



WASC Self-Study 2005-06 Focus on Learning

**Submitted to the
Western Association of Schools and Colleges
and the
California State Department of Education**

March 12-15, 2006

MONTE VISTA HIGH SCHOOL

**Focus on Learning
2005-2006**

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Focus on Learning

LEADERSHIP TEAM

Self-Study Coordinators

Kathy McCarthy
Gail Miller

Assistant Principal II
WASC Coordinator

Group Members:

Kathy Chang
Julie Christman
Carol Dashiell
Diana Govnik
Diane Grannis
Aida Hodzic
Anne Poole
Kathy Saca
Rebecca Smith

Science
English
Child Care/Psychology
Art
Special Education
Science
Foreign Language
Special Education
Principal

MONTE VISTA HIGH SCHOOL

Site Administration

Rebecca Smith
Robert Stewart
Matthew Chamberlain
Kathy McCarthy
Shawn Wells

Principal
Assistant Principal I
Assistant Principal II
Assistant Principal II
Assistant Principal II

Self-Study Coordinators

Kathy McCarthy
Gail Miller

Assistant Principal II
WASC Coordinator

District Administration

Robert Kessler

Superintendent

Roberta Silverstein

Deputy Superintendent
Human Resources

Open

Assistant

Superintendent

Business Services

Christine Williams

Assistant Superintendent
Educational Services

Marjorie Brown

Assistant Superintendent
Facilities Development

Robert Albert

Director of Instructional
Services/Categorical Programs and
GATE

Gayle Hurd

Director of Instructional
Services/Staff Development

Leslie Anderson

Director of Instructional
Services/Accountability

Robert Stockberger

Administrative Director
Secondary Education

Joann Biondi

Director Special Programs

Board of Education

**Joan Buchanan
Bill Clarkson
Paul Gardner
Greg Marvel
Nancy Petsuch**

GENERAL DATA

School: Monte Vista High School

Address: 3131 Stone Valley Road
Danville, CA 94526

District: San Ramon Valley U.S.D.
699 Old Orchard Drive
Danville, CA 94526

Principal: Rebecca Smith

Superintendent: Robert Kessler

Year this school was established: 1965

Year of last WASC accreditation: 1999-2000

Grade levels served: 9 – 12

Total current enrollment: 2551

Schools in district:

Elementary Schools:

Intermediate/Middle Schools:

Alamo

Charlotte

Wood Middle School

Neil Armstrong
John Baldwin
Bollinger Canyon
Country Club
Coyote Creek
Walt Disney
Golden View
Greenbrook

Diablo Vista Middle School
Iron Horse Middle School
Los Cerros Middle School
Pine Valley Middle School
Stone Valley Middle School
Windemere Ranch

High Schools:

Green Valley

Montair
Montevideo
Quail Run
Rancho Romero
Sycamore Valley

California High School
Monte Vista High School
San Ramon Valley High School

Alternative Education Program

**Tassajara Hills
Venture Independent Study
Twin Creeks
Continuing Education**

Schools:

Vista Grande

Del

Amigo

Athletic Director
Craig Bergman

Assistant Athletic Director

Bill Powers

Student Activities Director

Bill Powers

Counselors

Nora Fisher
Amy Gamez
Linda Gieda
Patricia Lamson
Janelle Mincy
Carolyn Procunier
Patricia Whalen
Meg Wolter

Support

Nurse—Sharon Dodson
Speech Therapist—Ric Outman
Psychologists—Crista Hammond-Utter, Heather Albertson

Library Staff

Dolores Fabel, Librarian
Computer Support—Vicki Kolberg

Supervisors

Staci Coy—campus

Debra Radich—campus

Lubna Qureshi—study hall

Clerical

Joyce Cho, Financial Technician

Nina Gellerman, Data Entry Clerk

Shelley Glaser, Sport Liaison

Cathy Haberl, Career Center

Sharon Harvey, Counseling Technician

Sue Lindstrom, Principal's Secretary

Darlene Miller, Secretary 1

Barbara Murray, Textbook Clerk

Julia Paulo—General Office Clerk/Copy Room

Eileen Schultz—Clerk Typist, Attendance

Jean Shebanek, Registrar

Erica Utikal, Counseling Secretary

Paraprofessionals

Cheryl Edgren

Candace Jewett

Christie Mangel

Nancy Mariella

Marjie Nash

Susan Rooney

Leonard Salvemini

Kanwal Virdee

Custodial

Michael Murphy—Head Custodian

Donald Larson

Hoa Ngo

Son Ngo

Be Nguyen

Hanh Nguyen

Orlando Tantoco

Andy Tat

Ray Tessendorf

Ken Vaughn

Zehui Yen

Campus Supervisors

Debra Radich

Food Services

Margaret Brown, Food Service Assistant
Lydia Garcia, ROP Feast Aide
Sharon Harp, Food Service Manager
Consuelo Recoder, Food Service Assistant
Avis Smith, Food Service Assistant
Yelna Yaltanskaya, Food Service Assistant

Custodial

Eric Viramontes, Head Custodian
Mike Murphy, Custodian
Son Ngo, Custodian
Be Nguyen, Custodian
Ken Vaughn, Custodian

Grounds/Maintenance/District Personnel

Tony Doria, Director of Custodial Services
Thomas Jamison, Director of Maintenance/Operations
Jon Threshie, Director of Technology
Mark Byers, Locksmith
Jose Carrasco, Electrician
Mike Conaty, Grounds man
Paul Crespan, Plumber
Mike Den Hartog, Carpenter
Gary Horne, Telephone

Certificated Staff

Alexander Allen
Stephen Anderson
James Andrews
Jen Beavers
Craig Bergman
Nancy Bissonnette
Greg Blandino
Lee Blankenburg
James Bowling
Stacy Brix
Jennifer Brown
Barbara Buckley
Cheryl Burleigh
Nancy Cannon
Amanda Carlson
Pat Carothers
Barbara Carpenter
Lori Carson
Kathy Chang
Nicole Chaplan
Julie Christman
Scott Church
Paul Cosca
Cheryl Costello
Shelley Cummins
Carol Dashiell
Beverly Davies
Erin Davis
Pat Dowling
Lori Eggold
Soraya Estevez
Dolores Fabel
Jeffrey Falick
Lynn Fernandez
Rose Fisher
Leanne Foster
Danielle Franco
Lola Ganse
Georgina Garretson
Anna Gavan
Chad Geernaert
Scott Getty
Tracy Gilcrist
Nancy Glimme
Sue Gordon
Diana Govnik
Diana Grannis
Andrea Greco
Jennifer Hamilton
Barry Hart
Allen Hauskens
Stan Heeb
Gina Henehan
Andrew Hill
Andrew Hillman
Aida Hodzic
Michael Huntsman

Cindi Imbertson
Robert Jackson
Katie Jahns

Kellie Joe
Rachael Johnson
Rodger Johnson
Allen Kamin
David Kanter
Kennedy Kiley
Jeff Kindley
Kathleen King
Sean King
Randy Knudson
Bruce Koliha
Randall Lam
Carrie Leadingham
Bree Lemoine
Bruce Lichti
Stanley Lindberg
Davi Lucas
Christopher Lum
David Matley
Julie Mello
Benjamin Mendoza
Nicole Messiah
Gail Miller
Brooke Mitchell
Sean Morris
Juan Nagore
Brendan Nelson
Chris Pearson
William Piona
Natalie Poncia
Anne Poole
William Powers
Katherine Reilly
Jessica Ringwood
Curtis Roster
Kathy Saca
Raymond Sands
Allison Sass
Leslie Savage
Penelope Schutz
Kristine Sexton
Judy Shackelford
Julie Sindel
Heather Slipka
Yvonne Spilker
Vicki Stadelhofer
Dow Stewart
Scott Stiefvater
Susan Threatt
Cynthia Tria
Judith Uriarte
Jenyth Utchen
Kim Vergis



CHAPTER 1: STUDENT/COMMUNITY PROFILE

COMMUNITY

Monte Vista High School is one of three comprehensive high schools in the San Ramon Valley Unified School District. Located in the suburban Town of Danville in Contra Costa County, approximately 30 miles east of San Francisco, Monte Vista serves a student population of 2,551 students in grades 9 through 12. Most residents are employed primarily in professional, executive, or managerial positions. Major professional office parks are located in San Ramon at Bishop Ranch and in Pleasanton at Hacienda Business Park. The headquarters of Chevron and ATT are located at Bishop Ranch. Residents also commute to Oakland, San Francisco, Silicon Valley, and Lawrence Livermore Laboratory for employment.

The parental level of education is high with many having bachelors or advanced degrees. As a result, the community has very high expectations for the education of its children. Community and parent support for schools is exceptional. The San Ramon Valley Unified School District has the second lowest revenue limit for unified school districts in the State of California. Thus, Monte Vista, and all other schools in our district, relies on local support to provide a comprehensive course offering and quality co-curricular and extra-curricular activities.

Parents at Monte Vista took leadership roles in passing two general obligation bonds in 1998 and 2002 and in passing a parcel tax in 2004. At the time of our last WASC review, our facilities were in desperate need of renovation and expansion. Money from the bonds has transformed our campus with final renovations scheduled for completion in the 2006-2007 school year. In addition, the parcel tax pays the District's share of the 9th grade class size reduction program and for a full-time librarian and guidance counselors.

In addition to the local tax overrides, the Monte Vista parents and students volunteer significant time and money to enhance our school. The Parent Teacher Student Association volunteers over 23,000 hours and raises over \$70,000 annually to supplement departmental budgets, supplement classroom supplies, add course sections, purchase emergency supplies, and provide other support as needed. The Academic Boosters raise funds to reduce academic

class sizes. In the current school year, the total commitment is over \$300,000 for 20 sections for each semester. The Athletic Boosters Club raises funds for team equipment, maintenance, and facilities' improvements. Since 2000, the Boosters have helped to fund a new swimming pool, an all-weather synthetic track, restrooms, snack shack, and baseball and softball field improvements. The Boosters also fund a trainer to provide proper conditioning instruction for our student athletes. In addition to financial support, the Boosters provide a liaison to each team, volunteering over 300 hours per month. The Keynoters and Choral Music Boosters provide support for our instrumental and choral music programs. The Theater Friends provide support for the drama program. In addition, parents provide both volunteer time and financial support for many other programs including speech and debate, dance, robotics, and other programs.

We also are fortunate to have a community that recognizes the achievements of our students and staff. The San Ramon Valley Business Education Roundtable sponsors a Recognition Breakfast providing savings bonds and certificates for student winners for student achievement in applied arts and sciences. One of our local Rotary Clubs sponsors a web page design competition. Our local Alamo Rotary honors a student and teacher of the year. The San Ramon Valley Education Foundation provides grants to support our library and designated teacher programs. Our school also is supported through partnerships with Chevron volunteers, Safe and Drug Free Schools, Community Against Substance Abuse, and the Lawrence Livermore National Laboratory. Monte Vista staff recognizes student achievement through our Students of Excellence Program, Principal's Honor Roll, and semi-annual awards nights.

Monte Vista parents and community provide valuable leadership by serving on our School Site Council through which we establish school-wide goals, examine student results, and allocate resources. Parents and community members also serve on our Facilities' Master Plan Committee and on numerous District committees including the Measure A Proposition 39 Oversight Committee. Two former parents are members of the Board of Education.

The community and parent support, along with a dedicated, professional staff and focused students, result in high levels of achievement in both academic and extra and co-curricular areas. Our school/students score well above state and national averages on standardized tests as well as AP exams and SAT tests. Monte Vista has consistently scored above 800 on the Academic Performance Index and earned a ranking of 10. Monte Vista student athletic teams have not only won league and North Coast Section championships, they have earned individual North Coast Section academic awards and team recognition for highest grade point averages. Our performing arts students, technology students, and speech and debate students consistently place or win top recognition at competitions. We are very proud of our students and the trust we have earned from our parents and community.

WASC ACCREDITATION HISTORY

Monte Vista High School was awarded a full six-year clear accreditation by the Western Association of Schools and Colleges (WASC) in 1999-2000. Our school ranks in the top three percent of California high schools and has been recognized as a California Distinguished School in 1988, 1999, and 2000 and honored as a National Blue Ribbon School in 2001.

SCHOOL PURPOSE

Vision:

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.

Monte Vista's goals have been synthesized into the following ESLRs:

ESLRs (Expected School-wide Learning Results)

1. Students will develop skills in complex thinking
2. Students will learn to collaborate effectively
3. Students will learn to communicate effectively
4. Students will become responsible citizens
5. Students will become life long learners

Our vision and goals are based on the belief that all students can be successful and that it is our job to prepare our students to continue their education beyond high school and to be responsible, productive citizens, regardless of their career choices. The process for developing our vision and goals was extensive and the product of all stakeholders—educators, parents, students, and community members.

Our vision and goals are developed by our SIP Site Council, and are tied to the district's vision and strategic plan, which was updated in 1999-2000, as well as in our 1999-2000 WASC self-study. This process involved input from PTSA, booster groups, student surveys, district climate 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 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.

In 2004-05, Monte Vista wrote our 3-year Single Plan for Student Improvement based on student data, our vision and goals, and our 1999-2000 WASC Action Plan.

Communication is critical to the successful implementation of strategies to achieve our goals and to build a supportive culture. Our vision, goals, and ESLRs are posted throughout the school and incorporated into teachers' lesson plans. Parents receive copies of the goals at registration and progress is communicated throughout the year at meetings and electronic newsletters posted on both the PTSA website and Monte Vista's home page (mvhigh.net).

We believe that this process of evaluation/action/assessment and communication enables Monte Vista to remain a dynamic 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. Our entire school community is able to focus on what is important for students and maximizes the return on our resources. Finally, it not only improves learning and outcomes for students, it allows for the renewal of teachers, encouraging collaboration and improving teaching practices.

Since our WASC accreditation six years ago targeting our critical academic needs and ESLRs has been an on-going process through training during Staff Meetings as well as on our Staff Development Days. Our Staff Development Day agendas are listed under Staff Development in this chapter.

STATUS OF SCHOOL IN TERMS OF STUDENT PERFORMANCE

- Monte Vista High School has met the Adequate Yearly Progress (AYP) required under No Child Left Behind (NCLB) Act of 2001 for the past four years

ENROLLMENT

Gender and Grade Information

Monte Vista High School has 1131 females and 1190 males (CBEDS 2004). The grade distribution of our 2321 (Monte Vista's enrollment is now over 2500) students is as follows:

Grade	Number
9 th	645
10 th	567
11 th	619
12 th	490

Enrollment Trends

The following are Monte Vista High School's enrollment trends from 2000 through 2005 with projections through 2009:

Year	Enrollment
2009	2350
2008	2560
2007	2760
2006	2750
2005	2551
2004	2297
2003	2167
2002	1956
2001	1971
2000	1953

Graduation Requirements

Graduates from Monte Vista High School are required to complete the following:

Subject	Units
---------	-------

English

40

Mathematics—including Algebra

I

20

Science—including one year of biological science and one year of physical science	20
Social Studies—including one year each of World History, US History, and one semester each of American Government and Economics	35
Visual or Performing Arts, Foreign Language, American Sign Language, or Career/Technology (must take one year in each of two of the three areas beginning with class of 2007)	20
Physical Education	20
Health	5
Elective Credits	80
Total	240

Ethnic Distribution

The ethnic distribution of our student body in the 2004 CBED report is as follows:

Ethnicity	Number	Percentage
-----------	--------	------------

Caucasian	1805	77%
Asian/Pacific Islander	352	15%
Black not Hispanic	24	1.6%
Hispanic	76	3.2%
American Indian/Alaska Eskimo	10	1.1%
Filipino	49	2.1%

Language Survey

Families have reported the following home languages spoken for the 2004/2005 school years:

Language	Students
English	1990
Other non-English	35
Spanish	24
Vietnamese	10
Cantonese	48
Korean	28
Tagalog (Pilip)	11
Portuguese	3
Mandarin (Puto)	55
Japanese	4
Arabic	5
Dutch	2
Farsi (Persian)	39
French	7
German	9
Greek	1
Hebrew	3
Hindi	8
Hungarian	1
Indonesian	3
Italian	1
Punjabi	4
Russian	8
Turkish	1
Urdu	11
Polish	2
Assyrian	1
Gujarati	3
Taiwanese	4

Special Programs

- Our Special Education program services a total of 152 students
- 126 students are in the Resource Program where the majority of students receive services from a Resource Specialist for one or more periods each day, and mainstreamed for the other four or five periods
- 26 students are in the Special Day classes
- Monte Vista's teachers accommodate 52 students identified with 504 plans

- Less than one percent of our students are classified as Limited English Proficient (LEP). Three students are in the speech/language only program
- Gifted and Talented Education (GATE) program consists of 202 students

Special Ed/504 numbers

The following table represents gender and ethnicity information for the 152 students receiving special education services for the 2005-06 school year:

		Native American	Asian	Pacific Islander	Filipino	Hispani	African American	White	Total
Males	Grade 9	0	2	0	0	1	1	27	31
	Grade 10	0	2	0	0	1	0	22	25
	Grade 11	0	1	0	0	1	0	14	16
	Grade 12	0	1	0	0	2	1	24	28
Females	Grade 9	0	2	0	0	1	0	7	10
	Grade 10	0	0	1	0	3	0	14	18
	Grade 11	1	0	0	0	1	0	13	15
	Grade 12	0	1	0	0	1	0	7	9
	Totals	1	9	1	0	11	2	128	152

