

San Ramon Valley Unified School District



Monte Vista High School

2008-2009 School Accountability Report Card

**Duff Danilovich,
Principal**

**School Address:
3131 Stone Valley
Rd.
Danville, CA
94526-1129**

(925) 552-5530

**Steven Enoch,
Superintendent**

**District Address:
699 Old Orchard
Dr.
Danville, CA
94526-4331**

(925) 552-5500



**www.srvusd.k12.
ca.us**

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.

Duff Danilovich, Interim Principal
(Email: ddanilo@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.

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.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	1.3%
American Indian	0.2%
Asian	16.7%
Caucasian	68.3%
Filipino	2.0%
Hispanic or Latino	3.9%
Pacific Islander	0.1%
Multiple or No Response	7.5%

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. 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.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	149	98	101	968	1141	966
Suspension Rate	5.7%	4.0%	4.4%	3.9%	4.4%	3.6%
Expulsions	0	2	0	10	26	17
Expulsion Rate	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%

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 2009-10 enrollment at Monte Vista High School is 2205.

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
9th	700	541	546
10th	706	574	532
11th	669	685	557
12th	554	641	664

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. SRVUSD schools, in varying degrees, also have the benefit of parent volunteers on campus, in the classroom, and for extracurricular activities such as field trips.

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:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
English	27	27	29	44	34	29	13	34	17	45	29	41
Mathematics	27	26	26	36	31	34	22	44	29	34	13	18
Science	31	32	28	6	4	8	35	31	46	35	33	11
Social Science	33	32	31	2	3	4	27	29	35	48	43	35

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

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 1:479. The table lists the support service personnel available at Monte Vista High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	5	4.6
Athletic Director	1	1
Band/Music Director	1	1
Campus Monitor	3	2.75
Campus Supervisor	1	1.0
Career Specialist	1	1.0
Computer Instructional Assistant	1	.49
Computer Technician	1	1
English Language Learner Teacher	1	.2
Librarian	1	1.0
Nurse	1	0.2
Outreach Counselor	1	.2
Psychologist	2	1.0
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	.4

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Monte Vista High had 100 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	111	101	100	1327
Without Full Credentials	6	8	4	60
Working Outside Subject	0	0	5	28

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		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	1	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	98.1%	1.9%
District	98.4%	1.6%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	98.4%	1.6%

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.

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.



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 completed the Science adoption in 2007-08. This past year we adopted new Math materials which have been implemented into the classroom curriculum in the fall of 2009.

Please refer to Textbooks and Instructional Materials on the district website (www.srvusd.net), under "District/Curriculum Standards" or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections.

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the 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 some sort of heating device. For more information, please call the school office.

Computer Resources

All schools in the San Ramon Valley Unified School District have at least one fixed lab with Internet-connected computers suitable for simultaneous use by an entire class of children. Most schools have an additional lab and several have additionally begun to implement mobile labs of notebook computers (COWS), enabling 1:1 or near-1:1 digital learning environments. The fixed computer labs are usually staffed by a technology paraeducator; the mobile labs are typically implemented by the regular classroom teachers. Handheld computing and response devices, as well as interactive presentation systems, are becoming more common in our schools. We are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy with the core curriculum.

Bruce Chmielecki
Technology Director
San Ramon Valley USD
925.552.2951 (p)
925.820.1603 (f)

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.)

Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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%
9th-10th	Mathematics	McDougal Littell	2000	Yes	0.0%
10th	Mathematics	McDougal Littell	2008	Yes	0.0%
11th-12th	Mathematics	Worth	2008	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%
12th	Science	Glencoe	2005	Yes	0.0%
10th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
11th-12th	Science	Holt, Rinehart & Winston	2002	Yes	0.0%
10th	Science	McDougal Littell	2008	Yes	0.0%
11th-12th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%
9th	Science	Pearson/ Prentice Hall	2009	Yes	0.0%
11th-12th	Science	Prentice Hall	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/07618040734368Textbooks_1.pdf or http://www.axiomadvisors.net/livesarc/files/07618040734368Textbooks_1.pdf

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, 2009

Date Last Reviewed with Staff: Fall, 2009

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 2205 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 2008-09 school year the district spent \$2,035,002 on district-wide deferred maintenance. This represented .9% of the district's general fund budget. For Monte Vista, this included restroom floors in the 900 wing, Columbine locks, parking lot entrance, roof of the Small Gym and replacement of the global controller.

