

# Mountain View High School

## Single Plan for

### Student Achievement

#### 2017-18

(based on data from 2016-17)



David Grissom, Principal  
3535 Truman Ave.  
Mountain View, Ca 94040  
(650) 960-4602  
[David.Grissom@mvla.net](mailto:David.Grissom@mvla.net)

Dr. Jeff Harding, Superintendent  
1299 Bryant Ave.  
Mountain View, Ca 94040-4599  
(650) 940- 4650  
[Jeff.Harding@mvla.net](mailto:Jeff.Harding@mvla.net)

Mountain View – Los Altos Union High School District

# SCHOOL PROFILE

Situated in the heart of Silicon Valley, Mountain View High School is one of two comprehensive high schools in the Mountain View Los Altos Union High School district. The two schools serve the cities of Mountain View, Los Altos and Los Altos Hills, a community population of over 100,000. Named a Distinguished High School in 1994 and 2003, Mountain View High School is a college preparatory high school offering 27 Advanced Placement (AP) and 12 Honors courses across the disciplines. Mountain View has regularly placed in the top 500 high schools in the annual *Newsweek* list of top high schools. In 2011, the school was Green Certified. The district's schools were the first Santa Clara County schools to receive this designation.

The school currently houses 1,912 students, a number that has grown 7.9 percent in the last ten years (Annual Report, p. 7). According to the October 2016 Annual Review (based on most current Aeries, CBEDs and R-30 data), 45 % of the student body is White, 25% is Asian, 22% Latino, 8% Other or not-identifying (approximately 2% African-American, 4% Filipino, .7% Pacific Islander and .3% American Indian or Alaska Native). The greatest demographic shift in the last twelve years has been the growth in the percentages of Latino students with a change of 9 percent.

Programs on the campus serve five special populations including: Advancement Via Individual Determination (AVID) (7.4%), English Language Learners (8.4%), Special Education (10.7%) and Socio-economically Disadvantaged Students (Free/Reduced Lunch Program) (13.2%). All of these groups have grown slightly in relation to the rest of the population during the past eight years.

Students at MVHS are supported by a number of parent groups. Among numerous other projects, the Mountain View Los Altos Foundation provides generous financial support for all sophomores and juniors to take the PSAT during the yearly College Awareness Day. In addition to this organization, parents support students through the PTSA, Sports Boosters, Music Boosters, and the English Language Advisory Council (ELAC). MVHS also hosts two groups, Latino Parent Outreach (LPO) and Tea Time, for the parents of Latino and Asian parents respectively. LPO meets monthly with an average attendance of twenty-five parents. The Asian Parent Group also meets monthly and approximately fifteen families are represented each meeting. These groups provide links to college counseling and support for parents learning to navigate the American public school system. Both of these programs are coordinated by the school's Bilingual Community Liaison. In 2010, these programs received the Hoffman Award for Exemplary Parent Program from the Santa Clara County School Board Association. Parents also work closely with the Mountain View/Los Altos Speech and Debate Club as coaches and teachers of forensic events, with the Environmental Club (helping with the school garden and Green certification), with the Science Olympiad, and with the World Championship (2011) Robotics Team. Numerous members of the adult community volunteer to assist students in the Tutorial Center.

The MVLA high schools (two comprehensive and one continuation) receive financial support from the MVLA High School Foundation. The MVLA Foundation funds have supported small class sizes in freshman English, Geometry and Algebra, our award-winning Tutorial Center, the College and Career Center, upgrades and replacement for technology, three library research databases, extended Library Hours, Instructional Materials, and Wellness Initiatives. In the 2015-16 school year, the MVLA Foundation funded the purchase of Chromebooks. Due to the infusion of Chromebooks, MVHS was able to add a "Bring Your Own Device" (BYOD) program in that school year. This program has allowed for all students to have access to an electronic device in the classroom. Most recently, the MVLA Foundation supported the addition of a full-time college counselor.

Mountain View students also have access to programs at Freestyle Academy, an Arts and

Technology school that is located across the parking lot from MVHS. Freestyle, which opened in the Fall of 2006, currently serves 75 Mountain View High School students in a rigorous curriculum that focuses either on Web Design or Film Studies ([www.freestyle.mvla.net](http://www.freestyle.mvla.net)).

As a college-preparatory comprehensive high school, Mountain View responds to community demand for rigor and relevance commensurate to college level work. Approximately three quarters of graduating seniors are now accepted into four-year public or private colleges or universities and this number has increased steadily over the last 10 years. While 59% of the 2003 graduating seniors were UC a-g compliant, 76% percent of the 2016 graduating seniors completed the UC a-g requirements. Accordingly, the school's programs and curricula are based on extensive analysis of site-specific data and are fully articulated with the California State Standards and Frameworks in all four of the core disciplines (Mathematics, English Language Arts, Social Sciences, and Science) plus ELD, Physical Education, and the Visual & Performing Arts. Articulation with the Common Core State Standards continues in all of our departments, with deeper focus in English and Math. The World Languages Department has aligned curriculum with the State Frameworks. For the last thirteen years, the board, district and site goal has been to narrow the achievement gap through professional development based on researched best practices for closing the gap. In particular, the alignment of common grading practices within course teams has led to higher achievement across the campus.

Mountain View High School's vision is to provide a college-preparatory education for all students regardless of background. It is an Open-Access campus and thus there are no prerequisites for honors or AP coursework. As a result, 789 students at MV are currently enrolled in at least one Honors course and 989 students are enrolled in at least one AP. Teachers have received and new teachers continue to receive training in Differentiated Instruction techniques to ensure success for all students regardless of prior preparation. Relevant data shows that the implementation of Open Access has been successful in providing more fluid movement between AP/Honors and non-AP/Honors classes for our student body. The total number of seats in AP and Honors courses has risen by 31.7% over the last seven years and the percentage of passing scores on all AP tests given has risen from 74% to 84% over the same time period. Teachers at Mountain View are focused for the future on ensuring that the demographics of AP and Honors courses, more closely match those of the school as a whole. Indeed, it was one of our goals during the last WASC cycle to increase the participation of significant subgroups in STEM, Honors and AP classes.

Mountain View High School closely monitors its achievement gap and actively promotes strategies to close this gap. The most noteworthy ones include the following:

- Intensive school-wide professional development coordinated by the site's WASC coordinator and the Instructional Support Team in collaboration with the administrative team and the department coordinators
- Extensive use of student performance data in subject and grade level Data Teams
- On-going monitoring of student achievement at institutional and teacher levels
- Strategic interventions for at-risk students including Supervised Study courses and skills based courses in Mathematics and core ELD subject areas
- AVID program implementation at all four grade levels with an additional freshman AVID class this year
- Extended library hours
- Spanish speaking therapists
- Spanish parent evening presentation
- Home visits to Spanish communities of incoming 9<sup>th</sup> graders
- Cultural and educational events such as Dia de los Muertos celebration, ELAC Posada, and Cinco de Mayo

- PIQE [Parent Institute for Quality Education]
- Monthly lunch with the students and their parents from LPO and Tea Time
- Mexican dance class offered as an elective or as PE credit (depending on grade level)
- Learning Palooza Professional Development opportunities during the summer based on staff need

## VISION STATEMENTS

### DISTRICT:

*We are committed to creating a community of learners with the knowledge, skills and values necessary to combine personal success with meaningful contributions to our multicultural and global society.*

### SCHOOL:

*We at MVHS value an equitable learning environment in which students and staff honor 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.*

During the 2011-2012 school year, stakeholders - board members, superintendents, teachers, students, parents, and community members met to create a Strategic Plan for 2011-2017. This body decided on the following district-wide goals:

- **Align curriculum, grading and instruction.**
- **Maintain fiscal stability**
- **Improve academic achievement of all students**
- **Enhance the opportunities as well as achievement of students in Science, Technology, Engineering and Math.**

Impetus for these goals, especially the first goal, came from parents and students wanting consistency of rigor and experience not only across departments in the two schools, but across the district as well. As a result of this, district administration created an eighteen-month Assessment Task Force to study various possible models for aligning grading and assessment. At the end of the eighteen months, the Task Force made a set of recommendations to the Board of Trustees which was adopted into Board Policy in April of 2012. (Appendix VII, 1) At the same time that this was happening, a group of teachers at Mountain View had already begun researching and implementing grading “fixes” recommended by authorities on assessment like Paul Popham, Robert Marzano, Douglas Reeves and Robert Wormeli. These grading fixes went hand in hand with ongoing data team work on Common Formative Assessments and the use of Power Standards. Some of the recommendations of these researchers became part of the board policy.

