

# School Accountability Report Card Reported for School Year 2010-11

*Published During 2011-12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### *Ed-Data Partnership Web Site*

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

### *DataQuest*

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### *Internet Access*

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

## II. About This School

### Contact Information (School Year 2011-12)

Escuela		Distrito	
<b>School Name</b>	Monterey Trail High School	<b>District Name</b>	Elk Grove Unified
<b>Street</b>	8661 Power Inn Road	<b>Phone Number</b>	(916) 686-5085
<b>City, State, Zip</b>	Elk Grove CA, 95624	<b>Web Site</b>	www.egusd.net
<b>Phone Number</b>	(916) 688-0050	<b>Superintendent</b>	Steven M. Ladd, Ed.D.
<b>Principal</b>	David Byrd	<b>E-mail Address</b>	sladd@egusd.net
<b>E-mail Address</b>	dbyrd@egusd.net	<b>CDS Code</b>	34673140105916

## School Description and Mission Statement (School Year 2011-12)

Our mission at Monterey Trail High School is to create a learning community that will challenge all students to realize their greatest potential while preparing them for their future. In order to help us accomplish this mission we created the following Expected Schoolwide Learning Results (ESLRs):

Academic Proficiency Students will:

- Meet or exceed district and California State Standards in all curricular areas.
- Demonstrate proficiency on school, district, and state standardized assessments.

Critical Thinking and Problem Solving Students will:

- Apply a variety of strategies to solve academic challenges and prepare for real-world experiences.
- Analyze, interpret, and evaluate information in order to draw logical conclusions.

College and Career Readiness Students will:

- Plan and prepare for life beyond high school and acquire skills for success.
- Develop knowledge and abilities that can be applied in real-world settings.

Responsible Citizenship Students will:

- Demonstrate the Positive Learning Behaviors.
- Contribute time, energy, and talent to improve our school and community.
- Respectfully celebrate the diverse cultures of our school community.

Effective Communication Students will:

- Express academic and creative concepts in a variety of formats.
- Work effectively in groups using a variety of communication strategies.

Please join the "Mustang Family" as we learn together.

David Byrd, Principal Monterey Trail High School

## Opportunities for Parental Involvement (School Year 2011-12)

This section provides information about opportunities for parents to become involved with school activities.

Parents can become involved at Monterey Trail High School by volunteering with student club and ASB activities, attending school performances and competitions, joining our Band or Athletics booster programs, enrolling in our Parent Institute for Quality Education or signing up for the School Site Council.

Of course, the best way to be involved is to support and work with your child on their academic achievement. All parents should register for School Loop, our electronic communication tool. For more information, please call us at 688-0050.

## Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	593
Grade 3	0	Grade 10	525
Grade 4	0	Grade 11	546
Grade 5	0	Grade 12	508
Grade 6	0	Ungraded Secondary	11
Grade 7	0	Total Enrollment	2183

## Student Enrollment by SubGroup (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	20.20%	White (Not Hispanic)	7.15%
American Indian or Alaska Native	0.46%	Two or more	4.35%
Asian	34.63%	Socioeconomically Disadvantaged	62.12%
Filipino	6.73%	English Learners	13.88%

<b>Hispanic or Latino</b>	23.13%	<b>Students with Disabilities</b>	9%
<b>Pacific Islander</b>	3.34%		

## Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	32.5	5	14	27	30	9	28	29	28	20	16	31
<b>Mathematics</b>	27.9	14	10	13	24	31	20	13	28.9	9	31	22
<b>Science</b>	34.1	2	2	22	32	1	16	22	31.8	3	10	16
<b>Social Science</b>	37.4	0	2	24	35	1	5	27	30.7	5	9	17

## III. School Climate

### School Safety Plan (School Year 2011-12)

Your child's safety is of primary importance to us at Monterey Trail High School. We are committed to providing a safe and secure environment for student learning. All student events are supervised by campus security, administration, staff and/or law enforcement in order to ensure a safe environment. Our staff reviews and updates the School Safety Plan annually and conducts multiple drills so that staff and students understand procedures in case of an emergency. The best way to stay safe is to remember: "If you see something unsafe, tell someone."

