

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

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 2010–11)

This section provides the school's contact information.

School		District	
School Name	Monte Vista High School	District Name	Grossmont Union High School District
Street	3230 Sweetwater Springs Blvd.	Phone Number	(619) 644-8000
City, State, Zip	Spring Valley, CA 91978	Web Site	www.guhsd.net
Phone Number	(619) 660-3000	Superintendent	Ralf Swenson
Principal	Randy Montesanto	E-mail Address	rswenson@guhsd.net
E-mail Address	rmontesa@guhsd.net	CDS Code	37681303734548

School Description and Mission Statement (School Year 2009–10)

January 27, 2011

Monte Vista High School is a learning organization made up of diverse groups of people dedicated to assisting each individual to reach his or her full potential.

Dear Parents and Community Members:

The Monte Vista High School staff is committed to providing a quality comprehensive program designed to meet the diverse needs and interests of students. A wide variety of academic core, elective, and vocational courses are available to prepare students for college and the world of work. Through participation in sports, co-curricular programs, and extracurricular activities, our students develop positive interpersonal and leadership skills.

Monte Vista High School will utilize all available human, material, and financial resources to provide a quality education to every student. As a teaching-learning community, we believe in creating and maintaining a safe, nurturing, and orderly learning environment in which teachers can teach and students can learn. We believe every student should have an equal opportunity to develop his or her full potential.

Our vision is that the Professional Learning Community is the culture by which we operate, and powerful learning will occur for every student. As evidence of this cultural change, during the 2006-2007 school year, the staff implemented a unique school schedule that provides an Advisory/Tutorial period in the middle of the school day. All ninth grade students attend a mandatory Advisory class during this time to assist them in making the transition to high school. Upperclassmen with two or more D or F grades are required to attend tutoring until the grades have been raised to C or better.

At Monte Vista High School we believe that “failure is not an option.” To support this philosophy, we have instituted several intervention programs including eight (8) sections of Reading courses for below grade level readers, Advisory/Tutorial period, after-school tutoring, California High School Exit Exam support classes, Algebra I support classes, and a Learning Center for eleventh and twelfth grade students who are significantly behind in credits toward graduation.

Monte Vista also offers a strong, comprehensive selection of Honors/Advanced Placement courses in English, mathematics, social science, and science. Our parents participate in PTSA, AVID, English Learner Parent Advisory Committee, and parent booster organizations. By working together to provide academic and emotional support, teachers and parents create a positive climate for academic achievement and personal growth.

The Monte Vista Monarchs are proud of their traditions, academic achievement, athletic accomplishments, and school spirit. We are committed to continue serving the community as an outstanding comprehensive high school where students are expected to be Prepared, Engaged, Accountable, and Appropriate.

Randy Montesanto
Principal

Opportunities for Parental Involvement (School Year 2009–10)

Monte Vista greatly benefits from its supportive parents who diligently work to promote communication between the school and home through the Monte Vista Parent-Teacher-Student Association as well as raise funds to benefit the students and staff. The school has a strong base of parent volunteers who assist with club and athletic team coaching, and who help in the library, as well as in the classroom. Parents are also welcome to join the PTSA, GATE Parent Advisory Committee, Parent Band Boosters, Football Pride Club, and English Learner Advisory Committee. The PTSA President is a member of the Site Governance Team and three parents serve as members of the School Site Council and the Site Safe School Committee. In 2011, Monte Vista will offer a nine (9) week parent workshop called, Parent Institute of Quality Education (PIQE). The school also benefits from several community partnerships, including Automotive Youth Education Services (A-YES).

