



# Monte Vista High School

3131 Stone Valley Rd Danville, CA 94526

(925) 552-5530

Rebecca Smith, Principal



## 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.

Rebecca Smith, Principal

(Email: [rsmith@mvhigh.net](mailto:rsmith@mvhigh.net))

### Mission Statement

MISSION STATEMENT: It is the intent of Monte Vista High School, within existing resources and limitations to:

- 1) Promote a lifelong enthusiasm for learning.
- 2) Provide instruction in all subject areas that strengthen and improve basic skills in reading, written and oral communication, mathematics, effective collaboration, and critical thinking.
- 3) Provide high-quality college preparatory programs including AP and Honors courses.
- 4) Provide a broad program of vocational and technical training courses.
- 5) Provide effective communication in order to share the responsibility of education with family, students, school and community.
- 6) Provide opportunities for students to understand the personal responsibilities of a contributing citizen and to develop respect for self and community.
- 7) Provide direction to evaluate operations and procedures that promote community perception of the site and district as being responsive.
- 8) Provide and enforce a consistent discipline policy in the classrooms and on campus that allows for strategies that foster a safe environment and respects the uniqueness of individuals and their differences.
- 9) Provide current, accurate and appropriate counseling and guidance services for all students including career education, personal assessment, growth potential, and positive self-image.
- 10) Provide direction and a school environment, which promote respect for students, teachers and parents for the rights of persons and property.
- 11) Promote sportsmanship in all school activities.
- 12) Make every effort to reduce class size.

Our vision and goals are reviewed by our SIP Site Council (School Improvement Program) and are tied to the district's vision and strategic plan which was updated in 1999-2000, and both our 1999-2000 and 2005-06 WASC self-study accreditations, and involved considerable input from PTSA, booster groups, student surveys, staff and department meetings. School-wide focus groups are responsible for evaluating relevant data and implementing strategies to meet the goals. The groups are chaired by teachers and involve all members of the school community—administrators, teachers, support staff, students and parents. Progress toward achieving the goals is reviewed annually and strategies and/or goals modified. It is important to understand that the vision, goals, and strategies provide the foundation for a coherent school-wide plan that not only links our goals to district goals, but drives the planning process for all school activities and support groups—student, parent, and booster. School-wide financial planning follows the vision, goals and strategies.

Communication is critical to the successful implementation of strategies to achieve our goals and to building a supportive culture. Our vision, goals, and ESLRs are visible in all classrooms, the library, the career center, and offices. Parents receive information through electronic newsletters and a newly created, dynamic website.



We believe that this process of evaluation/action/assessment and communication enables Monte Vista to remain a dynamic, educational institution meeting the needs of a changing world, changing student body, and changing community. It enables us to celebrate our successes and identify areas of need. It gives the entire school community focus and maximizes the return on our limited resources. Finally, it not only improves learning and outcomes for students, it allows for the renewal of teachers encouraging collaboration and improving teaching practices.

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.

## 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 71.2% Caucasian, 17.3% Asian, 4.5% Hispanic, 2.7% Filipino, 1.5% African American, and 2.8% all others, including Native American, Cambodian, Guamanian, and Pacific Islander.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	1.5%
American Indian	0.2%
Asian	16.9%
Caucasian	68.5%
Filipino	2.2%
Hispanic or Latino	3.7%
Pacific Islander	0.2%
Multiple or No Response	6.8%

## 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		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	171	149	98	943	968	1141
Suspension Rate	6.7%	5.7%	4.0%	4.0%	3.9%	4.4%
Expulsions	2	0	2	5	10	26
Expulsion Rate	0.1%	0.0%	0.1%	0.0%	0.0%	0.1%

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.

## 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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	27	27	27	41	44	34	24	13	34	35	45	29
Mathematics	27	27	26	36	36	31	15	22	44	37	34	13
Science	31	31	32	3	6	4	34	35	31	28	35	33
Social Science	32	33	32	6	2	3	28	27	29	44	48	43

## 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 2008-09 enrollment at Monte Vista High School is 2334. This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2005-06	2006-07	2007-08
9th	708	700	541
10th	670	706	574
11th	562	669	685
12th	608	554	641

## 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		
	04-05	05-06	06-07
Dropout Rate	0.00%	0.20%	0.08%
Graduation Rate	99.60%	99.50%	99.80%

## 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 2007-2008, 416 students participated in taking a total of 811 exams. Of these tests taken by students, 743 exams or 92% scored a "3" or better.

Advanced Placement Classes		
	# of Courses	Enrollment
Computer Science	2	72
English	2	128
Foreign Language	6	127
Mathematics	2	179
Music	1	18
Science	2	80
Social Science	4	246
Totals	19	850
Percent of Students in AP Courses		5.9%

## 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	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	84.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	67.6%

\* 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](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://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 2334 students in 106 classrooms, 6 of which are portable buildings. Over the past eight 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.

