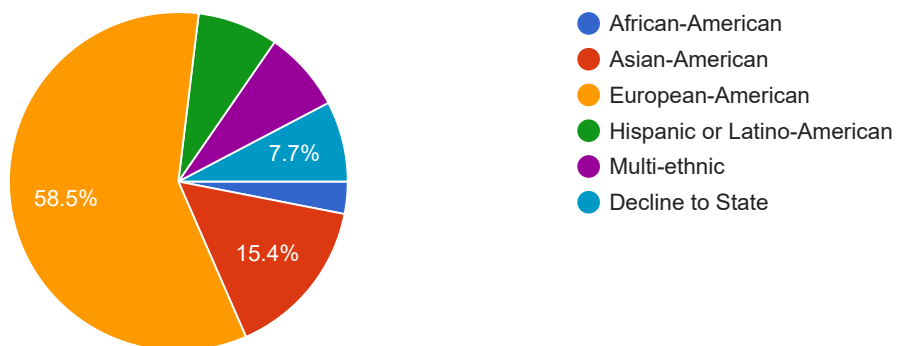
How long have you been on staff at MVHS?

65 responses

- 1-2 years

What is your MAIN department?

65 responses
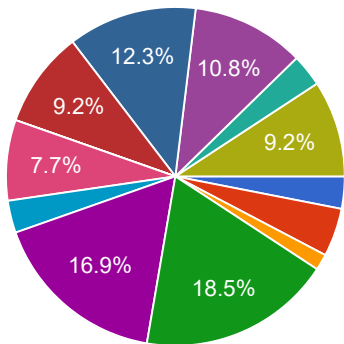
- Computer Science and Engineering
- Counselor
- ELD
- English
- Math
- Performing Arts
- Physical Education
- Practical Arts

△ 1/2 ▼

Students   Planner   Courses   Scholarships   Colleges   Careers   Connections   Analytics   *Search for Student*

survey list -> view responses   📄Printer-friendly summary   📊Full detail excel csv
MVHS Senior Survey 2016 Summary Report (2016 - 2016)

Class years: [2016 ▾] to [2016 ▾]   **Response set:** [1 ▾]   **Responder type:** [student ▾]   [Change]
In-progress: 1   Completed: 413   Not Started: 26

1. **Last school attended prior to Mountain View High School:**
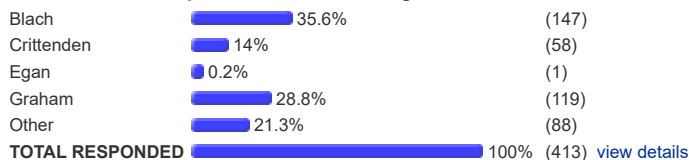
Blach	▬▬▬ 35.6%	(147)
Crittenden	▬ 14%	(58)
Egan	▪ 0.2%	(1)
Graham	▬▬ 28.8%	(119)
Other	▬▬ 21.3%	(88)
TOTAL RESPONDED	▬▬▬▬▬▬ 100%	(413) view details

2. **Please check the response which best describes your plans after high school graduation:**

Attend a 4 year college/university	▬▬▬▬▬▬ 72.9%	(301)
Attend a 2 year college	▬▬ 19.6%	(81)
Attend a vocational/technical school	0%	(0)
Attend a 1-2 year training program	0%	(0)
Work full-time	▪ 0.5%	(2)
Enlist in military service	▪ 1.2%	(5)
Take a Gap Year	▪ 1.7%	(7)
Other	▪ 4.1%	(17)
TOTAL RESPONDED	▬▬▬▬▬▬ 100%	(413) view details
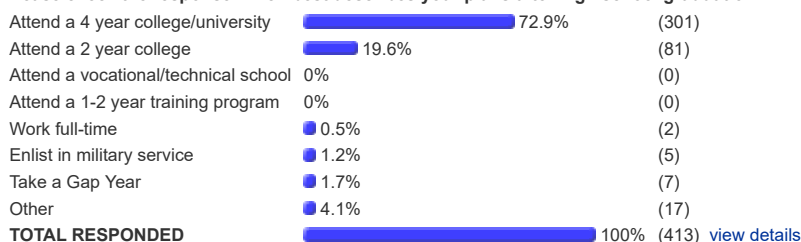
3. **If other, please indicate below:**
   Total responses: 32 (8%) view details

4. **If you plan to enlist in the military (see Question 2 above), please indicate which branch. (Other answers to #2 above, skip this question.)**

Air Force	0%	(0)
Army	▬ 22.2%	(2)
Coast Guard	▪ 11.1%	(1)
Marines	▬▬ 33.3%	(3)
Navy	▬▬ 33.3%	(3)
Reserves	0%	(0)
TOTAL RESPONDED	▬▬▬▬▬▬ 100%	(9) view details

5. **Are you satisifed with the college you will be attending?**

Yes	▬▬▬▬ 85.7%	(354)
No	▪ 9.2%	(38)
Not Applicable	▪ 5.1%	(21)
TOTAL RESPONDED	▬▬▬▬▬▬ 100%	(413) view details

6. **Were you admitted to your first choice college?**

Yes	▬▬▬ 56.7%	(234)
No	▬▬ 29.5%	(122)
Not Applicable	▪ 13.8%	(57)
TOTAL RESPONDED	▬▬▬▬▬▬ 100%	(413) view details

7. **Please indicate your level of agreement with the following statements**

   5 = strongly agree, 4 = agree, 3 = disagree, 2 = strongly disagree, 1 = no opinion or not applicable.

   Average Rank

	1	2	3	4	5	
6a. My overall experience at Mountain View High School has been positive.						(4.1)
6b. Most of my classes were relevant and challenging.						(3.9)
6c. Most of my teachers made their courses interesting and enjoyable.						(3.8)
6d. The curriculum included enough classes that interested me and helped prepare me for the future.						(3.8)
6e. I chose the most challenging classes that were appropriate for me.						(3.9)
6f. I feel I did my best academically.						(3.6)
6g. My teachers were well-prepared, knew their subjects and helped me learn the material.						(3.8)
6h. Most of my teachers cared about me and the progress I was making.						(4.0)
6i. When I needed help, I knew where to go to get assistance.						(4.1)
6k. My experience at MVHS has helped me to feel prepared for life after high school.						(3.8)
6l. I`ve learned to think critically, express myself clearly, and solve academic & social pro						(4.0)
6m. I took advantage of opportunities to become involved in extracurricular activities offered here						(3.8)
6n. I felt safe at this school.						(4.3)

6o. My experience at MVHS has had a positive effect on the kind of person I have become.   (4.0)

6p. My experiences helped me get along with different people, respect others, and cooperate.   (4.2)

TOTAL RESPONDED: view details

8. **Please describe the quality of your high school experience by evaluating each statement on a scale of 1 to 5:**

   5 = Outstanding, 4 = above average, 3 = average, 2 = not meeting my needs, and 1 = not applicable/no opinion

Average Rank

	1	2	3	4	5	

7a. My overall English experience has been ...   (3.8)
7b. My overall Mathematics experience has been ...   (3.5)
7c. My overall History/Social Science experience has been ...   (3.7)
7d. My overall Science experience has been ...   (3.6)
7e. My overall Foreign Language experience has been ...   (3.5)
7f. My overall experience in Fine Arts has been ...   (3.4)
7g. My overall Performing Arts experience has been ...   (3.2)
7h. My overall Physical Education experience has been ...   (3.3)
7i. My overall Athletics experience has been ...   (3.1)
7k. Overall, I would consider the school administration as ...   (3.5)
7l. The school's programs to help me develop my oral communication skills have been ... (3.5)
7m. The school's programs to help me develop my writing skills have been ...   (3.7)
7n. The school's programs to help me develop my reading skills have been ...   (3.6)
7o. The school's programs to help me develop knowledge & skills in using technology have been .   (3.6)
7p. The school's programs to help me develop good study skills & time management have been ...   (3.4)

