



Monte Vista High School

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School Accountability Report Card



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Principal's Message

We at Monte Vista believe that the education and academic excellence of our youth is a shared responsibility involving family, students, school staff and community. All young people should be offered opportunities for learning that will stimulate them to develop intellectually, physically, ethically, and aesthetically to the limits of their potential, thereby fostering a lifelong enthusiasm for learning.

Mission Statement

GOALS

It is the intent of Monte Vista High School, within existing resources and limitations, to: promote a lifelong enthusiasm for learning;

provide instruction in all subject areas that strengthens and improves basic skills in reading, written and oral communication, mathematics, and critical thinking; provide high-quality college preparatory programs including AP and honors courses; provide a broad program of vocational and technical training; provide instruction, courses, and activities that promote current and future physical and mental health;

provide effective communication in order to share the responsibility of education with family, students, school, and community;

provide opportunities for students to understand the personal responsibilities of a contributing citizen and to develop respect for self and community; provide a variety of creative activities which promote an understanding of aesthetic values; provide and enforce a consistent discipline policy in classrooms and on campus;

provide a sequential career education program beginning in the ninth grade, which includes teacher, student, counselor, and community services; provide current, accurate, and appropriate counseling and guidance services for all students including career education, personal assessment, growth potential, and positive self-image;

provide direction and a school environment, which promote respect for students, teachers, and parents for the rights of persons and property; provide sportsmanship in all school activities;

make every effort to reduce class sizes from current levels.

School Profile

Monte Vista High School, established in 1965, is a National Blue Ribbon school, a three-time State Distinguished school and a fully WASC-accredited 9-12 public school. The school is located in the town of Danville, in the San Ramon Valley, approximately 35 miles east of San Francisco. The community is made up primarily of professional and upper management residents. The student enrollment includes 71.6% Caucasian, 17.9% Asian, 4.2% Hispanic, 2.7% Filipino, 1.8% Black, and 1.8% all others, including Native American, Cambodian, Guamanian, and Pacific Islander.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	1.7%
American Indian	0.2%
Asian	17.9%
Caucasian	68.3%
Filipino	2.5%
Hispanic	3.5%
Pacific Islander	0.3%
Multiple or No Response	5.7%

Discipline & Climate for Learning

Students at Monte Vista High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Monte Vista High discipline program is to insure an atmosphere in school and at school activities that enhances the potential for success of every member of the student community.

Parents and students are informed of school rules and discipline policies through the Annual Parent Information Packet and the Student Handbook which are available at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	217	171	149	1085	943	968
Suspension Rate	9.35%	6.71%	5.67%	15.87%	13.11%	13.14%
Expulsions	0	2	0	10	5	10
Expulsion Rate	0.00%	0.08%	0.00%	0.15%	0.07%	0.14%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include: California Scholastic Federation, National Honor Society, Link Crew, Key Club/Interact, Speech and Debate and many other clubs of interest to our students. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area.

Athletic programs include: Football, Basketball, Baseball, Volleyball, Golf, Tennis, Lacrosse, Swimming/Diving, Water Polo, Track, Cross Country, and Wrestling. Monte Vista High School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during annual departmental awards assemblies, Senior Awards Assemblies, Students of Excellence celebrations, Academic Rallies and through individual recognition throughout the school year.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from other paraprofessionals. The type of "para" differs from site to site, depending on grade level, need, funding and staff discretion. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
English	27	27	27	36	41	44	25	24	13	29	35	45
Mathematics	28	27	27	30	36	36	18	15	22	30	37	34
Science	31	31	31	4	3	6	26	34	35	32	28	35
Social Science	33	32	33	3	6	2	22	28	27	42	44	48

Enrollment By Grade

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained.

Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary.

The total 2005/2006 enrollment at Monte Vista High School was 2633. This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
9th	645	708	700
10th	567	670	706
11th	619	562	669
12th	490	608	554

Enrollment By Program

During the 2006-07 school year 2441 students were enrolled at Monte Vista High, of which 4.9% were students with disabilities, 1.6% were English Learners, and 0.3% were socioeconomically disadvantaged.