Full implementation of the Board’s policy began with the opening of the 2012-2013 school year. We are currently in year six of the process, and are continuing to work out some of the problems that arose in the 2012-2013 school year. In addition to working on alignment of grading and assessment policies, we are now in our second year of implementing the new homework policy

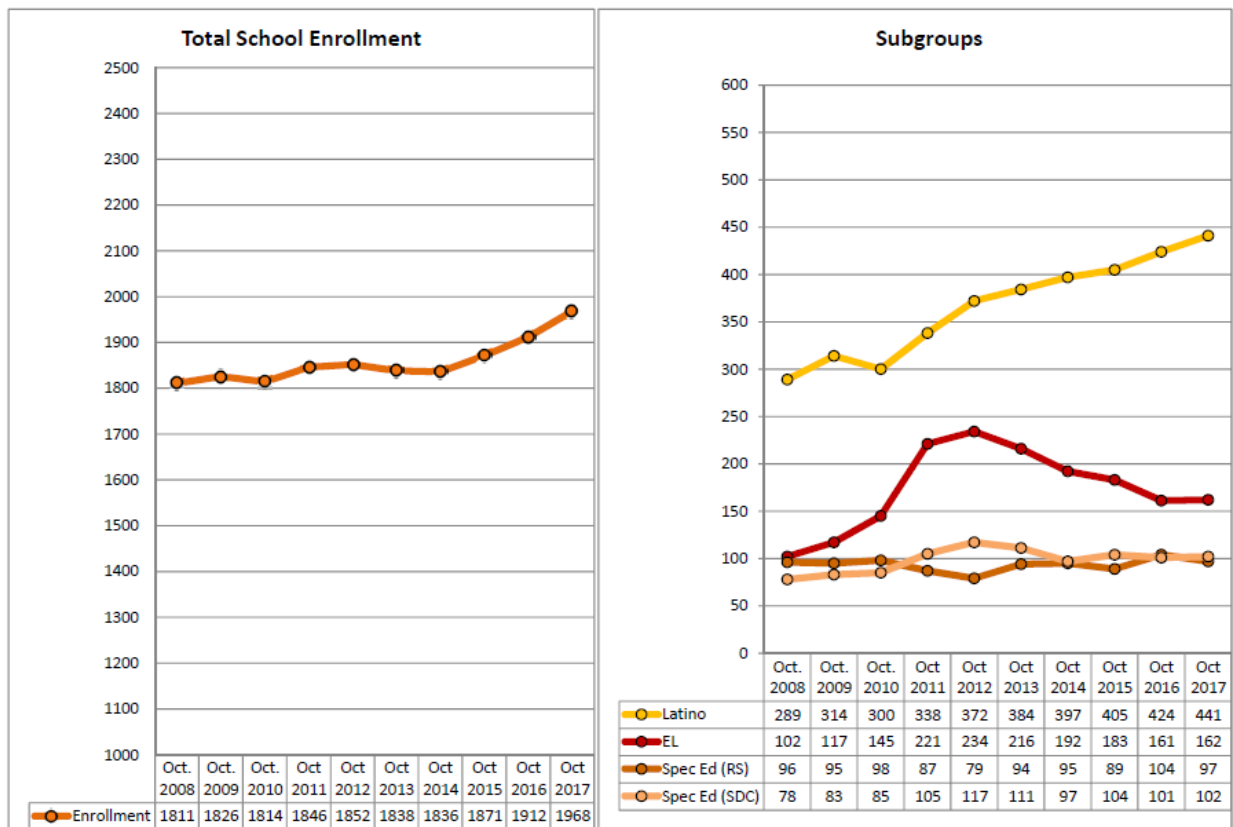
and homework administrative regulations. Increased clarity and communication with all members of the MVHS community is one of our WASC Action Goals in order to support our ongoing work on alignment of grading and homework policies. In response to the District alignment goal, Course Information Sheets have been fully aligned intra-departmentally and brought into accordance with the new district grading and homework policies ([www.mvla.net](http://www.mvla.net)).

## STUDENT DEMOGRAPHICS

### ENROLLMENT TRENDS

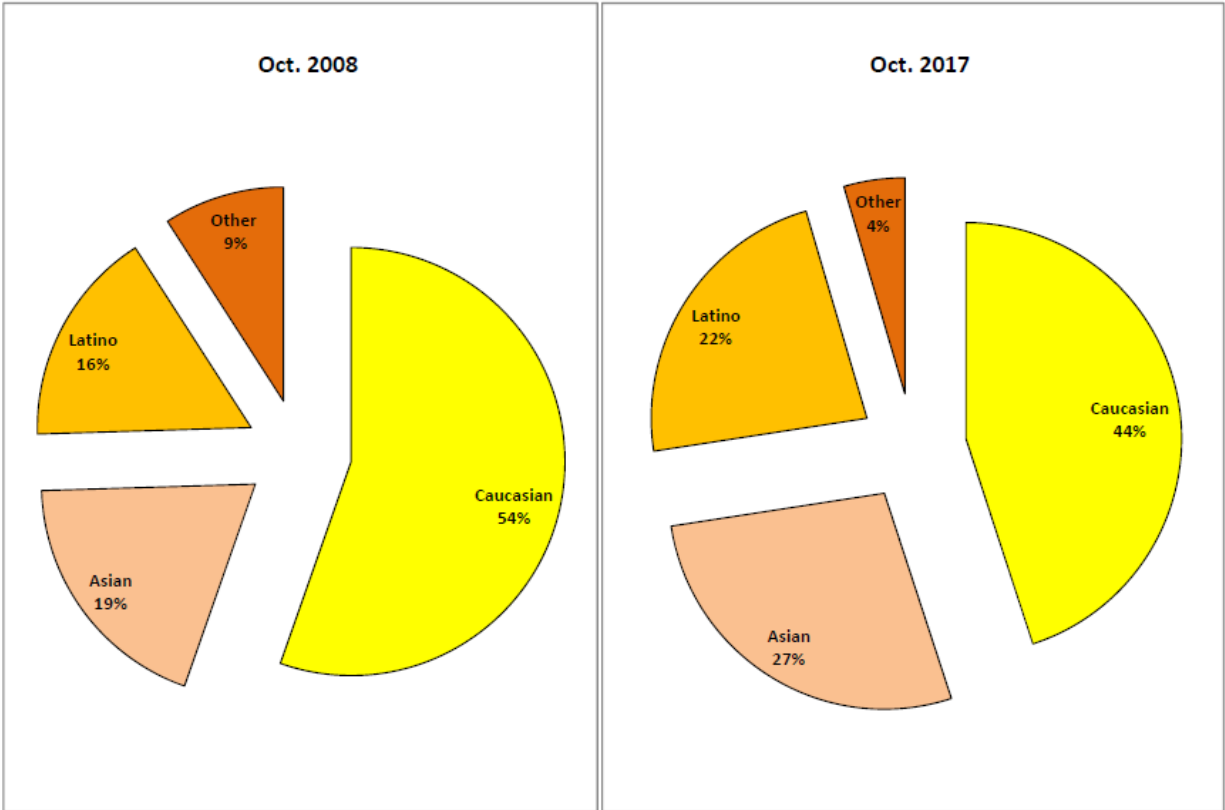
In the last thirteen years, Mountain View High School’s enrollment has grown by 195 students. The EL population has increased from 63 to 183 during the same time period. This trend is due in large part to the consolidation of the EL program at MVHS. Special Education (RS) increased slightly from 87 to 89 and the Special Education (SDC) population which includes some EL students increased from 49 to 104.

MVHS 2008-2017  
# of students enrolled on CBEDS  
(includes Moffett/Middle College)

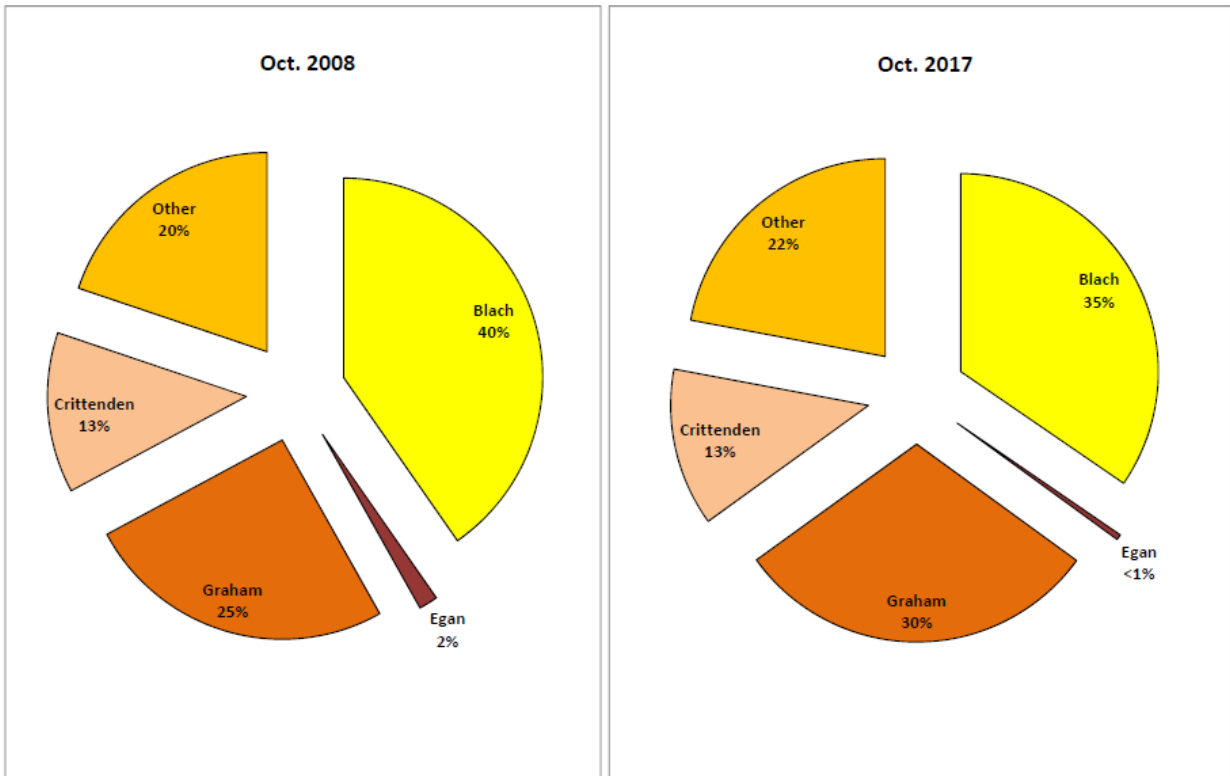


Source: Annual Review 2017

MVHS 2008-2017  
 Ethnicity  
 (includes Moffett/Middle College)



MVHS 2008-2017  
 Partner Schools  
 (includes Moffett/Middle College)



Source: Annual Review 2017

# ENROLLMENT IN STEM COURSES

MVHS has experienced a steady increase in the numbers students taking Honors and AP courses. This is due in part to our work with EOS. In addition to an increase in the number of students taking AP and Honors courses, we have seen an increase in enrollment in AP and Honors classes from our underrepresented groups. Over the course of the last four years, we have added six new STEM courses: Multi-Variable Calculus, Introduction to Computer Science, AP Physics 1 and AP Physics C: E & M, AP Computer Science, and App and Game Design.