TOTAL RESPONDED: 413 view details

9. **At my individual counselor appointments, my counselor was able to answer questions that I had and provided guidance that was tailored to my academic and post-secondary goals.**

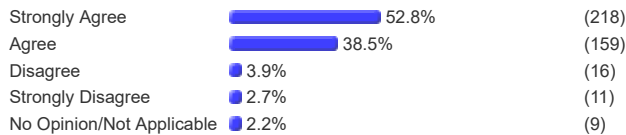| Strongly Agree	52.8%	(218)
Agree	38.5%	(159)
Disagree	3.9%	(16)
Strongly Disagree	2.7%	(11)
No Opinion/Not Applicable	2.2%	(9)
TOTAL RESPONDED	100%	(413) view details

10. **When counselors give classroom, theater and evening presentations (ie. College Application Night), the information provided is informative and useful.**

Strongly Agree	30.8%	(127)
Agree	55.2%	(228)
Disagree	3.6%	(15)
Strongly Disagree	0.7%	(3)
No Opinion/Not Applicable	9.7%	(40)
TOTAL RESPONDED	100%	(413) view details

11. **My counselor helped me to develop a four-year plan of courses for high school that reflected my post-graduation goals (i.e. 4-year college, community college, military service, trade school, work, etc.).**

Strongly Agree	40.2%	(166)
Agree	42.4%	(175)
Disagree	8.2%	(34)
Strongly Disagree	1.7%	(7)
No Opinion/Not Applicable	7.5%	(31)
TOTAL RESPONDED	100%	(413) view details

12. **During my time at Mountain View High School, my counselor helped me to understand graduation requirements and my progress towards fulfilling them.**

Strongly Agree	55.4%	(229)
Agree	37.5%	(155)
Disagree	2.9%	(12)
Strongly Disagree	2.2%	(9)
No Opinion/Not Applicable	1.9%	(8)
TOTAL RESPONDED	100%	(413) view details

13. **If I needed academic support, the counseling department informed me of, and guided me to support services available on campus (ie. Tutorial Center, AVID, mentoring, etc.).**

Strongly Agree	33.7%	(139)
Agree	39.2%	(162)
Disagree	5.3%	(22)
Strongly Disagree	1.9%	(8)
No Opinion/Not Applicable	19.9%	(82)
TOTAL RESPONDED	100%	(413) view details

14. **If I needed personal counseling, my counselor was available as a resource or guided me to other support services such as CHAC counseling.**

Strongly Agree	31%	(128)
Agree	26.2%	(108)

Disagree	4.4%	(18)
Strongly Disagree	2.4%	(10)
No Opinion/Not Applicable	36.1%	(149)
TOTAL RESPONDED	100%	(413) view details

15. In general, I felt that my counselor was available to see me either on a drop in basis or by appointment.

Strongly Agree	45.8%	(189)
Agree	45%	(186)
Disagree	3.9%	(16)
Strongly Disagree	1.5%	(6)
No Opinion/Not Applicable	3.9%	(16)
TOTAL RESPONDED	100%	(413) view details

16. I took advantage of materials available in the College/Career Center (ie. checked out test prep books, picked up financial aid information, looked at the job binder or College/Career Center website, etc.).

Strongly Agree	14.8%	(61)
Agree	30.3%	(125)
Disagree	26.2%	(108)
Strongly Disagree	6.8%	(28)
No Opinion/Not Applicable	22%	(91)
TOTAL RESPONDED	100%	(413) view details

17. I took advantage of programs and presentations sponsored by the College/Career Center (ie. College representative visits, Job Fair, College Fair) and found the information provided was informative and useful.

Strongly Agree	12.6%	(52)
Agree	40.2%	(166)
Disagree	21.8%	(90)
Strongly Disagree	5.3%	(22)
No Opinion/Not Applicable	20.1%	(83)
TOTAL RESPONDED	100%	(413) view details

18. If I had specific college or career related questions, the coordinator was available as a resource or guided me to other available resources.

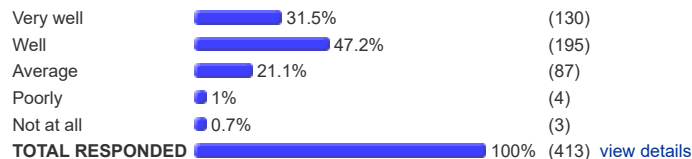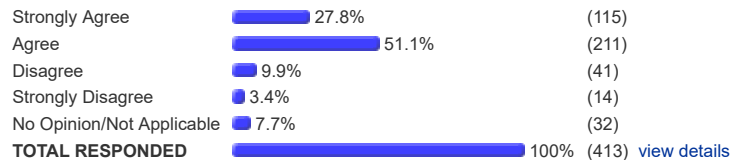| Strongly Agree | 18.4% | (76) |
Agree	38%	(157)
Disagree	3.6%	(15)
Strongly Disagree	1%	(4)
No Opinion/Not Applicable	39%	(161)
TOTAL RESPONDED	100%	(413) view details

19. The College/Career Center was available to me either on a drop in basis or by appointment.

Strongly Agree	25.4%	(105)
Agree	38.3%	(158)
Disagree	2.2%	(9)
Strongly Disagree	0.5%	(2)
No Opinion/Not Applicable	33.7%	(139)
TOTAL RESPONDED	100%	(413) view details

20. The administration was available to see me on a drop in basis or by appointment.

Strongly Agree	13.6%	(56)
Agree	43.6%	(180)
Disagree	8.7%	(36)
Strongly Disagree	2.4%	(10)
No Opinion/Not Applicable	31.7%	(131)
TOTAL RESPONDED	100%	(413) view details

21. If I needed support (academic, emotional, or financial), the administration helped me find a solution.

Strongly Agree	14.3%	(59)
Agree	36.8%	(152)
Disagree	9.2%	(38)
Strongly Disagree	2.7%	(11)
No Opinion/Not Applicable	37%	(153)
TOTAL RESPONDED	100%	(413) view details

22. The administration is responsible for the enforcement of school rules and district policies, and I felt that they handled my situation in a fair and equitable manner.

