

# Executive Summary School Accountability Report Card, 2010–11

## For Mount Miguel High

<b>Address:</b>	8585 Blossom Ln., Spring Valley, CA, 91977	<b>Phone:</b>	(619) 664-8400
<b>Principal:</b>	Steve Coover, Principal	<b>Grade Span:</b>	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Mount Miguel is one of 11 comprehensive high schools in the Grossmont Union High School District. The curriculum is focused on preparing students for college. The school supports cultural awareness on a daily basis through its diverse literature selections and its scheduled celebrations of the many different races and religions represented by our rich student body. During the 2010/11 school year, 1,664 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

## Student Enrollment

Group	Enrollment
Number of students	1,664
Black or African American	20.9%
American Indian or Alaska Native	0.8%
Asian	1.9%
Filipino	4.8%
Hispanic or Latino	55.6%
Native Hawaiian or Pacific Islander	1.9%

White	11.8%
Two or More Races	1.6%
Socioeconomically Disadvantaged	57.2%
English Learners	23.9%
Students with Disabilities	11.2%

## Teachers

Indicator	Teachers
Teachers with full credential	79
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	28%
Mathematics	14%
Science	28%
History-Social Science	35%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	659
Statewide Rank (from 2010 Base API Report)	2

Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 25
2011–12 Program Improvement Status (PI Year)	Year 4

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## Curriculum and Instructional Materials

<u>Core Curriculum Area</u>	<u>Pupils Who Lack Textbooks and Instructional Materials</u>
<u>Reading/Language Arts</u>	0%
<u>Mathematics</u>	0%
<u>Science</u>	0%
<u>History-Social Science</u>	0%
<u>Foreign Language</u>	0%
<u>Health</u>	0%
<u>Visual and Performing Arts</u>	0%
<u>Science Laboratory Equipment (grades 9-12)</u>	0%

## School Finances

<u>Level</u>	<u>Expenditures Per Pupil (Unrestricted Sources Only)</u>
School Site	\$4,770
District	
State	\$5,455

## School Completion

<u>Indicator</u>	<u>Result</u>
Graduation Rate (if applicable)	80.75

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	141
Graduates Who Completed All Courses Required for University of California or California State University Admission	32.1%

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*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)

School		District	
School Name	Mount Miguel High	District Name	Grossmont Union High
Street	8585 Blossom Ln.	Phone Number	(619) 644-8000
City, State, Zip	Spring Valley, CA, 91977	Web Site	www.guhds.net/
Phone Number	(619) 664-8400	Superintendent	Ralf Swenson
Principal	Steve Coover, Principal	E-mail Address	rswenson@guhds.net
E-mail Address		CDS Code	37681303734761

### School Description and Mission Statement (School Year 2010–11)

Dear Parents and Community:

Mount Miguel High School is focused on high levels of achievement for ALL students. The faculty and staff are dedicated to providing excellence in education in an environment conducive to learning. We are committed to continuous school improvement as demonstrated by the following highlights of our student performance data:

- Mount Miguel High School's API score has improved a total of 25 points in the last four years. In 2008-09, the API score rose 34 points, the second highest gain in San Diego County. Our current API is 659 and our API Goal for the 2010-11 school year is another 41 point gain to 700.
- Approximately 78% of Mount Miguel sophomores passed one or both portions of the California High School Exit Exam on their first attempt.

Even though our achievement scores are constantly improving, we continue to study our curriculum and instruction, reflect on its effectiveness, plan for success, and act on those plans. Based upon this analysis, nine goals have been set for the 2010-11 school year:

- Improving student achievement for all students
- Improving English proficiency for our English Learners
- Improving the achievement gains of special needs learners
- Increase the number of students taking and passing AP exams
- Improve literacy skills of students
- Decrease chronic absenteeism

- Modernize the school's educational facilities
- Continuing to ensure school safety and positive race-human relations, and
- Working in partnership with all stakeholders to support and prepare out students for post-secondary education or work.

In 2006-07, Mount Miguel High School was visited by the Western Association of Schools and Colleges (WASC). The visiting team reviewed the school's curriculum, assessment results, and our five goals. At the end of the visit, Mount Miguel was granted a six-year accreditation, the longest possible under the rules of WASC accreditation. In 2008-09, Mount Miguel High School was visited by the WASC for a one-day revisit to monitor mid-term progress and the committee confirmed that no additional visits were required before the next regular visit and full accreditation visit in 2011-12.

