

SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

MONTE VISTA HIGH SCHOOL

**3131 Stone Valley Road
Danville, CA 94526**

San Ramon Valley Unified School District

3/4/2012 through 3/7/2012

Visiting Committee Members

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Chapter I: Student/Community Profile

Monte Vista High School is one of four comprehensive high schools in the San Ramon Valley Unified School District. Located in the suburban Town of Danville in Contra Costa County, Monte Vista serves a student population of 2,195 students in grades 9 through 12. Ethnic groups are: White (69%); Asian (14%); Hispanic or Latino (7%) and two or more races (5%). Languages spoken are: English, Mandarin, Cantonese, Spanish, Korean, Farsi, and 21 others. Less than one percent of students are Limited English Proficient. The GATE program consists of 202 students. There are two AVID classes, and a summer Bridge program served 13 academically-at-risk incoming 9th graders. Special Education serves 135 students—121 of them in the Resource Program and 90 students have 504 plans. A total of 24 students qualify for free or reduced priced meals. There were 190 suspensions for the 2012-11 school year. The discipline offenses of students were principally for being tardy to class and having electronic devices.

The community has very high expectations for the education of its children. 89% of the parents are employed in professional and upper management, with college and graduate degrees.

School Support

Local support for schools is exceptional. A parcel tax passed in 2009 supports 9th grade class size reduction and funding for the librarian. Donations have updated the library with 60 laptop computers and 20 iPad, funded a teacher on special assignment to help integrate technology in classrooms and a classified instructional computer aide to keep the library open from 7:30-5:30pm each school day. A \$15 m. donation allows construction to begin in 2012 on the Workday Student Center that will house new student areas for collaboration and access to technology. In addition to these student areas and access to technology, a multi-media/Library and quiet study area will be housed on the second story. This Student Center will also house the College and Career Center, student workrooms, a classroom, and a food services component for afterhours student use. Monte Vista parents and students volunteer significant time and money-- the Parent Teacher Student Association volunteers over 23,000 hours and raises over \$40,000 annually; the Academic Boosters have made a commitment of more than \$250,000 annually; the Boosters Club has helped to fund a new swimming pool, all-weather synthetic track, restrooms, snack shack, and baseball and softball field improvements. They partially fund a trainer to provide conditioning instruction for student athletes. Other support groups are Keynoters, Choral Music Boosters, and Theatre Friends. The community recognizes students and supports the school (San Ramon Valley Business Education Roundtable, Alamo Rotary, San Ramon Valley Education Foundation) and partnerships with John Muir Hospital, Chevron Volunteers, Safe and Drug Free Schools, Community Against Substance Abuse, Community Resource Network, Discovery Center and the Lawrence Livermore National Laboratory support the school. Parents and community provide leadership by serving on the School Site Council, Facilities' Master Plan Committee and other District committees including the Measure A Proposition and Parcel Tax Oversight Committees.

Student Achievement

Monte Vista students achieve at high levels in both academic and extra and co-curricular areas. They have consistently scored above 890 on the Academic Performance Index and have a similar schools ranking of 8. Student athletic teams have won league and North Coast Section championships, individual North Coast Section academic awards and team recognition for highest grade point averages. Performing arts students, technology students, and speech and debate students consistently place or win top recognition at competitions. In spring, 2011 the CAHSEE passage rate was 99% for 10th graders.

College SAT I (Scholastic Aptitude Test) Mean Score:

Class	Critical Reasoning	Math	Writing
2010-11	577	610	585
2000-10	579	607	587
2008-09	573	603	582
2007-08	566	593	577

ACT Scores:

Year	English	Math	Reading	Science	Composite
2010-11	26.6	27.6	26.5	25.6	26.7
2009-10	26.8	27.0	26.5	25.6	26.6
2008-09	26.1	27.2	26.4	25.1	26.3

Advanced Placement Examination Results:

Year	# of Students	# of Exams	Score 3	Score 4	Score 5
2010-11	375	691	23%	31%	36%
2009-10	386	704	20%	31%	41%
2008-09	426	755	23%	32%	37%

- Enrollment for AP classes in 2010-11 was 1500 students

National Merit

Year	Commended	Semi-Finalists	Finalists
2010-11	33	6	Pending
2009-10	40	5	5
2008-09	24	18	16

Class Size

	08	09	10	11
English	27	29	28	29
Mathematics	26	26	26	29
Science	32	28	29	31
Social Science	32	31	30	31

Completion Rates

Year	Dropout Rate (1 year)	Graduation Rate
2010-11	0%	100%
2009-10	1.3%	98.7%
2008-09	2.9%	98.5%

- 538 entering freshmen and 513 exiting seniors

- 96% of the class of 2011 went on to college—78% attended a 4-year university.
- 97% of the class of 2010 went on to college—75% attended a 4-year university.
- 99% of the class of 2009 went on to college—75% attended a 4-year university.

Students meeting University of California a-g requirements:

- 406 students (76%) met the a-g requirements with a 2.0 or better in 2010

Chapter II: Progress Report

Follow-Up Process

Monte Vista utilizes a WASC Leadership Team on an ongoing basis. Meetings are calendared for the school year, a WASC report is given monthly at staff meetings and several times a year to PTSA and Academic Boosters and monthly at the Site Council meeting. The WASC Action Plans and Single Plan for Student Achievement Goals have been integrated for common goals under one umbrella. Data is reviewed annually to fulfill Action Plan Tasks.