Strongly Agree	14.8%	(61)
Agree	45%	(186)
Disagree	10.9%	(45)
Strongly Disagree	4.6%	(19)
No Opinion/Not Applicable	24.7%	(102)
TOTAL RESPONDED	100%	(413) view details

23. The administration models respect, inclusion, and an attitude reflective of our school vision.

Strongly Agree	18.2%	(75)
Agree	48.4%	(200)
Disagree	10.9%	(45)
Strongly Disagree	5.1%	(21)
No Opinion/Not Applicable	17.4%	(72)
TOTAL RESPONDED	100%	(413) view details

24. **Additional comments about your overall MVHS experience:**
Total responses: 71 (17%) view details

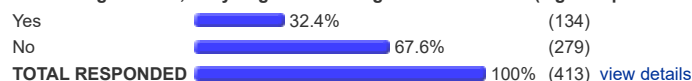25. **How do you feel MVHS has prepared you academically for college?**

Very well	31.5%	(130)
Well	47.2%	(195)
Average	21.1%	(87)
Poorly	1%	(4)
Not at all	0.7%	(3)
TOTAL RESPONDED	100%	(413) view details

26. **MVHS staff and programs provided me with support to go through the college application process.**

Strongly Agree	27.8%	(115)
Agree	51.1%	(211)
Disagree	9.9%	(41)
Strongly Disagree	3.4%	(14)
No Opinion/Not Applicable	7.7%	(32)
TOTAL RESPONDED	100%	(413) view details

27. **For those parts of your applications that required MVHS staff action (e.g. transcript, Secondary School Report, letters of recommendation, etc.) how well were you supported?**

Very well	42.9%	(177)
Well	38.3%	(158)
Average	16%	(66)
Poorly	1.9%	(8)
Not al all	1.5%	(6)
TOTAL RESPONDED	100%	(413) view details

28. **While in high school, did you get counseling outside of MVHS (e.g. independent counselor, youth organization, etc.)**

Yes	32.4%	(134)
No	67.6%	(279)
TOTAL RESPONDED	100%	(413) view details

29. **May we contact you for additional information?**

|		
Yes	38.3%	(158)
No	61.7%	(255)
TOTAL RESPONDED	100%	(413) view details
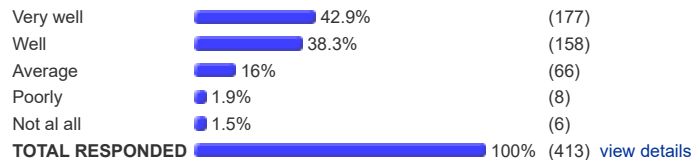
30. **If we may contact you, would you prefer e-mail or phone? Please give e-mail address or phone number.**
Total responses: 155 (37%) view details

31. **Since it may be two years before we do a follow-up survey, please give us an alternate contact method, such as your parent's e-mail or phone number.**
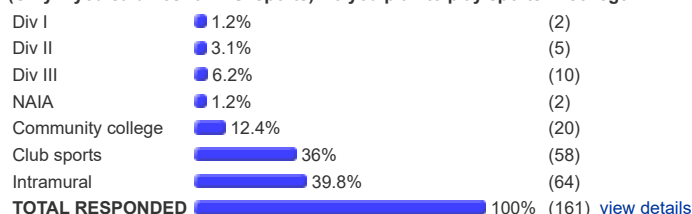Total responses: 139 (34%) view details

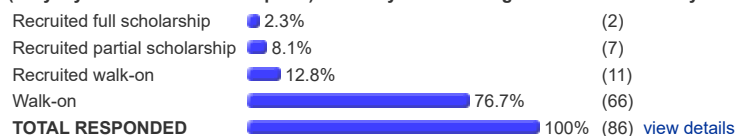32. **Did you play sports in high school? (If No, skip questions 33-35)**

Yes	53.5%	(221)
No	46.5%	(192)
TOTAL RESPONDED	100%	(413) view details
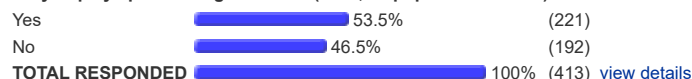
33. **If you did play sports, which ones?**
Total responses: 212 (51%) view details

34. **(Only if you said Yes for H.S. sports) Do you plan to play sports in college?**

Div I	1.2%	(2)
Div II	3.1%	(5)
Div III	6.2%	(10)
NAIA	1.2%	(2)
Community college	12.4%	(20)
Club sports	36%	(58)
Intramural	39.8%	(64)
TOTAL RESPONDED	100%	(161) view details

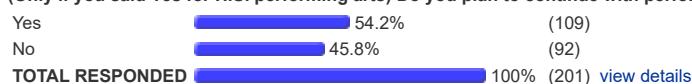35. **(Only if you said Yes for H.S. sports) What is your recruiting status at the school you are most likely to attend?**

Recruited full scholarship	2.3%	(2)
Recruited partial scholarship	8.1%	(7)
Recruited walk-on	12.8%	(11)
Walk-on	76.7%	(66)
TOTAL RESPONDED	100%	(86) view details

36. **Were you active in any performing arts in high school? (If No, skip questions 37-40)**

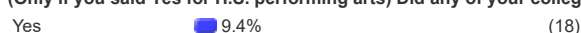|		
Yes	47.2%	(195)
No	52.8%	(218)
TOTAL RESPONDED	100%	(413) view details
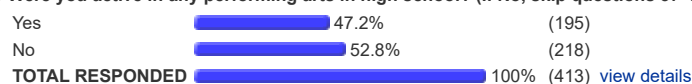
37. **If you were active in any performing arts, which one(s)?**
Total responses: 190 (46%) view details

38. **(Only if you said Yes for H.S. performing arts) Do you plan to continue with performing arts in college?**

Yes	54.2%	(109)
No	45.8%	(92)
TOTAL RESPONDED	100%	(201) view details

39. **(Only if you said Yes for H.S. performing arts) Did any of your college applications require audition(s)?**

Yes	9.4%	(18)

No   90.6%   (173)

TOTAL RESPONDED   100%   (191)   view details

40. **(Only if you said Yes for H.S. performing arts) Did you audition at the college you are most likely to attend?**

Yes   6.6%   (12)

No   93.4%   (169)

TOTAL RESPONDED   100%   (181)   view details

41. **Were you involved in visual arts or digital media in high school? (If No, skip questions 42-45)**

Yes   38%   (157)

No   62%   (256)

TOTAL RESPONDED   100%   (413)   view details

42. **If you were involved with visual or digital arts, please specify which.**

Total responses: 149 (36%)   view details

43. **(Only if you said Yes for H.S. vis/dig. arts) Do you plan to continue with visual and/or digital arts in college?**

Yes   51.2%   (85)

No   48.8%   (81)

TOTAL RESPONDED   100%   (166)   view details

44. **(Only if you said Yes for H.S. vis/dig. arts) Did one or more of your colleges require a portfolio, or did you submit examples of your artwork?**

Yes   19.6%   (31)

No   80.4%   (127)

TOTAL RESPONDED   100%   (158)   view details

45. **(Only if you said Yes for H.S. vis/dig. arts) Did you submit a portfolio or examples of your work to the college you are most likely to attend?**

Yes   15.6%   (25)

No   84.4%   (135)

TOTAL RESPONDED   100%   (160)   view details

46. **Which College Admission Test did you take?**

ACT   0%   (0)

SAT   0%   (0)

Both   0%   (0)

Neither   0%   (0)

TOTAL RESPONDED   100%   (0)   view details

Survey Responses

Search for Student

🖨Printer-friendly summary 📊Full detail excel csv

MVHS Senior Survey 2017 Summary Report (2017 - 2017)

Class years: 2017 ▼ **to** 2017 ▼ **Response set:** 1 ▼ **Responder type:** student ▼ [Change]

In-progress: 3   Completed: 394   Not Started: 24

1. **Last school attended prior to Mountain View High School:**

Blach	36.8%	(145)
Crittenden	11.4%	(45)
Egan	0.3%	(1)
Graham	27.2%	(107)
Other	24.4%	(96)
TOTAL RESPONDED	100%	(394) view details

2. **Please check the response which best describes your plans after high school graduation:**