STEM, H and AP Course Enrollment  
by  
Ethnicity and Gender  
MVHS 2017-18

Course	Course Number	# Enrolled	# Male	# Female	% Latino	# Latino Male	# Latino Female	% Asian	# Asian Male	# Asian Female	% Caucas.	# Caucasian Male	# Caucasian Female
% of Total Enr.					22%			27%			44%		
Calculus BC	AA 5011	96	56	40	2%	0	2	63%	37	23	37%	18	17
Calculus AB	AA 5010	92	45	47	9%	2	6	28%	14	12	65%	29	31
Trig H	AB 4010	140	75	65	1%	1	1	54%	42	33	45%	34	29
Algebra II H	AB 3010	250	137	113	8%	8	11	44%	57	53	49%	72	50
Geometry H	AB 2010	107	50	57	10%	7	4	32%	14	20	59%	29	34
Calculus	AC 5010	56	24	35	21%	5	7	21%	5	7	63%	14	21
Statistics	AC 6010	64	33	31	19%	7	5	20%	7	6	61%	18	21
Trig	AC 4010	170	85	85	28%	29	28	22%	22	16	61%	42	61
Algebra II	AC 3010	165	81	84	28%	28	28	22%	21	16	60%	39	60
AP CompSci	BA 1010	92	65	27	5%	5	0	49%	30	15	48%	38	11
Adv. Comp	BC 1019	40	35	5	3%	1	0	58%	19	4	40%	15	2
Intro Comp	BC 1010	51	37	14	4%	1	1	29%	13	2	61%	20	11
Game Design	BC 1018	15	9	6	13%	1	1	33%	2	3	40%	5	2
Intro Engin.	BC 2010	64	33	31	19%	7	5	20%	7	6	61%	18	21
Engin Tech I	BC 2020	72	60	12	17%	10	2	24%	15	2	64%	36	10
Engin Tech II	BC 2030	24	18	6	17%	4	0	21%	2	3	63%	12	9
Archit. Des.	BC 3010	20	18	2	10%	2	2	45%	8	1	50%	9	2
AP Bio	CA 1010	65	14	51	6%	1	3	40%	11	15	55%	3	33
AP Chem	CA 2010	38	16	22	5%	0	2	63%	10	14	37%	6	8
AP Phys I	CA 3010	112	57	55	2%	1	1	42%	22	25	55%	32	30
AP Phys OM	CA 3040	60	41	19	5%	1	2	60%	25	11	37%	15	7
AP Environm.	CA 4010	186	73	113	20%	34	24	19%	17	19	61%	48	73
Bio H	CB 1010	168	83	85	7%	5	7	49%	45	38	48%	37	43

STEM, H and AP Course Enrollment  
by  
Ethnicity and Gender  
MVHS 2017-18

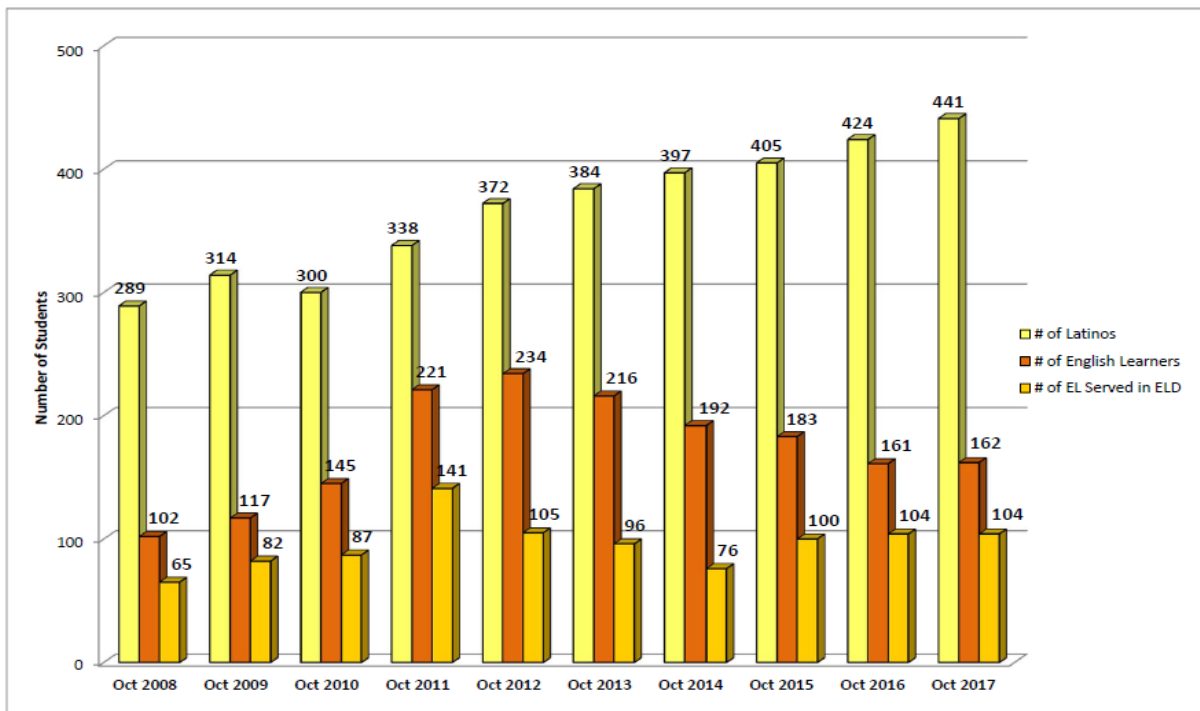
Course	Course Number	# Enrolled	# Male	# Female	% Latino	# Latino Male	# Latino Female	% Asian	# Asian Male	# Asian Female	% Caucas.	# Caucasian Male	# Caucasian Female
% of Total Enr.					22%			27%			44%		
Chem H	CB 2010	159	86	73	4%	5	2	50%	43	37	46%	40	33
AP English Lan	DA 2010	232	88	144	13%	12	18	35%	38	43	51%	37	82
AP English Lit	DA 4010	63	28	35	8%	2	3	32%	9	11	59%	16	21
AP WH	EA 2030	53	25	28	11%	2	4	6%	1	2	45%	10	14
AP USH	EA 3010	123	50	73	13%	5	11	36%	24	20	57%	34	46
AP Gov	EA 4010	164	84	80	10%	5	12	38%	40	22	54%	39	50
AP Sp	FA 2015	78	43	35	30%	10	13	23%	14	4	62%	24	24
SP II H	FB 2012	162	75	87	14%	12	11	30%	24	24	61%	46	53
Sp III H	FB 2014	126	60	66	18%	9	13	33%	22	19	59%	31	43
Sp III H Sp	FB 2111	48	24	24	88%	20	22	35%	6	11	44%	13	8

Source: Annual Review 2017

# ENROLLMENT OF ENGLISH LEARNERS, FEP, AND REDESIGNATED STUDENTS

Since the 2010-11 school year, the ELD program for the MVLA school district has been consolidated on the Mountain View High School campus. We have a full time ELD coordinator who collaborates with a team of both classified and certificated staff to make sure that all of our ELLs receive the proper support and are clearly identified as they move from Limited to Redesignated status.

MVHS 2008-2017  
Latinos, Identified English Learners and ELs served in ELD  
(not an unduplicated count)



Source: Annual Review 2017, pg. 11

## STAFF DEMOGRAPHICS

Mountain View High School currently has 95 fully-credentialed teachers, 6 academic counselors, one At-Risk Counselor, one College Counselor, 4 administrators, and a Student Services Coordinator.

## 2016-17 ADMINISTRATIVE DATA

Administration	Gender	# years in current role	Total Administrative Experience	Prior experience
Principal	Male	4	19	5 (teacher)
Asst. Principal	Male	4	4	10 (teacher)
Asst. Principal	Female	4	19	13 (teacher)
Asst. Principal	Female	3	3	17 (teacher) and 7 as New Teacher Coordinator
Student Services Coordinator	Female	1	1	

Source: district office – personnel office



## 2016-17 Teacher Credentials

Teachers	MVHS
With Full Credential	102 teachers and 7 counselors
Without Full Credential	0
Teaching Outside Subject Area Competence	0

Source: district office – personnel office

## TEACHER EVALUATION

Our District is committed to keeping only the best teachers. Our highly competitive salary schedule attracts teachers from throughout the state. We aggressively interview in a timely manner to ensure the broadest spectrum of candidates. The interview process generally includes an administrator, a department coordinator, a parent and a student. Once teachers are hired, they are introduced to the district through a three-day orientation at both the district and site level. We also have a comprehensive Beginning Teacher Support and Assessment (BTSA) program with a full-time district coordinator. The administration is committed to timely evaluations and feedback for all employees. Temporary and probationary teachers are guaranteed a minimum of three class room visits and subsequent evaluations plus a comprehensive final evaluation by the end of February. In addition to the BTSA coach, all new teachers to the district are supported by our Instructional Support Team or IST. The team includes four full time coaches from a variety of disciplines- Science, Social Studies, and Math teachers on special assignment.