Class sizes

- In the San Ramon Valley Unified School District, high schools are staffed on an average ratio of 28 students per teacher. This should not be confused with class size. Since students take an average of 6.5 classes and teachers teach 5 periods, average class size is 36.4 before sections are added for 9th grade mathematics and English class size reduction and additional sections are purchased with local funds. Actual class sizes are as follows:
 - English 27.5 students

- Math 28.2 students
 - Science 32 students
 - Social Studies 32.9 students
- Ninth grade English and math classes are kept at an average of 20 students per section through District participation in the State Class Size Reduction Program

LANGUAGE PROFICIENCY NUMBERS

- 16 students are classified as English language learners (ELL) (Data from 2004-05)
- 119 students are classified as Fluent-English Proficient (FEP), and 15 students have been redesignated (reclassified) FEP. (Data from 2004-05)

ATTENDANCE

Student Attendance Data

Monte Vista High School reported the following attendance rates for the past three years:

Year	Regular	Special Education	Combined
2004-05	96.92%	90.50%	96.85%
2003-04	96.75%	90.84%	96.70%
2002-03	96.79%	93.71%	96.76%

SUSPENSION AND EXPULSION INFORMATION

Monte Vista High School recorded the following number of suspensions and expulsions in the past three years. The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

Year	Suspensions	Rate of Suspensions	Expulsions	Rate of Expulsions
2004	181	8.0%	6	0.27%
2003	99	4.6%	2	0.09%
2002	71	4.0%	0	0

There were 1674 recorded discipline contacts for the 2004 school year. The following is a listing of the discipline distribution:

Offense	Total
Alcohol	32
Assault on student	12
AUP computer use violation	4
Car violation	7
Cheating	26
Cutting class	80
Defiant	72
Disrespectful	137
Disrupt school	10
Drug possession	7
Eat/drink/chew	6
Electronic device	447
Forgery	3
Harassment	22
Inappropriate body gestures	6
Inappropriate dress	71
Knife	4
Left class/school	58
Lying	11
Mutual combat	19
No show—detention	43
No show—Saturday school	7
Other	32
Paraphernalia	1
Profanity/vulgar/obscenity	9
Prop crime/other	1
Push/shove/run	3
Received stolen	1
Smoking/tobacco	24
Substance abuse	6
Tardy	406
Teacher referral	12
Theft from school	7

Theft from student	7
Threat comments	3
Throwing object	31
Truant	14
Unsafe activity	22
Vandalism	10
Weapon assault student	1

SOCIOECONOMIC STATUS

- A total of four students qualified for free or reduced priced meals this year
- More than 70% of our parents are professional and upper management, who have college and graduate degrees

SCHOOL FACILITIES

The current facility houses 2,551 students in 89 classrooms, 31 of which are portable buildings. In the past two years, the school has added a second gymnasium as well as 2-two story buildings containing 40 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 a redesign phase that will complete the master plan for 2200 students. Plans include the addition of a two-story, 18-classroom mathematics and culinary arts building, a career technical education building, and expansion of the commons/cafeteria. Renovation of the athletic stadium continues. An Olympic-size pool was built in 2001.

STAFF

Position	FTE
Principal	1.0
Assistant Principal	4.0
Dean	0.8
Counselor	5.0
Psychologist	1.2
Speech Therapist	1.0
Librarian	1.0
Nurse	0.2
At Risk Counselor	1.0

# of Teachers	Full Cred.	Emergency Cred.	Univ. Intern	Waiver	Avg. Yrs. Teaching	Avg. Yrs. in District
112	106	4	3	0	12	9.5

- There are sixty-nine female teachers and forty-three male teachers on staff.
- The ethnicity of our teachers is as follows: four Hispanic, five Asian, and one hundred three Caucasian.
- Annual attendance rate for teachers is 96.5%.
- Of the certificated staff, one holds a Doctorate and 30 hold Master's Degrees.
- Monte Vista has fourteen teachers in year one Beginning Teacher Assessment and Support (BTSA); 8 teachers in year two BTSA; 8 teachers are on site Support Providers and 6 teachers are off site Support Providers.
- The staff is a dedicated, professional group with an average of ten years experience in education, thirteen of which are alumni.
- In addition to their regular assignments, teachers and administrators participate on committees at the site, district, county and state levels. They also serve as club advisors, mentors, workshop presenters, department facilitators, coaches, and college instructors.
- Monte Vista High School does not receive Title 1 funding.
- All of our paraprofessionals meet or exceed the minimum proficiency standard for instructional assistants as set forth in the California Education Code.
- Monte Vista has a support staff of 40 classified employees, 11 of which are males and 29 are females. Positions include: clerical, food service, special education paraprofessionals, career center technician, copy center staff and custodians.

STAFF DEVELOPMENT

- Attendance rate at Staff Development Days has been 97% for the past four years.
- Agenda for March 28, 2003
 - Technology training on Integrate Pro
 - Sending grades via email, posting assignments on the Web
 - Copying files from Z drive to CDs
 - Data summaries for the SAT 9 Total Language, Total Reading and Total Math, analyzed by departments
 - WASC Schoolwide Critical Areas for Follow-up were addressed as they pertained to our Schoolwide Action Plan
- Agenda for August 25, 2003
 - Diversity surveys developed to be used by the Site Diversity Team
 - Resource department will do a follow-up presentation
- Agenda for November 12, 2004
 - Articulation with Diablo Vista Middle School aligning standards, teaching strategies, curriculum requirements and California High School Exit Exam review
 - Teachers will address issues relevant to Monte Vista, such as, diversity issues, harassment, discipline issues and respect
- Agenda for March 26, 2004
 - Articulation with middle schools
- Agenda for August 30, 2004
 - “Protect and Prevent” presentation—implementation for a safe school. Staff’s role in promoting and monitoring a safe and friendly environment
- Agenda for May 20, 2005
 - Articulation with San Ramon Valley High School teachers aligning standards, teaching strategies, and curriculum requirements to better prepare students for the CAHSEE and STAR tests

- Technology presentation to train teachers in Integrate Pro On-Line grade reporting and scanners
- Teachers continue working on the WASC report in their Home Groups and Focus Groups
- In addition to School Based Coordination Plan days, our teachers have received training in various technologies including disaggregating student data, and communication with parents via electronic progress reports

STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES AND EXTRA-CURRICULAR ACTIVITIES

- The Monte Vista student body is actively involved in many co-curricular and extra-curricular activities.
- Currently 1400 students are in sports and 700 students are involved in 55 various clubs on campus.

DISTRICT POLICIES/SCHOOL FINANANCIAL SUPPORT

- San Ramon Valley Unified School District receives \$4,784.68 per ADA. It has the second lowest revenue limit of all unified school districts in the State of California.
- Additional funding sources available to Monte Vista are:

Carl Perkins Vocational Education Grant	NCLB Title IV (SDFSC)
NCLB Title II (Teacher Quality)	Chevron Grant
NCLB Title V (Innovative Programs)	State Library Grant
Academic Boosters	School Safety
Tobacco Use and Prevention Education (TUPE)	Economic Impact Aid (EIA)
Gifted & Talented Education (GATE)	Education Technology
Peer Assistance and Review (PAR)	BTSA
School Improvement Plan (SIP)	10 th Grade Counseling
Science Resource Grants	Athletic Boosters
Regional Occupational Program	Schwab Grant
San Ramon Valley Education Foundation	

Grants

STUDENT PERFORMANCE DATA

1. Academic Performance Index (API)

State	Similar Schools'	Asian Subgroup	White Subgroup
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Year	API	Rank	Rank	API	API
2005	857	10	8	919	849
2004	844	10	8	907	833
2003	846	10	8	906	840
2002	818	10	8	978	812
2001	817	10	8	984	810

2. California Standards Test (CST)

	Spring 2003			Spring 2004			Spring 2005		
	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
English Language Arts									
Students Tested	618	513	420	555	610	477	643	548	590
% of Enrollment	98	99	90	99.1	99.7	97.9	98.3	98	97.8
% Advanced	41	33	37	34	41	28	54	35	39
% Proficient	39	38	31	39	32	35	27	39	38
% Basic	16	21	19	21	18	22	15	19	12
% Below Basic	4	5	6	4	6	9	3	5	7
% Far Below Basic	1	3	6	1	3	5	1	2	4
Algebra 1	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	223	81	9	230	112	24	220	83	15
% of Enrollment	35	18	2	41.1	18.3	4.9	33.6	14.8	2.5
% Advanced	4	4	0	1	0	0	1	1	0
% Proficient	55	26	22	35	15	4	41	24	7
% Basic	36	48	11	49	63	67	54	60	60
% Below Basic	4	20	44	13	16	29	4	14	27
% Far Below Basic	2	2	22	1	5	0	0	0	7
Geometry	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	215	160	39	207	214	54	280	198	83
% of Enrollment	34	31	8	37	35	11.1	42.8	35.4	13.8
% Advanced	31	3	0	29	4	0	48	8	4

% Proficient	57	36	10	51	39	4	40	37	14
% Basic	12	49	33	19	44	54	11	38	43
% Below Basic	0	13	54	0	12	35	1	14	34
% Far Below Basic	0	1	3	0	1	7	1	2	5
Algebra II	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	23	184	152	12	214	140	31	213	201
% of Enrollment	4	36	32	2.1	35	28.7	4.7	38.1	33.3
% Advanced	57	53	20	33	10	1	42	15	1
% Proficient	35	53	20	58	50	15	42	50	26
% Basic	9	32	51	8	35	46	16	30	45
% Below Basic	0	1	24	0	6	31	0	5	24
% Far Below Basic	0	1	5	0	0	8	0	0	3

	Spring 2003			Spring 2004			Spring 2005		
	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
General Mathematics									
Students Tested	128			78			99		
% of Enrollment	20			13.9			15.1		
% Advanced	7			4			2		
% Proficient	45			41			39		
% Basic	41			46			40		
% Below Basic	5			9			10		
% Far Below Basic	2			0			8		
HS Summative Math	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	3	30	178	3	32	210	2	23	229
% of Enrollment	0	6	38	0.5	5.2	43.1	0.3	4.1	38
% Advanced	33	33	28	67	56	15	50	26	23
% Proficient	67	50	51	33	28	48	50	52	50
% Basic	0	7	17	0	13	30	0	17	22
% Below Basic	0	3	3	0	0	6	0	4	3
% Far Below Basic	0	7	1	0	3	0	0	0	1

Biology	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	207	259	19	183	308	17	247	269	47
% of Enrollment	33	50	4	32.7	50.3	3.5	37.8	48.1	7.8
% Advanced	59	18	42	48	17	29	56	22	33
% Proficient	36	47	21	44	48	35	39	48	22
% Basic	4	28	21	9	31	6	5	27	41
% Below Basic	0	5	16	0	3	12	0	2	4
% Far Below Basic	0	3	0	0	1	18	0	2	0
Earth Science	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	217	-	-	160	2	0	1	7	0
% of Enrollment	34	-	-	28.6	0.3	-	0.2	1.3	-
% Advanced	7	-	-	23	0	-	0	0	-
% Proficient	43	-	-	41	100	-	0	0	-
% Basic	41	-	-	32	0	-	0	0	-
% Below Basic	8	-	-	3	0	-	0	0	-
% Far Below Basic	1	-	-	1	0	-	100	86	-

	Spring 2003			Spring 2004			Spring 2005		
Chemistry	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	-	169	196	-	199	180	1	173	272
% of Enrollment		33	42		32.5	37	0.2	30.9	45.1
% Advanced		30	26		24	14	0	18	15
% Proficient		46	24		49	23	0	52	27
% Basic		23	44		26	39	100	29	48
% Below Basic		1	4		2	15	0	1	8
% Far Below Basic		1	3		0	8	0	0	2
Physics	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
Students Tested	-	2	73	-	1	114	-	2	107
% of Enrollment		0	16		0.2	23.4		0.4	17.7
% Advanced		50	36		0	31		50	23
% Proficient		50	44		100	46		0	58
% Basic		0	19		0	22		0	18
% Below Basic		0	1		0	1		0	0

% Far Below Basic	9 th	10 th	11 th	9 th	10 th	11 th	9 th	10 th	11 th
History-Social Science		0	0		0	1		50	1
Students Tested	-	468	348	-	602	450	-	546	577
% of Enrollment		90	74		98.4	92.4		97.7	95.7
% Advanced		30	38		33	28		30	34
% Proficient		32	37		33	33		32	41
% Basic		27	19		25	24		29	16
% Below Basic		6	4		5	8		6	5
% Far Below Basic		5	2		4	7		3	4
Integrated Science 1									
Students Tested							217	19	2
% of Enrollment							33.2	3.4	0.3
% Advanced							8	5	0
% Proficient							30	11	0
% Basic							55	53	0
% Below Basic							6	26	50
% Far Below Basic							0	5	50

3. California High School Exit Exam (CAHSEE)

The following information is for students taking the CAHSEE in March 2005 and the make-up examination in May 2005. To “pass”, students needed to achieve a scaled score of 350 or higher.

CAHSEE English Language Arts—Spring 2005

Total Students Tested: 595	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Grade						
Tenth	559	548	98%	11	2%	408
Eleventh	36	29	81%	7	19%	389

Gender						
Male	318	306	96%	12	4%	402
Female	277	271	98%	6	2%	412
Race/Ethnicity						
American Indian or Alaska Native	1	1	100%	0	0%	405
Asian	78	74	95%	4	5%	414
Pacific Islander	1	1	100%	0	0%	408
Filipino	7	6	86%	1	14%	386
Hispanic or Latino	18	16	89%	2	11%	389
African American or Black (not Hispanic)	7	6	86%	1	14%	383
White (not Hispanic)	483	471	98%	12	2%	406
Language Fluency						
English only students	530	517	98%	13	2%	407
Initially Fluent English Proficient (IFEP)	40	40	100%	0	0%	415
Redesignated Fluent English Proficient (RFEP)	18	16	89%	2	11%	405
English Learner students	7	7	100%	0	0%	415
Special Education Program Participation						
Students Receiving Services	35	27	77%	8	23%	364

CAHSEE Mathematics—Spring 2005

Total Students Tested: 578	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Grade						
Tenth	551	540	98%	11	2%	409
Eleventh	27	24	89%	3	11%	399
Gender						
Male	308	302	98%	6	2%	409
Female	270	262	97%	8	3%	408
Race/Ethnicity						
American Indian or Alaska Native	1	1	100%	0	0%	389
Asian	76	75	99%	1	1%	423
Pacific Islander	1	1	100%	0	0%	389
Filipino	6	5	83%	1	17%	377
Hispanic or Latino	18	16	89%	2	11%	389
African American or Black (not Hispanic)	6	5	83%	1	17%	386
White (not Hispanic)	470	459	98%	11	2%	407
Language Fluency						
English only students	514	503	98%	11	2%	407
Initially Fluent English Proficient (IFEP)	41	39	95%	2	5%	421
Redesignated Fluent English Proficient (RFEP)	16	16	100%	0	0%	420
English Learner students	7	7	100%	0	0%	424
Special Education Program Participation						
Students Receiving Services	27	20	74%	7	26%	374

CAHSEE English Language Arts—Spring 2004

Total Students Tested: 609	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Grade						
Tenth	609	603	99%	6	1%	416
Eleventh						
Gender						
Male	317	314	99%	3	1%	411
Female	292	289	99%	3	1%	421
Race/Ethnicity						
American Indian or Alaska Native	4	3	75%	1	25%	374
Asian	84	83	99%	1	1%	424
Pacific Islander	1	1	100%	0	0%	416
Filipino	15	15	100%	0	0%	407
Hispanic or Latino	21	21	100%	0	0%	409
African American or Black (not Hispanic)	5	3	60%	2	40%	352
White (not Hispanic)	476	471	99%	5	1%	415
Language Fluency						
English only students	547	543	99%	4	1%	416
Initially Fluent English Proficient (IFEP)	47	46	98%	1	2%	416
Redesignated Fluent English Proficient (RFEP)	14	13	93%	1	7%	407
English Learner students	1	1	100%	0	0%	424
Special Education Program Participation						
Students Receiving Services	37	35	95%	2	5%	383

CAHSEE Mathematics—Spring 2004

Total Students Tested: 600	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Grade						
Tenth	600	595	99%	5	1%	412
Eleventh						
Gender						
Male	310	308	99%	2	1%	414
Female	290	287	99%	3	1%	411
Race/Ethnicity						
American Indian or Alaska Native	4	3	75%	1	25%	383
Asian	84	83	99%	1	1%	427
Pacific Islander	1	1	100%	0	0%	414
Filipino	15	15	100%	0	0%	377
Hispanic or Latino	19	19	100%	0	0%	410
African American or Black (not Hispanic)	5	2	40%	3	60%	347
White (not Hispanic)	469	466	99%	3	1%	411
Language Fluency						
English only students	538	535	99%	3	1%	412
Initially Fluent English Proficient (IFEP)	47	46	98%	1	2%	470
Redesignated Fluent English Proficient (RFEP)	14	13	93%	1	7%	418
English Learner students	1	1	100%	0	0%	430
Special Education Program Participation						
Students Receiving Services	28	25	89%	3	11%	366

CAHSEE English Language Arts—Spring 2003

Total Students Tested: 545	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Grade						
Tenth	512	504	98%	8	2%	417
Eleventh	32	20	63%	12	38%	380
Gender						
Male	294	278	95%	16	5%	410
Female	251	247	98%	4	2%	422
Race/Ethnicity						
American Indian or Alaska Native	2	2	100%	0	0%	424
Asian	78	77	99%	1	1%	425
Pacific Islander	2	2	100%	0	0%	424
Filipino	5	5	100%	0	0%	372
Hispanic or Latino	19	18	95%	1	5%	398
African American or Black (not Hispanic)	8	6	75%	2	25%	384
White (not Hispanic)	428	410	96%	18	4%	414
Language Fluency						
English only students	486	467	96%	19	4%	415
Initially Fluent English Proficient (IFEP)	44	44	100%	0	0%	423
Redesignated Fluent English Proficient (RFEP)	10	10	100%	0	0%	384
English Learner students	5	5	100%	0	0%	372
Special Education Program Participation						
Students Receiving Services	49	31	63%	18	37%	364

CAHSEE Mathematics—Spring 2003

Total Students Tested: 563	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
Grade						
Tenth	511	479	94%	32	6%	402
Eleventh	52	30	58%	22	42%	360
Gender						
Male	301	273	91%	28	9%	399
Female	262	236	90%	26	10%	397
Race/Ethnicity						
American Indian or Alaska Native	2	2	100%	0	0%	424
Asian	79	77	97%	2	3%	421
Pacific Islander	3	3	100%	0	0%	414
Filipino	6	6	100%	0	0%	389
Hispanic or Latino	16	14	88%	2	13%	391
African American or Black (not Hispanic)	13	8	62%	5	38%	364
White (not Hispanic)	441	400	91%	41	9%	396
Language Fluency						
English only students	506	456	90%	50	10%	397
Initially Fluent English Proficient (IFEP)	44	44	100%	0	0%	415
Redesignated Fluent English Proficient (RFEP)	10	10	100%	0	0%	424
English Learner students	3	3	100%	0	0%	405
Special Education Program Participation						
Students Receiving Services	52	25	48%	27	52%	349

4. Adequate Yearly Progress (AYP)

- Monte Vista High School has met the AYP required under the NCLB Act of 2001 for the past two years.