Attend a 4 year college/university	71.3%	(281)
Attend a 2 year college	19.8%	(78)
Attend a vocational/technical school	0%	(0)
Attend a 1-2 year training program	0.5%	(2)
Work full-time	0.5%	(2)
Enlist in military service	1%	(4)
Take a Gap Year	3.3%	(13)
Other	3.6%	(14)
TOTAL RESPONDED	100%	(394) view details

3. **If other, please indicate below:**
Total responses: 27 (7%) view details

4. **If you plan to enlist in the military (see Question 2 above), please indicate which branch. (Other answers to #2 above, skip this question.)**

Air Force	40%	(2)
Army	40%	(2)
Coast Guard	0%	(0)
Marines	20%	(1)
Navy	0%	(0)
Reserves	0%	(0)
TOTAL RESPONDED	100%	(5) view details

5. **Are you satisifed with the college you will be attending?**

Yes	90.9%	(358)
No	3.8%	(15)
Not Applicable	5.3%	(21)
TOTAL RESPONDED	100%	(394) view details

6. **Were you admitted to your first choice college?**

Yes	49.2%	(194)
No	40.9%	(161)
Not Applicable	9.9%	(39)
TOTAL RESPONDED	100%	(394) view details

7. **Please indicate your level of agreement with the following statements**

5 = strongly agree, 4 = agree, 3 = disagree, 2 = strongly disagree, 1 = no opinion or not applicable.

Average Rank

	1 2 3 4 5	
6a. My overall experience at Mountain View High School has been positive.		(4.0)
6b. Most of my classes were relevant and challenging.		(3.8)
6c. Most of my teachers made their courses interesting and enjoyable.		(3.7)
6d. The curriculum included enough classes that interested me and helped prepare me for the future.		(3.7)
6e. I chose the most challenging classes that were appropriate for me.		(4.0)
6f. I feel I did my best academically.		(3.6)
6g. My teachers were well-prepared, knew their subjects and helped me learn the material.		(3.9)
6h. Most of my teachers cared about me and the progress I was making.		(3.9)
6i. When I needed help, I knew where to go to get assistance.		(4.1)
6k. My experience at MVHS has helped me to feel prepared for life after high school.		(3.7)
6l. I`ve learned to think critically, express myself clearly, and solve academic & social pro		(3.9)
6m. I took advantage of opportunities to become involved in extracurricular activities offered here		(3.8)
6n. I felt safe at this school.		(4.2)

6o. My experience at MVHS has had a positive effect on the kind of person I have become.   (3.9)

6p. My experiences helped me get along with different people, respect others, and cooperate.   (4.1)

TOTAL RESPONDED: view details

8. **Please describe the quality of your high school experience by evaluating each statement on a scale of 1 to 5:**

   5 = Outstanding, 4 = above average, 3 = average, 2 = not meeting my needs, and 1 = not applicable/no opinion

   Average Rank

	1	2	3	4	5

   7a. My overall English experience has been ...   (3.8)

   7b. My overall Mathematics experience has been ...   (3.6)

   7c. My overall History/Social Science experience has been ...   (3.6)

   7d. My overall Science experience has been ...   (3.7)

   7e. My overall Foreign Language experience has been ...   (3.5)

   7f. My overall experience in Fine Arts has been ...   (3.4)

   7g. My overall Performing Arts experience has been ...   (3.2)

   7h. My overall Physical Education experience has been ...   (3.4)

   7i. My overall Athletics experience has been ...   (3.3)

   7k. Overall, I would consider the school administration as ...   (3.3)

   7l. The school's programs to help me develop my oral communication skills have been ...   (3.4)

   7m. The school's programs to help me develop my writing skills have been ...   (3.6)

   7n. The school's programs to help me develop my reading skills have been ...   (3.6)

   7o. The school's programs to help me develop knowledge & skills in using technology have been .   (3.6)

   7p. The school's programs to help me develop good study skills & time management have been ...   (3.3)

   TOTAL RESPONDED: 394   view details

9. **At my individual counselor appointments, my counselor was able to answer questions that I had and provided guidance that was tailored to my academic and post-secondary goals.**

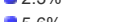 | | | |
   |---|---|---|
   | Strongly Agree | 52.5% | (207) |
   | Agree | 37.8% | (149) |
   | Disagree | 6.1% | (24) |
   | Strongly Disagree | 1.8% | (7) |
   | No Opinion/Not Applicable | 1.8% | (7) |
   | **TOTAL RESPONDED** | 100% | (394)   view details |

10. **When counselors give classroom, theater and evening presentations (ie. College Application Night), the information provided is informative and useful.**

Strongly Agree	25.9%	(102)
Agree	54.8%	(216)
Disagree	5.3%	(21)
Strongly Disagree	0.5%	(2)
No Opinion/Not Applicable	13.5%	(53)
TOTAL RESPONDED	100%	(394) view details

11. **My counselor helped me to develop a four-year plan of courses for high school that reflected my post-graduation goals (i.e. 4-year college, community college, military service, trade school, work, etc.).**

Strongly Agree	37.8%	(149)
Agree	44.7%	(176)
Disagree	9.6%	(38)
Strongly Disagree	2.3%	(9)
No Opinion/Not Applicable	5.6%	(22)
TOTAL RESPONDED	100%	(394) view details

12. **During my time at Mountain View High School, my counselor helped me to understand graduation requirements and my progress towards fulfilling them.**

Strongly Agree	50.5%	(199)
Agree	41.1%	(162)
Disagree	5.1%	(20)
Strongly Disagree	1.3%	(5)
No Opinion/Not Applicable	2%	(8)
TOTAL RESPONDED	100%	(394) view details

13. **If I needed academic support, the counseling department informed me of, and guided me to support services available on campus (ie. Tutorial Center, AVID, mentoring, etc.).**

Strongly Agree	33%	(130)
Agree	42.9%	(169)
Disagree	4.1%	(16)
Strongly Disagree	1.5%	(6)
No Opinion/Not Applicable	18.5%	(73)
TOTAL RESPONDED	100%	(394) view details

14. **If I needed personal counseling, my counselor was available as a resource or guided me to other support services such as CHAC counseling.**

Strongly Agree	27.4%	(108)
Agree	29.9%	(118)

Disagree	6.3%	(25)
Strongly Disagree	2.3%	(9)
No Opinion/Not Applicable	34%	(134)
TOTAL RESPONDED	100%	(394) view details

15. In general, I felt that my counselor was available to see me either on a drop in basis or by appointment.

Strongly Agree	45.4%	(179)
Agree	45.9%	(181)
Disagree	4.1%	(16)
Strongly Disagree	0.5%	(2)
No Opinion/Not Applicable	4.1%	(16)
TOTAL RESPONDED	100%	(394) view details

16. I took advantage of materials available in the College/Career Center (ie. checked out test prep books, picked up financial aid information, looked at the job binder or College/Career Center website, etc.).

Strongly Agree	19.3%	(76)
Agree	39.8%	(157)
Disagree	19.3%	(76)
Strongly Disagree	5.1%	(20)
No Opinion/Not Applicable	16.5%	(65)
TOTAL RESPONDED	100%	(394) view details

17. I took advantage of programs and presentations sponsored by the College/Career Center (ie. College representative visits, Job Fair, College Fair) and found the information provided was informative and useful.

Strongly Agree	19%	(75)
Agree	40.6%	(160)
Disagree	18.5%	(73)
Strongly Disagree	5.1%	(20)
No Opinion/Not Applicable	16.8%	(66)
TOTAL RESPONDED	100%	(394) view details

18. If I had specific college or career related questions, the coordinator was available as a resource or guided me to other available resources.