Our District has established a comprehensive teacher evaluation process based on the California Standards for the Teaching Profession. Prior to granting tenure, we carefully observe, evaluate and render a final assessment as to the qualifications of non-tenured teachers at our site. We carefully assess each teacher’s classroom effectiveness, using the following State Standards:

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- Assessing student learning
- Developing as a professional educator

Tenured teachers, who are highly qualified and have earned satisfactory evaluations, may opt for an alternative evaluation method (2B) whereby they work in teams to explore professional development areas that are specific to their interest and/or needs.

## SUBSTITUTE TEACHER AVAILABILITY

Up to the 2014-15 school year, substitute teachers for the Mountain View-Los Altos Union High School District were supplied by Kelly Educational Services. All substitutes have a minimum of a Bachelor’s degree; have passed the California Basic Skills Test (CBEST) and hold the required credential to provide this service. Beginning with the 2015-16 school year, the MVLA school district began contracting substitute teachers through the district office. All substitute teachers have continued to be held to the employment standards that were in place during the Kelly Educational Services contract.

## PROFESSIONAL DEVELOPMENT

Our Professional development program is a focused and integrated effort to support our staff as they work to address the adopted WASC, District, Board, State, and Common Core State Standards and improve their practice. The professional development planning team consists of the WASC coordinators, site administrators, and Instructional Support Team members. The Administration and WASC Coordinator meet weekly to research, plan, and monitor the professional development program. This team works in consultation with the Instructional Support Team and the District Associate Superintendent responsible for Educational Services to insure a district wide coherence to our staff professional development practices and goals. The team also works in coordination with the school leadership team who serves as a group that advises, consents, and assists in facilitating our professional development plans. The driving document for our staff development programming is the MVHS WASC Action Plan and all programs are reviewed to insure accordance with our School Vision statement. All professional development is guided by the overall objective of improving the success of all of our students and institutionalizing methodologies and practices that are designed to provide equity and sustainable success for all of our students. In addition, our IST team in collaboration with the administrative team and the district administration continue to focus on preparing our teachers as they address the demands of the SBAC. Our in-service days have focused on giving teachers choice in selecting from a menu of mini teacher-led technology workshops ranging from using Google Drive and Assessment Apps to classroom management in the digital age.

The four prong program is designed to create efficient and effective instructional improvement and coherence. Each prong or structure is chosen to best reach the goals of our WASC Action Plan. One prong or structure is for the entire staff to work on a common methodology or goal chosen to support our school wide objectives; our second and third structures are designed for departments and course teams and the fourth prong supports interdisciplinary groups who work together to implement strategies that can be used across the curriculum. This work is done on professional development days as well as on a twice weekly regular schedule. Many staff members also use summer to pursue in-depth professional development for their course teams. Many staff members continue to participate in the summer's highly successful Learning Palooza Professional Development workshops.

We have a highly professional and dedicated staff. Individual teachers, teams of teachers, entire departments and other interdisciplinary groups of teachers work together on site, attend courses and workshops and work toward advanced degrees and National Board Certification on an ongoing basis. These professional growth activities are often directly tied to Action Plan goals and lead directly to improved practices in the classroom. The governing board and the district office administration have consistently supported these professional growth opportunities through release time, compensation for out-of-contract time and funding for workshop and conference attendance. Individual and groups of teachers also apply for grants to support ongoing professional development through the district's curriculum institute and sometimes through grants procured by IST (Instructional Support Team) members. Numerous teachers have taken advantage of these grants this year and formed Professional Learning Communities to foster and further the interdisciplinary professional structure outlined above.

New teachers, and teachers new to the District, enjoy a fully supported and very effectively implemented Beginning Teacher Support and Assessment (BTSA) program. BTSA organizes monthly meetings and additional workshop opportunities. Workshops and site meetings help orient new teachers to the particular policies of the school and its educational values. Each new teacher also has a mentor assigned to them, either a BTSA coach if they are new to teaching or an IST

member if they are just new to the district. The BTSA program employed by our school uses a Formative Assessment model that asks new teachers to choose one or two particular sub-categories of the California Teaching Standards as their professional growth goal. The identified goal is discussed in a one on one meeting with their BTSA coach and then observed by the coach in a classroom setting. Additionally, department coordinators have a more clearly defined role in supporting new teachers. The individual attention we are able to provide new teachers through our BTSA program helps them to improve their teaching practice and reflect on their growth.

Classified staff plays a critical role in our school culture through their work and as members of our school community. They can also pursue professional growth activities individually and as members of a team on an ongoing basis.

Throughout the year, departments meet regularly to discuss issues and develop SMART goals to improve instruction for all students. Each department has an administrative liaison who meets with the departments bi-weekly to review concerns, challenges and the needs of our students and staff. At the end of each semester, data is collected and analyzed and the findings are presented to the School Board each November.

## **INSTRUCTION**

70,920 instructional minutes are offered at Mountain View High School, spread over 180 instructional days. The State mandates a minimum of 64,800 instructional minutes.

Mountain View High School has eight minimum days used for local and state testing, WASC preparation and Professional Development.

The MVLA governing board adopted the state content standards as the district's minimum standards for all core academic classes. In those subject areas where there are no state standards, the state frameworks serve as the basis for curricular planning. MVHS' curriculum is comprehensive and extensive. In addition to college preparatory courses, MVHS students can choose from 12 Honors and 27 Advanced Placement (AP) courses across the disciplines.

The majority of courses are approved by UC to meet the UC/CSU a-g requirements. Additionally, MVHS offers a rich array of electives in a number of different fields. The teaching staff stays current with latest pedagogy. Instructional practices are frequently research-based and differentiated to meet student needs.

## **PARENTAL INVOLVEMENT**

Mountain View High School has numerous active parent groups who help to create an atmosphere of academic excellence and who support an array of extra-curricular activities that students have come to expect at MVHS.

The Mountain View Parent Teacher Student Association (PTSA) provides a wide variety of services to the school that are indispensable. Each year this group provides agenda planners for the entire student body as well as staff members. They support us with critical volunteer assistance and many other special projects, such as Grad Night, parent education seminars, student scholarships for various activities and the monthly newsletter.

The Mountain View High School Athletic Boosters Club is a non-profit organization made up of

parents, staff and community members. Club funds come mainly from membership dues and fundraisers that help provide needed athletic equipment and facility upgrades to the athletic program.

The Instrumental Music Boosters provide financial and logistical support for the MVHS marching band, orchestra, symphonic band, wind ensemble and jazz band. They provide funds to assist with support staff, the purchase and repair of instruments, music arrangements and scholarships.

ELAC is a parent group whose purpose is to inform, assist and educate parents of English Language Learners about the educational system and their role in the academic lives of their children. Some themes that are discussed include:

- graduation requirements
- the high school exit exam
- the college entrance process
- financial aid
- accessing counseling services
- the student information system (SIS)
- wellness
- community resources

### **Form D: SCHOOL SITE COUNCIL MEMBERSHIP**

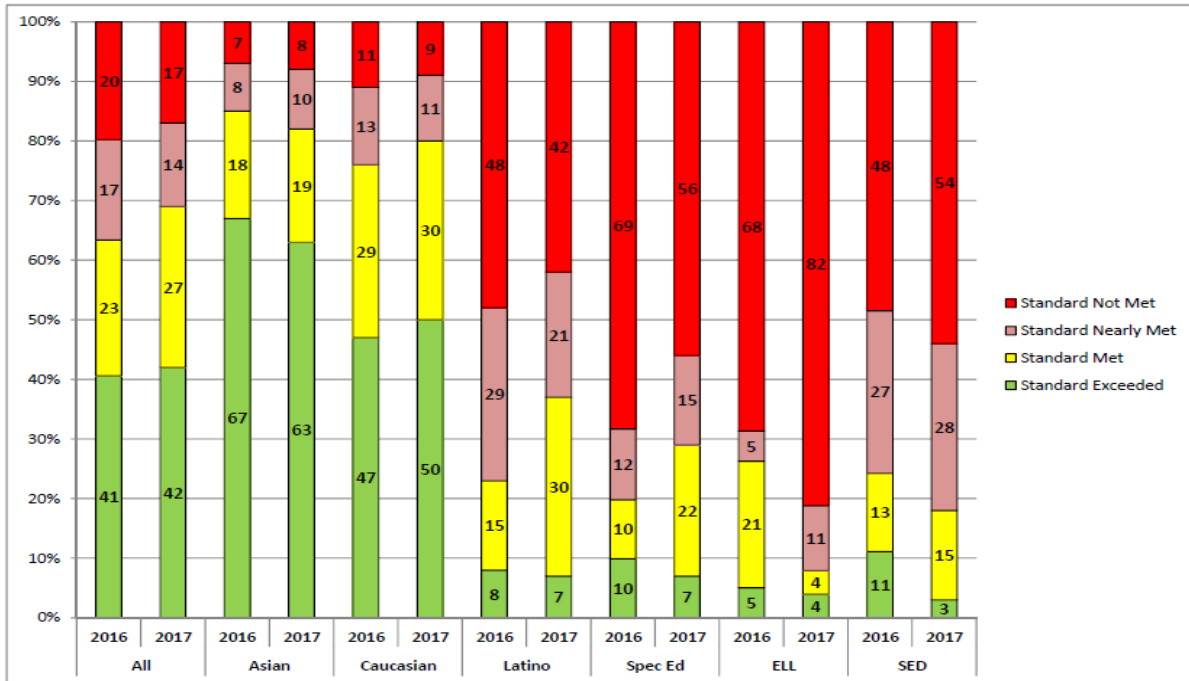
*Education Code* Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal/ Assistant Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Carmen Gómez	X				
Judie Lee		X			
Lyuda Shemakina		X			
Karen Imana			X		
Lydia Zele		X			
Tamer Alpagot				X	
Sandra Mahlmeister				X	
Jean Watson				X	
Bryan Peltier					X
Dashan Yapandara					X
<b>Number of members of each category</b>	1	3	1	3	2