Curricular improvements and a focus on standards at Mount Miguel have greatly enhanced our instructional program. We will continue to explore new programs and make improvements in our curriculum through researched based practices, grant writing and visiting successful programs in other schools. We look forward to working with the greater community of Mount Miguel to meet the educational needs of our students.

Our core belief is that all students can learn. We know that our students can meet success and challenge a strong curriculum at the same time. Our goal is to guide and assist each student in academic success. Mount Miguel High School is on the move, striving for excellence! Go Matadors!

Sincerely yours,  
Steve Coover

### **Opportunities for Parental Involvement (School Year 2010–11)**

Mt. Miguel greatly benefits from its supportive parents who join our booster clubs, PTSA, School Site Council, and English Learner Advisory Committee (ELAC). The school has a strong base of parent volunteers who make up our Music and athletic booster clubs. The school also benefits from several community partnerships, including the Kiwanis Club, Rotary Club, Albertsons Groceries, and the Viejas Tribal Council. The school also benefits from Regional Occupational Program Advisory Boards for our plastics, photography, restaurant, and Academy of Hospitality and Tourism Management programs.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Diane Quintero at (619) 667-6412, or contact us on-line at [www.mountmiguel.guhdsd.net](http://www.mountmiguel.guhdsd.net).

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	5
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	355
Grade 3	0	Grade 10	369
Grade 4	0	Grade 11	455
Grade 5	0	Grade 12	479
Grade 6	0	Ungraded Secondary	0
Grade 7	1	Total Enrollment	1,664

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	20.9%
American Indian or Alaska Native	0.8%
Asian	1.9%
Filipino	4.8%
Hispanic or Latino	55.6%
Native Hawaiian or Pacific Islander	1.9%
White	11.8%
Two or More Races	1.6%
Socioeconomically Disadvantaged	57.2%
English Learners	23.9%
Students with Disabilities	11.2%

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

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.3	41	14	26	N/D	9	27	9	26.0	13	18	12
Mathematics	27.2	23	17	26	N/D	13	14	18	23.2	13	13	7
Science	30.5	8	11	22	N/D	3	16	16	29.3	6	12	15
Social Science	29.4	17	9	36	N/D	10	19	23	24.7	15	11	14

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## III. School Climate

### School Safety Plan (School Year 2010–11)

Safety of students and staff is a primary concern of Mt. Miguel. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on September 9, 2011 by the School Safety Committee. All revisions were communicated to the 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, during breaks, and at lunch by our six campus supervisors, five administrators and our full time School Resource Officer. There is a designated area for student drop off and pick up in the upper student parking lot. Visitors must check in at the main office prior to entering the campus.

### Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	21.4	16.9	15.5	17.2	16.1	12.9
Expulsions	1.4	0.9	0.9	1.0	0.9	0.7

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

Mt. Miguel was originally constructed in 1957 and is comprised of 82 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 2 staff lounges, 5 computer labs, and two playing fields. Recent remodeling included new stadium lighting, new all-weather-turf football/soccer field, new sewers and storm drains, new plumbing, electrical and all other infrastructure items, new gym bleachers, additional security cameras, and sixty-four modernized classrooms and bathrooms.

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 are given to emergency repairs. On July 8, 2011, a consultant from the San Diego County Office of Education staff came to Mount Miguel for the purpose of conducting a School Facility Conditions Evaluation as required by the Williams Settlement in the State of California. The Facilities Inspection Tool (FIT) was used to determine the condition of the facility. Copies of the detailed report are available at the school site.

The following 8 categories were ranked at good, fair, or poor based on the percentage of the 15 areas evaluated to be in good repair with the average percentage of 15 areas in 8 categories was 91.66%, giving an overall school rating of GOOD.