Major Changes

School wide key areas identified for follow-up, along with actions taken, since the last review were:

Implementation of Collaborative Planning time

- Tuesday morning scheduled collaborative planning time

Continue to develop programs and resources for At-Risk students

- Summer Bridge Program for at-risk incoming 9th graders
- Expanded the AVID program by adding two sections
- Strategies for students not passing Algebra 1
 - Study Island on-line program
 - Tutors for specific math classes
 - Developed a District-wide formative assessment
- Implemented Mock CAHSEE for 9th graders
- Integrated CAHSEE review and test prep into Algebra Transitions, Algebra and Geometry
- Implemented after school intervention classes and in-school pull out programs for CAHSEE

Explore methods for improving school culture for all students

- Implemented the Open Door Lunch Program to support positive social interaction for new students and students searching for different peer groups
- Implemented a Character Development program
- Instituted inclusive activities (Ally Week, Day of Silence, Red ribbon Week, Safe School Ambassador program, Peer Link, Leadership program, Respect video, Link Crew)

Develop lessons that incorporate equity in a multi-cultural society

- Classes incorporate multi-cultural lessons (i.e., English and Geometry)
- Class projects exploring humanitarian relief efforts for all cultures
- Assemblies (Invisible Children, Holocaust, Guest speakers in classrooms)

Continue articulation with local post secondary institutions

- Added Expository reading and writing class for 12th graders
- Mt. Diablo Valley College (DVC) courses on campus
- ROP programs (Child Development, CAD, Sports Medicine)
- College fairs
- Area-wide principal meetings at DVC twice a year
- EAP program in conjunction with CSU East Bay
- College and Career Center, and use of Naviance

Continue to develop curricular enrichment for ninth grade students

- Science Alliance
- Advancement via College or Accredited Institution Program (AVID,) which allows students the opportunity to take advanced Math, Science, and World Language classes

Additionally, since the last self-study, Monte Vista has completed the Sports Medicine building, added academic enrichment such as Accelerated Competency in English, 3 mathematics labs, the PET (Physics, Engineering and Technology) class, a new student information system to better track and monitor students, and the Data Director program to better assess student need and follow student progress.

Impact on Student Learning

Action Plan #2 addressed student performance on the California Standards Test (STAR) in English Language Arts and Mathematics.

English Language Arts Students Scoring Advanced or Proficient

	9 th Grade	10 th Grade	11 th Grade
2006-07	84%	83%	73%
2008-09	86%	84%	78%
2010-11	87%	88%	79%

Math Students Scoring Advanced or Proficient

	Algebra 1	Geometry	Algebra 2	Summative Math
2006-07	28% 9 th grade	74% 9 th grade	55% 10 th grade	80% 11 th grade
2008-09	46% 9 th grade	83% 9 th grade	54% 10 th grade	67% 11 th grade
2010-11	47% 9 th grade	79% 9 th grade	62% 10 th grade	72% 11 th grade

All test score results indicate that Monte Vista students reach very high levels, and continue to get better every year.

Chapter III: Self-Study Process

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

Expected Schoolwide Learning Results/Student Learning Outcomes

1. Students will develop skills in critical thinking and problem solving.
2. Students will learn to communicate effectively utilizing multiple modalities.
3. Students collaborate effectively.
4. Students will be ethical, respectful, and responsible citizens.

The vision and ESLRs/Student Learning Outcomes is based on the belief that all students can be successful and that Monte Vista's role is to prepare students to continue their education beyond high school and to be responsible, productive citizens.

The process for developing the vision and goals was extensive and included the involvement of all stakeholders—educators, parents, students, and community members. 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 Student Learning Outcomes. The groups are chaired by teachers and involve all members of the school community—administrators, teachers, support staff, students and parents. Progress toward achieving Student Learning Outcomes is reviewed annually and strategies and/or goals are modified. WASC School-Wide Action plans link Learning Outcomes to district goals and drive the planning process for all school activities and support groups—student, parent, and booster. School-wide financial planning follows the vision, learning goals and strategies for implementation.

Since the last WASC accreditation six years ago, targeting critical academic needs and ESLRs/Student Learning Outcomes has been on-going. Through training during Staff Meetings, Tuesday morning collaboration meetings, Staff Development Days, conferences, as well as District training workshops, Monte Vista HS evaluates and addresses these needs. The success of these ongoing efforts is evident in school academic data.

Monte Vista High School has met the Adequate Yearly Progress (AYP) required under No Child Left Behind (NCLB) Act of 2001 every year.

A 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 allows for the celebration of success as well as a means to identify areas of need. The school community is able to focus on what is important for students and maximizes the return on resources. Not only does it improve learning and outcomes for students, it also encourages teacher retention, collaboration and the improvement of instruction.

Chapter IV: Quality of the School's Program

CATEGORY A. 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 at high levels?

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

The vision statement for Monte Vista High School is:

Monte Vista believes that education and academic excellence is a shared responsibility involving students, school staff, family, and community. We offer our students learning opportunities to develop intellectually and physically in order to meet or exceed state standards. Monte Vista provides a safe environment that fosters resilience and promotes ethical and emotional growth, lifelong learning, and citizenship. We provide a comprehensive support system that guides our students to reach their full potential.