As our partners in the education of their children, parents are also encouraged to register for access of student information, such as grades and attendance, through the District's Parent Portal. The Monte Vista High School Web Site also provides tremendous information for our parents and connects them to teacher web pages for class and homework assignments.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Denise Broadfoot at (619) 660-3012.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	5
Grade 1		Ungraded Elementary	0
Grade 2		Grade 9	535
Grade 3		Grade 10	497
Grade 4		Grade 11	496
Grade 5		Grade 12	560
Grade 6	1	Ungraded Secondary	0
Grade 7	2	Total Enrollment	2,096

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	15.9	White	22.0
American Indian or Alaska Native	1.3	Two or More Races	0.1
Asian	2.0	Socioeconomically Disadvantaged	60.8
Filipino	4.0	English Learners	16.8
Hispanic or Latino	51.3	Students with Disabilities	14.0
Native Hawaiian/Pacific Islander	1.5		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08				2008–09				2009–10			
	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+
English	22	50	32	10	24	45	11	26	26	18	32	14
Mathematics	24	45	10	21	24	40	16	16	25	27	22	14
Science	28	6	23	13	31	7	7	26	29	8	15	21
Social Science	29	14	19	36	32	8	17	37	30	8	21	24

II. School Climate

Climate for Learning

Students at Monte Vista are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the Monte Vista discipline program is to ensure that every student has the right to learn and every teacher the right to teach. Parents and students are informed of school rules and discipline policies through the Student Handbook, which is provided in the registration packet received by every student and parent during the registration and enrollment process at the beginning of the school year.

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Academic League, Ambassador Club, ANIME/Science Asian-Pacific Islanders Club, Associated Student Body, AVID Club, Book Club, Brother-2-Sister, Business Club, Cheer Club, Craft Club, Dance Company, Dynamic Dancers Ent., Fishing Club, Football Supporters, Friday Night Live, Gay Straight Alliance, Green Club, Interact Club, Liberty in North Korea (LINK), Key Club, Liberty in North Korea Club, Make a Wish Club, Marching Band, Math Club, Metaphysics, Monte Vista Smog Club, National Honor Society, No Compromise, One.Org Club, P.A.W. Club, Peer Listeners, Ping Pong Club, P.L.U.R.R. Club, Polynesian/Hip Hop Club, Recycle Club, Royal Page Newspaper, Running Club, SAPA, Science Club, Si Se Puede Club, Step Team, Specialty Corps, Symphonic Band, Theatre, Thespian Club, Tolerance Club, Uncontainable Genration/FFC Club, and Yearbook Club.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: Baseball, Boys and Girls Basketball, Boys and Girls Cross Country, Football, Boys and Girls Golf, Boys and Girls Lacrosse, Boys and Girls Soccer, Softball, Boys and Girls Swimming and Dive, Boys and Girls Track and Field, Boys and Girls Volleyball, Boys and Girls Water Polo, and Wrestling. Monte Vista recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during "Pride of the Lion's Den" assemblies, Monarch Stars, Senior Awards Night, and a "Champions Barbeque" for varsity members of League Championship teams.

School Safety Plan (School Year 2009–10)

Safety of students and staff is a primary concern of Monte Vista. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safe School Plan was last reviewed and updated on June 16, 2010, by the Site Safe School Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school by classified and administrative staff, and classified and administrative staff supervise students during breaks and lunch. There is a designated area for student drop off and pick up. Visitors must sign in at the administrative offices when on campus in accordance with district policy.

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		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	18.0	19.5	20.0	14.4	17.2	16.1
Expulsions	1.1	0.9	0.8	0.9	1.0	0.9

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

Monte Vista was originally constructed in 1961 and is comprised of 88 classrooms, one gymnasium, one cafeteria, one library, one staff lounge, one computer lab, and athletic fields and courts. Completed projects include classroom renovation of the 100, 300, 400, and one half of the 200 buildings' classrooms, installation of shade structures in the student lunch areas, wheelchair ramps throughout the campus, an artificial turf football field, all weather track, lawn panels within the campus, and electrical and infrastructure upgrades. The most recent renovations include: a new gym scoreboard and a new science building which opened in the fall of 2010.