- SYSTEMS (gas leaks, mechanical, HVAC, sewer) - GOOD
- INTERIOR (interior surfaces) - FAIR
- CLEANLINESS (overall cleanliness, pest/vermin infestation) - GOOD
- ELECTRICAL (electrical) - FAIR
- RESTROOMS/FOUNTAINS (restrooms, sinks/fountains) - FAIR
- SAFETY (fire safety, hazardous materials) - GOOD
- STRUCTURAL (structural damage, roofs) - GOOD
- EXTERNAL (playground/school grounds, windows/doors/gates/fences) - GOOD

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

Completed on July 7, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces			X		Stucco damage, Several areas where wall is damaged, Cove base missing loose at womens RR, Several ceiling tiles stained, missing or damaged, holes in instrument storage walls, Rm. 888- carpet transition strip at the west door loose, Places where floor tile is missing or damaged
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical			X		Several places where lights are flickering, out, hanging or damaged, Several diffusers missing, cracked or damaged, light switch damaged, electrical receptacle damaged at north wall, receptacle cover missing and 1 cracked, low voltage cover plate missing
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X		700 student RR- boys- 2 hand dryers not work, Boys locker rm.-1 urinal out of order, Gym-womens- 1 toilet out of order, 1 toilet loose, Pool- 1 urinal runs continuously, 200 girls RR- 1 toilet loose, 200 boys RR- 1 hand dryer not working, 300 girls RR north- 2 hand dryers not working, 1 toilet loose, all toilet seats loose,
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

## Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	79	79	79	933
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	2	4	0	52

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

## Core Academic Classes Taught by Highly Qualified 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/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.81%	0.19%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	332
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)		
Psychologist	1	
Social Worker		
Nurse		
Speech/Language/Hearing Specialist		
Resource Specialist (non-teaching)		
Other		

Note: Cells shaded in black do not require data.

\* 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, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 1, 2011

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	Yes	0%
Health	Yes	0%
Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	Yes	0%

\*A complete list of Instructional Materials/Textbooks is located at the conclusion of this report.

## VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,770			
District				\$69,918
Percent Difference – School Site and District				
State			\$5,455	\$70,570
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

**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 2010–11)

In addition to general state funding, Mt. Miguel receives state and federal funding for the following categorical funds and other support programs: Title I, Economic Impact Aid, Specialized Secondary Programs, CAHSEE Interventions, AVID, ASSETs, MAA, CA Partnerships Academies, GATE, 10<sup>th</sup> grade counseling, Perkins, and the U.S. Army JROTC

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,911	\$42,954
Mid-Range Teacher Salary	\$69,857	\$69,905
Highest Teacher Salary	\$87,718	\$89,464
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$125,266	\$128,348
Superintendent Salary	\$248,571	\$205,119
Percent of Budget for Teacher Salaries	36.00%	37.00%
Percent of Budget for Administrative Salaries	6.00%	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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	28%	28%	28%	47%	48%	49%	49%	52%	54%
Mathematics	15%	14%	14%	29%	31%	33%	46%	48%	50%
Science	25%	30%	28%	45%	45%	48%	50%	54%	57%
History-Social Science	30%	37%	35%	43%	46%	48%	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	49%	33%	48%	48%
All Students at the School	28%	14%	28%	35%
Male	24%	16%	32%	38%
Female	32%	12%	24%	32%
Black or African American	23%	11%	25%	33%
American Indian or Alaska Native	36%	9%	0%	0%
Asian	58%	31%	0%	69%
Filipino	51%	22%	43%	61%
Hispanic or Latino	23%	14%	26%	30%
Native Hawaiian or Pacific Islander	27%	15%	0%	0%
White	40%	14%	32%	46%
Two or More Races	18%	0%	0%	0%
Socioeconomically Disadvantaged	25%	13%	28%	32%
English Learners	9%	9%	14%	18%
Students with Disabilities	8%	12%	9%	8%
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	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	33%	30%	41%	52%	50%	59%	52%	54%	59%
Mathematics	45%	41%	41%	60%	56%	59%	53%	54%	56%

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
All Students in the LEA	41%	28%	31%	41%	40%	19%
All Students at the School	59%	26%	15%	59%	30%	11%
Male	62%	25%	13%	58%	30%	12%
Female	55%	28%	17%	60%	30%	10%
Black or African American	60%	28%	12%	69%	23%	7%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	47%	20%	33%	38%	38%	25%
Hispanic or Latino	64%	25%	11%	58%	31%	10%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%

White	48%	26%	26%	53%	31%	16%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	59%	28%	13%	58%	31%	11%
English Learners	84%	14%	1%	72%	23%	6%
Students with Disabilities	86%	11%	2%	96%	4%	0%
Students Receiving Migrant Education Services	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 Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	22.10%	29.20%	18.10%

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	2	3	2
Similar Schools	3	6	4

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	36	4	-13
Black or African American	48	17	-14
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	47	3	-1
Native Hawaiian or Pacific Islander			
White	47	-12	-43
Two or More Races	N/D		
Socioeconomically Disadvantaged	43	-5	-4
English Learners	38	-11	16
Students with Disabilities	108	-93	-3