Strongly Agree	25.9%	(102)
Agree	43.1%	(170)
Disagree	3.6%	(14)
Strongly Disagree	0.8%	(3)
No Opinion/Not Applicable	26.6%	(105)
TOTAL RESPONDED	100%	(394) view details

19. The College/Career Center was available to me either on a drop in basis or by appointment.

Strongly Agree	35.8%	(141)
Agree	37.6%	(148)
Disagree	1.3%	(5)
Strongly Disagree	0.3%	(1)
No Opinion/Not Applicable	25.1%	(99)
TOTAL RESPONDED	100%	(394) view details

20. The administration was available to see me on a drop in basis or by appointment.

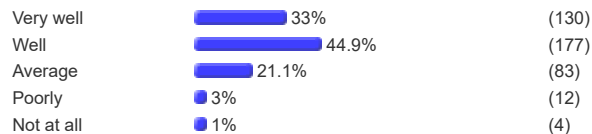|		
Strongly Agree	15.5%	(61)
Agree	40.1%	(158)
Disagree	10.4%	(41)
Strongly Disagree	3.3%	(13)
No Opinion/Not Applicable	30.7%	(121)
TOTAL RESPONDED	100%	(394) view details

21. If I needed support (academic, emotional, or financial), the administration helped me find a solution.

Strongly Agree	18.5%	(73)
Agree	35.5%	(140)
Disagree	7.1%	(28)
Strongly Disagree	5.1%	(20)
No Opinion/Not Applicable	33.8%	(133)
TOTAL RESPONDED	100%	(394) view details

22. The administration is responsible for the enforcement of school rules and district policies, and I felt that they handled my situation in a fair and equitable manner.

Strongly Agree	15.5%	(61)
Agree	43.1%	(170)
Disagree	12.9%	(51)
Strongly Disagree	5.3%	(21)
No Opinion/Not Applicable	23.1%	(91)
TOTAL RESPONDED	100%	(394) view details

23. The administration models respect, inclusion, and an attitude reflective of our school vision.

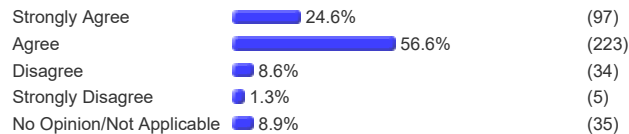|		
Strongly Agree	15.7%	(62)
Agree	45.9%	(181)
Disagree	17.3%	(68)
Strongly Disagree	6.3%	(25)
No Opinion/Not Applicable	14.7%	(58)
TOTAL RESPONDED	100%	(394) view details

24. Additional comments about your overall MVHS experience:
Total responses: 70 (18%) view details

25. How do you feel MVHS has prepared you academically for college?

Very well	33%	(130)
Well	44.9%	(177)
Average	21.1%	(83)
Poorly	3%	(12)
Not at all	1%	(4)
TOTAL RESPONDED	100%	(394) view details

26. MVHS staff and programs provided me with support to go through the college application process.

|		
Strongly Agree	24.6%	(97)
Agree	56.6%	(223)
Disagree	8.6%	(34)
Strongly Disagree	1.3%	(5)
No Opinion/Not Applicable	8.9%	(35)
TOTAL RESPONDED	100%	(394) view details

27. For those parts of your applications that required MVHS staff action (e.g. transcript, Secondary School Report, letters of recommendation, etc.) how well were you supported?
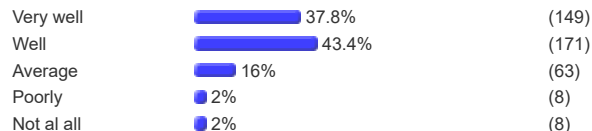
Very well	37.8%	(149)
Well	43.4%	(171)
Average	16%	(63)
Poorly	2%	(8)
Not al all	2%	(8)
TOTAL RESPONDED	100%	(394) view details

28. While in high school, did you get counseling outside of MVHS (e.g. independent counselor, youth organization, etc.)
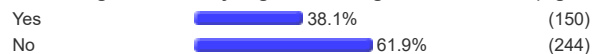
Yes	38.1%	(150)
No	61.9%	(244)
TOTAL RESPONDED	100%	(394) view details

29. May we contact you for additional information?
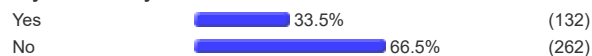
Yes	33.5%	(132)
No	66.5%	(262)
TOTAL RESPONDED	100%	(394) view details

30. If we may contact you, would you prefer e-mail or phone? Please give e-mail address or phone number.
Total responses: 127 (32%) view details

31. Since it may be two years before we do a follow-up survey, please give us an alternate contact method, such as your parent's e-mail or phone number.
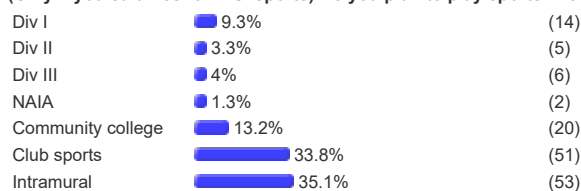Total responses: 110 (28%) view details

32. Did you play sports in high school? (If No, skip questions 33-35)

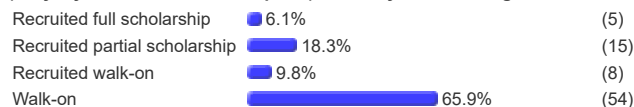|		
Yes	57.4%	(226)
No	42.6%	(168)
TOTAL RESPONDED	100%	(394) view details

33. If you did play sports, which ones?
Total responses: 218 (55%) view details

34. (Only if you said Yes for H.S. sports) Do you plan to play sports in college?

Div I	9.3%	(14)
Div II	3.3%	(5)
Div III	4%	(6)
NAIA	1.3%	(2)
Community college	13.2%	(20)
Club sports	33.8%	(51)
Intramural	35.1%	(53)
TOTAL RESPONDED	100%	(151) view details

35. (Only if you said Yes for H.S. sports) What is your recruiting status at the school you are most likely to attend?

Recruited full scholarship	6.1%	(5)
Recruited partial scholarship	18.3%	(15)
Recruited walk-on	9.8%	(8)
Walk-on	65.9%	(54)
TOTAL RESPONDED	100%	(82) view details

36. Were you active in any performing arts in high school? (If No, skip questions 37-40)

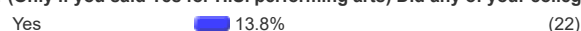|		
Yes	38.1%	(150)
No	61.9%	(244)
TOTAL RESPONDED	100%	(394) view details

37. If you were active in any performing arts, which one(s)?
Total responses: 145 (37%) view details

38. (Only if you said Yes for H.S. performing arts) Do you plan to continue with performing arts in college?

Yes	56.4%	(92)
No	43.6%	(71)
TOTAL RESPONDED	100%	(163) view details

39. (Only if you said Yes for H.S. performing arts) Did any of your college applications require audition(s)?

