



San Ramon Valley
UNIFIED SCHOOL DISTRICT

Monte Vista High School



2011-2012 School Accountability Report Card

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Principal**

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Principal's Message

Welcome to Monte Vista High School. We are a comprehensive high school serving students in grades 9-12. Monte Vista is recognized as a Distinguished School by the State of California and a Blue Ribbon School by the federal government. Our students are some of the best in the state. They excel in both academics and extra curricular activities. Monte Vista has a rich tradition of parent and community involvement. This tremendous support provides our students with a wide variety of opportunities and resources that contribute to making Monte Vista one of the best schools in the country.

Monte Vista believes that the education and academic excellence of our youth is a shared responsibility involving family, students, school staff, and community. All students are provided with the opportunity to learn the skills necessary to be a successful citizen in the 21st century.

Janet Terranova
Principal, Monte Vista High School
(jtterrana@srvusd.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	
2011-12	
	Percentage
African American	1.4%
American Indian	0.1%
Asian	14.3%
Filipino	1.5%
Hispanic or Latino	7.4%
Pacific Islander	0.1%
White	68.8%
Two or More	6.3%
None Reported	-

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		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	94	56	52	1086	940	842
Suspension Rate	4.3%	2.5%	2.4%	3.9%	3.2%	2.8%
Expulsions	2	1	2	8	14	14
Expulsion Rate	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide 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.

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.

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

Enrollment Trend by Grade Level			
	2009-10	2010-11	2011-12
9th	585	564	533
10th	546	594	546
11th	525	534	566
12th	539	520	513

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		
	10	11	12	10	11	12	10	11	12	10	11	12
By Subject Area												
English	28	30	30	-	9	6	-	38	31	-	29	36
Mathematics	26	30	30	-	3	4	-	41	30	-	22	32
Science	29	32	32	-	2	1	-	22	18	-	29	32
Social Science	30	33	33	-	1	3	-	23	12	-	36	42

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.

- Common Core Training
- Technology Days
- Implementation of State and District 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
- * Interventions to Support Struggling Students
- Best practices for Curriculum and Instruction

During the 2012-13 school year, three days of teacher in-service/staff development are scheduled: one day before the opening of school, one in October, and the remaining day in January (grades K-5 teachers) or March (6-12 teachers).

Counseling & Support Staff (School Year 2011-12)

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 1:500. 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	4.8
Athletic Director	1	.8
Band/Music Director	1	1
Campus Monitor	4	3
Campus Supervisor	1	1.0
Career Specialist	1	1.0
Computer Instructional Assistant	1	1
Computer Technician	1	1
English Language Learner Teacher	1	.2
Librarian	1	1.0
Library Aide	1	.375
Nurse	1	0.2
Outreach Counselor	1	.2
Psychologist	2	1.5
Registrar	1	1
Resource Specialist	5	4.1
Resource Specialist Assistant	6	6.0
School Resource Officer	1	1.0
Special Day Class (SDC) Teacher	2	1.2
Speech/Language/Hearing Specialist	1	1.0
Student Activities Director	1	.6
Teacher on Special Assignment	2	.6

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.

Teacher Assignment

San Ramon Valley Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	103	88	97	1228
Without Full Credentials	2	0	1	8
Working Outside Subject	2	3	1	9

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.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	0	0

Highly Qualified Teachers (School Year 2011-12)

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	100.0%	0.0%
District	99.6%	0.4%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	99.6%	0.4%

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

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- Jeff Ziegler at 925-552-5530.

Instructional Materials (School Year 2012-13)

Standards-aligned and Board of Education-approved textbooks and instructional materials are available to all students including English learners and special needs students 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. New Math materials were implemented into the classroom curriculum in the fall of 2009.

SRVUSD held a public hearing on October 16, 2012 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*.

The table displays information collected in November, 2012 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Please refer to Textbooks and Instructional Materials on the district website under Departments/Educational Services or the link at the bottom of the chart below for a complete list of SRVUSD textbooks and literature selections for the 2012-13 school year.

Science Lab Equipment

All schools in the district stock an adequate supply of equipment for the students. Inventory may include, 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.

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

Additional Internet Access/Public Libraries/Technology

For additional research materials and Internet availability on campus and in the home, 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. 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.

Technology Resources

All schools in the San Ramon Valley Unified School District have wired and wireless Internet access to facilitate the increasing use of technology throughout the curriculum. In addition to the computer lab(s) at each school which are suitable for simultaneous use by an entire class of children, most schools have begun to implement mobile labs of notebook or tablet computers, and are enabling 1:1 or near-1:1 digital learning environments. Each school has on-site staff to assist with technology support and integration, and district Educational Services and Technology Department staff assist teachers through training classes, summer institutes, coaching and technical support. Handheld computing and response devices, interactive presentation systems, and teleconferencing systems are widely used in our classrooms. Through adoption of the California Common Core State Standards we are moving towards the integration of the 21st Century skills of creativity, innovation, critical thinking, problem solving, collaboration, and information/media/communications literacy into the core curriculum.