School Facility Conditions				
Date of Last Inspection: 06/25/2009				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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	

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 2008-09 school year, 77% of 5th graders, 78% of 7th graders, and 87% of 9th 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.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	6.5%	31.5%	58.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

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>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	80	82	83	79	81	83	43	46	50
Mathematics	51	52	58	71	73	76	40	43	46
Science	82	83	87	79	83	85	38	46	50
History/Social Science	68	76	83	66	71	78	33	36	41

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	74	53	*	*
American Indian	*	*	*	*
Asian	90	77	96	93
Filipino	77	52	*	82
Hispanic or Latino	74	49	79	73
Pacific Islander	*	*	*	*
Caucasian	82	55	87	81
Males	81	60	87	87
Females	85	56	87	78
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	36	20	54	49
Migrant Education	*	*	*	*

*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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	8	8	8	
All Students				
Actual Growth	3	12	9	897
Asian				
Actual Growth	0	10	16	946
Caucasian				
Actual Growth	4	16	7	892
Students with Disabilities				
Actual Growth	28	-	-	-

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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.

For the 2009-10 school year, the San Ramon Valley Unified School District has no schools with Program Improvement status, and therefore does not participate in the Federal Intervention Program.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

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.

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									
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	89.8	85.9	48.6	91.7	89.1	52.9	93.9	89.4	52.0
Mathematics	89.0	85.2	49.9	89.5	84.7	51.3	94.9	89.9	53.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	6.1	28.1	65.8	5.1	36.9	58.0
Males	7.3	31.1	61.5	4.8	35.5	59.7
Females	4.6	24.7	70.7	5.4	38.5	56.1
Asian	4.0	13.3	82.7	1.3	14.7	84.0
Hispanic or Latino	16.0	36.0	48.0	4.0	40.0	56.0
Caucasian	5.2	30.4	64.4	5.4	41.5	53.1
Students with Disabilities	41.2	35.3	23.5	23.5	64.7	11.8

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 2008-2009, 426 students participated in taking a total of 755 exams. Of these tests taken by students, 37% scored a 5, 32% scored a 4, and 23% scored a 3.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	2	49
Social Science	5	239
Computer Science	1	19
English	2	127
Fine and Performing Arts	1	35
Foreign Language	5	112
Mathematics	2	190
Music	1	30
Totals	19	801
Percent of Students in AP Courses		6.0%

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	83.0%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	73.0%

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

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.

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. For students who began the 2008-09 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.

Completion of High School Graduation Requirements

	School	District	State
African American	1.6%	2.3%	*
American Indian	0.1%	0.5%	*
Asian	18.0%	14.2%	*
Filipino	2.5%	2.1%	*
Hispanic or Latino	2.5%	5.8%	*
Pacific Islander	0.3%	0.3%	*
Caucasian	69.5%	70.0%	*
Multiple or No Response	5.6%	4.7%	*

* Data was not available at the time of publication.

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

	05-06	06-07	07-08
Dropout Rate	0.20%	0.10%	0.80%
Graduation Rate	99.50%	99.80%	99.50%



Career Technical Education (CTE) Programs

(Information about the degree to which pupils are prepared to enter the workforce.)

A variety of career technical education (CTE) programs are offered at the four comprehensive high schools and the continuation high school in the San Ramon Valley Unified School District. The district also partners with The Contra Costa County Office of Education's Regional Occupational Program (ROP) to offer CTE courses. They are available to district students 16 years or older at one of our four comprehensive high schools.

The schools address the career preparation needs of all students through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, county ROP and the local Business Education Roundtable.