Yes	13.8%	(22)

No   86.3%   (138)

TOTAL RESPONDED   100%   (160)   view details

40. **(Only if you said Yes for H.S. performing arts) Did you audition at the college you are most likely to attend?**

Yes   12.2%   (19)

No   87.8%   (137)

TOTAL RESPONDED   100%   (156)   view details

41. **Were you involved in visual arts or digital media in high school? (If No, skip questions 42-45)**

Yes   31%   (122)

No   69%   (272)

TOTAL RESPONDED   100%   (394)   view details

42. **If you were involved with visual or digital arts, please specify which.**
    Total responses: 118 (30%)   view details

43. **(Only if you said Yes for H.S. vis/dig. arts) Do you plan to continue with visual and/or digital arts in college?**

Yes   47.8%   (66)

No   52.2%   (72)

TOTAL RESPONDED   100%   (138)   view details

44. **(Only if you said Yes for H.S. vis/dig. arts) Did one or more of your colleges require a portfolio, or did you submit examples of your artwork?**

Yes   25.6%   (33)

No   74.4%   (96)

TOTAL RESPONDED   100%   (129)   view details

45. **(Only if you said Yes for H.S. vis/dig. arts) Did you submit a portfolio or examples of your work to the college you are most likely to attend?**

Yes   20.5%   (26)

No   79.5%   (101)

TOTAL RESPONDED   100%   (127)   view details

46. **Which College Admission Test did you take?**

ACT   31%   (122)

SAT   24.4%   (96)

Both   28.2%   (111)

Neither   16.5%   (65)

TOTAL RESPONDED   100%   (394)   view details

HOBSONS

Students Planner Courses Scholarships Colleges Careers Connections Analytics   *Search for Student*

survey list -> view responses

Printer-friendly summary   Full detail excel csv

MVHS Senior Survey 2018 Summary Report (2018 - 2018)

Class years: 2018 ▼ to 2018 ▼   **Response set:** 1 ▼   **Responder type:** student ▼   Change

In-progress: 1   Completed: 430   Not Started: 41

1. **Last school attended prior to Mountain View High School:**

Blach	33.2%	(143)
Crittenden	12.1%	(52)
Egan	0.2%	(1)
Graham	29.5%	(127)
Other	25.1%	(108)
TOTAL RESPONDED	100%	(431) view details

2. **Please check the response which best describes your plans after high school graduation:**

Attend a 4 year college/university	74.2%	(320)
Attend a 2 year college	17.4%	(75)
Attend a vocational/technical school	0%	(0)
Attend a 1-2 year training program	0.5%	(2)
Work full-time	0%	(0)
Enlist in military service	0.7%	(3)
Take a Gap Year	3.5%	(15)
Other	3.7%	(16)
TOTAL RESPONDED	100%	(431) view details

3. **If other, please indicate below:**
Total responses: 23 (5%) view details

4. **If you plan to enlist in the military (see Question 2 above), please indicate which branch. (Other answers to #2 above, skip this question.)**

Air Force	0%	(0)
Army	60%	(3)
Coast Guard	0%	(0)
Marines	20%	(1)
Navy	0%	(0)
Reserves	20%	(1)
TOTAL RESPONDED	100%	(5) view details

5. **Are you satisifed with the college you will be attending?**

Yes	89.8%	(387)
No	4.4%	(19)
Not Applicable	5.8%	(25)
TOTAL RESPONDED	100%	(431) view details

6. **Were you admitted to your first choice college?**

Yes	43.6%	(188)
No	44.5%	(192)
Not Applicable	11.8%	(51)
TOTAL RESPONDED	100%	(431) view details

7. **Please indicate your level of agreement with the following statements**

5 = strongly agree, 4 = agree, 3 = disagree, 2 = strongly disagree, 1 = no opinion or not applicable.

Average Rank

Statement	Rank (1–5)	Value
6a. My overall experience at Mountain View High School has been positive.		(3.8)
6b. Most of my classes were relevant and challenging.		(3.8)
6c. Most of my teachers made their courses interesting and enjoyable.		(3.6)
6d. The curriculum included enough classes that interested me and helped prepare me for the future.		(3.6)
6e. I chose the most challenging classes that were appropriate for me.		(3.8)
6f. I feel I did my best academically.		(3.4)
6g. My teachers were well-prepared, knew their subjects and helped me learn the material.		(3.7)
6h. Most of my teachers cared about me and the progress I was making.		(3.8)
6i. When I needed help, I knew where to go to get assistance.		(4.0)
6k. My experience at MVHS has helped me to feel prepared for life after high school.		(3.6)
6l. I`ve learned to think critically, express myself clearly, and solve academic & social pro		(3.7)
6m. I took advantage of opportunities to become involved in extracurricular activities offered here		(3.6)
6n. I felt safe at this school.		(4.0)

6o. My experience at MVHS has had a positive effect on the kind of person I have become. (3.7)

6p. My experiences helped me get along with different people, respect others, and cooperate. (3.9)

TOTAL RESPONDED: view details

8. **Please describe the quality of your high school experience by evaluating each statement on a scale of 1 to 5:**
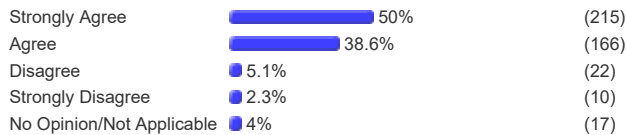
5 = Outstanding, 4 = above average, 3 = average, 2 = not meeting my needs, and 1 = not applicable/no opinion
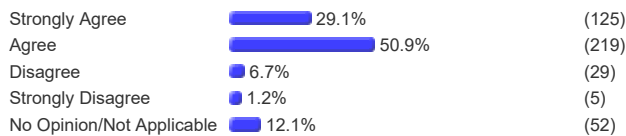
Average Rank

	1	2	3	4	5	

7a. My overall English experience has been ... (3.6)
7b. My overall Mathematics experience has been ... (3.4)
7c. My overall History/Social Science experience has been ... (3.7)
7d. My overall Science experience has been ... (3.6)
7e. My overall Foreign Language experience has been ... (3.4)
7f. My overall experience in Fine Arts has been ... (3.3)
7g. My overall Performing Arts experience has been ... (3.2)
7h. My overall Physical Education experience has been ... (3.2)
7i. My overall Athletics experience has been ... (3.1)
7k. Overall, I would consider the school administration as ... (3.3)
7l. The school's programs to help me develop my oral communication skills have been ... (3.2)
7m. The school's programs to help me develop my writing skills have been ... (3.4)
7n. The school's programs to help me develop my reading skills have been ... (3.3)
7o. The school's programs to help me develop knowledge & skills in using technology have been . (3.2)
7p. The school's programs to help me develop good study skills & time management have been ... (3.0)

TOTAL RESPONDED: 430 view details

9. **At my individual counselor appointments, my counselor was able to answer questions that I had and provided guidance that was tailored to my academic and post-secondary goals.**
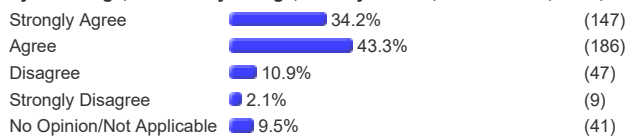
Strongly Agree	50%	(215)
Agree	38.6%	(166)
Disagree	5.1%	(22)
Strongly Disagree	2.3%	(10)
No Opinion/Not Applicable	4%	(17)
TOTAL RESPONDED	100%	(430) view details

10. **When counselors give classroom, theater and evening presentations (ie. College Application Night), the information provided is informative and useful.**
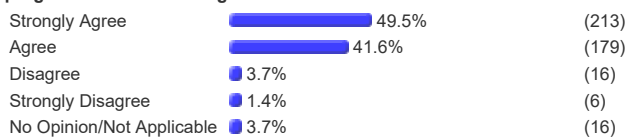
Strongly Agree	29.1%	(125)
Agree	50.9%	(219)
Disagree	6.7%	(29)
Strongly Disagree	1.2%	(5)
No Opinion/Not Applicable	12.1%	(52)
TOTAL RESPONDED	100%	(430) view details