Laurel Krsek
Technology Director
San Ramon Valley USD
925.552.2951 (p)
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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, 2012

Date Last Reviewed with Staff: Fall, 2012

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 2274 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.

Maintenance and Repair:

District maintenance staff ensures that the work necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure efficient prioritization and repair service. (Highest priority is given to safety items and emergency repairs.)

Deferred Maintenance

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

For the 2011-12 school year the district allocated \$1,201,292 to deferred maintenance, representing .53% of the district's general fund budget. District-wide projects included painting, paving, roofing, flooring, heating, ventilation, air conditioning upgrade and general repairs.

Facilities: Additional Voter-Approved Funding

To provide all of our students with a safe and up-to-date learning environment, voters of the San Ramon Valley in November 2012 approved Measure D, a \$260 million local school bond measure. Measure D will upgrade our school facilities by extending but not increasing our voter-approved tax rates beyond what we were already scheduled to pay starting next year in 2013-14.

Measure D will provide locally-controlled funding to:

- Provide additional classrooms to better ensure that students can attend their neighborhood schools
- Update technology infrastructure for 21st-century teaching and learning
- Renovate aging science labs, classrooms and school facilities
- Upgrade fire, security, and earthquake safety systems
- Keep schools well-maintained and in good condition
- Bring all schools up to the same high facility standards

Physical Fitness (School Year 2011-12)

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 five of six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

School Facility Conditions

Date of Last Inspection: 02/03/2012

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			

Percentage of Students in Healthy Fitness Zone

2011-12

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	7.7%	27.0%	61.2%

*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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/ language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	84	84	85	83	84	86	52	54	56
Mathematics	58	57	60	78	78	79	48	50	51
Science	79	86	87	85	88	88	54	57	60
History/Social Science	79	82	84	78	81	79	44	48	49

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	86	79	88	79
School	85	60	87	84
African American/ Black	80	48	*	88
American Indian	*	*	*	*
Asian	92	81	92	89
Filipino	81	62	*	68
Hispanic or Latino	76	47	76	78
Pacific Islander	*	*	*	*
White	84	57	87	83
Males	82	60	88	88
Females	88	60	86	80
Socioeconomically Disadvantaged	45	55	*	*
English Learners	*	*	*	*
Students with Disabilities	27	9	17	32
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

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

Federal Intervention Program (School Year 2012-13)

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 detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2012-2013
Year in PI (2012-13)	-	Year 1
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Adequate Yearly Progress (School Year 2011-12)

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	
	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	

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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years.

The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	10	10	10
Similar Schools	8	8	7
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	-3	4	5
Asian			
Actual API Change	-1	-1	12
Hispanic or Latino			
Actual API Change	-	12	-18
White			
Actual API Change	-4	2	7
Two or More Races			
Actual API Change	-	19	-

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	1,596	903	22,743	927	4,664,264	788
Black or African American	25	894	446	824	313,201	710
Asian	227	952	6,290	978	404,670	905
Filipino	26	885	695	926	124,824	869
Hispanic or Latino	105	852	1,803	869	2,425,230	740
White	1,119	897	11,926	913	1,221,860	853
Two or More Races	88	935	1,491	927	88,428	849
Socioeconomically Disadvantaged	11	800	478	804	2,779,680	737
English Learners	23	779	1,813	920	1,530,297	716
Students with Disabilities	87	567	1,732	719	530,935	607

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			
	08-09	09-10	10-11
Dropout Rate	0.70%	1.30%	2.30%
Graduation Rate	98.49%	98.71%	97.72%

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

California High School Exit Exam (CAHSEE)

The California 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 for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	90.0	87.0	54.0	95.0	92.0	59.0	90.0	87.0	56.0
Mathematics	88.0	86.0	54.0	95.0	91.0	56.0	92.0	90.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students District	13.0	21.0	66.0	10.0	36.0	54.0
All Students School	10.0	18.0	72.0	8.0	34.0	58.0
Male	10.0	21.0	70.0	7.0	32.0	61.0
Female	10.0	15.0	74.0	7.0	32.0	61.0
Asian	4.0	15.0	81.0	3.0	21.0	76.0
Hispanic or Latino	30.0	19.0	51.0	25.0	39.0	36.0
White	10.0	17.0	73.0	8.0	36.0	56.0
Students with Disabilities	76.0	24.0	-	60.0	40.0	-

Advanced Placement Classes (School Year 2011-12)

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.