### Deferred Maintenance

For the 2007-08 school year the district spent \$1,404,716 for district-wide deferred maintenance. This represents .5% of the district's general fund budget. In 2008, the SRVUSD governing board approved \$72,601 in deferred maintenance projects for the school, which included security cameras, resurfacing of the basketball and tennis courts and a roof around the hatch. In addition, the district targeted \$136,247 in projects at multiple sites, which included roof, paving and floor repairs, HVAC replacements and upgrades to the Energy Management Systems.

## 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: Fall, 2008
- Date Last Reviewed with Staff: Fall, 2008

School Facility Conditions				
Date of Last Inspection: 07/25/2008				
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 the 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 (CST)

#### Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
<b>All Students</b>															
School	87	84	88	76	83	79	74	73	80	70	69	75	64	68	78
District	82	82	85	72	75	73	68	65	70	65	65	71	65	59	69
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
<b>Males</b>															
School	83	80	87	73	79	77	72	70	76	78	75	78	68	73	80
District	79	79	83	68	70	71	64	61	65	72	71	75	67	63	73
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
<b>Females</b>															
School	89	88	90	79	86	81	76	75	83	62	64	71	60	63	76
District	85	86	87	74	78	76	73	69	75	59	59	66	63	56	66
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
<b>African American</b>															
School	79	59	*	*	63	*	73	76	*	60	*	*	73	53	
District	69	68	62	62	52	53	45	57	55	38	46	51	49	48	37
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
<b>Asian</b>															
School	93	93	93	84	90	89	79	80	86	80	71	83	73	80	84
District	89	90	94	80	85	85	79	74	81	79	72	80	78	74	79
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
<b>Filipino</b>															
School	93	75	82	74	79	64	*	78	75	68	68	64	*	50	68
District	78	78	89	63	65	63	61	64	60	63	54	64	60	48	56
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
<b>Hispanic or Latino</b>															
School	71	58	88	53	73	58	61	44	71	71	45	57	50	50	68
District	70	69	76	60	62	56	55	43	58	51	51	53	53	38	60
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
<b>Caucasian</b>															
School	85	85	88	75	81	79	74	72	79	67	71	74	64	66	79
District	83	82	85	71	74	73	69	66	69	64	66	71	65	60	71
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
<b>Students with Disabilities</b>															
School	12	40	41	5	15	18	19	8	26	14	27	25	24	14	32
District	25	34	36	14	20	21	15	15	19	25	28	30	29	18	29
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10

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

For students who began the 2007-08 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this 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. Detailed information about the CAHSEE can be found at the CAHSEE Web page, <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

## 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). 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

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.

### Completion of High School Graduation Requirements

	School	District	State
African American	0.2%	2.0%	*
American Indian	0.0%	0.5%	*
Asian	18.0%	14.2%	*
Filipino	3.0%	2.1%	*
Hispanic or Latino	3.0%	5.8%	*
Pacific Islander	0.3%	0.3%	*
Caucasian	70.0%	70.0%	*
Multiple or No Response	5.5%	5.0%	*

\* Data was not available at the time of publication.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam (CAHSEE) 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								
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	86.3	84.0	51.1	89.8	85.9	48.6	91.7	89.1	52.9
Mathematics	83.0	78.9	46.8	89.0	85.2	49.9	89.5	84.7	51.3

## Physical Fitness

In the spring of each year, schools in California are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 81% of fifth, seventh and ninth grade students in the San Ramon Valley Unified School District either met or exceeded state fitness standards. For this school's percentage comparisons, see the chart and data tables below.

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	8.3	57.2	34.5	10.5	39.7	49.8
Male	10.8	62.6	26.6	11.5	36.3	52.2
Female	5.8	51.8	42.4	9.4	43.1	47.5
Asian	1.1	54.5	44.3	3.4	19.3	77.3
Filipino	18.2	54.5	27.3	18.2	54.5	27.3
Hispanic or Latino	20.0	50.0	30.0	20.7	37.9	41.4
White	7.9	59.2	32.9	10.8	44.3	44.8
Students with Disabilities	45.5	48.5	6.1	51.5	33.3	15.2

Percentage of Students in Healthy Fitness Zone	
2007-08 Test Results	
9th Grade	
School	
School Overall	73.6%
School (Boys)	73.7%
School (Girls)	73.5%
District	
District Overall	60.5%
District (Boys)	59.2%
District (Girls)	61.7%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

## 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			
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	8	8	
All Students				
Actual Growth	9	3	12	888
Asian				
Actual Growth	5	0	10	930
Caucasian				
Actual Growth	8	4	16	885
Students with Disabilities				
Actual Growth	-20	28	-	-

## 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)			
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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.