5. California English Language Development Test (CELDT)

As of September 2005, nine students had taken the CELDT test. The following table represents student scores:

	Overall Proficiency		Listening/ Speaking		Reading Proficiency		Writing Proficiency	
	#	%	#	%	#	%	#	%
Advanced	-	-	-	-	-	-	1	11%
Early Advanced	2	22%	3	33%	1	11%	-	-
Intermediate	6	67%	5	55%	6	67%	6	67%
Early Intermediate	1	11%	1	11%	1	11%	1	11%
Beginning	-	-	-	-	1	11%	1	11%

6. Local Assessments

Writing Proficiency/Benchmark Write 9th Grade

Year	% Passed	% Not Proficient	% At Standard	% Above Standard
04-05	75	25	65	10
03-04	82	18	76	6
02-03	74	26	67	7

7. College SAT I (Scholastic Aptitude Test) Mean Score:

Class	Verbal	Math
2004-05	580	603
2003-04	578	603
2002-03	566	591

- 80.7% of Monte Vista students took the SAT in 2004
- 82.5% of Monte Vista students took the SAT in 2003
- 85.28% of Monte Vista students took the SAT in 2002
- These percentages are compared to 37% throughout the state

Early Assessment Program

The following chart reflects Spring 2004 results for Grade 11:

ELA							MATH						
April 2004 Enrollment	1	3	4	Total Tested	Blanks	Total	1	2	3	4	Total Tested	Blanks	Total
485	155	124	129	408	10	418	51	114	50	13	228	190	418

ELA: 1 = Exempt (unconditionally)
 3 = Non-exempt
 4 = Incomplete

Math: 1 = Exempt (unconditionally)
 2 = Conditionally exempt
 3 = Non-exempt
 4 = Incomplete

8. Advanced Placement Examination Results:

Year	# of Students	# of Exams	Score 3	Score 4	Score 5
2005	364	717	29%	30%	30%
2004	319	668	25%	30%	33%
2003	303	640	31%	28%	24%

- Enrollment for AP classes in 2004 was 1,329 students

Ethnicity Enrollment in Honors and AP Classes

Course title	Sections	White	Percent of class	Asian/ Filipino Pacific Islander	Percent of class	Hispanic	Percent of class	African American Native American	Percent of class	Grand Total
English Lit AP	4	67	66	31	31	3	3	0	0	101
English Lang AP	4	64	65	30	30	4	4	1	1	99
Music Theory AP	1	15	58	10	38	1	4	0	0	26
Studio Art AP	2	18	67	8	30	1	4	0	0	27
French 4 Honors	1	24	80	6	20	0	0	0	0	30
French Lang AP	1	11	61	7	39	0	0	0	0	18
German 5 AP	1	4	57	2	29	1	14	0	0	7
Japanese 4 Honors	1	3	21	11	79	0	0	0	0	14
Spanish 4 Honors	4	91	63	19	13	6	4	1	1	117
Spanish Lang AP	2	29	62	16	36	1	2	0	0	45
Spanish Lit AP	1	5	29	8	47	4	24	0	0	17
Calculus AB AP	2	42	48	27	31	0	0	1	1	70
Calculus BC AP	1	8	36	12	55	2	9	0	0	22
Statistics AP	2	41	72	14	25	2	4	0	0	57
Trig/Math Honors	3	63	59	41	38	3	3	0	0	107
Environ Science AP	2	38	64	19	32	2	3	0	0	59
Anatomy/Physiology AP	3	56	72	20	29	2	3	0	0	78
Biology AP	1	10	37	14	52	2	7	1	4	27
Chemistry Honors	4	42	40	60	58	1	1	1	1	104
Chemistry AP	1	8	53	7	47	0	0	0	0	15
Physics Honors	4	81	67	38	31	2	2	0	0	121
Economics AP	2	30	55	23	42	2	4	0	0	55
European Hist AP	3	30	39	44	58	1	1	1	1	76
US History AP	2	25	66	13	34	0	0	0	0	38
"A" Java Prog AP	1	26	72	10	28	0	0	0	0	36
Computer AB AP	1	9	53	8	47	0	0	0	0	17
TOTALS	54	839	56	498	38	40	4	6	0	1427

National Merit

Year	Commended	Semi-Finalists	Finalists	Scholars
2006	30	14	Pending	Pending
2005	16	13	10	4
2004	23	10	10	10

9. Students meeting University of California a-g requirements:

- 408 students (79.7%) enrolled in UC approved courses

10. Number of students taking Intermediate Algebra/Algebra II:

Grade level	2003-4	2004-5	2005-06
9 th	330	341	296
10 th	352	322	388
11 th	166	226	196
12 th	28	35	60

Percent of 9th graders taking a course below Algebra:

- 2005-06—0.08%
- 2004-05—0.03%
- 2003-04—0.02%

11. Report Card Analyses

Population	Semester	% D's	% F's
General Education	June 2005	21%	8%
General Education	January 2005	19%	6%
General Education	June 2004	22%	8%
Special Education	June 2005	45%	18%
Special Education	January 2005	41%	19%
Special Education	June 2004	47%	11%
African American	June 2005	38%	0%
African American	January 2005	30%	1%
African American	June 2004	40%	8%

12. Completion Rates

Year	Number of dropouts	Dropout Rate (1 year)	Graduation Rate
2003	3	0.6%	99.4%
2002	7	1.3%	98.7%
2001	6	0.8%	99.1%

- Entering freshmen 709—exiting seniors 604 (as of January 2006)

- 95% of the class of 2003 went on to college—68% attended a 4-year university

PROCESS AND PERCEPTION DATA

See Appendix for results of our WASC student, WASC parent and Climate surveys.

CHAPTER II: KEY FINDINGS FOR CRITICAL ACADEMIC NEEDS

Overview:

On our Staff Development Day, May 20, 2005, the WASC Leadership Team asked the Home Groups to analyze data and develop at least five conclusions and evidence for each critical academic need. Each Home Group completed the activity. The findings are listed in the appendix.

All staff members analyzed student achievement and performance data from the perspective of narrowing the achievement gap for lower performing students. Based on the analysis, the staff met on December 7, 2004, and identified the following two ESLRs as the pathway to achieving school wide expectations for all students.

#1 Students at Monte Vista will develop skills in complex thinking:

- Demonstrate the thinking skills of application, analysis, synthesis, and evaluation in a logical and integrated manner
- Demonstrate an awareness of their own learning process
- Recognize the changing nature of knowledge
- Use a variety of strategies to problem-solve creatively and effectively

#3 Students at Monte Vista will learn to communicate clearly:

- Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations
- Acknowledge creative expression as a means of communication

The following are our remaining three ESLRs:

#2 Students at Monte Vista will learn to collaborate effectively:

- **Support others in developing competencies and skills**
- Work efficiently and manage interpersonal relationships within diverse groups and settings

#4 Students at Monte Vista will become responsible citizens:

- Make informed choices and understand how actions, or lack of actions, affect oneself and the community
- Have an understanding of their own value as individuals
- Promote and develop respect and tolerance for our own and other cultures

#5 Students at Monte Vista will become life long learners:

- Know how to inquire, explore and research using appropriate technology
- Utilize knowledge and skills that promote mental and physical well-being
- Develop their own enthusiasm and interest in learning and remain open to discovery

Implications:

Our WASC Leadership Team met on June 8, 2005, gathered all the conclusions from the Home Groups and synthesized them into the following conclusions:

Some students:

- have weak computation skills and knowledge of basic concepts
- have difficulty translating word problems
- struggle with the writing process
 - purpose
 - organizing
 - drafting an essay
 - revising/editing
 - struggle with expository writing and developing thesis statements
 - have difficulty with spelling and grammar (concepts)
 - possess an insufficient knowledge of grammar rules
- do not read fluently
 - have difficulty reading for purpose/comprehension
 - application of new information
 - underlying meaning
 - have trouble reading, listening to, and following directions
 - do not have strategies to overcome deficits in comprehension
- struggle with comprehension, application, analysis, synthesis, and evaluation
- are unable to present and answer complex questions and perform basic analysis of events
- lack logic skills
 - drawing conclusions and making connections between disciplines
 - transferring or applying core concepts to similar problems
- lack time management skills and have difficulty meeting deadlines and setting goals
- do not have proficient study skills

Data:

The following charts show the data for our African American students. The California Standards Test (CST) and California High School Exit Exam (CAHSEE) results for 2004 and 2005 are given along with their English and math grades from the 2004-05 school years.

African American CST English Language Arts and CAHSEE Test Results

Student	Grade	Gender	2004	2005	2004	2004	2005	2005	*Primary	'04-'05
			CAHSEE	CAHSEE	CST	CST	CST	CST		
1	10	M	NT	NT			5	439	No SE	D+/C
2	9	M	NT	NT	3	335	3	324	No SE	
3	9	F	NT	NT	5	480	5	500	No SE	
4	11	F		Passed	5	509	5	600	No SE	A-/A-
5	12	M	Passed		5	424	4	388	No SE	A/B+
6	12	F		Passed			3	322		
7	9	F	NT	NT			5	396	No SE	
8	12	M		Passed			4	378	No SE	C/C-
9	10	F	NT	NT			4	356	No SE	B-/C+
10	9	F	NT	NT	5	413	5	440	No SE	
11	11	M		Passed	4	391	4	368	No SE	C+/C-
12	11	M		Passed	3	337	4	376	No SE	C-/B-
13	10	F	NT	NT	5	439	5	447	No	A/B+

									SE	
14	10	M	NT	NT			4	338	No SE	C/D
15	10	F	NT	NT	5	400	5	402	No SE	C-/C+
16	12	M	Passed		3	329	4	369	No SE	B/B
17	10	F	NT	NT	4	385	5	425	No SE	A-/A-
18	9	M	NT	NT	2	280	2	273	SLD	
19	10	M	NT	NT	3	342	3	331	No SE	B/B
20	9	F	NT	NT						
21	11	M	NT	NT			2	298	SLD	C-/C-
22	10	F		Passed			4	356	SLD	

*No SE—No Special Ed Services
 SLD—Specific Learning Disability
 NT—Not Taken

African American CST Mathematics and CAHSEE Test Results

2004 2005 2004 2004 2005 2005
 CAHSEE CAHSEE CST CST CST CST
 * Primary '04-'05

Student Grade Gender **Math** **Math** Proficiency Scaled
Test Proficiency Scaled **Test** **Disability**

Math												
1	10	M	NT	NT				4	35 4	Algebra	No SE	C- /C+
2	9	M	NT	NT	2	272		2	29 4	Gen. Math	No SE	
3	9	F	NT	NT	4	410		3	31 5	Algebra 1	No SE	
4	11	F		Passed	5	575	Ge o m e t r y	5	47 2	Algebra 2	No SE	C/D
5	12	M	Pass ed		4	368	Algeb ra 2	4	35 0	HS Math	No SE	A/A-
6	12	F	Not	Passed				2	26 3	Geometr y		
7	9	F	NT	NT				4	38 7	Gen. Math	No SE	
8	12	M		Passed				3	31 2	Algebra 2	No SE	D/D
9	10	F	NT	NT				3	33 5	Geometr y	No SE	C/C-
10	9	F	NT	NT	4	387		3	31 5	Algebra 1	No SE	
11	11	M		Passed	4	379	Ge o m e t r y	3	33 6	Algebra 2	No SE	D+/ C

							y					
12	11	M		Passed	3	309	Algebra 1	4	314	Geometry	No SE	D-/D
13	10	F	NT	NT	5	495	Algebra 1	4	384	Geometry	No SE	B+/B
14	10	M	NT	NT				4	403	Gen. Math	No SE	B-/B-
15	10	F	NT	NT	4	372	Algebra 1	4	364	Algebra 1	No SE	B/B
16	12	M	Passed		3	334	Geometry	2	294	Algebra 2	No SE	C/C-
17	10	F	NT	NT	4	390	Gen. Math	4	419	Algebra 1	No SE	B+/A-
18	9	M	NT	NT	1	247		1	237	Gen. Math	SLD	
19	10	M	NT	NT	4	356	Gen. Math	4	359	Algebra 1	No SE	B/C
20	9	F	NT	NT				4	401	Algebra 1	No SE	
21	11	M	Not	Passed					NT			C-/D-
22	10	F	NT	NT				2	285	Gen. Math	SLD	

*No SE—No Special Ed Services SLD—Specific Learn Disability NT—Not Taken

Based on our conclusions and the pertinent data, the WASC Leadership Team formulated the following Critical Academic Needs:

Critical Academic Needs:

Critical Academic Need #1: All students will be provided support to help them pass Algebra and CAHSEE so that they can receive

their diplomas and graduate with their class. In accordance with District goals, emphasis will be placed on ethnic sub-groups scoring below school averages, and in particular, African American students.

Critical Academic Need #2: The percent of students scoring proficient or above on the STAR test in English language arts and mathematics will increase every year. In accordance with District goals, emphasis will be placed on ethnic sub-groups scoring below school averages, and in particular, African American students.

Important Questions from the Analysis of Student Performance, Demographic, and Perception Data:

- Before we select instructional methods we should consider: Why do students have difficulty with these things? Different findings recommend different strategies. For example: Is difficulty the result of lack of foundational concepts or strategic process? Can it be called a developmental or affective problem?
- What specifically do we have in place for all students to fall back on in terms of strategies for interacting with the text? What do we already do?
- What specifically do we have in place for 9th grade curriculum that helps students understand inferred thinking?
- Do we want a uniform approach or the possibility of choosing from more than one effective strategy? Research (NCTE) indicates that one approach often leads to mechanical results. College level writing demands literacy in a number of genres.
- How does Language level classification affect performance on ELA?
- Does the California English Language Development Test (CELDT) classification affect student performance in English-only classes?

- Is there help available for students who are Basic or Below when they are not classified ELL?
- How accurate are the STAR test results?

CHAPTER 3: PROGRESS REPORT

School wide Action Plan #1: Develop and Support Powerful Teaching & Learning

1. Expand interdisciplinary courses

Progress: Interdisciplinary collaboration is still in progress. Currently several interdisciplinary courses are offered at Monte Vista. There is evidence of interdisciplinary collaboration among teachers occurring outside of specific courses. Plans to develop new interdisciplinary courses are continually developing. Three examples of interdisciplinary courses include: The Research and Technology Academy, World Studies program, and the Women's Literature course that incorporates English, Women's Studies and History. Some teachers incorporate ideas from various disciplines to create new studies; one example is Literature Through Dance and Movement. Biotechnology has also been offered in the recent past through the Regional Occupational Program (ROP).

Plans for a future English/U.S. History course are actively being researched and developed. Interdisciplinary collaboration among teachers is ongoing as evidenced by the spring semester English/History Vietnam project. The Resource Department has worked closely with the Science Department on projects geared toward the success of students. The Foreign Language Department has teachers who have incorporated elements of culture, history, geography, social studies, and science into their German, French, Spanish and Japanese courses.

2. Increase opportunities for inter-departmental communication

Progress: WASC focus groups and projects sanction an interdisciplinary collaboration and curriculum development to promote inter-departmental communication. Monthly departmental representative meetings encourage sharing between departments. The Research and Technology Academy is a good example of collaboration between the disciplines of English and Science.

The school is currently moving toward a "Late-Start Tuesday" using Professional Leadership Communities to promote collaboration among staff to enhance communication across departments and to better serve the needs of students.

3. Articulate and integrate Monte Vista's mission/vision statements, standards and benchmarks into program development

Progress: Individual courses, departmental meetings and all-staff collaboration days are focused on identifying the best means to articulate and integrate Monte Vista's mission/vision statements and educational standards and benchmarks into all current and newly developed programs.

Every year, each course is required to submit a course outline that aligns to both district and state academic standards. As teachers develop activities and assessments throughout the year to support course curricula, they use the standards and benchmarks as guidelines and goals. Teachers also design a variety of instructional methodologies to address the varying needs and learning styles of all students, while encouraging development of the total student.

Within departments, teachers meet monthly to discuss and share both best practices and means of accommodating the individual needs of at-risk students. From these monthly meetings, plans are developed, shared and implemented throughout departmental courses.