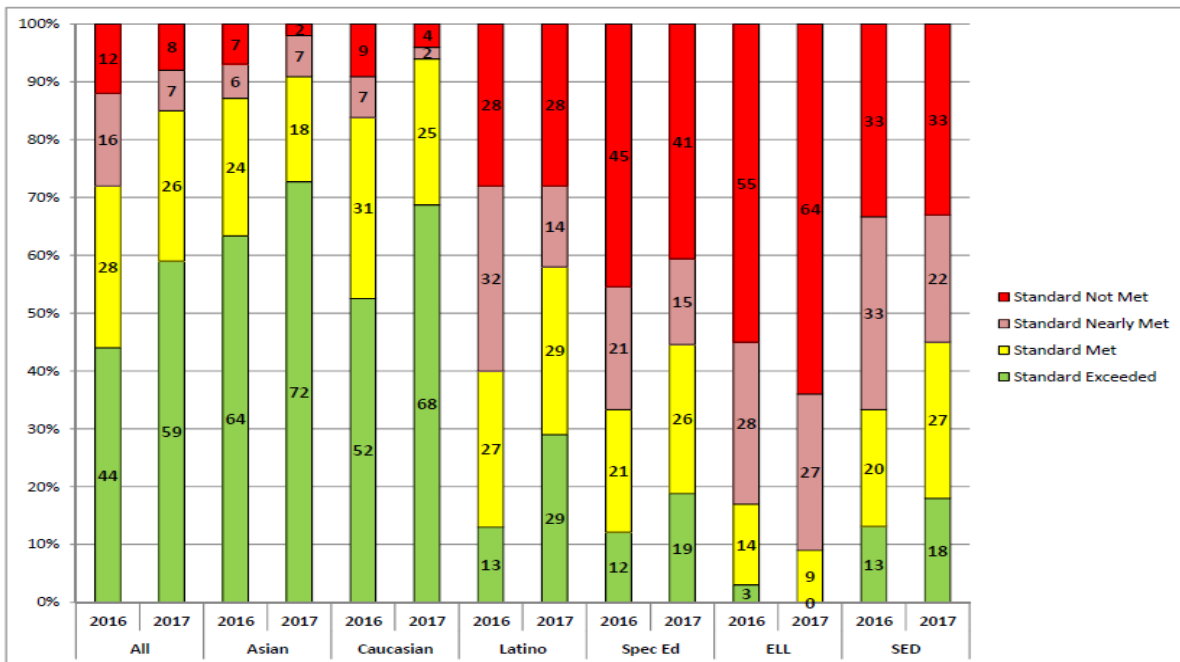
# STUDENT ACHIEVEMENT DATA

During the 2016-17 school year, all 11<sup>th</sup> grade students were assessed on the SBAC exams for the second year. The data below has provided MVHS leadership with the opportunity to build baseline data as we move forward in subsequent years.

MVHS 2016 and 2017  
SBAC - Overall  
Math Achievement Level - Percent Met/Exceeded  
By Subgroups - Grade 11

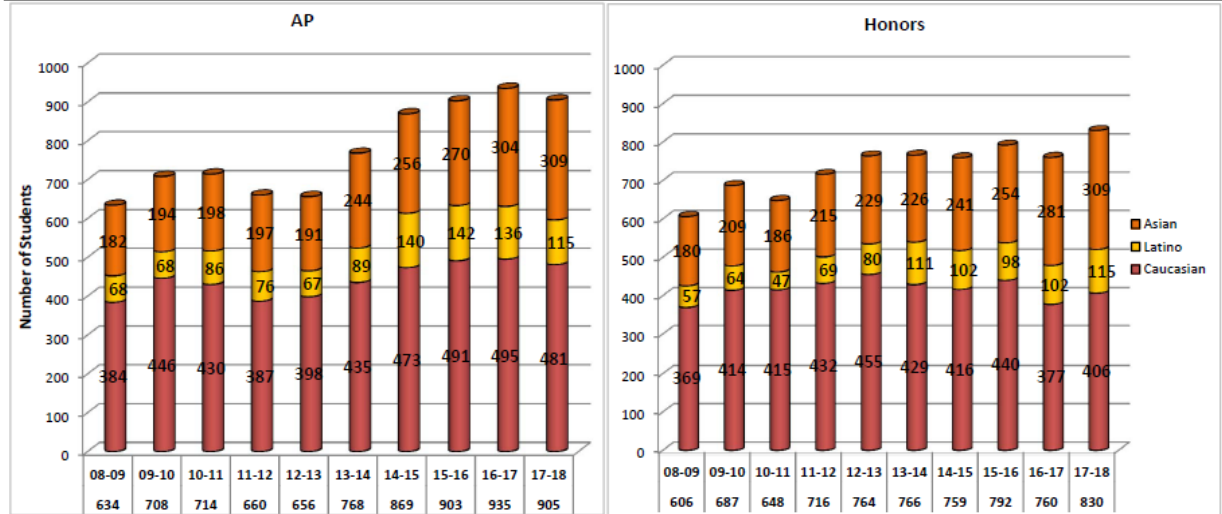


MVHS 2016 and 2017  
SBAC - Overall  
ELA Achievement Level - Percent Met/Exceeded  
By Subgroups - Grade 11

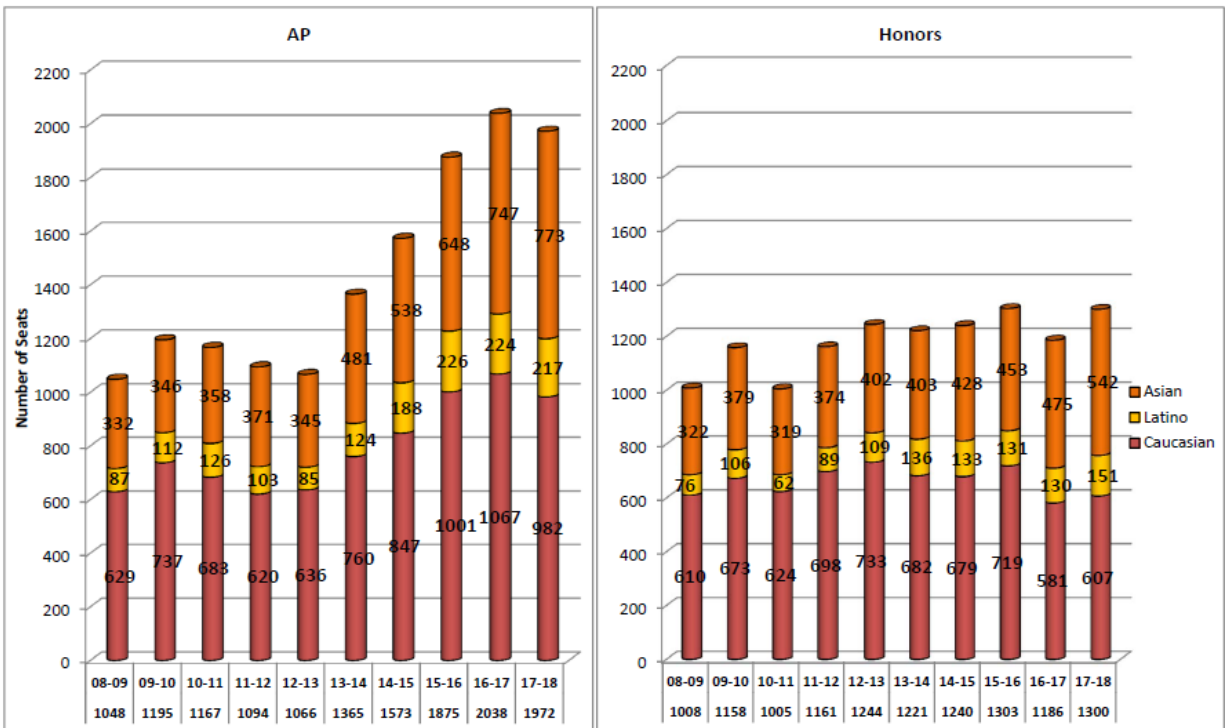


**MVHS 2008-2017**  
**Students with at least one H/AP class**

	CBEDS Enrollment									
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Total School	1811	1826	1814	1846	1852	1838	1836	1871	1912	1968
Asian	338	339	360	360	402	411	428	451	488	532
Caucasian	978	1004	998	998	952	910	880	885	856	867
Latino	289	314	300	300	372	384	397	405	424	441



**MVHS 2008-2017**  
**AP/Honors Enrollment**  
**Total Number of Seats**



Source: Annual Review 2017

**SCHOOL-WIDE RACE/ETHNICITY RESULTS**

**Cohort Outcome Data for the Class of 2015-16  
School Results for Mountain View High  
43-69609-4334728**

CDS	Name	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
43696094334728	Mountain View High	445	427	96.0	*	20.	*	0.0	*	2.0	*	0.0