Cleaning Process: The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			Rm. 501- HVAC condensate drips on a student work area. Rm. 806- fan grille missing in the restroom. Rm. 907 trainer- ice machine leaking, floods floor and wicking up dry wall (Mold risk). Boys PE- piping insulation damaged and missing.
Interior: Interior Surfaces	n/a		x		Counseling/VP- vinyl floor damaged. Rm. 209- stained ceiling tiles. Rm. 204- flooring damaged at the door. Rm. 203- stained ceiling tiles. Rm. 202- ceiling tiles lifted. Rm. 216- stained ceiling tiles, flooring damaged at the door. Rm. 210- stained ceiling tiles. P-11- 1 ceiling tile missing. Relo. Restroom- boys graffiti. Rm. 603- vinyl flooring damaged at the door. Rm. 602- ceiling tile missing in the restroom, stucco damage east exterior wall. Rm. 606 book rm.- flooring damaged at the doors. Rm. 1100- ceiling tiles sagging. Rm. 1004- flooring damaged at the door, stained ceiling tiles. Rm. 1002- flooring damaged at the south door. Rm. 1010 drama- ceiling tiles missing, flooring damaged. Rm. 1009- ceiling tiles stained, flooring damaged at the door. Rm. 1007- stained ceiling tiles. Rm. 1006- flooring damaged a the door. Cafeteria- flooring damaged, ceiling tiles missing. Staff restroom- wall damage at the sink wall. Rm. 701- ceiling damaged. Rm. 501- ceiling tiles stained and damaged, cabinet deteriorated. Rm. 502- flooring damaged, ceiling tile missing. Rm. 803- stained ceiling tiles. Rm. 802- hole in the exterior stucco at the door. Rm. 801 weight rm.- ceiling damaged, missing, sagging. Cust. 800- north wall damaged. Staff restroom 800- ceiling sagging. Rm. 807- flooring damaged in the office. Rm. 806- holes in the east/north wall. Girls PE- hole in the south wood doors, flooring damaged in the office. Coach's office- ceiling tiles stained an missing in the restroom, flooring damaged in the office. Boys PE- extensive ceiling damage. Rm. 904- north wall damaged, ceiling damaged and sagging.

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	n/a	x			Rm. 215- room needs cleaning. Rm. 501- wasp nest at the west windows.
Electrical: Electrical	n/a		x		Admin.- diffuser missing in finance. Counseling/VP- 10+ diffusers missing, 1 light out in the file room. Attendance- 5 diffusers missing. Rm. 204- 4 diffusers missing, electrical plate cracked. Rm. 203- all diffusers missing, typical 200 bldg. Rm. 215- 3 diffusers missing. Rm. 202- 7 diffusers missing. Rm. 201 resource- 1 light out in the conference rm. Library- office north wall receptacle hanging out of the wire mold (safety), 2 lights out in the office. Rm. 217- light switch plate broken. Rm. 211- diffuser hanging in the office. P-10- 1 diffuser hanging. P-6- ramp not grounded. P-1- several lights out. Rm. 404- 2 lights out. Rm. 605- no light diffusers. Rm. 602- electrical cover missing in the restroom. Rm. 601- 2 diffusers missing. Rm. 609- several diffusers missing. Supply- 6 lights out, storage blocking electrical panels. Rm. 315- 1 light out. Rm. 1009- 6 lights out. Rm. 1007- 2 lights out. Rm. 705 band- 2 lights out. Rm. 701- diffusers cracked and missing. Rm. 501- most diffusers missing. Rm. 503- several diffusers cracked. Rm. 804- 2 lights out. Rm. 803- 1 light out. Rm. 801 weight rm.- 2 lights out, safety cages missing and hanging. Rm. 807- 3 diffusers missing in the classroom, 4 lights out. Rm. 806- 3 diffusers missing in the office, 1 light out in the shop. Coach's office- switch plate missing in football office. Football team rm.- 6 lights out, 2 receptacle covers missing. Team rm.- 1 light out. Rm. 903 wrestling- 3 lights out. Gym- electrical cover loose at SE corner.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	n/a		x		Counseling/VP- drinking fountain no water. Mens staff restroom 1000- 1 sink rusted and deteriorated. Staff restroom- sink cracked. Rm. 501- 3 sink faucets leak. Rm. 807- drinking fountain low pressure. Girls PE- toilet seat broken. Coach's office- toilet partition rusted. Boys PE- drinking fountain removed- waste not capped. Pool restroom- boys 1 faucet no water, boys accessible faucet loose.
Safety: Fire Safety, Hazardous Materials	n/a	x			Admin.- main fire alarm panel "trouble". Attendance- fire extinguisher missing. Rm. 112- fire extinguisher cabinet blocked completely by a shelf. Rm. 211- fire extinguisher blocked by shelves. Relo. Restroom- boys smoke detector covered (safety). Rm. 605- no fire extinguisher. Rm. 603- no fire extinguisher. Rm. 606 book rm.- no fire extinguisher. Rm. 316- fire extinguisher blocked. Main electrical- combustibles stored in the main elec. rm. Rm. 1005- peeling paint at east wall. Womens staff- peeling paint at the sink wall. Rm. 1002- no fire extinguisher. Rm. 1009- peeling paint at the west wall. Rm. 802- no fire extinguisher. Coach's office- peeling paint in the office and restroom. Boys PE- peeling paint above lockers east. Gym- no fire extinguisher in the gym or foyer.
Structural: Structural Damage, Roofs	n/a	x			Coach's office- structural cracks in the shower.