At the all-school level, staff meetings have been used to identify the social, academic, psychological, and physical needs of all Monte Vista students. Currently identified issues include campus cleanliness, student attendance, student harassment, and student health concerns including tobacco, alcohol and drugs. As a staff, we have spent time brainstorming and determining feasible solutions to these identified problems, and we are currently working to implement strategies that will encourage positive change. One notable program has been the use of Administrative Homeroom to show motivational DVDs produced by students in our TV Production and Technology Department that highlight the problems regarding trash on campus and promoting schoolwide efforts to address the issue. The Administrative Homerooms, as well as the daily bulletins, are all broadcast on closed-circuit TV monitors throughout the campus and viewed in all classrooms. It also is available on the school's website.

4. Meet staff development needs with regard to student centered learning, diversity, technology, feeder school articulation and assessment

Progress: Student-centered learning and "teaching to the standards" have been the focus of many workshops and institutes attended by the administrative team and staff members over the past few years. From modeling lessons incorporating the state standards into instruction during staff meetings, to learning to access websites including *Just For the Kids* and *Achieve/Data Director* to collect data on-line, the staff has made great strides. The school has also incorporated the *California Standards for the Teaching Profession* into the

evaluation process. Staff development for individual teachers has been supported through workshops and conferences. Teachers from all disciplines have attended these trainings and returned with valuable ideas to share with their colleagues. Foreign Language institutes, Advanced Placement workshops, summer institutes, and conferences have helped teachers in English, Foreign Language, Math, Social Studies and Science. For example, several English teachers annually attend a conference hosted by the Central California Council of Teachers of English held at Asilomar, California. The theme this year was "Teaching With Fire," and last year's theme centered upon the teaching of poetry at the high school level. The district supported Beginning Teacher Support Association (BTSA) has provided coaching and additional help for new teachers. In addition, the administrative team at Monte Vista regularly conducts monthly New Teacher Collaboration meetings to advise, coach and mentor new teachers throughout their initial year.

Staff development technological needs were originally addressed through the *Digital High School Grant*, and for a few years this need was met using staff development days before the school year and throughout the calendar year to provide training. Once the state ended the *Digital High School Grant* funding, the administration began providing technology in-service during monthly staff meeting days. Instruction has been provided during staff meetings to demonstrate how to e-mail reports to parents, and e-mail resource progress reports to the Resource Department. In addition, our site staff Systems Administrator is always available to answer staff questions pertaining to technology.

We articulate with our feeder schools and other area high schools by meeting on scheduled district staff development days. In addition, Math, Science, and History Departments articulate on an annual basis with our feeder middle schools, often on an informal basis and during the summer. During these meetings, the departments discuss how the needs of the students can best be met. Our Resource Department provides student profiles to instructors so that they can meet their students' specific requirements, and encourages teachers to e-mail parents directly regarding student progress.

Student progress is evaluated utilizing rubrics, projects, hands-on activities, reports and tests. In addition, Science teachers received training and programs connected to "paperless assessment" called E-Instruction, a Classroom Performance System. Implementation of this technology began this year.

5. Integrate technology into the curriculum

Progress: Diversity training was also implemented using technology. A DVD was produced by the district and shown on August 21, 2005, during the first staff meeting day. It was created to address diversity, harassment, and bullying

issues throughout the district by our video technology teacher and members of his TV Productions' class. Entitled *Prevent and Protect 2*, it addresses how to provide a safe, discrimination-free environment at any school. Students from Monte Vista were featured and the video was shot on the school campus. It has received wide acclaim and has been used at other school sites. Our students saw the video in September during an administrative homeroom. A motivational assembly by noted speaker Michael Pritchard and follow-up writing activities in classrooms supported this effort. Previously the District and school climate committees produced *Prevent and Protect 1*, a DVD designed to promote respect and tolerance among students, with the assistance of MVHS staff.

6. Provide in-service training on integrating technology into all curricula

Progress: Teachers are utilizing technology in the classroom in a variety of ways. English, history, foreign language, and science teachers, for example, enhance lectures with PowerPoint software. In addition, English teachers also use videos and DVDs, which are especially helpful to visual learners, and incorporate the use of CDs and audiotapes to address the needs of auditory learners. Language Arts 180 uses *Accelerated Reader* and other computer-based reading programs to promote independent reading. Students are tested to determine their reading level on the computer using *Star Reader*. Science teachers use a technology product called *Labpro* for automated data collection, while the TV and Video Production classes employ the latest in *Prosumer* video technology. The Math Department uses graphing calculators along with *TI Presenters* to enhance lessons in upper level math courses. The Automotive Technology program incorporates computer diagnostics as part of its curriculum. The computer-programming classes allow students to receive hands-on troubleshooting and programming experience. Most of our classes use the computer labs and the computer programs in the library/media center to enhance their curriculum. Teachers from a variety of disciplines provide weekly progress reports via e-mail. Also, lesson plans, notes, and assignments are provided via course documents on the Monte Vista website. Technology also has been purchased to support the Special Needs program at our school.

Technology has been incorporated into the curriculum in a host of ways. For example, English, history, foreign language, and science classes encourage students to craft assignments and projects using PowerPoint presentations. Students may submit work and/or ask questions via e-mail. Teachers post assignment calendars, assignments, grades, course policies and course documents on the school's website (mvhigh.net). Students use the expanded computer lab and stations in the library/media center to research and complete history web quests and conduct Internet searches for speech and debate.

Spreadsheets are incorporated into the economics curriculum for creating personal budget projects. Teachers assist students in developing skills that enable them to analyze the accuracy of Internet sources. In keeping with this idea, teachers have also received support through the use of Turnitin.com, a subscribed website that enables teachers to check for plagiarism. The Counseling Department assists students with online searches for colleges, applications, and scholarships. The College and Career Center uses software called COIN, a college and career occupational search tool. Students receive training in its use by the Career Center Technician.

Teachers and students at Monte Vista High School have found a variety of ways to integrate technology into the curriculum. Teachers will continue to search for newly developed software and hardware products, with the full support and financial backing of the administration and district.

7. Complete Standards and Benchmarks for all subject areas

Progress: A district timeline determines the order and completion dates for each discipline. As of the end of this school year, standards and benchmarks for all disciplines except Fine Arts, Technology and Physical Education have been written and adopted. Various Monte Vista teachers participated in that process.

Teachers also use District, California, and National standards and benchmarks to guide their instructional decisions. Curriculum alignment has been a focus of all departments this school year and continues to be important to them. The District uses a teacher evaluation system based on the California Standards for the Teaching Profession.

8. Explore and develop ways the Special Education teachers and regular classroom teachers can teach together

Progress: Special Education has been a District focus for the past few years. Two years ago teachers and administrators were asked to shadow 3-4 Special Education students/504 students, keep in touch with them and work to help them to become more successful. This reinforced attention to their specific needs, provided valuable insight to staff and insured that no one was “left behind.” The program was successful and has continued on an informal basis, helping to move the school toward “student-centered teaching and learning.”

Communication has improved with the implementation of online weekly progress reports by our Special Education department. Special education teachers also work with the regular classroom teachers to support instruction and student learning.

9. Expand hours of on-site Network Technician

Progress: Digital High School funding greatly improved access to on-site network technicians and helped Monte Vista expand its technology program and resources. Unfortunately, as a result of State reductions in school funding, including the elimination of Digital High School funding, technician support has been reduced/decreased over the past three years from two people a day full-time (16 hours) to two hours per day, to no one at the present time. Students in the Computer Systems Management class have worked to fulfill the needs of the staff and regularly receive work orders to help our teachers with technical difficulties. Our computer teachers are also knowledgeable resources and available to assist the staff when necessary.

10. Investigate the feasibility of building a PE classroom and Foreign Language lab

Progress: The foreign language and physical education staffs had representatives on the Monte Vista Facilities Master Plan Committee. Modernization and expansion of classrooms and buildings was done in accordance with District standards for high schools. A separate classroom devoted solely as a foreign language lab or for open PE instruction is not a District standard and, therefore, was not constructed. Currently, every room is in use daily.

School wide Action Plan #2: Support Success for all Students

1. Plan for facility improvement through new construction

Progress: Due to the widespread support throughout the community and active participation of the students and staff at all district area schools, the *Measure A Campaign* in 2003 resulted in the passage of a bond measure by voters and construction and improvements began. New buildings have improved the Monte Vista campus. A separate infusion of funding allowed for the renewal of the sports stadium and all-weather field and track. The final phase of construction has begun, and includes a 18-classroom math building, technology and culinary arts building, an automotive technology and robotics engineering building, and an expanded and enlarged Commons dining area and outdoor patio.

2. Form community/business partnerships

Progress: Partnerships continue to develop between the school and individual teachers and their students. For the most part this has been done on an individualized basis. Programs such as The Student Recognition Project

Business Education Roundtable, and Rotary Website Design Contest have linked students with businesses in the area. These efforts and others continue to provide opportunities for growth and exploration strengthening the established school curricula.

3. Promote the reduction of class size

Progress: Class size reduction continues to be accomplished through the Morgan-Hart 9th grade class size reduction (20:1 student teacher ratio) funds for English and mathematics, as well as the commitment and infusion of Academic Booster funds on an annual basis. This support reduces our class sizes from an average of 36:1 to 30:1.

4. Increase computer-to-student ratio

Progress: Through the use of Digital High School and School Improvement Funding, new computers have been purchased for classrooms, older computers have been replaced, and new computer/technology classes have been added. These classrooms are available to other teachers on a sign-up basis. Monte Vista currently has a total of more than 450 computers for student or teacher use.

5. Investigate the development of a Business Education curriculum

Progress: A Business Education curriculum has begun through a recent addition of Introduction to Business, Business Economics (existing ROP course), and Personal Finance classes.

6. Inform staff of available parent support

Progress: Through the use of its online newsletter, the PTSA has worked to improve the information to staff on the availability of parent support including a speaker's bureau, classroom support and field trip liaisons, and business and science-based mentoring. Annually, PTSA volunteers 23,000 hours and donates over \$70,000 to support the school. Students have also participated in Rotarian summer camps, leadership camps, Interact Club activities, YMCA Youth and Government, and local volunteer opportunities throughout the community.

7. Provide monthly counseling report

Progress: The counseling report is a permanent agenda item on our monthly staff meetings. The report information includes pertinent information that is necessary to ensure the success of students. These include progress and

current status of 504 plans, scheduling, course changes, grading policies, and expectations for future collegiate endeavors. The staff members have commented that the updates are useful, excellent for staff communication, helpful, significant, and effective. Counselors also report at New Teacher Monthly Collaboration meetings.

8. Investigate the development of career/vocational alternatives

Progress: In order to allow students the opportunity to investigate career and vocational alternatives, Monte Vista High School, in collaboration with the ROP, has provided a revised program and curriculum in the following: Art of Video, Careers with Children, Architectural Design, Introduction to Business, Journalism, Computer Architecture, Exploratory and Applied Design, Music Theory, Photography, Robotics Engineering Technology, Automotive Technology, AP Environmental Science, Culinary Art, Sports Medicine and Introduction to Law. These are positive courses for students of all interest levels and abilities, both college-bound and non-college bound. In most of the ROP classes, there is a waiting list for students. Teachers have commented that many of their students consider their ROP classes to be extremely challenging as well as enjoyable.

9. Develop support for LEP/ELL students

Progress: Staff meets with the LEP staff coordinator to develop support for students identified as LEP/ELL. Many of the teachers on the Monte Vista campus have completed their Cross-Cultural Language and Academic Development (CLAD) credentialing and utilize the Specially-Designed Academic Instruction in English (SDAIE) training techniques in the classroom. Additionally, Monte Vista's Site Council members serve on the district English Language Learning Advisory Committee.

10. Expand support for at-risk students

Progress: In order to support success for students at Monte Vista who are considered to be at-risk, English, Math, Civics B, and Economics B classes have been created. For example, the addition of the Language Arts 180 class provides students who have fallen below the 35th percentile in reading comprehension, based upon STAR (CST—California Standards Testing) results, with the necessary tools to be successful in reading. The Reading Renaissance Program that was implemented during the 2002-2003 school year compliments this. Additionally, lower class sizes in 9th grade English and Algebra have helped teachers to identify students who might be considered at-risk. The school provides teachers with additional information on how best to implement and strategize techniques for further support in this area through staff development,

District Job Alike meetings, a weekly reporting website system, awareness of instructional differentiation through BTSA seminars, Students of Excellence awards, and a strong Resource and Special Day staff.

11. Provide students opportunities to be informed of multicultural/diversity issues

Progress: In order to provide students information about multi-cultural/diversity issues, various student clubs such as Black Student Union and the Gay/Straight Alliance have sponsored extra-curricular opportunities for learning tolerance. This year, an on-site tolerance and diversity committee with members from various groups was created to support District and MVHS goals and objectives. There has been a noticeable improvement in cultural tolerance. Additionally, many teachers weave multi-cultural and diversity issues into their curriculum giving students a safe forum for discussion and support.

School wide Action Plan #3: Develop a coherent school wide Assessment Plan.

1. Develop a program to assist with remediation

Progress: Courses that specifically incorporate remediation have been developed including Language Arts 180, Standards Algebra, Transitions to Algebra and the following Non-College Preparatory classes: NCP Economics, NCP Government and Literature through Film. Numerous vocational classes like the Art of Video provide remedial students with academic alternatives that help to build their self-esteem and improve their attitudes toward school. Communication technologies like the InteGrade Pro web-posting feature and staff e-mail allow all teachers to communicate more effectively with parents about their student's progress. The Career Center now posts on the school website and e-mails updated tutor lists to all teachers so that they may refer students to an appropriate tutor. Individual teachers use strategies to address a variety of learning styles.

In addition, the PTSA has generously funded and continues to support on-site tutoring after school. Teachers are available to help students on a drop-in basis and more regular tutoring help in English, Math, Science and Foreign Language. Several teachers have also been identified to work with students in need of additional intervention to help them pass the California High School Exit Exam (CAHSEE). At the present time, only three seniors attend these intervention sessions.

2. Update staff regarding Special Education regulations

Progress: General education teachers commented that information received from the Resource Department (in the form of reports, meetings, and presentations at Staff Development Days) has been very helpful. Resource teachers emphasized the importance of online reports as a regular venue for communication. Some general education teachers requested periodic updates on regulations and procedures to ensure that we are working with current information. Special Education staff has annual workshops to inform staff of their responsibilities, changes in the law, attendance at 504 and IEP meetings, and any other issues deemed important by the District.

3. Continue to develop teacher web pages and use of e-mail

Progress: Both certificated and classified staff members are connected to e-mail, and more and more staff members are taking advantage of our schoolwide e-

mail network to facilitate communication between staff and stakeholders and to enrich their own teaching practices. Most teachers read e-mail every day and consider it their main form of communication with administration and each other, as well as with parents and

counselors. Many teachers are also posting documents in the Course Document site available at mvhigh.net. Some teachers put supplemental materials in their course documents such as test review materials, articles and web-links, as a way to support students and classroom instruction. It is important to note that both certificated and classified staff members are connected to e-mail.

Some teachers send out e-progress reports from the *InteGrade Pro* System upon parent request. A few teachers post class calendars on their own websites or in their course documents. More work needs to be done to train staff and to standardize methods of communication.

The Counseling Department uses the Monte Vista website extensively. They have their own link on the home page that has pertinent information on graduation requirements, colleges, scholarships, course scheduling and links to other sites, such as SAT prep and college search sites. Parents and students use this feature regularly.

4. Incorporate daily bulletin into school web site

Progress: This has been accomplished and parents are now able to access the school website for daily news and information. The students and staff find that communication has been improved and enhanced through the broadcast of the daily bulletin news program filmed with student news anchors. When sports and other features are included in this broadcast taped a day earlier, student interest is nearly 100% schoolwide.

5. Student input in the development of assessment tools

Progress: Teachers regularly involve students in the design of rubrics to evaluate projects and group work. Some assessment tools such as textbook publishers' standardized tests continue to be used, providing consistency throughout a department. Teachers use a wide variety of assessment tools to evaluate learning.

6. Develop ESLR rubrics

Progress: Many teachers have developed rubrics and use them on an ongoing basis. These rubrics tend to be specific to the assignment and already address standards and benchmarks. Teachers feel that student input is important in

constructing such rubrics, and many teachers already use student input in their rubrics and to evaluate and revise assignments. This process will continue schoolwide and incorporate the goals of the ESLRs.

7. In-service staff on various assessment strategies

Progress: In addition to the use of test scores and survey results as helpful data, WASC projects structure a kind of portfolio assessment of program and practice and are constructed in terms of ESLRs, standards and benchmarks, focus group criteria and technology goals. Backward planning techniques, professional development to demonstrate how to align teaching to the standards at the appropriate level of rigor, and communication about these ideas has resulted in invigorating dialogue between teachers and an awareness regarding alignment of instruction to the standards. Teachers have received training to familiarize them with data-rich websites such as Just For the Kids and Achieve/Data Director that hold transcript data, as well as CAHSEE and CST results for multiple years from which reports can be created. The awareness of the staff is growing as they learn to read this data and use it for diagnostic purposes in creating lessons for current students based upon the results of previous years' testing. The use of this data to inform instruction is creating powerful teaching and learning.

8. Continue articulation with feeder schools on assessment

Progress: Over the past few years, all departments have had opportunities to meet with feeder schools to discuss methods of effective assessment.

9. Assess progress in terms of standards and benchmarks and ESLRs

Schoolwide progress has been measured through STAR test results for each content area, the Academic Performance Index (API) scores, and the No Child Left Behind Annual Yearly Progress (NCLB-AYP) scores. Monte Vista has shown improvement in all of these areas and has met the target goals.