**School-wide Race/Ethnicity Results**

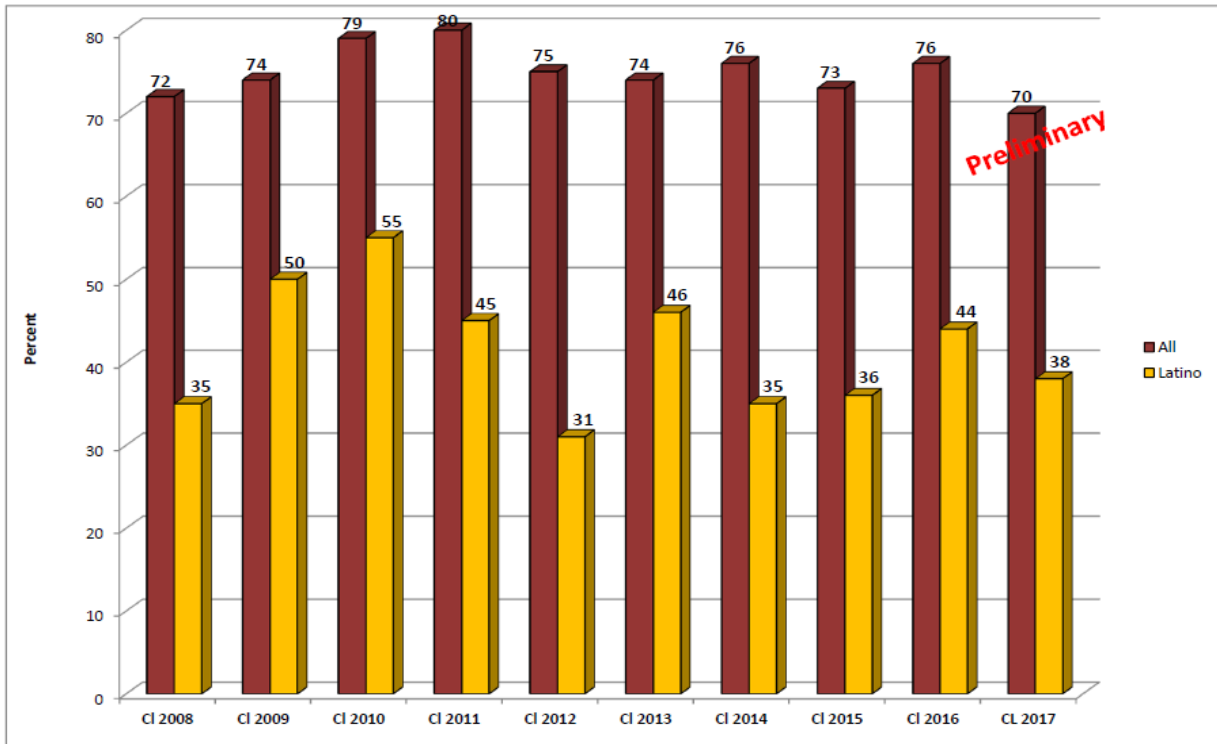
Race/Ethnicity	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
Hispanic or Latino of Any Race	90	79	87.8	*	4.4	*	0.0	*	7.8	*	0.0
Asian, Not Hispanic	109	107	98.2	*	1.8	*	0.0	*	0.0	*	0.0
Filipino, Not Hispanic	18	17	94.4	*	0.0	*	0.0	*	5.6	*	0.0
African American, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0
White, Not Hispanic	216	212	98.2	*	1.4	*	0.0	*	0.5	*	0.0
Two or More Races, Not Hispanic	*	*	100.0	*	0.0	*	0.0	*	0.0	*	0.0

An asterisk (\*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Source: Dataquest: cde.ca.gov

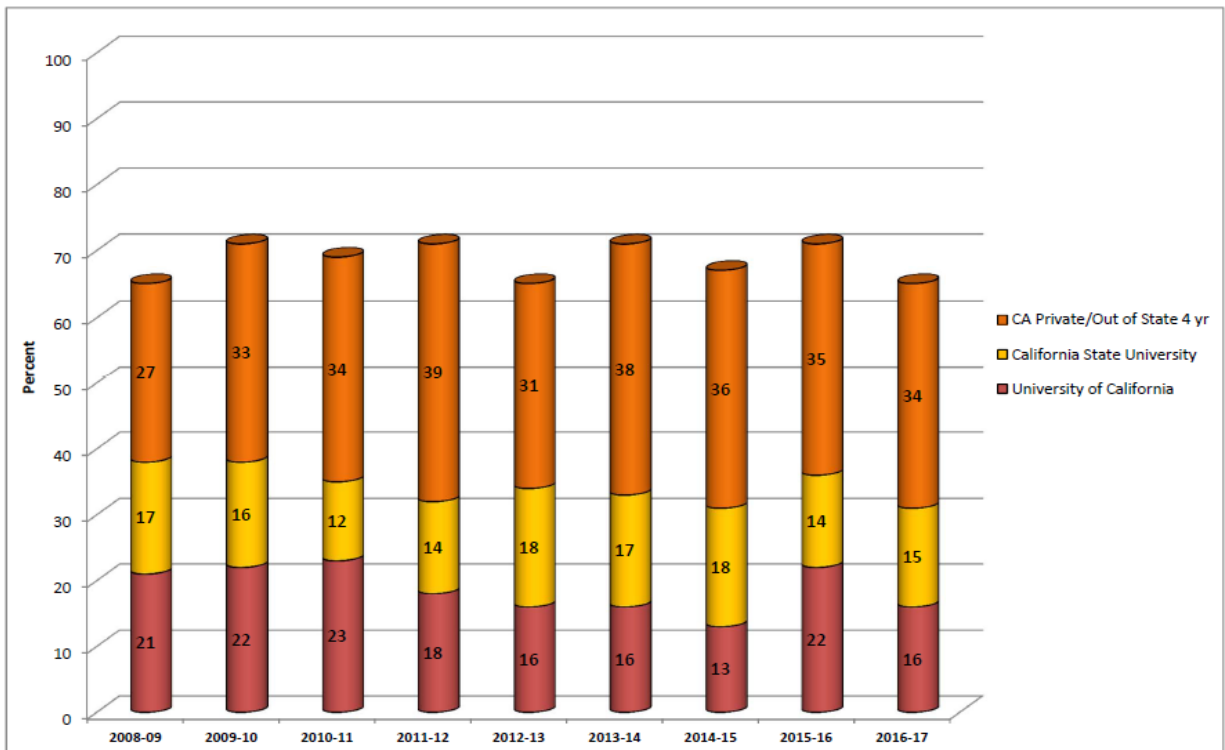
## Seniors Meeting a-g Course Requirements

MVHS 2008-2017  
a-g Course Completion  
% of graduating Seniors



## College Acceptance Rate – Self-Reported

MVHS 2008-2017  
College Acceptance Rates  
% accepted to 4 year schools



Source: Annual Review 2017



## **COLLEGE ADMISSION TEST PREPARATION COURSE PROGRAM**

Through our College and Career Center, students can access services provided by various test preparation companies. A resource library is available for students who wish to engage in focused practice for a given test. Test taking skills are embedded in classes across the curriculum. The Tutorial Center provides services to help students prepare for standardized tests and college admission tests. The CCC provides college admission test preparation through The Edge, an outside test prep vendor. Additionally our AVID program works with an outside testing group, Revolution Prep, to provide a practice test in the spring and test prep classes each fall. Mountain View High School has made it possible for every Sophomore and Junior at our school to take the PSAT for the last twelve years. We believe this practice has had a very positive impact on the number National Merit Scholarship Finalists.

## **SCHOOL SUPPORT PRACTICES**

The staff at Mountain View High School is committed to creating a safe, caring and personalized environment while maintaining a high standard of student behavior.

The counseling department at MVHS strives to help students attain their goals whether they involve going to college, entering the world of work or discovering other options. We assist students and parents to identify academic and vocational needs, to help plan a course of study, to answer questions or discuss problems that arise, and to provide referrals to community resources when needed.

The College and Career Center empowers students at all grade levels to discover and plan what they will do after high school. Students are provided the best and most current information regarding colleges, universities and careers.

Mountain View High School strives to provide students with many opportunities to connect to the school. There are approximately 75 clubs for students, in addition to approximately 40 athletic teams. Co-curricular activities include; Marching Band, Dance, Choir, Robotics, Mock-Trial, Speech and Debate, Student Government, Ambassadors, Leadership, Service organizations, and Cross-age Tutors, to name a few.

Our award winning Tutorial Center provides adult and peer tutors for students needing a little extra help. In addition, we continue to provide staffing for extended library hours.

Other support programs and staff include:

- AVID (Advancement via Individual Determination)
- Academic Support Classes
- Just Read
- Mentoring (Partners for a New Generation)
- SST (Student Success Team)
- On-Site School Psychologists
- Mental health counselors [district staff, CHAC (Community Health Awareness Council), and CHC (Children's Health Council)]
- Student Services Coordinator

## SCHOOL CLIMATE

At MVHS we believe that a positive school environment promotes learning. A tremendous emphasis is placed on making new students feel welcome and promoting an atmosphere of tolerance. Our Ambassadors Club welcomes all of our incoming 9th graders as well as new students throughout the year. When needed, the district follows a rigorous process if there are recommendations for expulsions and suspensions. Early interventions, including counseling and other school and community based support services, as well as the work done by our Student Conduct Liaisons, support this focus. Working closely with our Student Resource Officer (SRO), we have trained staff to raise their awareness of areas of potential concerns. Administrators work collaboratively with staff to develop and enforce clear behavioral expectations. Student Conduct Liaisons monitor student behavior and work in conjunction with a School Resource Officer assigned through the Mountain View Police Department. Our Admin team also works closely with the MVPD.