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 number of students included in the API and the 2011 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	1,018	659	13,009	743	4,683,676	778
Black or African American	216	639	937	670	317,856	696
American Indian or Alaska Native	11	679	186	724	33,774	733
Asian	23	815	187	777	398,869	898
Filipino	49	747	289	833	123,245	859
Hispanic or Latino	563	652	3,916	698	2,406,749	729
Native Hawaiian or Pacific Islander	13	706	77	793	26,953	764
White	143	666	7,387	773	1,258,831	845
Two or More Races	0		8		76,766	836
Socioeconomically Disadvantaged	737	647	5,341	662	2,731,843	726
English Learners	313	614	2,776	611	1,521,844	707
Students with Disabilities	130	427	1,617	506	521,815	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)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	No
Met Participation Rate - Mathematics	No	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	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. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		21.1%

Note: Cells shaded in black do not require data.

## 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 *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
Dropout Rate (1-year)	5.9	6.0	6.4	2.6	3.6	3.4	4.9	5.7	4.6
Graduation Rate	75.59	74.75	80.75	85.75	81.95	85.39	80.21	78.59	80.44

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

## 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	65.9	76.7	N/D
Black or African American	69.2	72.0	N/D
American Indian or Alaska Native	100.0	68.9	N/D
Asian	90.9	80.9	N/D
Filipino	85.2	92.0	N/D
Hispanic or Latino	62.0	69.5	N/D
Native Hawaiian or Pacific Islander	81.8	80.9	N/D
White	56.1	83.2	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	69.7	66.3	N/D
English Learners	50.0	51.3	N/D
Students with Disabilities	44.7	52.6	N/D

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

### Career Technical Education Programs (School Year 2010–11)

Mt. Miguel 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 Mt. Miguel have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: Matador Pride, Success Academy, mathematics and English support classes, AVID, and honors and Advance Placement classes.

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

Measure	CTE Program Participation
Number of pupils participating in CTE	313
Percent of pupils completing a CTE program and earning a high school diploma	81.9%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27%

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	90.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	32.1%

## Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	5	
Fine and Performing Arts	0	
Foreign Language	1	
Mathematics	1	
Science	1	
Social Science	9	
All courses	17	9.6%

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## 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.

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 2010-2011 school year included:

- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings
- Principal PLC Meetings
- Technology for Effective Teaching & Learning

Conscious Classroom Management  
Differentiated Instruction for the Teenage Brain  
Effective Teambuilding  
Boot Camp  
Literacy for all Core Content Areas  
Literacy for Special Ed  
Literacy for EL  
Making Common Assessments Meaningful  
Outrageous Teaching!  
Poverty Training  
Special Ed in the Regular Ed Classroom  
Working and Communicating Effectively with Colleagues  
Math Literacy PLC for Algebra & Geometry  
Science Collaboration  
Science Inquiry  
Working with Parents & Families  
Equity for All Students  
EL: Working With Non-Hispanic Cultures  
Discipline: Awareness of Cultural Distinctions  
Differentiating Strategies Based on ELD Proficiency Levels  
Understanding CST & Local Assessments

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**Mount Miguel High**

**School Accountability Report Card, 2010-2011**

Grossmont Union High

*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)

## Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Courses	Instructional Materials or Textbooks	Adoption Year
Art	9-12	Art History, Art Appreciation, Intro to Art	Art in Focus, 5th ed. Glencoe	2009-10
English	12	Literature 11-12	1984	
English	10	Literature 10	A Man For All Seasons, Permabound	
English	12	Literature	A Portrait of an Artist as a Young Man, Ingram	
English		Literature Ungradeed	A Tale of Two Cities, Ingram	
English	9	Literature 9	Alias	
English		Literature Ungradeed	American Experience, Prentice Hall	
English	9-12	Literature 9-12	Anne Frank: Diary of a Young Girl, Washington Square Press	
English	10	English I Literature 9C / AA	Are You in the House Alone?, Dell Publications	
English		Literature Ungraded	At Risk, Ingram	2004-05
English	10	Literature 10	Because of Romek, Granite Hills Press	
English		Literature Ungraded	Best Short Stories: Middle Level Advanced Level, Jamestown Publishers	
English		Literature Ungraded	Black Like Me, New American Library	
English	11	Literature 11C	Day No Pigs Would Die , Dell Publications	
English	9	Literature 9	Death of a Salesman, Penguin Books	
English		Literature Ungraded	Deathwatch, Dell Publications	
English	ESL	Literature 9A	Durango Street, Dell Publications	
English	11	Literature 11C	Edge of Awareness, MacMillian	2004-05
English	12	English	Education of Little Tree, University of New Mexico	
English	9-12	English 9-12	Elements of Literature: Course 3 4 5 & 6	2004-05