10. Communicate assessment results to stakeholders

Progress: The staff has formally accomplished this throughout the WASC Self-Study progress. In addition, standards-based instruction is now assessed through the use of evaluation tools incorporating the California Standards for the Teaching Profession (see Appendix).

11. Re-survey parents and students to collect data regarding student achievement toward ESLRs

Progress: A climate survey was conducted in the spring of 2005. The results are reported in the Appendix of this document.

**ORGANIZATION:
Vision and Purpose, Governance,
Leadership and Staff, and Resources**

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards?

EVIDENCE:

- Monte Vista High School (MVHS) Vision and Philosophy Statements
- San Ramon Valley Unified School District (SRVUSD or District) Mission Statement
- Single Plan for Student Achievement
- ESLRs
- STAR, SAT, AP test results
- School Profile
- District standards and benchmarks for language arts, mathematics, science, social science, and foreign language
- Five Year Technology Use Plan
- MVHS Student Guide to Program Planning
- Student/Community profile data
- Curriculum leaders agendas

SUMMARY OF FINDINGS:

The District's and Monte Vista High School's mission is to prepare all our students, in a safe and educationally rich environment, to flourish as responsible, ethical, and productive citizens in an ever-changing world. We believe it is our responsibility to provide a challenging and supportive environment in which all students can achieve their highest academic potential in addition to discovering the joys of learning and to realize their full potential in a changing world.

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

A high achieving student body, a qualified, intensely motivated staff, and a community of supportive parents all help to produce a positive and exceptional environment for the realization of the educational goals outlined in our ESLRs. Students at our school will develop strategies and skills in complex thinking, learn to collaborate effectively, and to communicate clearly.

Our mission is driven by our ESLRs and our Single Plan for Student Achievement. The Single Plan is developed with broad input from all stakeholders, data driven, standards driven, and approved by the SRVUSD governing board. The academic focus is on all students scoring proficient or above on the STAR tests, passing the California High School Exit Exam (CAHSEE), and completing SRVUSD graduation requirements. In addition, the plan focuses on the school climate ensuring that all students experience a safe and supportive learning environment as measured by student, parent, and staff surveys.

These expectations and results are communicated to all stakeholders using a variety of tools. ESLRs are posted in all classrooms. Students and parents receive an annual information packet including the Monte Vista handbook at the beginning of every school year. Counselors have a well-articulated program of communication with parents and students to ensure all students are on track for graduation, meet college entrance requirements, and have access to support programs as needed. Teachers provide students with course guidelines and class policies. The principal and staff work closely with the PTSA and booster organizations and also utilize their newsletters as opportunities for communication. The school website is another resource. Staff is informed and involved through department meetings, all staff meetings, articulation days, and newsletters. Staff and parents participate on districtwide curriculum and assessment task forces. The Beginning Teacher Support and Assistance (BTSA) program is a vehicle used to inform and support new teachers. New teachers also attend monthly new teacher collaboration meetings.

Decision making occurs on many levels. The Site Council with administration, staff, parent, and student representatives has ultimate responsibility for evaluating all the subjective and objective data, planning and implementing.

In short, Monte Vista's success is attributed to a well-articulated mission, continuous and effective communication, and a planning process that provides for input and involvement of all stakeholders.

STRENGTHS:

- Highly qualified and dedicated staff
- Guidance counselors and a well-articulated counseling program
- Site Council
- An extensive program of communication

- PTSA
- Boosters
- Staff
- Students
- Community
- School
- MVHS website
- MVHS Accountability Report Card
- MVHS School Profile
- District and CA standards and benchmarks

GROWTH NEEDS:

- Continued discussion of short and long term student needs using teacher evaluations and standardized tests to develop teacher inservices and student programs
- Explore options for increasing staff time for interdepartmental communication
- Explore additional options for adding non-college prep classes in English and history

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

EVIDENCE:

- SRVUSD governing board policies
- SRVUSD standards and benchmarks
- SRVUSD governing board minutes
- Superintendent/PTSA Presidents' monthly meetings
- ESLRs
- MVHS Single Plan for Student Achievement
- Site Council
- SRVUSD annual goals
- PTSA

SUMMARY OF FINDINGS:

The SRVUSD governing board has five elected members serving four year, staggered terms. The board members are elected at large. The board meets twice a month on the first and third Tuesdays. The governing board approves district policies, administrative regulations and its own bylaws. While board members only act in an official capacity when they take action at a publicly noticed meeting, their duties extend well beyond regularly scheduled meetings.

One or two board members serve as liaisons to each division within the district administration, as liaisons to local governments, and as liaisons to various community and school groups. Board members also serve on district curriculum and assessment task forces having direct involvement in the development of curriculum standards and benchmarks. One of the board members is a member of the District's negotiating team and Benefit Study Committee. Two board members serve on the Classified Council. Board members are liaisons to our Proposition 39 Oversight Committee. Each board member has five or six liaison schools, serving as a resource to those schools' administrators and booster

groups. One of our board members is a member of one of our local Rotary clubs and Realtors' Association.

The board adopts goals that support the District's mission and student success in our schools. It endeavors to provide a safe and respectful learning environment for all students. The board approves all schools' Single Plans. It also reviews test scores in a public meeting each year. Student success and a focus on instruction and continuous improvement are embedded throughout the policies. Section 0000 addresses Philosophy, Goals, Objectives, and Comprehensive Plans; Section 5000 addresses Students; and Section 6000 addresses Instruction. Board Policy 6141 states (*emphasis added*):

The Governing Board accepts responsibility for establishing what students should learn. The Board shall adopt a district curriculum which reflects district philosophy, responds to student needs and abilities, and is consistent with the *requirements of law*. Insofar as possible, this *curriculum shall also reflect the desires of the community* and the needs of society as a whole.

The Board considers *continuous curriculum improvement* to be a top priority for the district. Curriculum development and *evaluation will therefore be an ongoing process in the district*, routinely supported by planned allocations of resources and staff time.

The Board may establish a curriculum review cycle for comparing each area of the curriculum against the state model curriculum standards and Board policy.

The board places strong emphasis on data driven decision-making. School Improvement/Single Plans have included student data for many years. The board approves the Single Plans and monitors the ESLRs through the plans. Further, resources have been allocated to develop the ACHIEVE data system that allows schools to disaggregate data from a variety of testing instruments.

The board believes its responsibility is to approve policies and to make informed decisions. Operational decisions are the responsibility of the superintendent or his designees. It places importance on recruiting and retaining a highly qualified staff and providing staff with the resources to get the job done. The board also places considerable emphasis on customer service and the importance of accurate, effective, and timely communication.

As required by law, the board has a policy that addresses complaints. It is included in the parent information packet given to each parent at the beginning of the school year. The board endeavors to resolve all complaints or issues in an expedient manner and at the lowest level possible.

STRENGTHS:

- Clearly stated District standards and benchmarks
- Single Plan for Student Achievement
- ESLRs
- ACHIEVE
- Extensive communication networks

GROWTH NEEDS:

- Explore options for increasing staff time for interdepartmental communication
- Continue to provide concise, effective methods of communicating information to staff via monthly staff and prep period meetings, etc.
- Continue open door policy with District level personnel

A3. To what extent based on student achievement data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

EVIDENCE:

- Single Plan for Student Achievement
- Student, staff, and parent surveys
- Student achievement results
- Site Council
- WASC focus group rosters
- PTSA and Booster meetings/minutes
- Department and Staff meetings/minutes
- District standards and benchmarks
- District and MVHS missions and annual goals

SUMMARY OF FINDINGS:

The Single Plan for Student Achievement and the ESLRs were developed after a thorough examination of student data and student, parent, and staff surveys. An on-going analysis of the data by school administrators and staff drives the annual planning for course offerings, student support services and programs, staff training and inservice, and co- and extra-curricular activities.

Administrative staff studies a variety of student data including STAR testing results for the school, curriculum areas, and sub groups of students, CAHSEE testing results, AP scores, SAT scores, and student grade reports. The administrative staff also has received training in the ACHIEVE data system. Departments and teachers examine data for their curriculum areas. Counselors also meet and discuss student results.

The Site Council, with representatives from administration, staff, parents, and students, meets and evaluates progress toward ESLRs based on the analysis of all the data and input from administration and staff. This generates improvements and allocation of resources. Some of the questions analyzed include:

1. The number/percent of students scoring below basic, basic, proficient or advanced on STAR tests
2. The number/percent of students passing the CAHSEE on each attempt
3. The number/percent of students passing SRVUSD courses for graduation
4. The number/percent of students passing algebra
5. Scores for content areas of each test
6. Scores for sub groups of students

Decisions regarding the allocation of school resources are made accordingly. For example, new courses have been added to support students, and the PTSA has funded an after school tutoring program.

STRENGTHS:

- Single Plan for Student Achievement
- ESLRs
- Collaboration among staff
- ACHIEVE data system
- District standards and benchmarks
- Student, parent, staff surveys

GROWTH NEEDS:

- Investigate developing an A period tutorial study hall utilizing upper classmen for peer support
- Explore options for increasing staff collaboration time

A4: To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction and ongoing professional development?

EVIDENCE:

- Highly qualified credentialed teachers
- BTSA
- Evaluation program based on the CA Standards for Teaching
- Focused inservices and training
- Staff and department meetings
- Site Council
- Climate Survey
- Student testing data
- WASC Focus on Learning

SUMMARY OF FINDINGS:

Monte Vista High School is proud to have a teaching staff that is both highly qualified and committed to successful student learning and personal growth. Teaching and support staff positions are posted at the District office and on the District website. The Principal carefully gleans potential hires from District pools. Candidates are interviewed numerous times by Administration and department staff and are placed in positions that most closely match their level of expertise and teaching interests. At the beginning of the work year, all teachers receive a staff binder that contains relevant District policies and regulations, Monte Vista policies and procedures, and other important school information.

New teachers receive orientation and training at the District and site level. New teachers enroll in the two-year BTSA program and are supported by an experienced mentor teacher. Approximately 38% of the teaching staff have a master's degree and/or multiple degrees. Many also actively participate in professional development courses and CLAD certification courses. All staff members participate each year in either Plan A or B evaluations. Administrators regularly visit classrooms for both formal and informal observations and support of all teaching staff.

Counseling and administrative staff divide students by alphabet in order to provide better case management and develop more personal relationships over their four year high school careers. A Student Support Counselor, along with our Discovery Center Intern, meets regularly with at-risk students to help develop strategies to improve academic success, manage stress, anger and pressure and develop healthy and positive relationships with peers and adults.

In order to develop collegial strategies, implement innovations, encourage improvement, and foster a positive school climate, Monte Vista staff participates in many activities. The BTSA program and the WASC self-evaluation have enabled teachers to observe best practices in other teachers' classrooms. Special Education staff participates in monthly job-alike meetings with teachers from District high and middle schools during which updated information regarding laws, service provisions, etc. is disseminated and discussed. This information is then provided to the general education staff as needed. Departments articulate with feeder schools at least twice each year. Cross-curricular groups are formed in response to site needs identified through staff and department meetings such as the Climate Committee, Safe School Ambassador program, Link Crew, and Campus Clean-Up Committee. Participation in these groups is strictly voluntary, with numerous staff members providing assistance. Different curricular departments may be showcased at monthly staff meetings with presentations made to the entire staff. All teaching staff supervise two or more student extra-curricular activities each year, act as advisors to over 50 clubs, coach athletic teams, and teach and support a variety of co- and extra-curricular activities. Each administrator serves as an advisor to a class and stays with that class for all four years.

Teachers regularly conduct study and test preparation sessions and provide academic support beyond school hours through direct, e-mail and/or phone contact. Students needing additional academic support can obtain free assistance through a peer-tutoring program run by the National Honor Society. A new program, sponsored and funded by PTSA and voluntarily staffed by Math, Science and Foreign Language teachers, provides complimentary assistance two afternoons per week in the above academic areas for all students.

Monte Vista High School's College and Career Center provides students with a wealth of information to help them plan for the future. The Career Center maintains a college catalog and video checkout system to better involve parents in the college selection process. Information on SAT/ACT testing, scholarships, volunteer opportunities and military careers is also available. Each year, upwards of 60 college admissions counselors from across the country schedule visits to speak to students whose interest lay both locally and beyond California boundaries. The Career Center Coordinator makes presentations to classes on request, and also oversees project research of Career Planning classes. She keeps current by attending workshops, corresponding with campus representatives and visiting campuses. For students seeking employment, the Career Center houses an active job board containing job opportunities identified by local businesses and community members. The Coordinator issues work permits for minors throughout the year and acts as Regional Occupational Program liaison for the school.

STRENGTHS:

- Highly qualified and dedicated staff
- Curriculum assignments reflect teachers' credentials, experiences, strengths
- Teacher evaluation based on California teaching standards
- BTSA
- Department prep period, and staff meetings
- Focused training and inservices

GROWTH NEEDS:

- Explore opportunities for department and interdisciplinary groups to communicate needs and collaborate on teaching strategies to address *No Child Left Behind Act*
- Explore options to provide time within the instructional day for intra- and inter-departmental communication
- Continue follow through of the evaluation process for both certificated and classified staff
- Improve communication for teachers hired mid-year
- Develop an effective forum to discuss consistency of high school approaches to instruction

A5: To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

EVIDENCE:

- Single Plan for Student Achievement
- ESLRs
- Staff Development Days' agendas and meetings
- BTSA
- CLAD certification
- Monthly counselor meetings/minutes
- WASC focus and home group meetings
- Special Education parent survey
- Student, staff, and parent surveys
- ACHIEVE/Student testing data

SUMMARY OF FINDINGS:

Monte Vista's staff is geared toward continually improving student achievement and teaching excellence focusing on our ESLRs along with District and State standards and benchmarks. Improvement and learning is valued, and excellence is celebrated. Personnel, written material, and fiscal resources consistently support the teaching staff. Sound and thoughtful decisions with respect to the allocation of resources support teacher and schoolwide efforts. PTSA, booster funds and other local resources fund basic and support programs and enrichment opportunities.

Administrators are assigned as advisors to each curriculum department and have open-door policies supporting teaching staff in all areas of need. Data based information and nationwide research along with professional associations and subscriptions are disseminated through school, department and administrative meetings. Teaching staff participates annually in a Plan A or Plan B formal evaluation system, involving either an administrative or self-evaluation process. Verbal and written praise in conjunction with constructive feedback is given and action plans are developed for improvement including professional development courses, peer-to-peer mentoring, etc. Administrators continue informal staff observations through classroom and department drop-in visitations.

The Single Plan for Student Achievement and ESLRs drive staff development and positive changes. Staff, prep period, department representative, department, and WASC meetings provide effective venues for staff/administration interaction and distribution/discussion of data-based information relating to student achievement. These meetings often result in

action plans both at the local and District levels such as the Climate Committee (fosters more positive interactions between and among students and staff) and the Campus Clean-Up Committee (encourages a cleaner learning environment), etc. Staff development and articulation days, focusing on student learning needs, also provide a forum for greater, more effective communication between other high schools and feeder schools. In addition, teaching staff members are encouraged to attend various workshops and curriculum based conferences in order to stay informed of current research. Teachers also receive training in special education areas and attend SST, 504 and IEP meetings.

New teachers participate in District and school trainings, enroll in the District BTSA program through the District, and are mentored by an experienced teacher. Professional Development opportunities are distributed via electronic, postal and school mail. Numerous teachers take advantage of these opportunities both for personal and professional growth. Teachers currently not CLAD certified are actively engaging in coursework designed to achieve that certification.

Over the past several years, new courses have been introduced into our curriculum. Courses such as *Robotics* and *Literary Analysis through Film* have been designed to capture student interest and encourage further academic achievement. Additional courses such as our non-college prep *Civics*, *Economics* and *Film as Art* classes, also have been introduced to encourage greater academic achievement by those students who may have community college or career goals after high school. In addition, student support programs such as the academic enrichment class and the after school tutoring program provide a further academic support for students.

All professional development, inservices, and new programs have an evaluation component to provide feedback for the planning process thus completing the change cycle.

STRENGTHS:

- A professional and dedicated teaching staff
- Comprehensive and clearly articulated standards and benchmarks
- Teacher evaluations based on the CA teaching standards
- Single Plan for Student Achievement
- Prep period, department, and staff meetings
- Professional development education
- WASC focus groups

GROWTH NEEDS:

- Explore more opportunities for department and interdisciplinary groups to communicate needs and develop more effective teaching strategies based on research
- Continue open-door policy with site and District level personnel
- Reconsider “late start” schedule to provide time for inter- and intra-departmental collaboration

A6: To what extent are the human, material, physical and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

EVIDENCE:

- Single Plan for Student Achievement
- ESLRs
- Site Council
- Student performance data
- MVHS facilities' master plan
- PTSA and booster organizations
- Student, parent, and staff surveys
- District counselors' meetings

SUMMARY OF FINDINGS:

The San Ramon Valley Unified School District is the second lowest funded unified school district in the State of California with State funding well below the national average. That means that fiscal resources are limited and must be allocated thoughtfully. It also means that our school relies on generous parent donations to fund many of the programs that support student success and enrich the academic and co- and extra-curricular support programs.

The District funds a teacher to student staffing ratio of 28:1. However, since teachers teach five periods, and students take an average of 6.5 classes, actual average class sizes are 36:1 before utilization of other resources. District participation in the State's 9th Grade Class Size Reduction program lowers class size to 20:1 in English and mathematics. The District general fund encroachment for this program is funded through a local parcel tax. In addition, ROP classes and parent funded sections add additional classes further lowering class size.