The ESLRs/SLOs state that all students will develop strategies and skills in complex thinking; learn to collaborate effectively; and to communicate clearly.

The vision statement and ESLRS/SLOs, along with the Single Plan for Student Achievement, drive the school's mission which is centered on all students scoring proficient or above on the CST tests, California High School Exit Exam (CAHSEE) and completing the district graduation requirements. School climate and a safe and supportive learning environment is also a focus of the plan.

Focus group interviews indicated that Monte Vista holds regularly scheduled site meetings, specifically working on the Action Plans since the previous WASC visit. The site, through their ongoing focus groups, worked on their Action Plans, updated information and data, made adjustments relevant to school changes and student needs and eventually worked to update their Action Plan coming into the new FOL process. The Vision statement and ESLRs/SLOs have continued to evolve utilizing updated information and goals of the school community. There was a concerted effort to assure that the ESLRs/SLOs were not only reflective of the school's goals, but were measurable.

- 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 schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

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

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

The Governing Board of the San Ramon Valley Unified School District has student success, focus on instruction and continuous improvement embedded within its policies. The Board has a strong emphasis on data-driven decision-making. The school Improvement/Single School Plan for Student Achievement has been adopted by the Board and ESLRs/SLO's are monitored. The superintendent and designees are responsible for operational decisions. Focus group interviews indicated that the district is doing an excellent job of orienting new employees into their schools. New teachers, besides BTSA support, are oriented into the goals and expectations of their fellow teachers and school in regards to supporting student learning. Many examples were given of specific trainings that teachers received, relevant to their specific assignments. The classified staff feels the district is very supportive with new hires and provides ongoing training as needed and relevant to their duties.

The district helps support teachers in receiving relevant student data, to assist, not so much with placement, as with specific student supports. An example is the use of Data Director, and the disaggregated data supplied to teachers regarding specific student results and where they can target supports. Pull out programs, CAHSEE support classes, and Study Island are then utilized to support students, in conjunction with classroom teaching strategies which have embedded CAHSEE related lessons.

The classified staff is an integral and active part of the school culture, with strong interaction with the students, thus being a contributing force to a friendly and safe campus.

- A3.** To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide 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?

The Single Plan for Student Achievement and the ESLR's/SLO's are developed and updated utilizing a variety of data including CST testing results for the school, curricular areas and sub groups; CAHSEE testing results, AP scores, SAT scores, student grade reports and other data as available. Teachers utilize data as it is relevant to their curricular areas. Data Director is utilized by staff for data analysis, and staff is trained in its use as needed.

Data is utilized to make site decisions and allocate resources, such as new course offerings and tutorial services.

- A4.** To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Monte Vista High School works diligently to provide a highly qualified staff, through their hiring practices and teacher support programs, such as BTSA, professional development and feedback through evaluations and informal administrative walkthroughs.

Staff professional development has been evolving over the past couple of years, with feedback from the focus group reflecting that on professional development (PD) days, the choices teachers have are more targeted and relevant toward what they feel they need and match the school goals. Teachers attending PD are asked to write up a plan identifying workshop outcomes and how their new learned information will be disseminated to appropriate site

colleagues. Teachers, who apply to the Site Council for funding to support PD, are screened by the Site Council to determine if the PD is relevant to the school goals and the needs of the students at Monte Vista H.S.

Some members of three focus groups identified the need for more collaboration time, where teachers can look at student outcomes and data, to help drive powerful teaching and instructional practices. The Leadership Group, which included teachers, addressed this issue the last morning of the WASC visit, and Visiting Committee members were satisfied with the response.

A5. To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?

New teachers have access to support and professional development through BTSA. A wide range of professional development opportunities are offered by the district for all teachers. These offerings are free, and include an evaluation component providing feedback for the planning process. Staff utilizes data-based information and nationwide research which are disseminated throughout the school along with information from professional organizations and subscriptions from same.

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?

Monte Vista High School is part of the San Ramon Valley Unified School District, which is considered a low wealth district with funding below state and national averages. With state funding of \$5,199 per student per year, a number of strong parent organizations provide additional support and funding in areas such as PTSA, Academic Boosters, Athletic Boosters, Music, Band and other organizations. The Academic Booster club raised enough funds to provide an additional 18 sections during the 2011-12 school year.

Grants and general obligation bonds have been supportive with regards to upgrading technology at Monte Vista High School as well as providing for an improved physical learning environment.

The Site Council and a well-written and well-articulated Single Plan for Student Achievement, along with the school ESLRS/SLOs play an integral part in guiding how resources are targeted and utilized. District personnel are actively engaged in providing up-to-date information and working with the site to provide high performing programs and support of site decisions regarding site planning and growth.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources):

- Dedicated and professional staff
- Strong PTSA and booster organizations
- Site Council
- ESLRS/SLOs
- Parent involvement
- Collaboration Tuesdays

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources that need to be addressed to ensure quality education for all students:

- Develop greater STEM learning opportunities
- Explore the use of on-line textbooks
- Consider adding courses to support student organization and study skills
- Explore options for increasing staff time for interdepartmental communication

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Monte Vista's Vision Statement

Monte Vista's ESLRs/SLOs

Student/Community Profile Data

CST, SAT, AP, CAHSEE test results

Single Plan for Student Achievement

Examination of School bell schedule

Interviews with Focus Groups

Interviews with Student Groups

Interviews with District Administration

Classroom Observations

Examination of classroom evidence folders

Examination of student/parent/staff surveys

CATEGORY B. 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.