Dropout & Graduation Rates

Monte Vista High believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Administrative Homeroom, peer educators and mentors, the afterschool tutoring program, Safe School Ambassadors, the SARB process, and Link Crew.

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	0.09%	0.00%	0.20%
Graduation Rate	99.20%	99.60%	99.50%

Curriculum Development

In addition to their regular teaching assignments, all teachers participate on committees at the site, district, county, and/or state levels. Teachers also serve as club advisors, mentors, workshop presenters, department facilitators, college instructors and coaches. Adjusted Tuesday School Schedules have been implemented in order to provide staff with time and information in order to support student growth and learning. Teachers are able to collaborate and share best practices on a regular basis in a collegially supportive environment through their work on staff development days and by attending workshops throughout the school year.

Advanced Placement Classes

Monte Vista High encourages students to continue their education past high school. Monte Vista High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During 2006-07, 738 students participated in taking the exams. Of these tests taken by students, 603 scored a "3" or better (49%).

Advanced Placement Classes		
	# of Courses	Enrollment
Computer Science	1	72
English	2	149
Fine and Performing Arts	1	24
Foreign Language	3	70
Mathematics	2	134
Science	2	69
Social Science	5	220
Totals	16	738
Percent of Students in AP Courses		28.1%

UC/CSU Course Completion

Students at Monte Vista High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission *	% of Graduates Who Completed All Courses Required for UC/CSU Admission
81.1%	55.6%

* Duplicated Count (one student can be enrolled in several courses).



College Entrance Info

California high school students have two options for attending 4-year public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

For students not ready for a 4-year university, California has a very good community college program. For information regarding entrance into the California Community College system, please visit <http://www.collegebound.net>.

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair is routinely checked and improved. The school is well-maintained and the grounds-keeping and custodial staff works to insure the cleanliness of the school grounds, buildings, and restrooms.

The current facility houses 2427 students in 106 classrooms, 8 of which are portable buildings. In the past six years the school has added a second gymnasium as well as 3-two story buildings containing 64 new classrooms, 8 of which are computer labs. Ninety percent of the remaining buildings have been renovated and modernized. Along with these changes, the rest of the campus is currently in the design phase that will bring this campus up to the needs of the 21st century. Recent construction includes the addition of a two-story, 22 classroom mathematics and culinary arts building and a career technical education building. Renovation of the Athletic Stadium continues and is almost complete. A pool was built in 2001.

For the 2006-07 school year the district allocated \$2,620,727 for the district-wide deferred maintenance program. This represents 1.3% of the district's general fund budget. During the 2006-07 school year, the SRVUSD governing board did approve deferred maintenance projects for the school, which included concrete repairs (\$12,060) and electrical upgrades (\$10,809).

Safe School Plan

Monte Vista High School is committed to maintaining a safe school environment. Each year, under the supervision of the School Site Council, Monte Vista reviews and updates our school safety plan. This plan includes procedures and practices for any foreseeable emergency, including natural emergencies such as earthquakes, or fire and any man made threat such as terrorist attack or an intruder on campus. Monte Vista has several new buildings and many others have been renovated and modernized to provide the safest learning environment possible as well as the addition of 40 surveillance cameras to monitor traffic flow, student behavior, and general campus activity.

- Date of Last Review/Update: February, 2008
- Date Last Reviewed with Staff: February, 2008

School Facility Conditions				
Date of Last Inspection: July, 2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).