Advanced Placement Classes

	# of Courses
Fine and Performing Arts	1
Computer Science	-
English	4
Foreign Language	4
Mathematics	5
Science	6
Social Science	9
Totals	29
Percent of Students in AP Courses	5.7%

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
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	83.1%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	76.3%

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

Completion of High School Graduation Requirements – Class of 2012

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 2011-12 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
All Students	98.3%	93.3%	0.0%
Socioeconomically Disadvantaged	87.5%	89.8%	0.0%
African American/Black	100.0%	95.5%	0.0%
American Indian	0.0%	0.0%	0.0%
Asian	97.7%	92.5%	0.0%
Filipino	0.0%	0.0%	0.0%
Hispanic or Latino	95.4%	87.8%	0.0%
Pacific Islander	0.0%	100.0%	0.0%
White	98.8%	93.4%	0.0%
English Learners	100.0%	100.0%	0.0%
Students with Disabilities	95.0%	90.8%	0.0%
Two or More Races	97.7%	96.8%	0.0%

* Data was not available at the time of publication.

Career Technical Education (CTE) Programs (School Year 2011-12)

(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 2011-12 includes: Alternative Fuels/Vehicles, Architectural Design, Automotive Tech, Biotechnology, Careers in Teaching, Child Development, Computer Applications, Computer Integrated Manufacturing, Computer Repair & Maintenance, Culinary Arts, Developmental Child Psychology, Environmental Science, Fashion Design (and) Merchandising, Forensic Science, Integrated Graphics Technology, Journalism, Marketing, Newspaper, Photography (Advanced), Pre-Engineering and Design, Principles of Engineering, Play Production, Principles of Biomedical Science, Recording Arts, Robotics, Sports Medicine, Stage Production, Video Production, VS.net (Visual Studio NET) 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.

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

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.

Career Technical Education Participation (School Year 2011-12)

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?	0
What percent of the school's pupils complete a CTE program and earn a high school diploma?	0.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

Teacher & Administrative Salaries (Fiscal Year 2010-11)

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		
2010-11		
	District	State
Beginning Teachers	\$43,900	\$41,455
Mid-Range Teachers	\$66,663	\$66,043
Highest Teachers	\$83,048	\$85,397
Elementary School Principals	\$115,637	\$106,714
Middle School Principals	\$119,331	\$111,101
High School Principals	\$127,317	\$121,754
Superintendent	\$235,700	\$223,357
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.1%	39.0%
Administrative Salaries	5.4%	5.1%

School Site Teacher Salaries (Fiscal Year 2010-11)

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$68,456
District	\$67,363
Percentage of Variation	1.62%
School & State	
All Unified School Districts	\$68,835
Percentage of Variation	-0.56%

District Expenditures (Fiscal Year 2010-11)

In 2010-11 (the latest audited figures), California spent an estimated \$8,826* per student which was below the national average. The San Ramon Valley Unified District figures indicate an average of \$7,458* spent to educate each student, based on total expenditures of \$217,281.095 for an enrollment of 28,959.^

Classroom Education costs accounted for 68% of this money; School Maintenance, Utilities & Operations 11%; Special Education 14%; Auxiliary Services 2%; and District Administration/Business Operations 8%.

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.

* CEA (from Data Quest)

^ 2010-11 CBEDS

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,596
From Supplemental/Restricted Sources	\$749
From Basic/Unrestricted Sources	\$4,847
District	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & District	3.35%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-11.14%

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2011-12)

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 2011-12:

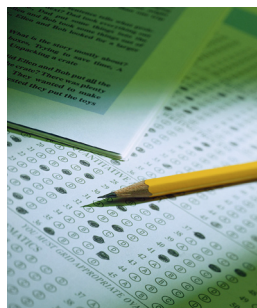
Gifted and Talented Education (GATE)
Instructional Materials Realignment
Teacher Credentialing Block Grant (BTSA)
Professional Development Block Grant
Targeted Instructional Improvement Block Grant (SIP)
School and Library Improvement Program Block Grant (SIP)
Supplemental Hourly Program
Title I
NCLB: Title II Teacher Quality & Principal Training
Title III-Immigrant Education
Title III-Limited English
Early Mental Health Initiative
Lottery Instructional Materials
Economic Impact Aid (EIA)
Education Jobs Fund
Special Education IDEA Grants and Preschool Grants
Special Education IDEA Pre K Staff Development
Special Education IDEA Inservice
VEA (Secondary Vocational Ed.)
Health Science Capacity Bldg.
CA Partnership Academies Program
Infant Discretionary
Low Incidence
Personnel Staff Development
Special Education and Special Education Infant
Transportation Home/School
Transportation Special Education

(This list is district-comprehensive; not all programs apply to every grade level at every school. SRVUSD schools also receive revenue and contributions from local county, school site and private funding sources.)

Data Sources

Data within the SARC was provided by San Ramon Valley Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.



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