Monte Vista HS provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students. There are defined academic standards for each subject area, course, and/or program. There is congruence among the actual concepts and skills taught, academic standards, and the expected school wide learning results.

A rigorous, relevant and coherent curriculum is accessible to all students. Monte Vista's instructional practices and other activities facilitate access and success for special needs students. There is integration among disciplines at Monte Vista.

Monte Vista's staff assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy

regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Monte Vista also assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, and homework.

Monte Vista articulates regularly with feeder schools and local colleges and universities. They use follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

A standards-based curriculum has been developed district-wide through common district standards and benchmarks. School standards exceed the state requirements in the following areas: ROP classes, English, math, social science, science world language and health. Other programs are aligned with State standards. The academic program for students at Monte Vista is established through the counseling department each year with the expectations and progress towards graduation outlined both in written course sheets signed by parents and through electronic means. The congruence of the standards with the variety of instructional strategies used daily in the classroom is worthy of the schools resources and an important part in this review. How the ESLRs/SLOs are integrated into these standards occurs in the following ways: meetings of middle school and high school teachers within various departments, department meetings, staff meetings, staff collaborations days and in-services. Other examples are community articulation with the Bay Area Writers Project and East Bay Foreign Language Project, and ROP collaboration with the local community college for college credit. Communication and partnerships exist with local programs such as the "World Language in the Elementary Schools", the Science Alliance Program, and UC Berkeley, the Blackhawk Museum, and Lawrence Livermore Laboratories. Access for all students to the rigorous curriculum includes support classes for LEP students and the IEP process for special education students. Monte Vista reports a growth in the number of students taking honors and AP courses as well as an increase in the number of support classes available for students.

The school and the district have a viable process of using collaborative time to share and create curricular ideas through articulation meetings. Monte Vista demonstrates a fluid process of curriculum development by the use of student's interest and new course development. The administration has secured resources from outside entities, PTSA, and Academic Boosters to provide additional sections to allow some of these courses.

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?

All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. Monte Vista provides career exploration, preparation for postsecondary education, and pre-technical training for all students. There are many career oriented classes that provide if not a career direction, they provide a personal interest for students. The school recognizes the need to continue to reach out to expand these non-university preparation courses. Monte Vista makes a concerted effort to address "real world" applications throughout the curriculum by utilizing local partnerships and community based speakers.

Parents, students and staff collaborate in the development and monitoring of each student's personal learning plan, based upon the student's learning style and career and educational goals. Monte Vista implements processes for monitoring and making appropriate changes in students'

personal learning plans (e.g., classes and programs) and regularly evaluates them. Monte Vista has also used resources to expand the awareness and the tracking of student learning plans through the counseling use of Naviance.

Monte Vista has established early links with incoming 9th graders through a number of transition meetings with counselors. There are evening presentations for parents, an orientation day sponsored by the Link Crew and a Leadership class-sponsored 9th grader dance-- all as methods to assist in the transition from middle school to high school. 4-year counseling plans are developed with 9th graders through their PE classes. Post high school college enrollment is a clear expectation of the school. They report that 96% of students enter a two-year or four-year college or university. Monte Vista indicated that in 2010 76% of the graduates met the University of California A-G requirements. To support access for students with this rigorous program the school has recently developed a cohort of AVID classes, after-school programs funded by the PTSA, and National Honors Society lists of student and adult tutors available. Support for students with an IEP is given during a "resource" class period. There are many areas of interest reported by the school. Elective classes allow students to explore many other areas, such as sociology, psychology, performing arts, physical education, culinary arts, computer programming, developmental psychology of children, photography, art, music, drama, speech and debate, and various technology classes. Based on the needs of the school's student population, there is a limited need for Career Technical courses; however, there are a variety of ROP courses that meet the UC A-G requirements.

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

The graduation rate is 99% for Monte Vista students, and 99% pass CAHSEE at the 10th grade. 96 % of the students attend a post-secondary college. By these outcomes, students at Monte Vista are clearly having their high school preparation needs met. The school reported that they would like growth in the area of increasing the career and vocational pathways in the curriculum. Monte Vista also mentioned a desire to have follow-up studies regarding graduates' performance in college. When available, this data will provide insights into the college preparation of Monte Vista's graduates. Monte Vista recognizes the need to support all students to meet these high expectations. Increased resources have been added to the AVID program to directly support the curricular offerings for these students. Other methods such as Link Crew address these needs in indirect ways in order to support all students.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum (if any):

- Collaboration is being used and resources are being focused on the alignment of state standards and the district's standards and benchmarks.
- Course offerings demonstrate a breadth of diversity of interest as well as a responsive dynamic process what responds to student interest.
- Flexible Master Schedule with seven period options that allow both support class options and student interest options
- Program supports for struggling students
- On-going implementation of the Character Development program