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	27.1	20.77	27.76	19.5	19.58	18.05
<b>Expulsions</b>	0.7	0.69	1.83	0.3	0.67	0.65

\*El rango de las suspensiones y las expulsiones es calculada dividiendo el número total de los incidentes por el número total de la matriculación.

## IV. School Facilities

### School Facility Conditions and Planned Improvement (School Year 2011-12)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district Facilities Department.

There are no corrective actions necessary at this time.

## School Facility Good Repair Status (School Year 2011-12)

Date of facilities inspection: 11/4/2011

Item Inspected	Repair Status			Repair Needed
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	x			NA
<b>Interior:</b> Interior Surfaces	x			NA
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	x			NA
<b>Electrical:</b> Electrical	x			NA
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	x			NA
<b>Safety:</b> Fire Safety, Hazardous Materials	x			NA
<b>Structural:</b> Structural Damage, Roofs	x			NA
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

	Exemplary	Good	Fair	Poor
Overall Summary	x			

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	106	109	105	2913
<b>Without Full Credential</b>	13	12	14	139
<b>Teaching Outside Subject Area of Competence</b>	0	2	4	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	1	0	0
<b>Total Teacher Misassignments</b>	1	2	3
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

This School	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	96.61%	3.39%
<b>High-Poverty Schools in District</b>	97.52%	2.48%
<b>Low-Poverty Schools in District</b>	98.39%	1.61%

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

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	6.0	373
Library Media Teacher (Librarian)	1.0	
Library Media Services Staff (paraprofessional)		
Psychologist		
Social Worker		
Nurse		
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)		
Other		

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-2011)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Core Curriculum Area	Quality & Currency, and Availability of Textbooks & Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
<b>Year and Month Data Collected:</b> <b>August 16, 2011 and September 6, 2011</b>		
<b>English/Language Arts</b>	All English/Language Arts books are provided one per student.	
Open Court Reading Program by SRA/McGraw Hill © 2002 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- Sounds & Letters Workbook, Pre-decodable book. 1st- Phonics Skills Workbook, Comprehension & ELA Skills Workbook, Decodable book, Anthology 1, Anthology 2 2 <sup>nd</sup> - Comprehension & ELA Skills Workbook, Decodable book, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 3 <sup>rd</sup> - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology 1, Anthology 2 4 <sup>th</sup> -6 <sup>th</sup> - Comprehension & ELA Skills Workbook, Spelling & Vocabulary Skills Workbook, Anthology	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition	No; 2002 SBE adopción
Literature & Language Arts by HRW © 2003 in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. . The following materials are provided one per student by grade level:	9th-12th - Student Edition	Yes
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local	AP Courses: 11 <sup>th</sup> – Language of Composition ©2008,	Yes