California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students															
School	81	87	84	74	76	83	77	74	73	62	70	69	75	64	68
District	77	82	82	70	72	75	68	68	65	63	65	65	67	65	59
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	76	83	80	69	73	79	71	72	70	65	78	75	76	68	73
District	74	79	79	66	68	70	63	64	61	66	72	71	67	67	63
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
School	85	89	88	79	79	86	84	76	75	58	62	64	75	60	63
District	79	85	86	76	74	78	73	73	69	61	59	59	66	63	56
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
School	*	*	42	*	*	*	*	*	*	*	*	*	*	*	*
District	42	12	59	29	43	42	26	26	34	14	55	50	31	37	44
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
African American															
School	*	79	59	*	*	63	*	*	73	*	*	60	*	*	73
District	60	69	68	49	62	52	38	45	57	36	38	46	35	49	48
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
Asian															
School	89	93	93	81	84	90	88	79	80	75	80	71	88	73	80
District	87	89	90	84	80	85	80	79	74	79	79	72	80	78	74
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
Filipino															
School	86	93	75	*	74	79	92	*	78	*	68	68	77	*	50
District	74	78	78	68	63	65	76	61	64	53	63	54	70	60	48
State	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
Hispanic															
School	56	71	58	47	53	73	75	61	44	29	71	45	76	50	50
District	57	70	69	58	60	62	49	55	43	43	51	51	54	53	38
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Caucasian															
School	80	85	85	74	75	81	75	74	72	61	67	71	73	64	66
District	77	83	82	70	71	74	67	69	66	63	64	66	66	65	60
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
School	26	12	40	18	5	15	26	19	8	15	14	27	33	24	14
District	24	25	34	15	14	20	13	15	15	23	25	28	24	29	18
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

Parent Involvement

The community and parent support for education, both academic and co-curricular, is exceptional. The Parent-Teacher-Student Association and Booster Clubs for the academic, athletic, drama and music programs provide supplemental funding and support to enhance the total school program. Parents also participate on the School Site Council and serve as members of the Board of Education.

The school works in cooperation with the San Ramon Valley Business and Education Roundtable to promote community and school involvement throughout the area. Partnerships are available with the Blackhawk Auto Museum, Lawrence Livermore Lab, CISCO Systems, local community colleges, and other organizations. Alamo, Danville and San Ramon Rotary Clubs also support our students and enhance learning through cooperative projects.

For additional information about organized opportunities for parent involvement at Monte Vista High School, please contact PTSA- Barbara Chavez at 925-552-5530.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the staff at Monte Vista High School at 925-552-5530.

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
	School	District	State
African American	1.0%	4.0%	*
American Indian	0.0%	1.0%	*
Asian	13.0%	11.0%	*
Filipino	1.0%	2.0%	*
Hispanic	3.0%	7.0%	*
Pacific Islander	0.0%	0.0%	*
Caucasian	79.0%	70.0%	*

* Statewide data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The Monte Vista High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	84.2	83.6	49.0	86.3	84.0	51.1	89.8	85.9	48.6
Mathematics	79.1	77.5	45.2	83.0	78.9	46.8	89.0	85.2	49.9

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	10.2	24.2	65.6	11.0	39.9	49.2
Males	12.5	30.4	57.1	9.4	34.4	56.2
Females	8.2	18.6	73.2	12.4	44.8	42.8
African American	21.4	21.4	57.1	21.4	50.0	28.6
Asian	7.4	20.8	71.8	4.0	26.8	69.1
Filipino	13.8	20.7	65.5	6.9	34.5	58.6
Hispanic	25.0	25.0	50.0	16.7	54.2	29.2
Caucasian	9.4	25.3	65.2	12.8	43.0	44.3
Students with Disabilities	66.7	27.3	6.1	70.6	29.4	0

Physical Fitness

In the spring of each year, high schools in our district are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

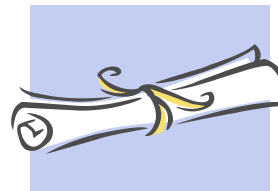
Percentage of Students in Healthy Fitness Zone	
2006-07 Test Results	
9th Grade	
School	
School Overall	60.5%
School (Boys)	52.0%
School (Girls)	69.2%
District	
District Overall	52.1%
District (Boys)	45.1%
District (Girls)	59.8%
State	
State Overall	29.3%
State (Boys)	30.1%
State (Girls)	28.4%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.