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	n/a	x			Rm. 203- hole in the concrete at the door (trip hazard). Rm. 215- window jalousies missing, door closer needs adjustment (safety). Library- graffiti on lockers, window broken in the office. Rm. 217- window jalousies missing. Rm. 214- window jalousies missing. P-5- plywood at the ramp deteriorated at the asphalt. Relo. Restroom- plywood surface at the landing damaged (trip hazard). Rm. 605- jalousie windows missing. Womens staff- hole in the concrete at the door (trip hazard). Rm. 907 trainer- exterior door deteriorating. Rm. 908- exterior door deteriorating. Girls PE- lock at the south door broken. Coach's office- door frame damaged at the north office, jalousie windows missing-football office.
Overall Rating		x			n/a

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	84	80		
Without Full Credential	1	0		
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

It is the goal of Monte Vista High School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (librarian)	1	n/a
Nurse	1	n/a
Administrators	4	n/a
Pupil Services	9	n/a
Classified	35	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0	See Appendix 1
Mathematics		0	
Science		0	
History-Social Science		0	
Foreign Language		0	
Health		0	

Visual and Performing Arts		0	
Science Laboratory Equipment (grades 9-12)		0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	\$5,512	
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

In addition to general state funding, Monte Vista receives state and federal funding for the following categorical funds and other support programs: Title I, EIA, Block Grants, Lottery, Project SHIELD and MAA monies.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,810
Mid-Range Teacher Salary	\$65,864	\$69,375
Highest Teacher Salary	\$87,718	\$89,104
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	\$120,314
Average Principal Salary (High)	\$125,279	\$126,901
Superintendent Salary	\$240,000	\$198,563
Percent of Budget for Teacher Salaries	38.7	37.3
Percent of Budget for Administrative Salaries	5.7	5.2

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs 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. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	32	39	39	44	47	48	46	50	52
Mathematics	17	22	23	23	29	31	43	46	48
Science	32	38	37	38	41	44	41	44	48
History-Social Science	31	37	41	37	43	46	36	41	44

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	46.4	27.9	43.3	46.3
All Students at the School	39.5	23.1	37.8	41.0
Male	34.4	24.5	39.9	45.0
Female	45.0	22.0	35.4	36.1
Black or African American	38.0	16.4	40.9	37.9
American Indian or Alaska Native				
Asian				
Filipino	66.4		64.2	60.7
Hispanic or Latino	33.6	22.0	30.7	35.6
Native Hawaiian or Pacific Islander				
White	49.6	31.0	47.6	49.5
Two or More Races	31.8			
Socioeconomically Disadvantaged	30.6	19.6	30.7	33.5
English Learners	13.8	13.3	15.7	17.7
Students with Disabilities	3.6	3.7	7.5	6.3
Students Receiving Migrant Education Services				