governing Board of Education. The following materials are provided one per student by grade level:	Bedford/St. Martins  12 <sup>th</sup> – Bedford Introduction to Literature ©2008, V.H.P.S.	
<b>Mathematics</b>	All Math books are provided one per student.	
California Mathematics by Scott Foresman © 2001 in grades K through 6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- 6 <sup>th</sup> – Student Edition and homework workbook	No; 2002 SBE adopción
Mathematics books by multiple publishers in grades 7-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7 <sup>th</sup> -12 <sup>th</sup> - McDougal/Littell © 2001 Math-Concepts & Skills, Geometry, Geometry-Concepts & Skills; Prentice Hall © 2001 Pre-Algebra CA Edition, Algebra I CA Edition	No; 2001 SBE adopción
	9 <sup>th</sup> -12 <sup>th</sup> - McDougal/Littell © 2001 Algebra 2, Trigonometry 5 <sup>th</sup> Edition, Precalculus with Limits© 2005, Glencoe/McGraw Hill © 2006 Elementary Statistics	Yes
AP mathematics books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses:  McDougal Littell © 2006 Calculus 8 <sup>th</sup> Edition; VHPS © 2003, Practice of Statistics	Yes
<b>Science</b>	All K-12 Science books are provided one per student.	
California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K – Lab Activity Book  1 <sup>st</sup> - Student Workbook 2 <sup>nd</sup> - 5 <sup>th</sup> - Student Edition, Student Workbook	Yes
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6 <sup>th</sup> – Earth Science, Student Edition, Student Interactive Reader, Workbook 7 <sup>th</sup> – Life Science, Student Edition, Student Interactive Reader, Workbook 8 <sup>th</sup> – Physical Science, Student Edition, Student Interactive Reader, Workbook	Yes
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9 <sup>th</sup> – Prentice Hall: Earth Science, © 2006 Student edition and workbook 9 <sup>th</sup> – Pearson/Globe Fearon: Concepts and Challenges in Earth Science, © 2003 Student Guided Reading and Study (supplemental for English Learners)  9 <sup>th</sup> -12 <sup>th</sup>  Glencoe/McGraw Hill © 2000 Biology: Dynamics of Life; ©1999 Physics  McGraw Hill, ©2000 Biochemistry; ©2005 Environmental Science, Foundations in Microbiology  HRW: © 2006 Modern Biology, © 1999 Modern Chemistry  Prentice Hall: © 2002 Astronomy Today, ©2000 Essentials in Geology, ©2006 Fundamentals of Anatomy & Physiology, ©2004 Criminalistics, ©2006, Biotechnology: Science for the New	Yes

	<p>Millennium including textbook, lab manual, and lab notebook.</p> <p>Delmar/Thompson Learning Agriscience: Fundamentals &amp; Applications © 2004, Agriscience &amp; Technology © 1998;</p> <p>Addison Wesley: ©1998 Conceptual Physics; American Society: ©1996 Recombiant DNA &amp; Biotechnology</p>	
<p>AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses:</p> <p>Addison Wesley ©1999, Biology/Pearson; Harcourt Brace: ©2006 Chemistry &amp; Chemical Reactivity; Wiley &amp; Sons: ©2000 Physics, ©2003 Environmental Science</p>	Yes
<b>History-Social Science</b>	All 1-12 History-Social Science books are provided one per student.	
<p>California Reflections by Harcourt Brace © 2007 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>K- Our World: Now and Long Ago, Student Workbook</p> <p>1<sup>st</sup> – A Child's View, Student Edition and Student Workbook</p> <p>2<sup>nd</sup> – People We Know, Student Edition and Student Workbook</p> <p>3<sup>rd</sup> – Our Community, Student Edition and Student Workbook</p> <p>4<sup>th</sup> – California: A Changing State, Student Edition and Student Workbook</p> <p>5<sup>th</sup> – The United States: Making a Nation, Student Edition and Student Workbook</p>	Yes
<p>Holt © 2006 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:</p>	<p>6<sup>th</sup> - Ancient Civilizations, Student Edition and Interactive Reader Workbook</p> <p>7<sup>th</sup> - Medieval to Early Modern Times, Student Edition and Interactive Reader Workbook</p> <p>8<sup>th</sup> – United States History, Student Edition and Interactive Reader Workbook</p>	Yes
<p>Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>9<sup>th</sup> - Glencoe © 2008, World Geography and Cultures</p> <p>10<sup>th</sup> - McDougal Littell © 2006, Modern World History – Patterns of Interaction</p> <p>11<sup>th</sup> - HRW © 2007 American Anthem- Modern American History</p> <p>12<sup>th</sup> – Prentice/Pearson © 2006, Magruder's American Government; Prentice/Pearson © 2007, Economics – Principles in Action</p> <p>10<sup>th</sup>-12<sup>th</sup> – Glencoe © 2008 Understanding Psychology</p>	Yes
<p>AP social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:</p>	<p>AP Courses</p> <p>10<sup>th</sup> - 12<sup>th</sup> - Houghton/Mifflin © 2006 The Earth and Its Peoples – A Global History</p> <p>11<sup>th</sup> - 12<sup>th</sup> - Houghton/Mifflin © 2006 The American Pageant</p> <p>12<sup>th</sup> – Prentice/Pearson © 2008, Government in</p>	Yes