11. **My counselor helped me to develop a four-year plan of courses for high school that reflected my post-graduation goals (i.e. 4-year college, community college, military service, trade school, work, etc.).**
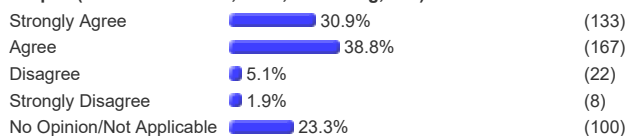
Strongly Agree	34.2%	(147)
Agree	43.3%	(186)
Disagree	10.9%	(47)
Strongly Disagree	2.1%	(9)
No Opinion/Not Applicable	9.5%	(41)
TOTAL RESPONDED	100%	(430) view details

12. **During my time at Mountain View High School, my counselor helped me to understand graduation requirements and my progress towards fulfilling them.**
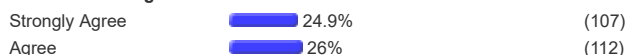
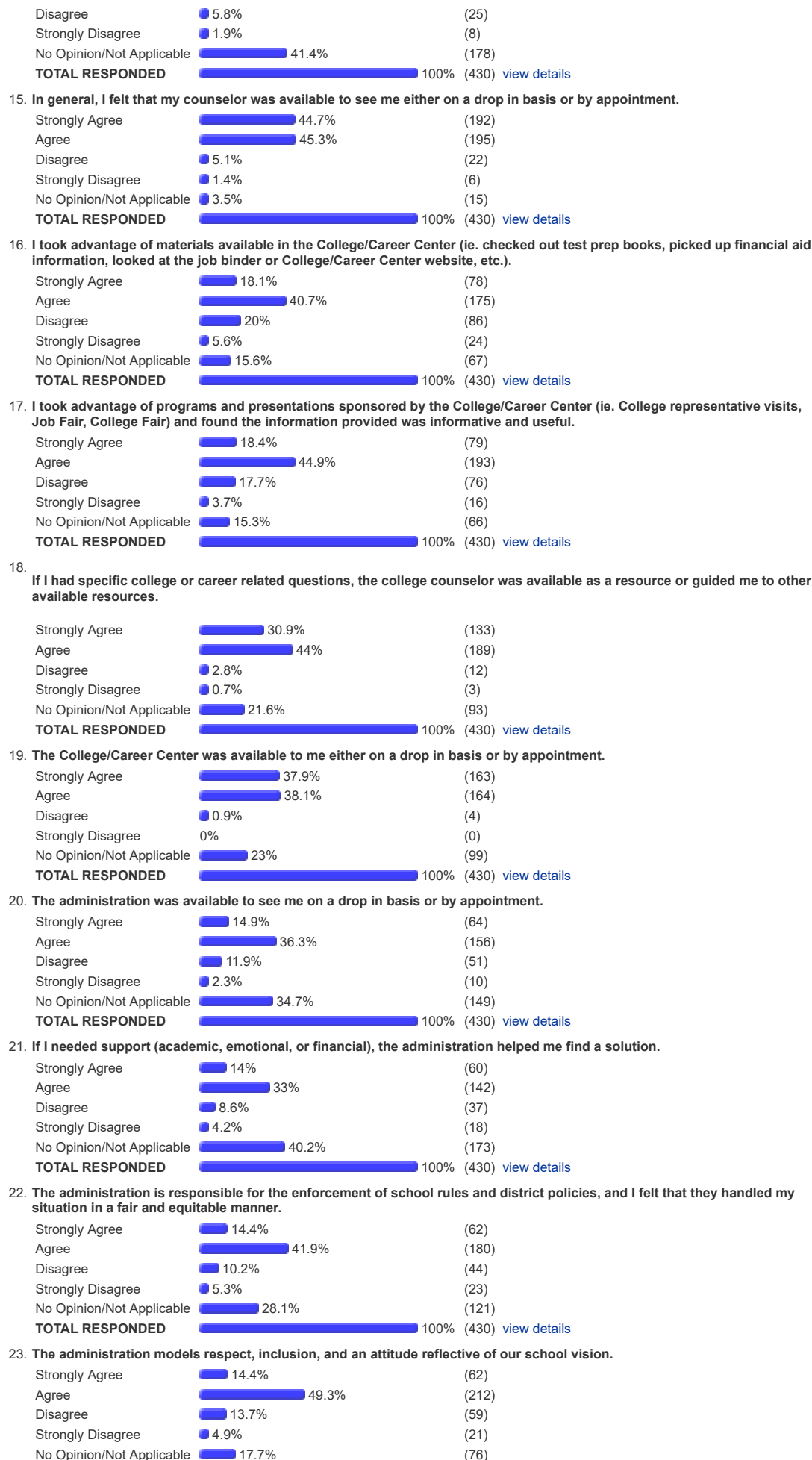| Strongly Agree	49.5%	(213)
Agree	41.6%	(179)
Disagree	3.7%	(16)
Strongly Disagree	1.4%	(6)
No Opinion/Not Applicable	3.7%	(16)
TOTAL RESPONDED	100%	(430) view details

13. **If I needed academic support, the counseling department informed me of, and guided me to support services available on campus (ie. Tutorial Center, AVID, mentoring, etc.).**

Strongly Agree	30.9%	(133)
Agree	38.8%	(167)
Disagree	5.1%	(22)
Strongly Disagree	1.9%	(8)
No Opinion/Not Applicable	23.3%	(100)
TOTAL RESPONDED	100%	(430) view details

14. **If I needed personal counseling, my counselor was available as a resource or guided me to other support services such as CHAC counseling.**

Strongly Agree	24.9%	(107)
Agree	26%	(112)

Disagree	5.8%	(25)
Strongly Disagree	1.9%	(8)
No Opinion/Not Applicable	41.4%	(178)
TOTAL RESPONDED	100%	(430) view details

15. In general, I felt that my counselor was available to see me either on a drop in basis or by appointment.

Strongly Agree	44.7%	(192)
Agree	45.3%	(195)
Disagree	5.1%	(22)
Strongly Disagree	1.4%	(6)
No Opinion/Not Applicable	3.5%	(15)
TOTAL RESPONDED	100%	(430) view details

16. I took advantage of materials available in the College/Career Center (ie. checked out test prep books, picked up financial aid information, looked at the job binder or College/Career Center website, etc.).

Strongly Agree	18.1%	(78)
Agree	40.7%	(175)
Disagree	20%	(86)
Strongly Disagree	5.6%	(24)
No Opinion/Not Applicable	15.6%	(67)
TOTAL RESPONDED	100%	(430) view details

17. I took advantage of programs and presentations sponsored by the College/Career Center (ie. College representative visits, Job Fair, College Fair) and found the information provided was informative and useful.

Strongly Agree	18.4%	(79)
Agree	44.9%	(193)
Disagree	17.7%	(76)
Strongly Disagree	3.7%	(16)
No Opinion/Not Applicable	15.3%	(66)
TOTAL RESPONDED	100%	(430) view details

18.
If I had specific college or career related questions, the college counselor was available as a resource or guided me to other available resources.