### MVHS Expulsion, Suspension & Truancy Information for 2016-17

Ed. Agency	Students 3+ Tardies	Truancy Rate	Expulsions	Suspensions
School	Information not available		0	63
District			0	143
County			155	11,243
State			5,657	381,845

Source: Dataquest: cde.ca.gov – Total data includes duplicated student counts

Suspension rates continue to be low at MVHS. There may be many reasons for this, including the relationship that the school has with the alternative programs in the district. Students seem keenly aware that there are consequences for inappropriate behavior, which may include transfer to a community school or the district’s award winning Alta Vista Continuation High School.

In lieu of expulsion, the district often refers students who are not considered “dangerous”, but who have violated school policy or Ed Code, to a County Community Day School. The district follows policy and regulations to make sure families are accorded their due process rights under our “Involuntary Transfer Policy.” In 2014, with input from all stakeholders, MVHS designed a new Academic Integrity Policy that categorizes academic integrity infractions based upon intent and severity. The policy focuses the consequences for infractions on growth and learning with the goal of uncovering the motivation behind the infraction. Toward this end, MVHS developed a Restorative Justice component to the policy – a practice that brings the student, the student’s parent/guardian, a facilitator, and the teacher together to engage in a moderated discussion exploring the harm that was created by the infraction and the steps that will be taken to repair that harm. Through this policy, MVHS’s goals are to achieve a more equitable and authentic education for our students and to foster a culture of integrity and personal growth on campus.

## SCHOOL FACILITIES

Mountain View High School completed a five-year \$32 million renovation project in 2002. All classrooms were renovated. A new Science Wing and an Administrative Building were added. The state-of-the-art theatre with a double cat walk, professional control booth and 375 seating capacity remains one of the highlights. Notable additions in 2006 were the artificial-turf athletic field and the eight lane all-weather track. The June 2010 passage of a school bond has designated approximately \$41 million dollars to the MVLA school District. Solar projects at both campuses are complete as

well as a new pool for MVHS. Twelve new “green” classrooms were opened for the 2013-2014 school year.

The maintenance department ensures that all classrooms and facilities are cleaned daily. Our grounds-crew takes personal pride in maintaining a showplace campus.

## **SCHOOL FINANCE**

Per Pupil Expenditures in this district is approximately \$17,031. The district offers a comprehensive program of services that is designed to accommodate students with divergent and disparate needs. We have a very strong college preparatory program and many different support services for students whose academic talents are just beginning to unfold. To provide all students the opportunity to complete high school and to be prepared for post-secondary education, training and work experience, the district operates a multitude of alternative programs, each one designed to cater to the needs of a particular group of students. The high school provides excellent services to English Language Learners and Special Education students. We also provide a wide array of alternative programs which include among others a summer school Bridge Program, Alta Vista Opportunity Program (AVO), a Middle College Program, Alta Vista Continuation High School, and Freestyle High - Academy of Communication Arts and Technology.

## **INSTRUCTIONAL PLANNING AND SCHEDULING**

### **School Instruction and Leadership**

Our Leadership Team is comprised of the five Administrators, the department coordinators, and the WASC coordinator. MVHS has fostered teacher-leadership for many years. Approximately 25 teachers have completed their masters in the San Jose State Urban High School Leadership Program. Administrators and teachers work together to make decisions about the curriculum and instruction that reaches the classrooms. Virtually all new programs have their roots in The WASC Action Plan which is a “living document” on our campus. We have successfully accomplished one of our primary WASC goals, as the school’s mission and vision statements are complete. Departmental Course teams are working in concert with the professional development planning team to improve school-wide instructional coherence and the replication of best practices. Data analysis is conducted by department and course team members, thus it is more likely to reach the individual teacher level and promote individual inquiry into student success. Administrators and department coordinators play an important role as instructional leaders. An on-going effort to improve articulation with our partner schools has resulted in joint curricular planning meetings especially in Mathematics and ELA.

The district office and governing board has been kept apprised of issues, proposals, programs and decisions made at the site level. The current superintendent and governing board have developed district and board goals and a new board policy (5121) directly addressing alignment of grading and homework systems and practices.

## **EDUCATIONAL PRACTICES**

### **Alignment of Curriculum, Instruction and Materials**

Our school curriculum is closely aligned to state and Common Core standards in all core subject areas. All major departments have had the opportunity to review their curriculum and make modifications in terms of both horizontal and vertical alignment. Instructional materials are reviewed to ensure their alignment before a purchase is authorized. The district office now requires agreement between department coordinators at both comprehensive high schools before new textbooks can be

purchased. This practice should help create continuity for students who matriculate in our district. The Board approves all instructional materials purchases annually, and certifies that they meet state content standard requirements. The district and school closely monitor student performance. Each fall, a comprehensive analysis of students' academic achievement is presented to the School Board. All data are disaggregated to better monitor the achievement of sub-groups on specific performance indicators. Our school effectively communicates to parents on the alignment of curriculum to state standards. Our website and paper publications on our academic performance data insure that our stakeholders are informed regarding our school's accountability. Additionally, all families have access to an AERIES Browser ~ Student Information System (SIS) that allows them to look at their student's information, including attendance, grades, homework and graduation status.

## **AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS**

Standards-aligned textbooks and instructional materials for all students are sufficient in both quality and quantity in each subject area. The board annually reviews and certifies sufficiency of instructional materials in a public hearing. The board has declared it as one of its priorities to ensure that every student and teacher has the necessary materials needed for teaching and learning to occur at the highest level. We currently have a replacement cycle for textbooks by department. We continue to purchase classroom sets of books so that students will not have to transport a multitude of books between home and school. In addition, we became a BYOD (Bring Your Own Device) School starting in 2015-16 school year. Each one of our students is equipped with a MVHS Chromebook or a device of their choosing.

## **ALIGNMENT OF STAFF DEVELOPMENT**

Teachers at MVHS spend six days each year in school and/or district directed professional development. Professional Development is expected to align with department WASC Action Plans. Also taken into account are the School Board's district-wide goals. The Professional Development focus for 2015-16 was two-fold: best practices in the use of technology as a tool for teaching and learning and how to bring wellness to our staff and students. For the 2016-17 school year, our Professional Development focused on continuing the alignment with the schools in the district.

## **USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT**

Long before the state implemented its accountability system, the district office regularly collected, analyzed and disseminated student performance data which was used as the basis for making educational and fiscal decisions, both at district and site levels. The board adopted a set of performance indicators eleven years ago which have undergone minor revisions to reflect state accountability regulations. The educational services division at the district office was and still is responsible for the collection of data and for assisting the high school principals and staff with data analysis and the preparation of a comprehensive, annual student performance report that is presented to the board each November.

## **SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDER-PERFORMING STUDENTS TO MEET STANDARDS**

Mountain View High School received "At-Risk" funding for the first time during the 2012-2013 school year as a special board authorized allocation from the general fund. In addition, categorical funds from various sources were combined to augment this allocation. This consolidation of funds

has changed the role of our School Site Council to be less involved in funding matters and thus more focused on programmatic issues.

## **USE OF STATE AND LOCAL ASSESSMENT RESULTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT**

The Mountain View High School staff is very committed to addressing the needs of each student. Underachieving students are identified in eighth grade or when they first enter Mountain View High School.

Course and grade level data teams review various academic indicators such as: Mark distribution, common assessments and AP test scores to measure student performance. Teacher Collaboration then focuses on research based instructional practices to meet the needs of all students. Differentiating Instruction for mainstream students is one of the identified instructional strategies. It is also part of the training provided by the district for new teachers. Our Curriculum Teams develop common Formative Assessment tools to guide mid-course adjustments to instructional delivery. We continue to strengthen our support programs and are working to find effective ways to involve our non-core instructors in the intervention for struggling students.

## **NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE**

Mountain View continues to see collaboration among teacher in curricular teams. These teams often compare data from mark distribution by subject area and course. Teachers share successful instructional strategies and work together to replicate best practices. There has been progress in course alignment especially in regards to assessment, but the effort is on-going to get more instructional coherence. The changes in the assessment and grading policies are showing great promise for our students. Many students are taking advantage of the Revision and Retake policies that many subject matter cohorts have implemented. As a result, we have seen a decrease in numbers of D's and F's throughout campus.

## **SCHOOL, DISTRICT AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT**

A demographic study completed last year by a contracted firm indicates a potential increase in our student population over the next ten years of approximately seven hundred students district-wide. While our campuses have the capacity to accommodate this growth, it will still put a strain on the system as a school of 1800 looks very different from one with over 2000 students. While we are not anticipating major changes in our demographics immediately, we do see growth in special needs students and we are planning accordingly.

## **LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDER PERFORMING STUDENTS TO MEET STANDARDS**

With the initiation of course and grade level data teams focused on classroom-produced data, Mountain View High School hopes to eliminate all programmatic barriers to helping underperforming students achieve. Longitudinal data already indicate a steady trend toward closing the achievement gap and available research shows increased curricular alignment through the use of Common Formative and Summative Assessments to be a powerful strategy for continuing this trend.

Mountain View High School currently lacks a structured program addressing the needs of long-term English learners—a sizable sub-group of the underperforming students in the school. As the number of these students increases over the next few years, the need for structured interventions will increase. Current site data indicate that Latino and African-American students are receiving lower grades because of poor homework completion. During the 2015-16 school year, the MVLA school district underwent a full examination of homework practices. A new homework policy was vetted and introduced for the 2016-17 school year. MVHS is hopeful that a change in the homework policy will lead to greater participation in AP and Honors courses for all students and greater academic marks.