District personnel actively supports our endeavors to provide excellent educational opportunities for all students by attending monthly staff meetings and visiting our campus to provide up-to-date information and encourage our continued high performance. Staff from the special programs department provides legal guidance to our Special Education Department to ensure that all legal requirements are not only met but exceeded, providing a floor of educational opportunity for all students with Individualized Education Plans (IEPs).

Digital High School grants provided a significant impetus to upgrade the technology at our site and to provide training to all staff members so that technology could be integrated more effectively across the curriculum.

The PTSA pays for additional sections, teacher grants, and other school needs. Booster groups pay for athletic programs, fine arts programs, the speech and debate program, robotics competitions, drama presentations, dance shows, etc. PTSA also supports an after school academic tutoring program. All these resources, District, State, and local, are coordinated to generate maximum benefit to the teaching program and student outcomes.

Monte Vista also has a facilities' master plan which, along with the passage of two general obligation bonds, has transformed the physical appearance of the campus and improved the physical learning environment dramatically. District staff, school staff, parents, and community members serve on this committee. It also should be noted that Monte Vista parents played a key role in the bond campaigns and serve on the District's Proposition 39 Oversight Committee.

This takes strong and effective leadership, coordination, and communication among the various stakeholders. It relies on an effective Site Council, well-written and well-articulated Single Plan for Academic Achievement and ESLRs. These are reviewed and revised annually as supported by student data to ensure that our resources focus on the most effective methods for improving student achievement.

STRENGTHS:

- Dedicated and professional staff
- Strong PTSA and booster organizations
- Site Council
- ESLRs
- Parent involvement

GROWTH NEEDS:

- Consider requiring all freshmen to take an organizational/study skills class
- Reconsider "late start" schedule to provide time for inter- intra-department collaboration
- Continue to explore more course offerings

Standards-based Student Learning: Curriculum

B1: To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

EVIDENCE:

- Single Plan for Student Achievement
- ACHIEVE student data
- Teacher evaluations
- Course offerings
- ROP courses
- Master Schedule
- Class enrollment lists
- Department meetings/minutes
- Student handbook

SUMMARY OF FINDINGS:

Standards and benchmarks are developed districtwide in accordance with California frameworks and approved by the governing board. Each school has a representative to the curriculum committee to ensure that all teachers have input into the process. Our District's standards and benchmarks meet or exceed all State requirements as do our District's graduation requirements. Currently, standards have been developed for English, math, social science, science, and foreign language. The district is in the process of developing standards for health. All students and parents receive a copy of the Student handbook annually. Counselors have a well defined program to meet with students and parents to communicate all graduation requirements, recommend a course of study, and review the Student guides to program planning – Red Books, Junior-Senior Handbooks, and Personal Planning Guide. Teachers give course outlines, grading policies, and class rules to each student at the beginning of each school year and/or semester.

Monte Vista's Single Plan for Student Achievement and its ESLRs incorporate the District's standards and benchmarks, goals, and reflect a thorough analysis of all Monte Vista student data and student, parent, and staff surveys. The Single Plan and ESLRs are reviewed at Site Council meetings and goals and SIP budgets are developed accordingly.

The goal is the alignment of the standards and benchmarks, skills taught, and student evaluations so that student knowledge and performance are accurately reflected in teacher assessments and standardized tests. Teachers use a variety of instructional strategies and evaluation methods to meet the needs of all students.

Monte Vista's course offerings and master schedule are driven by the needs of our students. For example, the number of sections of a particular course offering is determined by student signups. Since our last WASC, there has been a steady increase in the number of students taking honors and AP classes as well as new programs to support students not achieving standards. Monte Vista's student population does not reflect the diversity of California. Gender balance exists in virtually all classes. LEP students are enrolled in regular classes and supported as needed. Special needs students have access to the full curriculum in accordance with their IEPs. Finally, our registrar conducts a follow-up study with graduates to provide staff with information on the colleges our students choose to attend.

Our articulation needs are met by a variety of processes that take place in both informal and formal environments. Teachers have opportunities to discuss curriculum needs and issues at department meetings, staff meetings, and inservices. Math task forces reinforce the curriculum during the transition between middle school and high school. The District's Beginning Teacher Support and Assessment program (BTSA) helps to nurture and develop the beginning teacher in the first steps of his/her career at Monte Vista. In the larger community, Monte Vista teachers work with organizations such as the Bay Area Writers Project and East Bay Foreign Language Project which foster collaboration with the school and the adjoining communities.

Communication and interaction with feeder schools help to create foundations that students will build upon during their years at Monte Vista. In addition to working with local organizations, Monte Vista students collaborate with the elementary schools in our district. Through the "Foreign Language in the Elementary Schools" program, Monte Vista students help elementary youth learn and enjoy foreign languages.

To bring more real-world application to the classroom, the school has developed partnerships with such institutions as CISCO Systems, UC Berkeley, the Blackhawk Museum, and Lawrence Livermore Laboratories. Students are also encouraged to develop subject matter expertise by competing in the Rotary Business Achievement Award and Business Education Roundtable competition. They also have opportunities to participate in study abroad programs. Shapell Industries has financed a partnership with the California Shakespeare Theatre and the English department to connect the community to the school and professional theatre.

STRENGTHS:

- 20:1 Class size in 9th grade English and mathematics
- 88% passing rate for Advanced Placement exams
- Student performance on CAHSEE
- Scope of course offerings
- Level of staff participation in planning and evaluating
- Site Council
- Parent and community involvement and support

GROWTH NEEDS:

- Articulation with local colleges and universities
- Establish a foreign language lab
- Follow-up studies of Monte Vista's graduates' performance in college
- Explore expanding the lunch and after school programs to provide remediation
- Align summer school courses with District standards and benchmarks
- Evaluate and define the 9th grade history curriculum to fully comply with State and District standards and benchmarks

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

EVIDENCE:

- Counseling program
- Parent and student counseling meetings
- Personal Planning Guide
- Post-graduation survey
- Course offerings
- Master Plan
- Career Center bulletins
- Freshman orientation program
- Student Study Teams
- Partnership programs

SUMMARY OF FINDINGS:

Transition to high school begins in 8th grade. The Counseling Department works with the feeder middle schools in assisting the transition from 8th grade to high school. Counselors visit the feeder schools twice in the spring; once to introduce planning, and then again to collect the planned course schedule. Additionally, the Counseling Department presents an Incoming Freshman Night. In August, prior to the start of the school year, the administration conducts an in-coming new parent and 9th grade student night. The Leadership class hosts an orientation day and the Link Crew helps freshmen students adjust over the first few weeks of high school.

When students enter 9th grade they are given a Personal Planning Guide (PPG) in their English classes by the counseling department. This serves as a guide to check the progress of students towards the attainment of the ELSRs. The PPG tracks student progress over the four-year period and allows students to revisit their goals and interests. The PPG informs students and parents of District graduation and entrance requirements for the University of California, California State University, and private schools.

The San Ramon Valley Unified School District requires 240 credits to graduate from

High School. Required credits include:

- 40 English
- 35 Social Science
- **20 Mathematics (algebra 1 required)**

- 20 Science (10 Life, 10 Physical)
- 20 Visual & Performing Arts, Applied Arts, Foreign Language (10 credits in two of the three areas)
- 20 Physical Education
- 5 Health
- 75 Electives

Students are encouraged to pursue an academically challenging program during a seven period day throughout their high school years. All students are required to be enrolled in six classes. Across the disciplinary fields, students can choose from a wide variety of college preparatory classes. Classes are also offered at the non-college preparatory level in mathematics, English, science, applied arts, and fine arts. Advanced level courses include US history, European history, English, biology, chemistry, physics, art, economics, computers, calculus, statistics, French, Spanish, German, Japanese, American Sign Language, and music theory. The school has structured the college prep program to comply with the admissions requirements of the University of California and California State University systems. Approximately 96% of 2005 Monte Vista graduates enrolled in a two-year or four-year college or university.

Academic assistance to students comes in many forms. Some disciplines offer non-college preparatory (NCP) courses. The math department offers an algebra standards class for students who need this option. Special accommodations are provided for identified students with a 504 modified learning plan. Most resource students are mainstreamed into college preparatory classes. Additionally, many resource students are helped during a resource class period. Assistance for general education students can be obtained through the following: Student Study Teams (SST), intervention when appropriate, weekly National Honor Society lists of student and adult tutors available in the Career Center, foreign language tutorial sessions after school, and in-class peer collaboration. In addition, many teachers are available throughout the day to help students, and the PTSA sponsors after school tutoring program. The academic support classes are designed for students who need additional support in either study skills or specific curriculum areas.

Students have a wide variety of academic and elective choices from which to plan a curricular path. They have the option of a six or seven period day, depending on credits received and current grade level. Areas of possible elective choices are: sociology, psychology, dance, specialty P.E., auto shop, culinary arts, internet, child care, robotics, TV production, photography, art, music, drama, speech and debate, and various technology classes. Students make their course selection with support from their parents and counselors. Course changes are processed by the counseling department.

In addition to parent/counselor meetings, families of all students receive the monthly PTSA newsletter, have access to our website, and have various

opportunities to participate in school planning and events. In addition, the *San Ramon Valley Sentinel* and *Danville Today* magazines provide information to the general public about our school.

STRENGTHS:

- A highly qualified and dedicated staff
- Breadth of course offerings to support the needs of all students
- Six guidance counselors
- Free tutoring after school in foreign language, math, and science

GROWTH AREAS:

- Explore ways to fund a student support counselor to address a wider variety of student needs
- Develop an in-service program through the counseling department to inform staff of current UC and CSU admission requirements
- Provide additional opportunities and post-high school follow-up of non-college bound students
- Continue to expand business, industry, and community partnerships

B3. To what extent are students able to meet all requirements of graduation upon completion of the high school program?

EVIDENCE:

- A highly qualified and talented teaching staff
- Guidance counseling program
- Course catalog
- Master schedule
- District standards and benchmarks
- ACHIEVE student data system
- CAHSEE student performance results
- Graduation rate
- Single Plan for Student Achievement
- ESLRs
- Site Council
- Student support programs

SUMMARY OF FINDINGS:

Monte Vista has a comprehensive course offering with a master schedule developed from students' course selections. Course curriculum is designed to meet District standards. Teachers use a variety of instructional methods and evaluations to deliver the curriculum. Included in the course offerings are honors and advanced placement classes as well as remediation classes. Students are encouraged to take challenging schedules. Monte Vista also has a very extensive selection of elective classes supported by quality co- and extra-curricular activities. All students, including special education and ELL students, have access to this curriculum.

Monte Vista also offers Regional Occupation Program (ROP) classes such as Architectural Technology, Auto Technology, Robotics, Video Productions, Careers with Children, Culinary Academy, Computer Art and Animation, Computer Software Applications and Computer-Assisted Drafting and Design.

Students have the option of enrolling in other ROP courses offered off campus. These courses provide students an opportunity to acquire skills and experience the working world. In addition, students work in various school offices gaining a variety of experiences.

We have recently added Japanese, American Sign Language, Robotics, and Yoga to the courses offered at Monte Vista in response to student interest. In addition, there are courses offered to Monte Vista students through Diablo Valley Junior College, and the Center for Higher Education. Some of these classes

include Mandarin Chinese, Cultural Geography, Latin, and Introduction to Philosophy.

One of the roles of the Counseling Department, consisting of six counselors, two counselor technicians, and a Career and College Specialist, is to provide support in the planning of students' curricular goals. Each year, the Counseling Department conducts visitations to English classes (9-11) to help design each student's course schedule for the following year and to plan for college. The Department also hosts a parent night for each grade level to dispense information. During their sophomore and junior years, students receive a status report concerning their transcripts. Counselors host college financial aid nights for junior and senior students and parents. Furthermore, students may check independently with counselors to ensure that they are on track for graduation.

All students meet individually with their counselor at the end of their junior year and the beginning of their senior year to ensure that they are on track for graduation. Counselors are also available to meet with students and parents throughout the year to revise academic plans as necessary. Counselors adjust student programs to meet the UC/CSU fine arts requirements. Monte Vista has resource and academic enrichment courses designated for students who have been identified by the school as requiring assistance and is in the initial stages of implementing an after school student tutorial program for students struggling in core subjects. The PTSA sponsors an after school tutoring program.

Students have a variety of ways to receive information regarding post-secondary opportunities. The College and Career Center hosts college, technical, and military representatives to inform students about application and admission procedures. The Center also allows access to college catalogues, books, applications, career opportunities, videotapes, military brochures, and information about foreign exchange programs. The Career Center coordinator makes arrangements for students planning to join the military to take the Armed Services Vocational Aptitude Battery Test. Guest speakers from Sierra Academy, Wyotech (technical training school), and Universal Technical Institute, Inc. visit the school.

The success of our program is demonstrated by the fact that 97% of our students complete District graduation requirements and graduate from high school. For the class of 2006, we expect 99% to pass the CAHSEE. 96% continue their education at a 2 or 4 year college or university.

STRENGTHS:

- Counseling program
- Career center
- Regional Occupational Programs

- Student Personal Planning Guide
- Extensive course offerings
- Tutoring programs

GROWTH NEEDS:

- Investigate increasing career and vocational pathways in the curriculum
- Continue to study the needs of students not passing CAHSEE or not scoring proficient or above on STAR testing
- Explore new strategies for all students to pass Algebra 1

Standards-based Student Learning: Instruction

C-1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

EVIDENCE:

- Administrative and peer observations
- Teacher assessments
- Course catalog
- Student work
- Student surveys

SUMMARY OF FINDINGS:

Staff and community members have participated in developing a district wide strategic plan that provides an umbrella for the standards and benchmarks we are developing for all subject and grade levels. All departments at Monte Vista have course outlines tied to state frameworks that delineate teacher expectations. Teachers also communicate their expectations as they introduce lessons.

Most staff members have participated in the review of the standards and benchmarks within their departments and have adjusted curriculum and instructional methods as needed. Many participate in summer classes to enhance curricular lessons and develop strategies. The Advanced Placement teachers regularly attend spring and summer seminars to remain current with the changes that occur in the Advanced Placement programs.

Monte Vista teachers have enhanced their ability to present their curricula utilizing a variety of teaching styles, methods, and lessons to meet the students' needs. Members of the math department have incorporated the T.I. calculator and the T.I. presenter into their day-to-day lessons. Language Arts 180 has been developed and implemented for at-risk students identified by Star Testing scores. Also, the teachers in the Instructional Support Program (formerly known as "Resource") have completed training to enable them to develop transition plans for high school special education students into post high school goals.

Teachers have participated in professional development using SB-1882, Eisenhower funds, and SIP funds. Many teachers have been involved professionally with the various "subject" projects such as The California Writing Project, California Literature Project, California International

Studies Project, East Bay Foreign Language Project, and Lawrence Livermore Lab internships.

The departments at Monte Vista use a number of co-curricular programs, collaborative exercises and activities, project-based assignments, hands-on laboratory experiences, student-centered discussions, and integrated curriculums. Examples include the Theatre Arts department's performance of several productions per year some of which include the history, music, and dance departments in co-curricular performances. In the physical education department, performances by the dance classes, with the assistance of the electronics tech classes, incorporate the use of videos, lighting and sound equipment. The foreign language department utilizes art in several special projects incorporating the history and culture of art in the target language. The French and English classes have developed a comparative literature lesson involving the use of English novels that have been translated into French. Additionally, some classes in computers, business, and freshmen English integrate word processing, Excel, Power Point and basic programming technologies into informal and formal writings thereby preparing students for the business world.

In an effort to meet the needs of all of our students, the Instructional Support Program liaisons provide informational packets to each teacher. These packets cover legal requirements, curriculum modifications, and teaching strategies that help the teachers address the specific needs of students with learning disabilities.

Our staff has had several opportunities for training in technology. Many staff members have written grants to purchase technology for individual classrooms. These grant awards have included projector screens, computer white boards, digital cameras, computer based scientific probe ware, and a variety of computer software. The San Ramon Valley Education Association (SRVEA) and the Monte Vista Parent Teacher Student Association (PTSA) have contributed generous support to our teacher-generated grant requests for technology materials. State Class Reduction Funding has established freshman English and math sections at a 20:1 student-teacher ratio.

Monte Vista has a plethora of technology related programs. Staff members and students have wide access to technology. Electronic white boards and In-Focus video projectors purchased in the past few years enable teachers to demonstrate a variety of lessons, including various computer programs, with ease. Students are trained in word processing, desktop publishing, Power Point, and spreadsheets. Teachers continue to receive training during Staff Development days enabling them to implement computer based learning using digital cameras and video conferencing into their classrooms. In addition, the COIN program, which was recently added, allows students to search for colleges and careers based on their desires and talents.

Student-centered projects have been created in many departments as more and more staff members become confident about incorporating this type of technology into their lessons. Most major departments are equipped with a teacher station computer including a TV link and Internet connection. Additionally, Monte Vista is equipped with several computer projectors that can be used within our computer labs or in the classrooms. The computer labs are accessible and available for teachers to use with an entire class, therefore allowing students to collaborate and share their Power Point presentations and other computer generated projects.

Technology assisted instruction in the math department includes the geometry sketchpad, In-Focus video projectors, electronic white boards, and TI Presenters. Frequent visits to the computer lab allow students to actively manipulate, explore, and test textbook theorems. Other projects for geometry include an intra-campus fieldtrip to measure heights of inaccessible structures using concepts of similar triangles and ratios. Projects such as "String Art" integrate math and art by having students sew designs on a card using ordered pairs and the Cartesian Coordinate Plane.

A variety of assessment techniques, ranging from written tests to performance based lab practicals, are used in the science department. Diversified methods of instruction using the computer labs and collaborative learning are utilized frequently along with student inquiry based laboratory materials online, and CD-ROMs to reinforce the objectives put forth by the science standards.