Key issues for Standards-Based Student Learning: Curriculum that need to be addressed to ensure quality education for all students:

- Continue to collect and analyze program supports for struggling students
- Continue articulation with middle schools and high schools in the District
- Continue articulation with local colleges and universities
- Use Naviance to conduct follow-up studies of Monte Vista's graduates' performance in college

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- There are multiple examples of common vertical articulation with down to the middle school levels, with professional development days, and examples of informal collaboration.
- 25 ROP funded courses
- Many electives that are UC A-G approved and provide students career interest options
- CAHSEE course and tutoring support
- In-schedule intervention classes, ELL, SDAIE, ELD
- After school tutoring and mentoring programs
- Teachers using "empathy" development throughout multiple lessons within the school.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

- C1.** To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Students at Monte Vista are involved in challenging learning experiences. There are frequent examples of classroom lessons that engage students in the SLOs of critical thinking, collaboration and a diversity of communication methods. There are 20 Advance Placement courses and 7 honors courses with a 2010-2011 enrollment of 1464 students. Students experience the SLOs in a variety of settings both academic and personal. There are over 1500 student athletes where many of the SLOs are re-enforced. There are more than 75 student clubs that reinforce many of the SLOs as well as foster a strong personal connection between teachers and students.

Monte Vista High School uses a common District framework that supports students by outlining student expectations and drives teacher rigor by listing benchmarks and standards for each course. Teachers use written course outlines that include oral expectations to communicate to students the expected school wide learning results.

The school indicates that most staff members have adjusted curriculum and instructional methods in order to meet revised department benchmarks. The staff has participated in many professional development activities and summer classes that enhance their class curriculum

and the student experience. Examples of these activities include: Advance Placement seminars and trainings, The California Writing Project, California Literature Project, California International Studies Project, East Bay Foreign Language Project, UC Berkeley Social Science Writing Project, Central California Council for English, ACTFL, CTA, National Endowment for the Humanities and Lawrence Livermore Lab internships.

The Monte Vista teachers have incorporated many of these trainings into curricular activities to create a challenging learning experience. Some examples of instructional activities are: collaborative exercises and activities, project-based assignments, hands-on laboratory experiences, student-centered discussions, and integrated curricula. These activities are in Theater Arts, physical education, and World Languages.

- 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?

Technology is playing an increasingly important role for teachers and students as a variation on traditional instructional practices at Monte Vista. The support of resources for instructional technology and the use of collaboration by classrooms with Google Docs are examples of the variety of strategies and resources increasingly used at Monte Vista. Students collaborate and access higher level skills similar to a classroom experience both at school and from home. Most departments have developed activities that require students to engage in higher thinking skills in support of the SLOs. There is an increasing recognition that all students do not learn the same way. The school has developed various intervention courses and other support programs that address the diversity of learning of students. There are courses that support these learners and Monte Vista's Action Plan indicates that success for these students in CAHSEE passage and the state CST is significant for the school.

A variety of resources and strategies engage the students at Monte Vista. Students use collaborative activities such as projects, productions and peer evaluation throughout much of the academic day. Outside the classroom, collaboration is used instructionally in the Sports Medicine program, theater arts productions, visual and performing arts and the Children Careers classes. There are a large number of students that are honored by the community in the Business Education Roundtable Recognition Project. Students are also active in mock trials and speech and debate.

The teachers of Monte Vista work collaboratively with some integration between disciplines, such as science competitions, and various enrichment activities. The teachers create a rich experience beyond the classroom through the use of school wide involvement in many community activities such as: International Day, the Holocaust and Veterans' Day speakers, Lawrence Berkeley Labs, Bio-Rad, John Muir and the Bay Area Writing Project as well as incorporating lessons and resources in the community and or from the Internet.

Students at Monte Vista have further access to technology and experiences outside the regular classroom through the Naviance career planning program. With greater technology access in the new student center and library, students will have more opportunities and experiences available to them, supporting higher order learning.

The instructional experience and use of higher order thinking skills at Monte Vista is ultimately demonstrated by the impressive results from students. The Advance Placement program is a rigorous and challenging curriculum that requires many higher order thinking

skills. The AP success is very strong. Over 90% of the students taking AP exams score 3 or better. This level of performance indicates a clear readiness for college and the necessary application of that knowledge in the context of the various curricula. Another indication of successful higher level thinking skills is measured through the Early Assessment Program. In 2010-2011 60% of the students were deemed, "college ready".

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

- Availability and integration of technology
- Breadth and depth of course offerings
- Co- and extra-curricular activities
- Dedicated and professional teaching staff
- Supportive parent community
- Creativity and integration of the Arts

Key issues for Standards-Based Student Learning: Instruction that need to be addressed to ensure quality education for all students:

- Continue to explore additional funding sources for professional development focused on best practices

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Strong post secondary acceptance rates to universities and colleges
- Google Docs and Turnitin.com are used to engage students both in the classroom and outside.
- Science classrooms demonstrating collaboration, world language classes demonstrating application skills and project based evaluation.
- Teachers on Special Assignment assisting teachers developing integrated technology lessons
- More than 1500 students are engaged in athletics

CATEGORY D. 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 student performance data to the parents and other shareholders of the community?