The specific CTE and ROP course offerings differ by site.* The composite list of classes that pupils in the district may participate in and that are aligned to the applicable model curriculum standards in 2009-10 includes: Advertising, Alternative Fuels/Vehicles, Architectural Design, Automotive Tech, Biotechnology, Business Economics (Intro.), Careers in Teaching, Child Development, Computer Applications, Computer Graphics, Computer Network Programming, Computer Repair & Maintenance, Cosmetology, Culinary Arts, Developmental Child Psychology, Digital Arts, Environmental Science, Expository (Creative) Writing, Fashion Design (and) Merchandising, Fire Science, Foods-Gourmet, Forensic Science, Internet, Introduction to Law, Java Programming, Journalism, Life Skills, Marketing, Newspaper, Multi Media, Music Theory & Technology, Photography (Advanced), Pre-Engineering and Design, Principles of Engineering, Play Production, Recording Arts, Robotics, Sports Medicine, TV & Video Production, Web Page Design, and Work Experience.

All CTE and ROP classes support student achievement through their academic relevance/standards-based curriculum, differentiated instruction, career tech focus, and direct link to post-high school opportunities. Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the local Business Education Roundtable annual competition.

Career preparation needs are addressed through the coordinated efforts of the guidance counseling department, the site Career Center, site career tech instructional staff, ROP and the local Business Education Roundtable.

Course effectiveness is evaluated through informal feedback from students, course interest data, ROP evaluation, and student participation in the Business Education Roundtable competition.

*(contact the high school counseling department for specific course offerings on that campus)

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?	1,125
What percent of the school's pupils complete a CTE program and earn a high school diploma?	29.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	70.0

College Entrance Info

High school students in California have two options for attending 4-year public State universities: 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 opting for a 2-year experience, California has a very good community college program. For information regarding entrance into the California Community College system, please visit <http://www.collegebound.net>.

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		
2007-08		
	District	State
Beginning Teachers	\$42,805	\$42,065
Mid-Range Teachers	\$67,387	\$67,109
Highest Teachers	\$83,949	\$86,293
Elementary School Principals	\$116,840	\$107,115
Middle School Principals	\$116,823	\$112,279
High School Principals	\$116,315	\$122,532
Superintendent	\$225,310	\$216,356
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.3%	39.4%
Administrative Salaries	5.8%	5.5%

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$65,634
District	\$64,878
Percentage of Variation	1.16%
School & State	
All Unified School Districts	\$67,049
Percentage of Variation	2.12%



District Expenditures

In 2007-08, the most recent year for which data is available from the state, California spent an estimated \$9539[^] per student which was below the national average of \$9963.[^] The more current San Ramon Valley Unified District figures (from 2008-09 FY audited financial statements) indicate an average of \$8,086 spent to educate each student, based on total expenditures of \$218,069,100.

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 26,969* 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.

[^] NEA

* 08-09 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,533
From Restricted Sources	\$853
From Unrestricted Sources	\$4,809
District	
From Unrestricted Sources	\$1,072
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	
	12.75%

District Revenue Sources

In addition to general state funding, schools in the San Ramon Valley Unified School District received state and federal funding for the following categorical and other support programs in 2008-09:

Economic Impact Aid/English Learner Program
 Pupil Retention Block Grant (frozen mid-year)
 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
 Community Based English Tutor, RS 6285
 Career Technical Education, RS 6377
 Art, Music & PE, RS 6761 (frozen mid-year)
 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

Data Sources

Data within the SARC was provided by the San Ramon Valley Unified School District, retrieved from the 2007-08 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.

Board of Education

Contact Information:

Rachel Hurd, Board President

9474 Broadmoor Drive
 San Ramon, CA 94583
 925-833-9455
 rmshurd@sbcglobal.net
 Term expires in 2010

Paul Gardner, Board Vice President

P.O. Box 837
 Diablo, CA 94528
 925-820-5279
 PaulWGardner@sbcglobal.net
 Term expires in 2012

Greg Marvel, Board Clerk

125 Clover Hill Ct.
 Danville, CA 94526
 925-837-9443
 gmarvel@pacbell.net
 Term expires in 2012

Bill Clarkson, Board Member

2966 Ascot Drive
 San Ramon, CA 94583
 925-829-5554
 bill@billclarkson.com
 Term expires in 2010

Ken Mintz, Board Member

227 Ashley Circle
 Danville, CA 94526
 925-718-5384
 Ken.Mintz@att.net
 Term expires in 2010
 (Office term until 12/10)

Superintendent: Steven Enoch

(925) 552-2933
 senoch@srvusd.net