Staff members act as coaches, facilitators, and content area experts within their own departments as well as to the new teachers through the BTSA program. To support the students, we offer after school tutoring, LEP tutors and National Honor Society tutoring to those students that make a request for this type of help.

STRENGTHS:

- Breadth and depth of course offerings
- Co- and extra-curricular activities
- A dedicated and professional teaching staff

GROWTH NEEDS:

- Examine options for developing course work and teacher training for lessons that incorporate equity in a multicultural society
- Explore additional funding sources for professional conferences and teacher training

- Explore options to schedule regular, on-going opportunities for teacher collaboration on curriculum and assessment

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

EVIDENCE:

- Breadth of course catalog offerings
- Teacher observations by teachers and administrators
- Student work
- Co- and extra-curricular activities
- Library offerings
- Student assemblies

SUMMARY OF FINDINGS:

Students are offered a variety of courses and teaching styles at Monte Vista High School. Students are encouraged to demonstrate their knowledge of material with specific critical thinking skills through a variety of choices. Many teachers challenge students to apply knowledge and work at high levels both in and out of the classroom. In some courses, vocational and academic content are integrated in an effort to provide opportunities for collaboration and to create real-life situations. The school offers a variety of Honors and Advanced Placement classes in the fields of art, English, foreign language, mathematics, science, social studies, music and computers. The school's Advanced Placement programs have been very successful. In 2005, 362 students took 717 AP exams earning a passing score of 3 or higher on 89% of the exams.

The highly successful dance program at Monte Vista encourages student-to-student collaboration as the students choreograph dances to teach to their peers. In addition, the dance program enhances the connection between the community and the school as the dance show performances are widely attended by the community at large.

Most students are involved in collaborative activities in much of their academic day. Teachers use collaboration as a principle method for students to work on projects and productions, and to facilitate peer evaluation. The staff works formally and informally to share ideas and to integrate disciplines. Students are also encouraged to employ various methods of problem solving. These methods may include using deductive and inductive reasoning, making a model, making a list, doing an experiment, recognizing patterns, establishing and weighing criteria, analyzing statistics or working from a simpler problem.

Visual and performing arts, culinary arts, photography and art classes regularly host exhibitions or demonstrations that are well received by the school and outside community. The skills taught in the Culinary Academy allow students to demonstrate their skills by creating lunches available for purchase by students and staff, and two holiday staff meals during the year, and a variety of events within the community.

Through career education, students become aware of their abilities, interests and values in relation to the world of work. Skills helpful in identifying a career and exploring job opportunities are covered. To explore post-secondary options, the students use the Career Center to access employment opportunities, and job and college information.

The Instructional Support Program (ISP) uses the IEP and transition plans to help the resource student develop post-secondary education plans. The Instructional Support Program offers English classes for the under classmen, and tutorial classes for ISP students who work independently. Additionally, the ISP liaisons support teachers with included special education students. Liberal arts classes, social studies, and foreign language classes demonstrate their knowledge, skills and talents with a variety of projects that include working as teams, peer editing, and collaborating on projects. Students are provided with many opportunities to reflect upon and improve their work.

Many teachers and students work as co-learners on projects involving a wide diversity of subject matter content. This occurs particularly in the science and computer fair competitions, other special science programs, enrichment activities within each department, and the large number of clubs.

Foreign language student exchange programs give both the teachers and students a chance to learn outside of the classroom.

Monte Vista students eagerly, and in large numbers, participate in the Business Education Roundtable and Rotary competitions in which they are required to create an original project within a wide array of categories. Speech and debate and mock trial classes participate in local and national competitions with great success and perform at the middle schools to encourage students to get involved in these individual programs.

The computer sciences taught at Monte Vista continue to be exemplary models for the State of California. Throughout the department, courses spanning the gamut from the Computer Architecture class to AP Computer Science, our students are exposed to and excel in the computer science competitions and use of real world applications.

World History 1 journals written by students from an autobiographical point of view allowing the students to incorporate research and expository writing in a period based literature format.

Monte Vista's library supports both individual student and classroom learning through its many resources including on-line subscriptions and the law library.

The Link Crew allows students the opportunity to develop and present decision-making lessons regarding substance abuse to the elementary and middle school students. NHS offers shadow days when the middle school students visit MVHS to experience the high school environment.

Learning resources beyond the textbook and outside the classroom range from school-wide involvement in activities such as International Day to department sponsored activities such as the Holocaust and Veterans' Day speakers, to teacher designed links through individual lessons incorporating resources in the community and or the Internet. The school has enjoyed a long and productive relationship with local businesses and industries such as Lawrence Livermore National Labs and SBC to give teachers and students access to resources beyond the classroom.

The local business community is actively involved with the school participating on committees, serving as panelists and guest speakers, providing internships and career information, and augmenting funding through grants, advertising, project-based contests or services in kind.

Monte Vista's proximity to Mount Diablo has made available a valuable on-site opportunity to apply textbook learning to field research as in the Mount Diablo Ecological Studies project. The Bay Area locality offers a myriad of cultural resources to provide learning experiences beyond the classroom that include the following: symphonies and opera companies, California Shakespeare Theater Company, museums, historical sites, and other cultural opportunities.

Students participate in youth orchestras and take private music lessons that enhance their classroom experiences in music and the arts. Likewise, many students are fortunate to have the opportunity for travel, both foreign and domestic, which enriches their perspective and those of their classmates. Some trips have been organized by Monte Vista teachers. For example, the Chamber Singers have toured China. The Accelerated Biology class has toured Costa Rica. The Shakespeare class traveled to Ashland, OR and foreign language teachers have organized trips.

Many students hold after school or weekend jobs of a highly sophisticated nature working in the computer, business and accounting, or health service industries. The experiences gained in these "real life" situations augment the school-to-career segments of our curriculum.

STRENGTHS:

- *Breadth of course offerings*
- *Integration of community resources and support*
- *Access to technology*
- *School library*

GROWTH NEEDS:

- *Explore opportunities for more staff collaboration and learning opportunities to integrate academic and applied content*
- *Take advantage of and cultivate opportunities to expand community resources*
- *Explore ways to strengthen and expand communication channels among feeder schools, independent study programs, home schooling, alternative education programs, and community colleges and universities to expand teacher and student opportunities*
- *Explore ways to incorporate newly integrated and cross-curricular classes into course offerings without adversely impacting required and elective classes*

Standards-based Student Learning: Assessment and Accountability

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report performance data to the parents and other shareholders of the community?

D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

EVIDENCE:

- ACHIEVE
- Teacher assessments
- Department meetings/minutes
- Staff meetings/minutes
- WASC focus meetings
- Site Council meetings/minutes
- Course policies
- Classroom observations
- Student work
- IEP and 504 meetings

SUMMARY OF FINDINGS:

Monte Vista High School is committed to constant review, analysis and reporting of student performance and achievement. Student progress is monitored on a continuous basis and reported to the stakeholders in various ways.

The administration reviews all standardized test results for the school. This includes STAR, SAT, AP, and other available data. Administrators have been trained to use the ACHIEVE data director which enables them to disaggregate the data at a number of levels and are an integral part of the improvement cycle. They participate in discussions of the results/needs with departments, Site Council and other groups. They have supported improvements through their own time and the reallocation of school resources.

Curriculum is rigorous and standards based. Expectations are communicated clearly to students at the beginning of courses through course outlines and class policies. These documents outline the subject matter, grading policies,

homework expectations, and behavior expectations. Teachers meet annually on a staff development day to review disaggregated standardized testing results. Agendas have focused on analyzing data, discussing curricular realignment with content standards. Throughout the school year, teachers administer a variety of teacher made assessments to determine student progress and calculate grades. These include formal tests, quizzes, daily assessments, projects, and portfolios. Teachers meet both informally and at scheduled meetings within their departments to analyze data and share information and teaching strategies. Staff participation in IEP and 504 meetings allow teachers to focus on the needs of these students and adjust curriculum and/or instructional approaches accordingly.

Some of the standardized assessments used by English teachers include STAR testing, SAT scores, Subject A exams, AP exams in literature and language, Gates-MacGinitie diagnostic vocabulary, District fall and spring writes, proficiency tests, and teacher assessments. The mathematics, science, and social studies departments also analyze STAR, SAT, and AP results and meet both informally and formally to assess students' performance relative to content and performance standards. The foreign language department uses a variety of standardized and teacher made assessments. While none of the mandatory State assessments have a foreign language component, the department does evaluate AP and SAT results.

All departments use a variety of subjective and objective teacher made assessments. The English department creates and uses objective and subjective written tests, although more emphasis is placed on subjective tests than objective tests. The department also employs short answer quizzes as well as student-led discussions on specific literary works. Students present plot, theme, character development, and symbolism of specific chapters of a book. Students act out particular scenes from a play such as *Romeo and Juliet*.

The math department gives objective and subjective tests, although more emphasis is placed on objective tests. The department gives students pre-tests in many math classes to determine student placement and to adjust curriculum and teaching strategies. Oral presentations and group assessments (students assess their fellow group members' projects as well as projects of other groups) are helpful evaluation techniques.

The foreign language department gives students written tests and quizzes which are both objective and subjective. Pre-assessment at the beginning of the year is given to students for the purpose of student placement and revising curriculum and teaching strategies. Oral presentations and graded group assignments (skits, dialogues, and written projects) are valuable assessment tools in the foreign language department.

The science department assesses students using subjective and objective written tests. The department also engages in classroom discussions which the teacher leads. Group and individual presentations and projects are key assessment strategies in the science department. Individual projects on a particular scientific concept also inform assessment creation. Labs and games (Jeopardy with scientific terms) are additional assessment opportunities.

The social studies department gives students pre-assessments at the beginning of the term and throughout the term on an as needed basis. It also gives students objective and subjective tests and quizzes. Having students map chapters and answer comprehension questions constitute other forms of assessment. Participation in group projects teaching a specific concept to the whole class and debating/role playing historical figures before the class are more informal yet creative methods of assessment in this department.

Accountability to parents and the community is completed in a variety of ways. These include progress reports that are e-mailed regularly or upon parent request, quarterly formal report cards, scheduled IEP meetings, the Annual School Accountability report, the PTSA newsletter, and local newspapers.

STRENGTHS:

- A variety of assessment tools are used to monitor student learning and progress. These assessment tools range from informal observations in the classroom to formal, state mandated tests
- Teachers in some departments, such as mathematics and science, have developed common finals and projects
- Monte Vista staff is given time during Staff Development days to view and analyze data with regards to student progress
- Teachers collaborate within their departments to develop common assessment tools and appropriate curricula
- Teachers collaborate with middle school teachers on a regular basis
- Assessments are used for student placement and success
- Integrate Pro Gradebook is connected to the web giving teachers the ability to e-mail parents students' progress reports
- Monte Vista website serves as regular means of communication with parents.

GROWTH NEEDS:

- Investigate more opportunities within departments for disaggregating and analyzing data and test results
- Expand training and use of the District's ACHIEVE system

- Investigate tools that connect the content standards to the various standardized tests
- Explore methods for increasing student feedback with respect to assignments, rubrics, and assessment tools
- Explore methods to investigate and share teaching strategies with respect to student assignments and assessments

D3. To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

EVIDENCE:

- ACHIEVE
- STAR and other standardized tests
- Teacher assessments
- Department meetings/minutes
- Staff meetings/minutes
- WASC focus meetings
- Site Council meetings/minutes
- Course policies
- Classroom observations
- Student work
- IEP and 504 meetings
- Governing board approval of the Single Plan
- School board meetings/minutes
- MVHS website
- PTSA online newsletter
- Programs to support students not achieving standards or passing CAHSEE

SUMMARY OF FINDINGS:

The District and the governing board are involved in the development and review process of standards and benchmarks, standardized assessments, and the review of school and district-wide testing results. The Educational Services division leads the district-wide task forces in the development, review, and updating of standards and benchmarks in all curricular areas in accordance with

the State's curricular cycle. Each school has a representative on the task force to provide input and communication from their respective staffs. In addition, there is at least one governing board member on each task force. The governing board approves the standards and benchmarks and adopted textbooks.

The District has a Director of Accountability who is responsible for all assessment compliance. This individual and her staff work with sites and staffs to ensure compliance with all regulations. The Director of Accountability also makes presentations to the governing board and provides reports to the board as data is released. In addition, the District has purchased the ACHIEVE data system that allows test data from many instruments to be stored and disaggregated. The director has and is in the process of training administrators on the use of this system. It will allow staffs to combine and analyze data from a number of sources and to disaggregate this data for selected groups of students.

At the school level, the principal and assistant principals review all school-wide testing data. This includes results from STAR, CAHSEE, AP, and SAT testing. Each department reviews disaggregated STAR data along with local assessments on one of our inservice days. Discussions center around the results, the effectiveness of instruction, the areas to target for improvement, and the potential interventions/changes. Teachers also meet informally and at scheduled department meetings to review students' work, teacher made assessments, teaching strategies, and to establish ways to improve the delivery of instruction and student outcomes. This has resulted in changes at the classroom level as well as the development of new courses and programs (the lunchtime and after school tutoring programs) designed to help all students achieve standards. Administrators and teachers also participate in IEP and 504 meetings to review progress for individual students and plan their support accordingly.

Also on a school-wide basis, the Site Council has responsibility for reviewing all data, allocating SIP funds accordingly, overseeing the WASC process and achieving the ESLRs. Staff, parents, and students serve on the Site Council. School-wide inservices are planned by the school leadership team based on priorities established by the Site Council and the District. Specific topics have been determined by a needs assessment from staff development days and surveys from staff.

Student and school performance results are communicated to the parents and community in a variety of ways. Results are on both the District's and Monte Vista's websites. Results also are published in local newspapers. The principal presents results at PTSA meetings, Academic Booster meetings and in the PTSA's online newsletter. Individual student results on standardized tests are mailed to parents along with an explanation sheet. Teachers communicate with parents on an on-going basis with respect to student performance in their

classrooms. This occurs in the form of progress reports, report cards, e-mail, personal phone calls, and parent/student conferences.

STRENGTHS:

- Support programs to assist students not meeting standards
- Ongoing communication between general education and special education teachers
- Commitment of teachers and departments to meeting, reviewing data, and revising programs/curriculum
- Standards based curriculum
- Variety of communication tools used
- Free tutoring programs available

GROWTH NEEDS:

- Additional training in ACHIEVE
- Work with PTSA to help parents understand the importance of all students taking the STAR test
- Link both State and District standards to the MVHS website
- District support to create dialogue opportunities for developing a scaffolded, progressive curriculum

School Culture and Support for Student Personal and Academic Growth

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching learning process?

EVIDENCE:

- Site Council minutes
- Guidance counseling program
- Principal's contributions to local newspapers
- Academic Booster roster/sample project
- Keynoter roster/calendar
- Community scholarship application
- Parent supervision duty list
- Parent library aide, volunteer list and schedule
- PTSA online parent newsletter
- PTSA website
- PTSA school calendar
- Stadium project data
- Business Education Roundtable project description
- Bank of America Achievement awards
- KQED curriculum resource guide
- Helping Hands brochure
- Mauzy Center guide
- Sample progress report
- Sample report card
- E-mail printout
- Freshman Orientation agenda
- Senior Night and College night agendas

SUMMARY OF FINDINGS:

Monte Vista continues to develop and improve upon ways to involve parents and community members by including them in a variety of committees and programs. Communication and cooperation between school and parents are apparent in a number of areas. All parents are encouraged to become active members of the school community. One of the vehicles of communication is the Daily Bulletin which parents may receive online. Active involvement of parents is an integral part of funding, curriculum, extra-curricular activities, and student supervision. Their feedback is elicited and considered by the school leadership team. Parents serve on the Site Council where funding and curricular decisions are made. PTSA is an active parent organization that volunteers over 23,000 hours and

raises over \$70,000 annually to supplement departmental budgets and classroom supplies, add course sections, purchase emergency supplies, and provide other support as needed. PTSA also funds an after school tutoring class and produces an online monthly newsletter. Other parent support groups include Keynoters for music, Athletic Boosters for sports, Academic Boosters for classes, and Friends of the Theater for drama. These groups raise funds and are responsible for many school improvements. The Academic Boosters raise funds to reduce academic class sizes. In the current school year, the total commitment is over \$300,000 for 20 sections each semester. Parents also support specific classes like speech and debate and robotics. The school leadership team works closely with these groups to align goals, exchange data, and coordinate activities. The staff utilizes a parent volunteer list. Parent volunteers work as library aides, supervise/chaperone both on and off campus activities, assist in registration, and organize fundraisers.

The staff utilizes many opportunities and vehicles to enhance communication between the school and the parents that include e-mail, voice mail, progress reports, Back to School Night, SST meetings, parent conferences and phone calls. Support from the business community is evident in many ways at Monte Vista. One of the ways the community plays a role in project based learning is through the Business Education Roundtable's annual competition that provides a forum to acknowledge student achievements beyond the classroom.

STRENGTHS:

- Increased communication between staff, parents, and students due to the use of multimedia, voicemail, e-mail, and televised announcements
- A strong orientation program prepares freshmen students and their parents for the requirements and expectations of high school. Senior parents are reminded of graduation requirements and senior activities at Senior Parent Night
- Parent volunteers are solicited at registration
- A strong and active PTSA
- Well-organized booster organizations - athletic, academic, music and drama
- Parental support for many co- and extra-curricular activities and school functions

GROWTH NEEDS:

- Expand campus supervision to include parent monitors at lunch, in the halls, at sporting events, and in the parking lots
- Create a speaker's forum comprised of experts from parents and community
- Create a "successful student" pamphlet as a guide for MVHS parents

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, and high expectations for all students, and a focus on continuous school improvement?