Strongly Agree	30.9%	(133)
Agree	44%	(189)
Disagree	2.8%	(12)
Strongly Disagree	0.7%	(3)
No Opinion/Not Applicable	21.6%	(93)
TOTAL RESPONDED	100%	(430) view details

19. The College/Career Center was available to me either on a drop in basis or by appointment.

Strongly Agree	37.9%	(163)
Agree	38.1%	(164)
Disagree	0.9%	(4)
Strongly Disagree	0%	(0)
No Opinion/Not Applicable	23%	(99)
TOTAL RESPONDED	100%	(430) view details

20. The administration was available to see me on a drop in basis or by appointment.

Strongly Agree	14.9%	(64)
Agree	36.3%	(156)
Disagree	11.9%	(51)
Strongly Disagree	2.3%	(10)
No Opinion/Not Applicable	34.7%	(149)
TOTAL RESPONDED	100%	(430) view details

21. If I needed support (academic, emotional, or financial), the administration helped me find a solution.

Strongly Agree	14%	(60)
Agree	33%	(142)
Disagree	8.6%	(37)
Strongly Disagree	4.2%	(18)
No Opinion/Not Applicable	40.2%	(173)
TOTAL RESPONDED	100%	(430) view details

22. The administration is responsible for the enforcement of school rules and district policies, and I felt that they handled my situation in a fair and equitable manner.

Strongly Agree	14.4%	(62)
Agree	41.9%	(180)
Disagree	10.2%	(44)
Strongly Disagree	5.3%	(23)
No Opinion/Not Applicable	28.1%	(121)
TOTAL RESPONDED	100%	(430) view details

23. The administration models respect, inclusion, and an attitude reflective of our school vision.

Strongly Agree	14.4%	(62)
Agree	49.3%	(212)
Disagree	13.7%	(59)
Strongly Disagree	4.9%	(21)
No Opinion/Not Applicable	17.7%	(76)

TOTAL RESPONDED ████████ 100% (430) view details

24. **Additional comments about your overall MVHS experience:**
    Total responses: 99 (23%) view details

25. **How do you feel MVHS has prepared you academically for college?**

Very well	26.5%	(114)
Well	48.8%	(210)
Average	23.5%	(101)
Poorly	3.5%	(15)
Not at all	0.7%	(3)
TOTAL RESPONDED	100%	(430) view details

26. **MVHS staff and programs provided me with support to go through the college application process.**

Strongly Agree	23.3%	(100)
Agree	54.9%	(236)
Disagree	10.2%	(44)
Strongly Disagree	1.2%	(5)
No Opinion/Not Applicable	10.5%	(45)
TOTAL RESPONDED	100%	(430) view details

27. **For those parts of your applications that required MVHS staff action (e.g. transcript, Secondary School Report, letters of recommendation, etc.) how well were you supported?**

Very well	37.9%	(163)
Well	41.2%	(177)
Average	17.9%	(77)
Poorly	2.8%	(12)
Not al all	1.2%	(5)
TOTAL RESPONDED	100%	(430) view details

28. **While in high school, did you get counseling outside of MVHS (e.g. independent counselor, youth organization, etc.)**

Yes	35.3%	(152)
No	64.7%	(278)
TOTAL RESPONDED	100%	(430) view details

29. **May we contact you for additional information?**

Yes	35.8%	(154)
No	64.2%	(276)
TOTAL RESPONDED	100%	(430) view details

30. **If we may contact you, would you prefer e-mail or phone? Please give e-mail address or phone number.**
    Total responses: 154 (36%) view details

31. **Since it may be two years before we do a follow-up survey, please give us an alternate contact method, such as your parent's e-mail or phone number.**
    Total responses: 132 (31%) view details

32. **Did you play sports in high school? (If No, skip questions 33-35)**

Yes	58.4%	(251)
No	41.6%	(179)
TOTAL RESPONDED	100%	(430) view details

33. **If you did play sports, which ones?**
    Total responses: 249 (58%) view details

34. **(Only if you said Yes for H.S. sports) Do you plan to play sports in college?**

Div I	7.7%	(13)
Div II	3.6%	(6)
Div III	7.7%	(13)
NAIA	2.4%	(4)
Community college	8.9%	(15)
Club sports	32.5%	(55)
Intramural	37.3%	(63)
TOTAL RESPONDED	100%	(169) view details

35. **(Only if you said Yes for H.S. sports) What is your recruiting status at the school you are most likely to attend?**

Recruited full scholarship	1.1%	(1)
Recruited partial scholarship	12.6%	(12)
Recruited walk-on	18.9%	(18)
Walk-on	67.4%	(64)
TOTAL RESPONDED	100%	(95) view details

36. **Were you active in any performing arts in high school? (If No, skip questions 37-40)**

Yes	40.9%	(176)
No	59.1%	(254)
TOTAL RESPONDED	100%	(430) view details

37. **If you were active in any performing arts, which one(s)?**
    Total responses: 176 (41%) view details

38. **(Only if you said Yes for H.S. performing arts) Do you plan to continue with performing arts in college?**

Yes	54.1%	(105)
No	45.9%	(89)
TOTAL RESPONDED	100%	(194) view details

39. **(Only if you said Yes for H.S. performing arts) Did any of your college applications require audition(s)?**

Yes	10.4%	(19)
No	89.6%	(163)
TOTAL RESPONDED	100%	(182) view details

40. (Only if you said Yes for H.S. performing arts) Did you audition at the college you are most likely to attend?

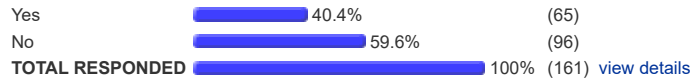|		
Yes	6.4%	(11)
No	93.6%	(162)
TOTAL RESPONDED	100%	(173) view details

41. Were you involved in visual arts or digital media in high school? (If No, skip questions 42-45)

Yes	33.3%	(143)
No	66.7%	(287)
TOTAL RESPONDED	100%	(430) view details
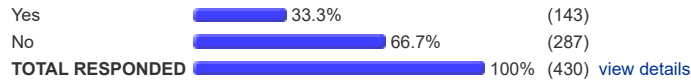
42. If you were involved with visual or digital arts, please specify which.
Total responses: 145 (34%) view details

43. (Only if you said Yes for H.S. vis/dig. arts) Do you plan to continue with visual and/or digital arts in college?

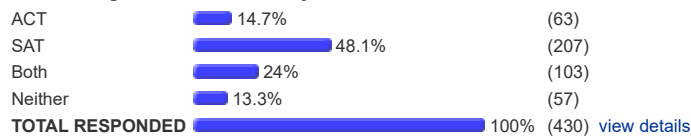|		
Yes	40.4%	(65)
No	59.6%	(96)
TOTAL RESPONDED	100%	(161) view details

44. (Only if you said Yes for H.S. vis/dig. arts) Did one or more of your colleges require a portfolio, or did you submit examples of your artwork?

Yes	13.6%	(21)
No	86.4%	(133)
TOTAL RESPONDED	100%	(154) view details

45. (Only if you said Yes for H.S. vis/dig. arts) Did you submit a portfolio or examples of your work to the college you are most likely to attend?

Yes	11.2%	(17)
No	88.8%	(135)
TOTAL RESPONDED	100%	(152) view details

46. Which College Admission Test did you take?

ACT	14.7%	(63)
SAT	48.1%	(207)
Both	24%	(103)
Neither	13.3%	(57)
TOTAL RESPONDED	100%	(430) view details

HOBSONS