## **CONCLUSIONS**

The school administration and teacher-leaders as well as community stakeholders from our WASC focus groups have analyzed academic performance data for all student groups in an on-going attempt to measure the effectiveness of key elements of the instructional programs for students failing to meet SBAC growth targets. As a result, school-wide WASC Action Goals and Departmental Action Plans have been adopted. A significant focus has also been placed on providing underrepresented groups with access to a rigorous curriculum. In addition to the pedagogical shift that occurred eight years prior to allow “open access” to AP and Honors classes, specific training opportunities have been afforded the faculty on differentiating instruction, Identity Safety and Growth Mindset to meet the needs of a diverse student population. Every department will continue their efforts to operationalize their interpretations of subject specific data. All departments have aligned their curriculum with state and common core standards or frameworks. With instructional coherence as an overarching goal, departments are working towards: the use of common assessments, consistency in academic vocabulary, examination of grading and homework practices and walk through classroom visits as a mechanism for sharing instructional delivery strategies. Department Coordinator work this year has focused on providing the coordinators with the necessary support to enhance their role as instructional leaders. A concentrated effort will also be to continue to improve articulation with our partner schools and a number of classroom visits will be part of the design expectations. The WASC coordinator will serve the essential role of maintaining the cohesiveness of our energies to the WASC Action Plan.

MVHS, as part of their WASC review, has set the following WASC Action Plan Goals.

**MOUNTAIN VIEW HIGH SCHOOL  
SCHOOL WIDE ACTION PLAN  
2013-2019**

**DISTRICT GOALS**

1. Align curriculum and grading practices.
2. Maintain fiscal stability.
3. Improve academic achievement of all students.
4. Enhance opportunities as well as achievement of students in Science, Technology Engineering and Math.

**SCHOOLWIDE GOALS**

1. Create and maintain communication systems between school employees and between school and larger community related to student achievement.
2. Create and align assessments in department teams. Use results to modify curriculum, instruction and assessment.
3. Use data to create and direct targeted interventions.
4. Use data to make decisions about course offerings.
5. Increase enrollment of all students in AP, Honors & STEM courses.

**SCHOOLWIDE PERFORMANCE EXPECTATIONS:**

Increased achievement for underperforming sub-groups across key indicators while high levels of achievement for all students are maintained.

**ACTION PLAN GOAL #1:**

**Create and maintain communication systems between school employees and between school and larger community related to student achievement.**

Activities	Person(s) Responsible	Timeline	Resources And Costs	Funding Source	Evaluation of Activity
Monitor the use of the school’s decision-making process about student achievement to ensure stakeholder inclusion. The monitoring process will include record-keeping about when and how the process is used and a staff survey the results of which	Admin	Ongoing	None	None	Staff Survey

will be published and used to improve the process.					
Create a calendar for administration conversations with individuals, course teams, departments and period discussions, parents and students.	Admin/Coordinators, PTSA	Ongoing	None	None	Staff Survey using list of topics generated from period discussions
Schedule continued training in Communication Strategies all staff, including support staff, Leadership Team/Departments/Course Teams, Admin, District	Admin/Leadership Team	Ongoing	6,000	Site allocation	
Include regular updates from District Office about decisions related to student achievement in Friday Bulletin.	District Office	Ongoing	None	None	Staff Survey and Friday Bulletins
Establish regular formal meetings of teachers who teach courses serving at-risk students, including both support classes and ELD and SpEd programs and other interested teachers modeled on AVID site team.	Teachers	Ongoing	None	None	

**ACTION PLAN GOAL #2:**

**Create and align assessments in department team. Use results to modify curriculum, instruction and assessment.**

<b>School Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources And Costs</b>	<b>Funding Source</b>	<b>Evaluation of Activity</b>
Align summative assessments (by revising current assessments) for each Power Standard (Common Core and/or State Standards, as appropriate) and refine Course Information Sheets and grading practices.	All Teaching Staff	June 2013	None	None	Completed CIS on file with district. Course outlines Course Summative Assessments Mark Distribution Reports



Refine summative assessments, Course Information Sheets and assessment practices.	All Teaching Staff	June 2014	None	None	Mark Distribution Reports Completed CIS on file with district Copies of summative assessments
Create and, where appropriate, align pre-(diagnostic) assessments and common formative assessments to implement Data Team process and align curriculum.	All Teaching Staff	June 2015	None	None	Mark Distribution Reports Completed CIS on file with district Copies of summative assessments
Refine diagnostics, common formative assessments and curricular improvements	All Teaching Staff	June 2016	None	None	Mark Distribution Reports Completed CIS on file with district Copies of summative assessments
Using common formative assessments and Data team processes, aligned instructional practices for power standards, differentiated according to student need.	All Teaching Staff	June 2017	None	None	Mark Distribution Reports Completed CIS on file with district Copies of summative assessments

**ACTION PLAN GOAL #3:**

**Use internal and external data to create and direct targeted classroom interventions.**

<b>Schoolwide Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources And Costs</b>	<b>Funding Source</b>	<b>Evaluation of Activity</b>
Provide, maintain and advance data team and common formative assessment training, especially in implementation of best instructional practices and differentiation.	<b>Admin/Leadership</b>	2014-2015	Leadership & Learning Cntr \$5,000	Site	Staff Survey Analysis of Student Products Revision of Curriculum
Create a system for monitoring the impact of new grading practices	<b>All Staff</b>	Ongoing	None	Site	Staff Survey Analysis of Student Products Revision of Curriculum
Analyze departmental data at the beginning of the year to inform course team work and practice for the coming year. Teach the use of external resources like SchoolCity to facilitate this process	<b>Data Teams, District/admin, Leadership</b>	Ongoing 2015-2016	Data of key indicators and tier 1 and tier 2	Site	Staff survey Analysis of longitudinal data

**ACTION PLAN GOAL #4:**

**Use internal and external data to make decisions about course offerings.**

<b>Schoolwide Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources And Costs</b>	<b>Funding Source</b>	<b>Evaluation of Activity</b>
Analyze performance data for enrichment/support programs to make decisions about program enhancement	Leadership Team	Ongoing/ Once/semester	None	None	Analysis of Mark Distribution Analysis of External Performance Data
Add questions to the student survey about course offerings.	WASC Coordinator	Yearly	None	None	Compare student requests to changes in course offerings.
Conduct student, parent and teacher surveys yearly and collate longitudinal data. Revise surveys yearly.	WASC Coordinator	Yearly	None	None	Compare survey results. Analyze indicators of stakeholder satisfaction as they relate to course offerings.
Analyze middle school data to assist in student placement.	Departments Coordinators /Staff	Yearly	None	None	Student performance

**ACTION PLAN GOAL #5:**

**Increase enrollment of underrepresented students in AP/Honors courses and of all students in STEM (Science, Technology, Engineering and Math) courses.**

<b>Schoolwide Activities</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources And Costs</b>	<b>Funding Source</b>	<b>Evaluation of Activity</b>
Continue and expand AVID outreach methods to other courses/teachers including training academic ambassadors from underrepresented groups who can encourage and model.	Department Coordinators/ Data Team leaders	Ongoing	None	None	Analysis of demographic changes in targeted classes (Enrollment data).
Provide peer-tutoring/AVID tutors specific to subjects	Staff	Ongoing	None	None	Analysis of grades
Provide pre-AP training to integrate AP strategies into college-prep classes.	Admin/Department Coordinators	Ongoing	\$2,500/year	Curriculum Institute/Site allocation	Data produced in course teams
Revise Advisory Day processes for teacher/student discussions of class choices					

Bridge program during the summer for pre-AP kids.					
Create community partnerships with high-tech companies.	AVID Coordinator	Ongoing	None	Foundation	
Involve parent groups in helping maintain membership. Through ELAC, develop STEM familiarity.					

## BUDGET

MVLA Union School district's Basic Aid distinction allows our school site to operate with a per pupil expenditure of approximately \$17,031. The site allocation is proportionately distributed among the educational departments after operating expenses are budgeted. The district makes specific adjustments to the staffing allocation to allow for the state and/or federal guidelines for special populations. The district has added a bi-lingual community liaison and a bi-lingual counseling secretary to the general fund expenditures.

### Form C: Programs Included in this Plan (2016-17)

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
<input type="checkbox"/>	California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/>	Economic Impact Aid/State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/>	Economic Impact Aid/English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners.	
<input type="checkbox"/>	High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/>	Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/>	Instructional Materials Realignment Program <u>Purpose:</u> Funds are intended for purchase of grades 9-12 standards-based instructional materials	
<input type="checkbox"/>	Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/>	Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input type="checkbox"/>	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	
<input type="checkbox"/>	School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/>	Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/>	List and Describe Other State and Local funds (e.g., Gifted and Talented Education) GATE	
<b>Total amount of state categorical funds allocated to this school</b>		<b>\$0</b>

	<b>Federal Programs under No Child Left Behind (NCLB)</b>	<b>Allocation</b>
<input type="checkbox"/>	Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused or neglected who have been place in an institution	
<input type="checkbox"/>	Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
<input type="checkbox"/>	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
<input type="checkbox"/>	Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
<input type="checkbox"/>	Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
<input checked="" type="checkbox"/>	Title II , Teacher Quality <u>Purpose:</u> Supports sustained and intensive high quality professional development to support student achievement	\$54,200*
<input type="checkbox"/>	Title II , Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
<input type="checkbox"/>	Title II , Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
<input checked="" type="checkbox"/>	Title III , Part A: Language Instruction for Limited-English Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited English proficient (LEP) students attain English proficiency and meet academic performance standards	\$31,474*
<input type="checkbox"/>	Title IV , Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievements	
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
<input checked="" type="checkbox"/>	Other Federal Funds (list and describe) Carl Perkins Vocational Education	\$50,974*
	<b>Total amount of federal categorical funds allocated to this school</b>	<b>\$136,648*</b>
	<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$136,648*</b>

\*amount reflects District total allocation