EVIDENCE:

- Monte Vista facility master plan
- Maintenance schedule and job descriptions.
- Campus supervision schedules (campus monitors, administrative duties, resource officer)
- Counseling schedule
- Peer Education roster
- Progressive discipline policy
- District hotline for abuse
- Kick Butts Day activity (anti-tobacco education program)
- Work order lists/form
- Emergency procedure packet
- Library study schedule
- ESLRs and Standards – (classroom posters)
- BTSA sample form
- Teacher seminar brochure
- Staff Development agenda
- Safe Schools Ambassador program

SUMMARY OF FINDINGS:

The staff and students at Monte Vista work to maintain a safe, clean and orderly environment that nurtures learning. The physical campus has been greatly enhanced over the past five years as a result of the passage of two general obligation bonds. These improvements include replacement of classrooms, addition of new classrooms, and modernization and expansion of some buildings. The plan was developed with valued input from all affected staff members. These improvements have brought the campus into compliance with current building codes and ADA accessibility requirements. A maintenance schedule is in place, and teachers and students are informed on a monthly basis as to the status of construction on campus. Teachers submit work orders for the repair and maintenance of equipment.

Monte Vista also has an emergency safety plan in place that is reviewed annually and shared with other local jurisdictions. The PTSA augments this plan with supplies for every classroom.

Monte Vista administrators lead by example demonstrating a high level of respect for staff, students and parents. This same attitude is expected and modeled by staff members.

Staff and students value diversity and utilize several programs to foster tolerance and respect for all students. District and school expectations are communicated annually in the student handbook. Assemblies with guest speakers have stressed the importance of trust and respect for all. There is a tolerance strand in the District/board adopted English textbooks. All teachers discuss the importance of maintaining a respectful environment in their classrooms and throughout the campus. Monte Vista students also made a video stressing these values.

Administrators have been trained by the County Special Education Department in conflict resolution. This spring training is planned for staff and students in the Safe Schools Ambassador program.

Monte Vista's guidance counselors and the Discovery Center interns support students on a personal as well as an academic level. In addition, the school resource officer supports students, staff, and administrators and promotes a safe school environment.

The student government organizes many activities that reach out to the community and support those in need. This includes the Adopt-a-Family program, Cross County Adopt-a-School program, and many service projects.

Safety, adequate facilities, and a respectful environment along with a highly qualified staff that models lifelong learning and continuous improvement provides a strong foundation for student success.

STRENGTHS:

- Staff, students, and parents utilize a variety of communication tools
- Staff is informed about current teaching methods through Staff Development
- The standards and ESLRs are posted in classrooms and incorporated into the curriculum
- Six guidance counselors serve the student population
- Facility improvements have positively impacted the learning environment
- Work orders help track maintenance needs
- New emergency bags placed in classrooms
- Plans for an upcoming schedule change to accommodate collaboration needs

GROWTH NEEDS:

- Initiate strategies for cross-curricular education for substance abuse
- Expand advertised district hotline to include substance abuse and publicize existing resources
- Explore options to alleviate the overcrowding and lack of designated eating areas at lunch
- Address traffic safety issues developing from growth and construction to ensure the safety of staff and students before and after school

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

EVIDENCE:

- Teacher-parent meetings
- Student Study Team
- Career center and library
- After school tutoring program
- Peer tutoring program
- Resource staff and programs including IEPs
- Counseling guidance and intervention programs
- Weekly progress reports
- ROP sponsored classes
- Curriculum utilizing Multiple Intelligence Strategies
- Computer Labs
- Study Skills class
- Extensive course selection including non-college prep, electives, UC approved, AP, and honors courses
- Summer school classes
- Many athletic teams serving both boys and girls
- A wide variety of clubs serving diverse student interests
- Career center schedule of college representatives
- Link Crew
- Leadership class sponsored activities including Homecoming Week, rallies, lunch activities
- Parent and student organized breakfasts, BBQs, and Grad Night activities.
- Course catalogue with extensive offerings
- A strong performing arts department involving a large number of students in music, drama, and dance
- Homeroom meeting agendas
- District Hotline, posters and pamphlets to address harassment and abuse
- Senior Awards Night and Department Awards
- Students of Excellence program
- Business Roundtable Recognition Project

SUMMARY OF FINDINGS:

Monte Vista has a well-articulated academic program that is standards based. Embedded in the school's culture is the practice of teaching to the standards, the importance of all students understanding the standards, and a system of analyzing standardized testing data, teacher assessments, and student work in order to measure student progress towards achieving proficiency. Monte Vista embraces the philosophy that all students can learn. Therefore a standards based curriculum is offered to all students with support provided to students needing extra help. Most special education students are mainstreamed into the general education curriculum, including honors and AP classes, and challenged and supported accordingly.

The guidance counseling department has a well defined program for student support and student, parent, and teacher communication. This includes meetings that begin when the students are in middle school and continue through the college application/acceptance process. It also includes annual parent meetings and Guides to Program Planning for students.

Course offerings are extensive including of traditional classes, honors and AP classes, remedial classes, Regional Occupational Program classes, and many elective classes. The master schedule is driven by student choices and developed to maximize the opportunity for all students to take their requested classes. Classes are enhanced by outstanding co- and extra-curricular activities. Our students win awards at local, regional, and national competitions. Approximately 1,000 of our students participate in athletic programs. Coaches place a strong emphasis on academic performance as well as athletic performance. Our athletes regularly receive individual and team academic recognition by the North Coast Section. Students also have a wide selection of clubs they can join.

The Career Center provides support for students researching post graduation opportunities as well as work study programs. Our library is well stocked and has many online subscriptions providing access to an even wider range of research and materials.

Monte Vista has a nurse assigned to the school one day a week. She ensures Monte Vista is in compliance with all State regulations regarding student health needs.

Teachers go above and beyond contractual requirements to support students. Most are available during prep periods or at lunch to meet with students and parents. Teachers also sponsor clubs, coach athletic teams, coordinate activities outside the classroom and organize student trips such as the Shakespeare class trip to Ashland, OR. Teachers attend student performances and athletic events.

Both teachers and counselors spend a considerable amount of personal time each fall writing college letters of recommendation for students.

Students are connected to the decision making process through a variety of opportunities. One student serves as a liaison to the governing board of the District and attends school board meetings. Site Council and PTSA have student liaisons. Officers and at large representatives from each grade level participate in the student leadership class. All students had the opportunity to respond to the online WASC survey and school climate survey. An administrator is assigned to work with each class' officers. PTSA also has parent representatives for each class.

Monte Vista has programs to recognize student achievement including Awards Nights and the Students of Excellence program.

Communication among all stakeholders is ongoing and extensive. It occurs through online newsletters, community newspapers, e-mail, school website, School Accountability Report Card, conferences, and phone calls.

STRENGTHS:

- Over fifty clubs, many men's and women's athletic teams, academic organizations and daily co- and extra-curricular activities encourage student involvement
- Link Crew provides a sense of community and inclusion between freshmen and upper classmen
- Leadership class contributes to many programs and has a positive impact on school spirit and climate
- Students are recognized for excellent performances
- Extensive offering of courses including AP, honors classes, remediation/support, and electives
- The Career Center provides opportunities, information, and guest representatives to inform students
 - Students are made aware of the opportunities available to them on a regular basis via the Career Center and daily announcements. The Daily Bulletin also is available online for staff, students, and parents
- Student Study Teams include counselors, parents, teachers and students and provide intervention and success strategies for at-risk students
- Teacher and peer programs offer additional tutoring in a growing number of subjects
- A strong Special Education program fosters individual student needs, and the special education staff works with the general education teachers to promote inclusion in the classroom

GROWTH NEEDS:

- Pursue the development of an academic enrichment/study skills class for 9th grade students
- Continue to implement new and additional classes to meet a variety of student needs
- Explore additional programs that address issues of diversity, tolerance, and respect
- Continue to analyze student data to make informed decisions and to implement new strategies or classes to support students scoring below proficient on STAR testing, students failing the CAHSEE, or at-risk students
- Continue to foster a sense of community and school pride among all students and staff

**ORGANIZATION: VISION AND PURPOSE, GOVERNANCE,
LEADERSHIP AND STAFF,
AND RESOURCES**

Group Leaders:

Kathy Saca

Resource

**Diana Grannis
Resource**

Group Members:

Staff

James Andrews

Support

Christine Becker

Support

Mandy Carlson

Special Education

Amy Gamez

Counselor

Jen Hamilton

Special Education

Patricia Lamson

Counselor

Bree LeMoine

Special Education

Nicole Messian

Special Education

Darlene Miller

Classified

Janelle Mincy

Counselor

Ray Sands

Special Education

Christa Hammond-Utter

Special Education

Patti Whalen

Counselor

Meg Wolter

Counselor

Administration

Matt Chamberlain

Assistant Principal

Student & Parent Representatives

Kristi Clark

parent

Dana Jones

parent

STANDARDS-BASED STUDENT LEARNING: CURRICULUM AND INSTRUCTION

Group Leaders:

Carol Dashiell

Julie Christman

**Technology and
Social Science
English**

Group Members:

Staff

English:

**Barbara Buckley
Lola Ganse
Megan Keefer**

**Sean King
Leslie Savage
Penny Schutz**

Fine Arts:

Jeff Falick

Foreign Language:

Soraya Estevez

**Cynthia Tria
David Kanter**

Mathematics:

**Alexander Allen
Bev Davies
Stan Heeb
Yvonne Spilker**

**Lee Blankenburg
Anna Gavan
Natalie Poncia**

Physical Education:

Leanne Foster
Christopher Lum

Susan Gordon

Science:

Stacy Brix
Cindy Imbertson

Patti Carothers
Brady Taylor

Social Science:

James Bowling
Chad Geernaert
Juan Nagore
Kristine Sexton

Erin Davis
Nancy Glimme
Bill Powers
Julie Sindel

Technology:

Dolores Fabel

Administration:

Shawn Wells

Assistant Principal

Student & Parent Representatives

Students:

Chloe Lai
Jeff Stein

Stewart Peugh
Zachary Mosle

Parents:

Cathy Haberl

Diane Skrip

STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Group Leaders:

**Aida Hodzic
Kathy Chang**

**Science
Science**

Group Members:

Staff

English:

**Barbara Carpenter
Pat Dowling
David Matley
Heather Slipka**

**Nicole Chaplan
Carrie Leadingham
Brendan Nelson
Jenyth Utchen**

Foreign Language:

**Lynn Fernandez
Allison Sass**

Georgina Garretson

Mathematics:

**Rose Fisher
Barry Hart
Judy Shackelford**

**Gavin Kwong
Andrew Hillman**

Physical Education:

Randy Knudson

Bill Piona

Science:

**Nancy Bissonnette
Getty**

**Cheryl Costello
Rodger Johnson
Curt Roster**

**Scott
Brooke Mitchell**

Social Science:

**Paul Cosca
Andrea Greco**

**Shelly Cummins
Gina Henehan**

Technology:

Robert Jackson

Scott Stiefvater

Administration:

Bob Stewart

Assistant Principal

Student & Parent Representatives

Students:

Eric Murray

Raj Sidhu

Parents:

Chris Eng

Cindy Jensen

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Group Leaders:

**Diana Govnik
Anne Poole**

**Art
Foreign Language**

Group Members:

Staff

English:

**Jennifer Beavers
Rachael Johnson
Katherine Reilly**

**Scott Church
Kathleen King
Jessica Ringwood**

Fine Arts:

**Bruce Koliha
Chris Pearson
Kim Vergis**

**Davi Lucas
Vicki Stadelhofer**

Foreign Language:

Lori Carson

Judith Uriarte

Mathematics:

**Allen Hauskens
Stan Lindberg
Dow Stewart**

**Jeff Kindley
Ben Mendoza**

Physical Education:

Craig Bergman

Jennifer Brown

Science:

Cheryl Burleigh
Tracy Gilcrist

Nancy Cannon
Katie Jahns

Social Science:

Greg Blandino
Susan Threatt

Kennedy Kiley

Technology:

Mike Huntsman
Kellie Joe

Randy Lam
Sean Morris

Administration:

Steve Anderson

Dean

Student & Parent Representatives

Students:

Becca Haberl

Will Skrip

Parents:

Barbara Chavez

Debra Radich

ACTION PLAN #1: Support students not passing CAHSEE or Algebra 1 so they will receive a diploma upon completion of four years of study.

Rationale:

- Provide support in and outside the classroom for students not passing CAHSEE
- Provide support for students not proficient in Algebra 1

ESLRs Addressed: 1, 3

Growth Target: Annually reduce the percentage of students not receiving their high school diplomas

Responsibility: Focus group chairs working with administrators, staff, counselors, and Site Council

Timeline	Task	Venue	Resources
Spring 2006	1. Develop multiple strategies for remediation and support for students not passing CAHSEE	Designated Tuesday collaboration meetings	Written report of findings Administration Staff District and outside resources
Spring 2006	2. Develop multiple strategies for remediation for students not passing Algebra 1	Designated Tuesday collaboration meetings and/or math department meetings	Written report of findings Administration Staff District and outside resources
Spring 2006	3. Develop a system for monitoring students not passing the CAHSEE or Algebra 1	Designated Tuesday collaboration meetings and/or math department meetings	Disaggregated testing data Counseling department
Fall 2006	4. Analyze disaggregated CAHSEE data for all students and subgroups of students that have not passed the exam.	Designated Tuesday collaboration meetings	STAR data CAHSEE data Teacher evaluations Counseling reports Administration

Fall 2006	5. Analyze STAR data and other assessments for students not passing Algebra 1	Designated Tuesday collaboration meetings and/or math department meetings	STAR data Local assessments Teacher evaluations Counseling reports Administration
Spring 2007	6. Evaluate the effectiveness of the action plan to include evaluation of data, effectiveness of strategies implemented, and inservices	Designated Tuesday collaboration meetings and/or math department meetings Site Council	STAR testing data Teacher evaluations Student grade reports
Fall 2007	7. Implement the action plan	Designated in the action plan	Designated in the action plan
Fall 2008 through Spring 2011	8. Continue the tracking, review, recommendation, implementation process outlined for year 2007	Ongoing	Ongoing

ACTION PLAN #2: Improve student performance on the California Standards Tests (STAR) in English Language Arts and mathematics.

Rationale:

- Examine ways to help students demonstrate proficiency in the classroom and on STAR tests in ELA and mathematics
- Ensure that teachers have the necessary skills to analyze students' needs and teach standards based lessons
- Provide opportunities for collaboration among teachers

ESLRs Addressed: 1, 3

Growth Target: Annually, increase the percentage of students scoring proficient or above on the ELA and mathematics sections of the STAR tests

Responsibility: Focus group chairs working with administrators, staff, counselors, and Site Council

Timeline	Task	Venue	Resources
Spring 2006	1. Develop multiple strategies for remediation and support for students scoring below proficient in ELA and mathematics	Designated Tuesday collaboration meetings and/or department meetings	Written report of findings Staff input District and outside resources
Spring 2006	2. Develop a plan for tracking and monitoring the performance of targeted students	Designated Tuesday collaboration meetings and/or department meetings	Written report of findings Guidance counselors and grade reports Staff input District and outside resources
Fall 2006	3. Analyze disaggregated STAR data and other student data for all students and subgroups of students scoring below proficient in ELA or mathematics	Designated Tuesday collaboration meetings and/or department meetings	STAR data Local assessments Teacher assessment and observations Counseling reports

Fall 2006	4. Implement the Action Plan	Designated Tuesday collaboration meetings and/or department meetings	Designated in the Action Plan
Spring 2007	5. Evaluate the effectiveness of the Action Plan to include evaluation of data, effectiveness of strategies implemented, and inservices	Designated Tuesday collaboration meetings and/or department meetings	STAR testing data Teacher evaluations Student report cards Guidance counselors
Fall 2008 through Spring 2011	6. Continue the tracking, review, recommendation, implementation process outlined for year 2007	Ongoing	Ongoing

ACTION PLAN #3: Improve the school culture and climate to support student learning.

Rationale:

- Continue to explore programs that support students who feel unaccepted, put down, excluded, or who are new to the school
- Support students experiencing anxiety and/or stress from the high expectations they have for themselves and/or from their peers, parents and teachers

ESLRs Addressed: 2, 4

Growth target: Increase the number of students who are satisfied with the school culture and climate as measured by student surveys and other subjective and objective data

Responsibility: Focus chairs working with administrators, staff, counselors, students, PTSA, and Site Council

Timeline	Task	Venue	Resources
Spring 2006	1. Analyze student surveys and other subjective and objective information/data	Designated Tuesday collaboration meetings and/or staff meetings, leadership class meetings, PTSA meetings	Student survey Leadership class Teachers Counselors Administrators PTSA Link Crew Advisors California Association of Activities (CADA) conferences Discipline records
Fall 2006	2. Develop a plan for supporting students	Designated Tuesday collaboration meetings and/or staff meetings, leadership class meetings. PTSA meetings	Written report of findings

Spring 2007	3. Implement Action Plan	As specified in the Action Plan	As specified in the Action Plan
Fall 2007	4. Evaluate the effectiveness of the Action Plan including review of surveys, students data, teacher and counselor input	Designated Tuesday collaboration meetings and/or staff meetings, leadership class meetings, PTSA meetings	Student survey Leadership class Teachers Counselors Administrators PTSA Link Crew Advisors CADA conferences Discipline records
Spring 2007 through Spring 2011	5. Continue the tracking, review, recommendation, implementation process outlined for year 2007	Ongoing	Ongoing

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