	America- People, Politics, and Policy  12 <sup>th</sup> – Thompson/Wadsworth © 2006, Comparative Politics  12 <sup>th</sup> – Mc Graw Hill © 2008, Economics AP Edition 10 <sup>th</sup> -12 <sup>th</sup> – Pearson/Allyn & Bacon © 2007, Psychology	
	Supplemental for English Learners  9 <sup>th</sup> -12 <sup>th</sup> – AGS Globe Fearon © 2002, Pacemaker – World Geography & Cultures  9 <sup>th</sup> -12 <sup>th</sup> – AGS Globe Fearon © 2008, Pacemaker – World History  9 <sup>th</sup> -12 <sup>th</sup> – AGS Globe Fearon © 2004, Pacemaker – US History  9 <sup>th</sup> -12 <sup>th</sup> – AGS Globe Fearon © 2001, Pacemaker – American Government  9 <sup>th</sup> -12 <sup>th</sup> – AGS Globe Fearon © 2001, Pacemaker – Economics	Yes
<b>World Language</b>	All 7-12 World language books are provided one per student.	
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	7 <sup>th</sup> -12 <sup>th</sup> Spanish I, II, & III, IV, Pearson/Prentice ©2000, Paso A Paso  McDougal Littell ©2003 Abriendo puertas level 1 & 2; Heath ©1997 TuMundo & Nuestra Nundo 7 <sup>th</sup> -12 <sup>th</sup> French I, II, & III, HRW, ©2000, Allez viens!; French IV, People’s Publishing ©1999 Ensemble Gramaire, Ensemble Culture et Societe, Ensemble Literature 7 <sup>th</sup> -12 <sup>th</sup> Japanese I, II, & III, IV, Cheny & Tsui, ©2004, Adventures in Japanese  7 <sup>th</sup> -12 <sup>th</sup> German I, II, & III, IV, EMC-Paradigm, ©1998, Deutsch Aktuell	Yes
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses:  AP Spanish: McDougal Littell ©2003 Abriendo Puertas; EMC Publishing ©2008 A toda vela. AP French: McDougal Littell ©2001 En Bonne Forme AP Japanese: McGraw-Hill ©2004 Yookoso! AP German: McDougal Littell ©1998 Ubungsbuch Kaleidoskop	Yes
<b>Visual and Performing Arts</b>		
All 7 <sup>th</sup> – 12 <sup>th</sup> school textbooks are from the most recent adoption of the local governing Board of Education.	7 <sup>th</sup> -8 <sup>th</sup> : Davis ©2000 Exploring Visual Design; McGraw-Hill ©1997 Exploring Theatre 9-12 <sup>th</sup> : Glencoe ©2000 Art in Focus, ©2005 the Stage & the School, ©2005 Art Talk; Davis ©2003 Exploring Painting, ©2005 The Visual Experience, ©1995 Photographic Eye; McGraw-Hill ©2000 Make It In Clay, ©2004 Hands in Clay, ©2005 Theatrical Design & Production, Play Production Today; West ©2002 Black and	Yes

	White Photography, ©1994 Jazz Dance Today; Human Kinetic ©1997 Choreography, ©2005 A Sense of Dance; Merwetter ©1996 Playing Contemporary Scenes; Princeton ©1995 Dance – the Art of Production; Brown & Benchmark – Art Context & Criticism	
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses:  Thomson/Wadsworth ©2005 Gardner's Art Through the Ages; Glencoe ©2003 Music in Theory & Practice,	Yes
<b>Health</b>	All 9-12 Health books are provided one per student.	
All high school textbooks are from the most recent adoption of the local governing Board of Education.	9 <sup>th</sup> -12 <sup>th</sup> Glencoe, © 2004, Glencoe Health	Yes
<b>Science Laboratory Equipment (grades 9-12)</b>	All 9-12 students utilizing a lab have access to appropriate equipment.	