Monte Vista's school wide student performance data is reported to parents and other shareholders through a variety of ways. The yearly School Accountability Report Card includes: both school and district Adequate Yearly Progress (AYP), California Standards Test (CST) scores, including disaggregated subgroup data, Academic Performance Index (API) scores, California High School Exit Exam (CAHSEE) passage rates by subject and subgroup, and Healthy Fitness Zone scores. This data is also shared with parents and the community through local newspapers reports/articles.

Site administration reviews these standardized results along with others including: PSAT, SAT, ACT, EAP, PLAN, AP and other available data. Administrators have been trained in the use of Data Director to disaggregate the data in order to participate in discussions with the San Ramon Valley Unified School District Board, Site Council, the District Coordinator of Assessments, departments and individual teachers. Staff Development time is given to share and analyze data with regards to student progress. The district and Monte Vista are committed to the importance of the cyclic nature of assessment data analysis in monitoring student performance and achievement, using it to adjust curricula and student learning.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

To focus on the needs of their students' learning, teachers employ a wide variety of assessments geared towards determining progress in meeting course content standards. All departments and individual instructors use subjective and objective as well as formative and summative assessments. Examples include: individual and group presentations, projects, skits, dialogues, demonstrations, quizzes, tests, essays and short answer prompts as well as daily assessments. This variety of assessments allows for all students, regardless of their specific learning modalities, to gain understanding and mastery of concepts and skills. For students with specific needs, staff participates in IEP and 504 conferences that focus on adjusting instructional strategies to meet these identified needs.

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?

The District and Governing Board, lead by its Educational Services Division, are involved in the development and review process of standards and benchmarks, standardized assessments and review of results at Monte Vista High, as well as other district sites. SRVUSD's "Frame Work for Excellence" reflects its overarching ideas for fostering student learning. Representatives from each school site provide input and communication from their respective staffs. On-going training is provided to help staff analyze and disaggregate assessment data. Site Council has the responsibility for reviewing both academic data and needs assessments and to allocate funds accordingly. Expectations, classroom performance and progress toward achievement are communicated to parents and students in a variety of formal and informal ways. This on-going communication begins with reviews of course content, homework expectations, behavior expectations and grading policies. Parents and students are updated through direct conversation, personal phone calls, email, progress reports, report cards, School Loop, School Loop-High Priority List, Turnitin.com, Google Docs/Apps, Monte Vista website and student/parent conferences. The district began about two years ago to develop common course guides, which includes course titles, course number and course syllabi in nine identified core curricula. The goal for fall 2012 is to determine teacher identified essential learning in these core curriculum areas and share common site-developed formative assessments. The district, through their sites, hopes to move the process to all other curricular areas, both core and electives.

- 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?

Perception data from survey results suggests that staff is considerably more cognizant of the Monte Vista ESLR/SLOs than parents or students. 96% of staff indicated that they are familiar with the school's Expected School Wide Learning Results, whereas 62% of students and 44% of parents agreed or strongly agreed with this statement. However, students in the Ad Hoc student group were able to list the school's four ESLRs. Students also have the ESLRs on their ID cards as well as in their school planners; however, the specific qualifiers for each ESLR are found primarily on classroom posters.

WASC is an on-going process at Monte Vista. Staff and administration regularly (usually one day a month) use the collaboration Tuesdays to have discussions around the previous WASC identified critical needs. They review the progress, look at new data and analyze the significance. Members in the Assessment and Accountability focus group and the Self Study report both indicated the desire for more collaboration time to focus on identified concerns and how to address them.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- A variety of assessment tools are used to monitor student learning and progress. These assessment tools range from informal observations in the classroom, formative and summative assessment and state mandated tests
- Some departments have developed common assessment 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 shared assessment tools and appropriate curricula
- Teachers collaborate with middle school teachers
- Assessments are used for student placement and success
- School Loop 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.
- Social Studies and English teachers utilize Turnitin.com to assess grammar, originality, and provide peer review.
- Teachers have freedom to vary instruction, curriculum and assessments to better address students' needs and appropriate standards.

Key issues for Standards-Based Student Learning: Assessment and Accountability that need to be addressed to ensure quality education for all students:

- Investigate more opportunities within departments for disaggregating and analyzing data and test results

- 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
- Increased time for teacher collaboration

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- dialog with the Focus Group, Leadership, District personnel, and Ad Hoc Students, and parent/community groups
- review of Peer Visit forms
- classroom/teacher evidence collection samples
- SRVUSD Framework for Excellence
- Data Director
- CST 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
- Programs to support students not achieving standards or passing CAHSEE

CATEGORY E. 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?

Monte Vista High School encourages parental and community involvement by including parents and community members/organizations in a variety of committees and programs, as evidenced by the following: an online daily bulletin, parents service on the Site Council, over \$70,000 annually raised by the PTSA to supplement departmental budgets and classroom supplies, add course sections, purchase emergency supplies, and provide other support as needed. Parents also volunteer over 23,000 hours to support the above ends. Other parent support groups, such as Keynoters, Athletic Booster, Academic Boosters, and Friends of the Theater and Friends of Choir work to raise funds and contribute to many school improvements. Specifically, the Academic Boosters raises money to reduce academic class size with this year's total commitment being over \$250,000 for 18 sections each semester.