## 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, Biotechnology and Fire Science.

## Career Technical Education Participation

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

## 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 2006-07. We have just completed the Science adoption in 2007-08 and are currently reviewing Math materials which will be implemented into the classroom curriculum in the fall of 2009.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
12th	History/Social Studies	Glencoe	2005	Yes	0.0%
12th	History/Social Studies	Holt	2005	Yes	0.0%
9th-11th	History/Social Studies	McDougal Littell	2006	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2001	Yes	0.0%
10th	Mathematics	McDougal Littell	2000	Yes	0.0%
9th-12th	Reading/ Language Arts	Great Source	2000	Yes	0.0%
9th-12th	Reading/ Language Arts	Holt, Rinehart & Winston	2000	Yes	0.0%
11th-12th	Science	Glencoe/ McGraw Hill	2002	Yes	0.0%
11th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
9th	Science	Holt, Rinehart & Winston	2001	Yes	0.0%
10th	Science	Prentice Hall	2002	Yes	0.0%
11th-12th	Science	Thompson	2001	Yes	0.0%

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

## 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?	1,214
What percent of the school's pupils complete a CTE program and earn a high school diploma?	31.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

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?dir=100%20Chart%20of%20Textbooks&id=6&termREC\\_ID=&m=8384091&leftDir=3&ty pe=d&uREC\\_ID=42495](http://www.srvusd.k12.ca.us/apps/pages/index.jsp?dir=100%20Chart%20of%20Textbooks&id=6&termREC_ID=&m=8384091&leftDir=3&ty pe=d&uREC_ID=42495)

## 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 currently in a demolition/construction phase.)

## 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. 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 1:334. 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
Athletic Director	1	1
Band/Music Director	1	1
Campus Monitor	4	4.0
Campus Supervisor	1	1.0
Career Specialist	1	1.0
Computer Instructional Assistant	1	.49
Computer Technician	1	1
Counselor Intern	1	.2
English Language Learner Teacher	1	.2
Librarian	1	1
Librarian	1	1.0
Media Clerk	1	.49
Nurse	1	0.2
Outreach Counselor	1	.2
Psychologist	2	1.6
Resource Specialist	4	4.0
Resource Specialist Assistant	3	3.0
School Resource Officer	1	1.0
Special Day Class (SDC) Teacher	2	1.0
Speech/Language/Hearing Specialist	1	1.0
Teacher on Special Assignment	1	.8

## 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 2007-08 school year, Monte Vista High had 101 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	106	111	101	1270
Without Full Credentials	6	6	8	64
Working Outside Subject	0	0	0	20

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		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	1
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>1</b>
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	98.7%	1.3%
District	97.0%	3.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	97.0%	3.0%

## 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 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$62,233
District	\$64,728
Percentage of Variation	3.86%
School & State	
All Unified School Districts	\$65,008
Percentage of Variation	4.27%

## 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		
2006-07		
	District	State
Beginning Teachers	\$41,843	\$40,721
Mid-Range Teachers	\$65,872	\$65,190
Highest Teachers	\$82,062	\$84,151
Elementary School Principals	\$110,071	\$104,476
Middle School Principals	\$120,717	\$108,527
High School Principals	\$117,071	\$119,210
Superintendent	\$210,373	\$210,769
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.1%	39.9%
Administrative Salaries	5.8%	5.5%



## District Expenditures

In 2006-07, the most recent year for which data is available from the state, California spent an estimated \$8,486<sup>^</sup> per student which was far below the national average of \$9,100.<sup>^</sup> The more current San Ramon Valley Unified district figures (from 2007-08 FY audited financial statements) indicate an average of \$8,004 spent to educate each student, based on total expenditures of \$210,039,426 .

Classroom Education costs accounted for 67% of this money; School Maintenance, Utilities & Operations 10%; Special Education 14%; Auxiliary Services 3%; and District Administration/Business Operations 6%. Our district of 24,243\* 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.

<sup>^</sup> NEA

\* 06-07 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,931
From Restricted Sources	\$631
From Unrestricted Sources	\$4,300
District	
From Unrestricted Sources	\$4,890
Percentage of Variation between School & District	12.07%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	18.87%

## 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/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 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
- Community Based English Tutor, RS 6285
- Career Technical Education, RS 6377
- Art, Music & PE, RS 6761
- Instructional Materials Realignment, RS 7156
- Instructional Materials ELL, RS 7157
- Peer Assistance and Review, RS 7271
- Teacher Credentialing Block Grant, RS 7392
- Professional Development Block Grant, RS 7393
- Targeted Instructional Improvement Block Grant, RS 7394
- School Site Discretionary Block Grant, RS 7396
- Selected grants from the San Ramon Valley Education Foundation