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 in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	44.0	43.1	41.0	54.6	51.8	48.0	52.9	52.0	54.0
Mathematics	42.1	50.0	47.0	55.7	58.4	55.0	51.3	53.3	54.0

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

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	23	29	48	17	28	55
All Students at the School	30	29	41	25	28	47
Male	33	29	38	26	26	48
Female	27	29	44	23	31	46
Black or African American	33	32	35	24	30	46
American Indian or Alaska Native						
Asian						
Filipino	13	17	70	9	13	78
Hispanic or Latino	34	30	36	26	32	42
Native Hawaiian/Pacific Islander						
White	20	29	51	25	24	51
Two or More Races						
Socioeconomically Disadvantaged	35	32	33	29	30	41
English Learners	53	32	15	39	33	28
Students with Disabilities	80	10	10	78	17	5
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	4.7	33.6	55.5

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. Detailed information about the API can be found on the CDE Academic Performance Index (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	2007	2008	2009
Statewide	5	4	4
Similar Schools	6	5	7

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-7	28	3
Black or African American	2	48	-2
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-11	40	8
Native Hawaiian/Pacific Islander			
White	5	-3	4
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged	-20	47	0
English Learners	-16	55	-25
Students with Disabilities	-58	10	9

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

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

Group	2010 Growth API		
	School	LEA	State
All Students at the School	708	735	729
Black or African American	701	670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino	690	687	672
Native Hawaiian/Pacific Islander			706
White	735	768	801
Two or More Races		638	747
Socioeconomically Disadvantaged	677	664	669
English Learners	630	620	626
Students with Disabilities	403	509	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

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 six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	98.0	88.0
Participation Rate - Mathematics	98.0	91.0
Percent Proficient - English-Language Arts	42.7	48.9
Percent Proficient - Mathematics	49.5	54.5
API	Yes	No
Graduation Rate	No	No

Federal Intervention Program (School Year 2010–11)

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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-10	2004-05
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

Monte Vista believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Drop-Out Prevention Specialist, Resource Center staffed with a Certificated Counselor and Community Liaison, Student Attendance Review Board (SARB), and Student Attendance Review Team (SART).

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	5.2	3.9	4.4	3.3	2.6	3.6	5.5	4.9	5.7
Graduation Rate	95.7	87.9	83.7	89.5	87.0	84.0	80.6	80.2	78.6

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met 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 2010		
	School	District	State
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs (School Year 2009–10)

Monte Vista's career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Monte Vista have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Teachers and Guidance Counselors offer additional support through various programs, including: refining career interests via the Career Cruising Program, PLAN and ASVAB tests. Guidance personnel review and explain test results with students, who are then assisted to select core and elective courses that align

with their career interests and post-secondary educational goals. In addition, additional support programs are provided, which include: Grossmont District's "Got Plans?" career and college night, college/university representative visits to campus, Monte Vista "Parent Nights," and the individual student's Post Secondary Plan.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	543
Percent of pupils completing a CTE program and earning a high school diploma	21.4%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28.0%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	70.0%

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	n/a
English	4	n/a
Fine and Performing Arts	0	n/a
Foreign Language	2	n/a
Mathematics	6	n/a
Science	7	n/a
Social Science	8	n/a
All courses		

XII. Instructional Planning and Scheduling

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

Algebra Workshop: Development of the End-of-Course Exam
Algebra Seminar
Assistant Principal Apprentice Program
Assistant Principal PLC Meetings
Principal PLC Meetings
Technology Tools
Conscious Classroom Management
Differentiated Instruction for the Teenage Brain, Parts I & II
Effective Teambuilding
Literacy for all Core Content Areas
Literacy for Special Ed
Literacy for EL
Making Common Assessments Meaningful Using Edu-Soft
Outrageous Teaching!
Poverty Training
Special Ed in the Regular Ed Classroom
Working and Communicating Effectively with Colleagues