The local business community is an important component to the success of Monte Vista High

School. Work Day and Chevron donate funds to enhance educational opportunities, such as the new Student Center, funded by Work Day, currently under construction. Additionally, teachers utilize speakers to make curriculum relevant to students' lives.

Monte Vista High School's school leadership has a close working relationship with the above groups to foster goal alignment, to exchange information and data, and work together on activities. Monte Vista High School staff uses a variety of strategies to communicate with the parent community, such as email, School Loop, voice mail, progress reports, Back to School Night, Student Study Team meetings including a Student Study Team Coordinator, Advanced Placement Informational nights, Senior Night and College Night, Freshmen Orientation, parent conferences and phone calls. The local business community also works closely with the school community. Finally, the district is planning to initiate the School Messenger system, a new communication tool that uses email, texting, and phone messages that will aid in increased communication with the school community.

An English Language Coordinator works to advocate for English Language Learners by presenting information about each student to the staff and identifying those students' support needs. World Language teachers translate in meetings when appropriate. Despite the small non-English speaking parent population, the site leadership recognizes the necessity of reaching out to the non-English speaking parent community.

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, high expectations for all students, and a focus on continuous school improvement?

Monte Vista High School's staff and students work to maintain a safe, clean and orderly environment that nurtures learning. The campus and its facilities are clean, an emergency safety plan is reviewed annually and shared with local entities, the PTSA supplies each classroom with emergency kits, and fire, earthquake, and secure campus drills are held regularly, which are followed by an evaluation. Staff and students participate in many programs that foster tolerance and respect for all students, such as the Character Development Program, Peer Education, Kick Butts Day, Link Crew, Gay Straight Alliance, Safe Schools Ambassador program, Teachers on Special Assignment for Technology and Attendance, Ally Week, Open Door, "Prevent and Protect" video, and various assemblies. The Character Development Program, in particular, is imbedded into the curriculum across departments. This programs focus on the traits of integrity, empathy, respect, and responsibility. The Open Door program is led by teachers who open their rooms at lunch on a given day and provides students a place to go at lunch to eat, play games, and to feel connected. Besides their work on campus, the student government organizes many community activities that reach out to those in need, including several service and "Adopt-a-" programs. Monte Vista High School's counselors and the Discovery Center interns work with students to support them personally and academically.

In meetings with the MVHS student leadership and an ad hoc group of students, almost every student said there was an adult they could go to on campus, and that the teachers and administration cared about them.

Many staff and some parents expressed concern over Monte Vista being a high stress/ high anxiety environment. However, most felt their children could access appropriate academic and emotional support on campus with counselors, tutors, and teachers. In addition, many parents felt that there was something for every student at Monte Vista and that there exists a climate of

high expectations not only academically but behaviorally as well.

A school resource officer also supports staff, students, and administrators to promote a safe school environment. According to the 2010-11 Healthy Kids Survey, 93% of Monte Vista students feel physically safe at school overall. Construction of a new learning center will begin in the spring of 2012, which will house a new library, student work spaces, casual dining, and classrooms.

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

Monte Vista High School has a standards-based academic program embedded in the school's culture. An emphasis is placed on teaching to the standards, students understanding the standards, standardized testing, teacher assessment, and a student work analysis system in order to measure student progress towards achieving proficiency and above. Believing that all students can learn, Monte Vista offers an academic program that emphasizes the importance of rigor, relevancy, and relationships. To that end, all students are offered a standards-based curriculum with support given to struggling students or those who need extra support, such as academic enrichment, after school teacher tutoring, and peer tutoring. Special Education students are included in the general education curriculum, including honors and AP courses. The Special Education teachers work with the general education teachers to foster individual student needs which promotes classroom inclusion. AVID is offered to freshmen and sophomores, while a junior AVID class is planned for next year, followed by a senior class the following year. MVHS offers summer school, SSTs to set goals for student success, resource staff and programs like IEPs, counseling guidance and intervention programs, after school tutoring program, and the Bridge Program that works with incoming at-risk freshmen. The counseling department initiates a program for success before students even enter high school by articulating with the middle schools and meeting with parents, students, and teachers at that time and throughout their four years of high school, including during the college application/ acceptance process. Data reports that 96% of the MVHS class of 2011 went on to college, 78% attending a four-year university. Additionally, some students go on to trade schools and the military.

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?

Monte Vista High School offers a diverse number of courses that include traditional classes, honors and AP classes, as many as 25 Regional Occupational Program classes, as well as 75 elective courses. Student course requests drive the master schedule to maximize opportunities for a varied course schedule. Monte Vista High School offers a number of co-and extracurricular activities to supplement the rigorous academic course offerings. MVHS students have won local, regional, and national competitions. A strong performing arts department involving a large number of students in music, drama, and dance enrich the school community. Link Crew works to mentor freshmen. Approximately 1500 in the student body participate in athletics. The athletic program also emphasizes the importance of academic success. The Leadership class contributes to several programs and positively impacts school climate and spirit, such as rallies, Campus of Care, live music at lunchtime, Greek Week, standing at hallway doors high-fiving students, a "We Love Freshmen Chant," and weekly video bulletins to inform the student body. Leadership's philosophy is: "Being a leader comes with great responsibility. With our role we commit to taking the initiative. Lead by example and uphold our promise of acceptance to the student body. Everybody is somebody. No judgments!" It is evident that there has been a

positive shift in school culture that fosters inclusivity and a sense of belonging attributed to the work of the Leadership class. A cross-section of the student body also attributes the positive change of school culture and spirit to a shift in administration and its philosophy. When asked to describe their school, students used words such as opportunity, pride, supportive, unity, family, spirited, challenging, competitive, and fun. They also mentioned that their teachers are dedicated, approachable, and offer numerous opportunities for success, the counselors are emotionally and academically supportive, and the administration has a presence on campus. Some students did express a concern about the meaningfulness of AP homework and innovative teaching.