<b>Core Curriculum Area</b>	<b>Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History-Social Science</b>	0%
<b>Foreign Language</b>	0%
<b>Visual and Performing Arts</b>	0%
<b>Health</b>	0%
<b>Science Lab Equipment</b>	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$6,292	\$1,513	\$4,779	\$61,373
District			\$6,826	\$66,544
Percent Difference – School Site and District			-35%	-8%
State			\$5,455	\$69,207
Percent Difference – School Site and State			-13%	-12%

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

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

### Types of Services Funded (Fiscal Year 2011-12)

Monterey Trail High School employs a highly qualified staff to assist students with special learning needs. Our "Strategies" department provides support for special education students. Additionally, we offer extended learning opportunities in Math and English for general education students who need additional support to meet the standards. Specially trained SDAIE instructors help our English Learners access the core curriculum, and assist students placed in classes to learn English as needed. Our Gifted and Talented students participate in multiple Honors and Advanced Placement (AP) courses. We offer two different four-year programs designed to prepare students for college and careers: The AVID Program (Advancement Via Individual Determination) and the Design and Technology Academy (DATA).

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,047	\$42,017
Mid-Range Teacher Salary	\$59,384	\$67,294
Highest Teacher Salary	\$82,031	\$86,776
Average Principal Salary (Elementary)	\$110,369	\$108,534
Average Principal Salary (Middle)	\$110,319	\$112,893
Average Principal Salary (High)	\$121,593	\$123,331
Superintendent Salary	\$255,030	\$226,417
Percent of Budget for Teacher Salaries	44.00%	38.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	46	49	52	55	56	57	49	52	54
Mathematics	19	22	28	51	52	53	46	48	50
Science	41	44	48	53	57	60	50	54	57
History-Social Science	40	42	46	47	50	54	41	44	48

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57	53	60	54
All Students in the School	52	28	48	46
Male	48	31	53	51
Female	56	24	44	42
African American	45	15	36	37
American Indian or Alaska Native	0	0	0	0
Asian	58	40	54	53
Filipino	68	30	69	58
Hispanic or Latino	39	18	34	36
Pacific Islander	47	17	57	36
White (not Hispanic)	62	32	63	59
Two or More Races	57	33	76	66
Economically Disadvantaged	46	27	42	42
English Learners	10	22	16	14
Students with Disabilities	15	18	11	14
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	52	59	60	56	59	64	52	54	59.0
<b>Mathematics</b>	53	52	58	60	60	61	53	54	56.0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students In The LEA</b>	36	27	37	39	38	23
<b>All Students In The School</b>	40	29	31	42	40	18
<b>Male</b>	44	29	27	38	39	23
<b>Female</b>	36	29	35	46	41	13
<b>African American</b>	52	20	27	63	32	5
<b>American Indian or Alaska Native</b>	0	0	0	0	0	0
<b>Asian</b>	34	30	36	26	44	30
<b>Filipino</b>	25	28	47	19	56	25
<b>Hispanic or Latino</b>	48	33	18	64	31	5
<b>Pacific Islander</b>	27	41	32	32	41	27
<b>White (not Hispanic)</b>	34	24	42	28	51	21
<b>Two or More Races</b>	31	31	38	38	50	12
<b>Economically Disadvantaged</b>	45	29	26	46	38	16
<b>English Learners</b>	83	15	2	64	28	8
<b>Students with Disabilities</b>	88	7	5	84	11	5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0	0

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	0	0	0
9	14.4	28.4	38.5

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API** rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	5	6
Similar Schools	8	8	9