	API School Results			
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	8	8	
All Students				
Actual Growth	15	9	3	876
Asian				
Actual Growth	12	5	0	920
Caucasian				
Actual Growth	16	8	4	869
Students with Disabilities				
Actual Growth	-	-20	28	605

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff.

Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. The San Ramon Valley Unified School District has no schools in Program Improvement.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	
First Year in PI	-	
Year in PI (2007-08)	-	
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Career Technical Education (CTE) Programs

Monte Vista High career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Monte Vista High have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. The Contra Costa County Office of Education's Regional Occupational Program offers courses through the San Ramon Valley Unified School District. They are available to district students 16 years or older at one of our three comprehensive high schools. These ROP classes are:

Sports Medicine, Careers with Children, Advanced Photography, Architectural Design, Robotics, Restaurant/Catering, Automotive Technology, Introduction to Business, Exploratory Art & Design, Journalism, Art of Video Production, AP Environmental Science, Introduction to Law, AP Environmental Engineering, Photography, Computer Applications, Web Design, Careers in Teaching, Newspaper/Journalism, Digital Arts & Design for Web, TV Video Production, Fashion Design, Robotics Engineering Technology, Biological Laboratory Research, Marketing, Analytical Forensic Science and Fire Science.

Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	1,001
What percent of the school's pupils complete a CTE program and earn a high school diploma?	38.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
12th	History/Social Studies	Glencoe	2005	Yes
12th	History/Social Studies	Holt	2005	Yes
9th-11th	History/Social Studies	McDougal Littell	2006	Yes
9th-12th	Mathematics	McDougal Littell	2001	Yes
10th	Mathematics	McDougal Littell	2000	Yes
9th-12th	Reading/ Language Arts	Great Source	2000	Yes
9th-12th	Reading/ Language Arts	Holt, Rinehart & Winston	2000	Yes
11th-12th	Science	Glencoe/ McGraw Hill	2002	Yes
11th-12th	Science	Holt, Rinehart & Winston	2002	Yes
9th	Science	Holt, Rinehart & Winston	2001	Yes
10th	Science	Prentice Hall	2002	Yes
11th-12th	Science	Thompson	2001	Yes
9th-12th	Science Laboratory Equipment	N/A	N/A	Yes

Instructional Materials

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners to use in the classroom and to take home to complete required homework assignments. SRVUSD curriculum adoptions are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following areas: reading/language arts; mathematics; science, including grades 9-12 science laboratory equipment; history/social science; and world languages. Health curriculum was adopted in 2006, and the Social Studies curriculum in 2007. Science adoptions will be implemented in the fall of 2008 with math adoption in classrooms the following year.

For a complete list of textbooks and literature used by schools in the district, go to http://www.srvusd.k12.ca.us/apps/pages/index.jsp?uREC_ID=42495&type=d&termREC_ID=&id=6&r=8384091.



Library Information

The school's library, staffed by a part/full-time Library Clerk/Library Media Technician/Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school. Several computer workstations within the library are connected to the Internet so students are able to access resources and information online.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Danville and San Ramon, or any of the Contra Costa County libraries, all of which contain numerous computer workstations. (The Walnut Creek Library is under demolition/construction.)

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. Probeware which interfaces with computers in the lab provide an excellent means of collecting and interpreting data. For more information, please call the school office.

Counseling & Support Staff

It is the goal of Monte Vista High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. **The counselor to pupil ratio is 1:240.** The table lists the support service personnel available at Monte Vista High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	8	5.3
Campus Monitor	3	3.0
Campus Supervisor	1	1.0
Career Specialist	1	1.0
Librarian	1	1.0
Library Media Assistant	1	.49
Nurse	1	0.2
Psychologist	2	1.6
Resource Specialist	4	4.0
Resource Specialist Assistant	3	3.0
School Resource Officer	1	1.0
Speech/Language/Hearing Specialist	1	1.0

At Risk Interventions

Monte Vista High provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Other intervention programs offered at Monte Vista High include: intervention tutoring for students who have not passed CAHSEE, and after school tutoring by classroom teachers supported by the PTSA.