The College and Career Center supports students in researching post graduation opportunities as well as work-study programs. The library is well stocked but there is a recognized need to update the materials including relevant online periodicals and journals that provide access to a wide range of research and materials. Site leadership plans to continue to work with the librarian to address this need.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth:

- Extremely involved and active parent community
- Noticeable positive shift in school culture and spirit
- Strong Leadership program and students
- An administration that is an on-campus presence with strong expectations
- Supportive and nurturing faculty
- Numerous on-campus opportunities for academic and emotional support

Key issues for School Culture and Support for Student Personal and Academic Growth that need to be addressed to ensure quality education for all students:

- Continue to sustain positive school culture, spirit and pride.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Site Council
- Guidance counseling program
- Principal's contributions to local newspapers
- Academic Boosters
- Athletic Boosters
- Keynoter Boosters
- Friends of Choir
- Parent volunteer list
- PTSA website
- PTSA school calendar
- Business Education Roundtable Recognition Project
- KQED curriculum resource guide
- Schoolloop
- Naviance
- Freshman Orientation

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- Senior Night and College night
- Donors Choose
- Chevron Gas Program
- Back to School Night
- Data Director Training
- Safe School Ambassadors
- Work Day Grant from Duffield Foundation
- Connect Four
- PTSA Funded Tutoring
- Open Door
- TSA for Attendance (Greg Blandino)
- Summer Bridge Program for incoming 9th graders

- **Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up**

School wide Areas of Strength

1. Community, district and parental support, along with a dedicated, professional staff and focused students, results in high levels of achievement, both academically and in extra and co-curricular areas, for Monte Vista High School students.
2. Monte Vista High School has a very friendly and open student body, dedicated staff and supportive school community. Parent and community support is extremely strong, including support for all extra and co-curricular organizations, funding of class sections, the library, counseling and infrastructure.
3. Monte Vista High School's school pride and student camaraderie has made great strides in recent years, creating an atmosphere of inclusion and acceptance for all students and grade levels.
4. Extensive course offerings including AP, honors classes, along with struggling student support efforts, electives, clubs, sports, visual and performing arts, extra and co-curricular activities and academic organizations encourage student engagement and involvement.
5. A strong culture of college and career readiness is supported by counselors, college nights, the career center, the Naviance Program, staff, parents and the entire school community.
6. A strong orientation program exists to prepare freshman students and their parents for the requirements and expectations of school.
7. There is a growing school practice and culture of collaboration around essential learning outcomes, student progress, supports and enrichment.
8. There is increased and ongoing communication between staff, parents, and students utilizing multimedia, voicemail, e-mail, School Loop, Turnitin.com, Google Docs, etc.
9. Monte Vista's school facilities enhance the opportunities for student engagement and involvement in their education.

School wide Critical Areas for Follow-Up

Monte Vista's Self-Study lists the following critical areas for follow-up:

1. Continue to implement new and additional classes to meet a variety of student needs
2. Explore additional programs that address issues of diversity, tolerance, and respect
3. Continue to analyze student data to make informed decisions and to implement new strategies or classes to support students scoring below advanced/proficient placement on CST testing

4. Continue to foster a sense of community and school pride among all students and staff

Chapter V: Ongoing School Improvement

Monte Vista's Action Plan was developed with broad support from the school community. The focus areas for the Action Plan are the following:

1. All students will be provided support to help them achieve proficiency in CAHSEE, Algebra 1, Geometry, and Algebra 2 to meet post secondary requirements.
2. The percentage of students scoring proficient or above on the CST test in English language Arts and mathematics, including EAP will increase every year.
3. Improve the school culture and climate to support student learning.

Monte Vista's Action Plan addresses the central components of improving scores for students who need support.

Action Plan #3 is appropriate to enhance student learning through by the recognition of a need to support students as they move toward the school's high expectations. Equally important to a culture of high expectations is the schools focus on high character development. In combination, these are important steps toward enhancing student learning.

The school shows an ability to combine its resources with community resources in order to meet the priorities of the action plan. The district is supportive of the school plan.

The school shows a commitment to the previous WASC Action Plan with on-going review time and resources. This commitment has remained in place with new site administrators and new district leadership. It can be expected that the school will continue its commitment toward this action plan in the coming years.

The financial commitment to support programs and personnel is expected to be on-going. The processes utilized since the last WASC accreditation continue to be in place and have become systemic.

The Visiting Committee has noted there are no identifiable future impediments to implement Monte Vista High School's Action Plan.