### API Changes by Student Group – Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	7	22	17
African American	24	20	7
American Indian or Alaska Native			
Asian	-9	31	15
Filipino	18		
Hispanic or Latino	13	6	14
Pacific Islander			
White (not Hispanic)	-14	23	-2
Two or More Races			
Socioeconomically Disadvantaged	5	21	19
English Learners	-11	12	19
Students with Disabilities	18		16

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1495	764	45259	800	4683676	778
African American	283	698	7177	701	317856	696
American Indian or Alaska Native	6		210	731	33774	733
Asian	541	814	9661	849	398869	898
Filipino	96	828	2385	865	123245	859
Hispanic or Latino	343	709	11375	754	2406749	729
Pacific Islander	58	769	809	774	26953	764
White (not Hispanic)	110	786	10990	852	1258831	845

<b>Two or More Races</b>	57	782	2429	826	76766	836
<b>Socioeconomically Disadvantaged</b>	1001	748	24931	747	2731843	726
<b>English Learners</b>	496	719	11458	746	1521844	707
<b>Students with Disabilities</b>	140	500	4928	583	521815	595

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient - Mathematics</b>	No	No
<b>API</b>	Yes	Yes
<b>Met Graduation Rate</b>	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
<b>Program Improvement Status</b>	NA	In PI
<b>First Year of Program Improvement</b>	NA	2009-2010
<b>Year in Program Improvement</b>	NA	Year 3
<b>Number of Schools Currently in Program Improvement</b>		12
<b>Percent of Schools Currently in Program Improvement</b>		18.2

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### University of California

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

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

#### California State University

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

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

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

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Dropout Rate (1-year)</b>	1	1.3	1.1	2.5	3.3	2.7	4.9	5.7	4.6
<b>Graduation Rate</b>	95.36	94.93	92.62	87.13	86.71	87.70	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to

the 2007-08 and 2008-09 NCES graduation rates.

## Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	87.45%	53.69%	
African American	21.46%	11.24%	
American Indian or Alaska Native	0.20%	0.18%	
Asian	29.35%	13.13%	
Filipino	3.64%	1.21%	
Hispanic or Latino	7.29%	3.26%	
Pacific Islander	3.64%	1.21%	
White (not Hispanic)	16.40%	8.84%	
Socioeconomically Disadvantaged	42.71%	19.59%	
Two or More Races	2.83%	1.61%	
English Learners	12.55%	4.81%	
Students with Disabilities	5.26%	3.79%	

Note: "N/D" means that no data were available to the CDE or LEA to report.

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

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Our school prepares students to succeed in college and careers through the development of conceptual thinking, effective communication, and creativity. Our teachers have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. School Counselors offer additional support. At Monterey Trail High School, we have a DATA academy with three different career and technical strands that can provide students with an introduction to a technical career. These courses of study are engineering, computer science and architectural design. Regardless of the career path chosen, Monterey Trail High School makes every effort to work with the students to insure that they meet district and state graduation standards and are eligible for college.

## Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	998
Percent of pupils completing a CTE program and earning a high school diploma	84.07%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

## Courses for University of California and/or California State University Admission (School Year 2010-11)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	41%
Graduates Who Completed All Courses Required for UC/CSU Admission	47%

### Advanced Placement Courses

2010-2011		
Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2	
Foreign Language	4	
Mathematics	2	
Science	3	
Social Science	5	
All Courses	16	5.129%

# XII. Instructional Planning and Scheduling

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Our school and district offer a variety of professional learning opportunities for teachers and non-instructional support staff. Our school has a weekly late start Thursday schedule in order for teachers to meet in Professional Learning Communities. Teachers use this time to meet in teams to calibrate curriculum, create common assessments, improve instructional practice, and review student work. New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program (BTSA). They meet weekly with an experienced mentor to discuss their successes and work through their challenges.

	2008-2009	2009-2010	2010-2011
<b>School Days Dedicated to Staff Development</b>	0	0	0