Substitute Teachers

Each teacher is responsible for contacting the substitute service when he/she is absent. The district has a substitute handbook, and the regular classroom teacher provides daily lesson plans.

The district has made a significant effort to reduce the amount of time students are served by a substitute. At the same time, the district recognizes that there are many occasions when a substitute is necessary and has taken steps to insure an adequate pool of well-qualified substitutes is available.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Monte Vista High had 111 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	94	106	111	1214
Without Full Credentials	5	6	6	46
Working Outside Subject	0	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	3	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	3	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	91.70%	8.30%
District	93.00%	7.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	93.20%	6.80%

Staff Development

All district teachers meet qualifications established by the California Commission of Teacher Credentialing. In addition, newly hired teachers must hold or be in the process of obtaining a Cross-Cultural Language and Academic Development (CLAD) certificate for teaching English language learners.

Funds from SB1882 were reserved for professional development programs that are in keeping with the School Based Coordinated Plan design. Staff members have participated in some of the following staff development activities.

- Technology Days
- Implementation of State Frameworks
- 9-12 Curriculum Standards, Grade Level Benchmarks
- Advanced Placement Courses
- Learning Styles - Improving Student Achievement
- Peer Counseling Workshops
- Special Education Workshops
- WASC Action Groups

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$57,299
District	\$58,670
Percentage of Variation	2.34%
School & State	
All Unified School Districts	\$60,032
Percentage of Variation	4.56%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$38,636	\$38,937
Mid-Range Teachers	\$60,824	\$61,080
Highest Teachers	\$75,773	\$76,443
Elementary School Principals	\$103,134	\$99,694
Middle School Principals	\$111,022	\$103,687
High School Principals	\$109,893	\$112,983
Superintendent	\$194,250	\$195,054
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.9%	40.1%
Administrative Salaries	5.3%	5.4%

District Expenditures

In 2005-06, the most recent year for which data is available from the state, California spent an estimated \$8,607[^] per student which was far below the national average of \$9,566.[^] San Ramon Valley Unified spent an average of \$8,048 to educate each student, based on total expenditures of \$192,497,211 (from 2006-07 FY audited financial statements).

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 6%. Our district of 24,670* students spends less than the state average because we are designated a "low wealth" district, as defined by the state's complex funding formula for schools.

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,931
From Restricted Sources	\$631
From Unrestricted Sources	\$4,300
District	
From Unrestricted Sources	\$1,054
Percentage of Variation between School & District	308.11%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	13.01%

[^] NEA
* 06-07 CBEDS

District Revenue Sources

In addition to general state funding, high schools in the San Ramon Valley Unified School District receive state and federal funding for the following categorical funds and other support programs:

- Economic Impact Aid/State Compensatory Education
- Economic Impact Aid/English Learner Program
- Pupil Retention Block Grant
- California High School Exit Exam (CAHSEE)
- School & Library Improvement Program Block Grant (SIP)
- School Safety and Violence Prevention Act
- Gifted and Talented Education (GATE)
- AB 1802 (High School & Middle School Counselors)
- Art & Music Block Grant
- Title II, Part A: Teacher & Principal Training & Recruiting
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students
- Title IV, Part A: Safe & Drug-Free Schools and Communities
- Title V: Innovative Programs
- Selected grants from the San Ramon Valley Education Foundation

Types of Services Funded

In 2004-05, the most recent year for which data is available from the state, California spent an estimated \$7,815[^] per student, which was far below the national average of \$8,618[^]. In 2005-06, our district spent approximately \$7,261 per student based on total expenditures of \$167,647,176. Classroom Educations costs accounted for 68% of this money; School Maintenance, Utilities & Operations 10%; Special Education 13%; Auxiliary Services 2%; District Administration/Business Operations 6% and Facilities 0%. Our district of 23,815* students spends less than the state average because we are a "low wealth" district, as defined by the state's complex funding formula for schools.

* 05-06 CBEDS [^] NEA Ed Stats