English	11-12	English 11 AP / 12	Ethan Frome, Ingram	
English	9	Special Ed	Exploring Literature, AGS	
English		Literature Ungraded	Fifteen, Dell Publications	
English	12	Film Lit	Film Analysis Handbook, Insight Publications	2005-06
English	ESL	English / Humanities 9C/AA/Rem	Forged By Fire, Aladdin Publishing	
English		Literature Ungraded	Go Ask Alice, Ingram	
English	9	Literature 9	Gods Heroes & Men of Ancient Greece, Ingram	2004-05
English		Literature Ungraded	Great American Stories, Dell Publishing	2004-05
English	ESL	9-12 EII/AA	High Point	2004-05
English		Literature Ungraded	Hound of the Baskervilles, Penguin Books	
English		Literature 11 /12	How Green Was My Valley, Demon Schuster	
English		Literature Ungraded	I Never Promised You A Rose Garden, New American Library	
English	12	Literature 12	Ingram	
English	9	Literature Ungraded	Inherit the Wind, Bantam Books	
English	12	English AP	Language Awareness, St. martin's	2004-05
English	9-12	Special Ed	Literature and Language Arts, Holt Rinehart & Winston	2005-06
English	11	Literature 11	Literature Gold, Prentice Hall	2004-05
English	12	Literature 12	Literature Platinum, Prentice Hall	2004-05
English	9	Literature 9	Lord of the Flies, Putnam/Berkley	2009-10
English	10	Literature 10	Man's Search for Meaning, Permabound	2009-10
English	12	Literature Ungraded	Mythology, New Ameri Lib (Signet)	
English	12	Literature 11/12	Night, Permabound	
English	12	Literature 11/12	Of Mice and Men, Penguin Books	2004-05
English	9	Literature Ungraded	Old School, Vintage Books	
English	10	English 3/4C	Only Alien on the Planet	
English	9	Literature 9	Passage to India, HBJ	

English	11	English	Patch of Blue, Ingram	
English	12	English 1C	Pride and Prejudice, Ingram	
English	12	Literature 12	Red Badge of Courage, Ingram	
English	ESL	Literature Ungraded	Romeo and Juliet	
English	9	Literature 9C	Rumble Fish, Dell Publications	
English	12	Literature 12H	Tex, Ingram	
English	12	Literature 12C	The Adventures of Tom Sawyer, New American Libraray	
English	10	Literature 10-12	The Alchemist	
English	12	Literature 12C	The Awakening, Avon Books	
English	11	Literature 11	The Conttender, Harper and Row	
English	9	English	The Elements of Style, McGraw-Hill	
English	11	Literautre Ungraded	The English Tradition, Prentice Hall	
English	11	English	The Importance of Being Ernest , Glenoce	
English	9	Literature Ungraded	The Pearl, Ingram	
English	10	Literature Ungraded	The Power of One, Ingram	
English	10	Literature 10R	The Power of the Glory, Ingram	
English	11	Literature Elective	The Scarlet Letter	
English	12	Literature 11/12	The Story of my Life, New Ameri Lib (Signet)	2004-05
English	11	Literature Ungraded	To Kill a Mockingbird, Ingram	
English	12	Literature Ungraded	Twelfth Night, Bantam Books	
English	11	Literature 11C / H	Working Days: Journals of the Grapes of Wrath, Viking	
English	9-12	Special Ed	World Literature, AGS	2004-05
English	12	English 11/12	Writers Inc., Houghton Mifflin Co.	2004-05
Mathematics	9	Algebra 1C	Algebra 1 CA ed. (2008) Holt, Rinehart, Winston	2009-10
Mathematics	10	Algebra 2C	Algebra 2 CA ed. (2008) Holt, Rinehart, Winston	2009-10
Mathematics	11	Algebra 2	Algebra 2 Concepts and Skills, McDougal Littell	2007-08

Mathematics	10	Algebra 2H	Algebra 2 with Trigonometry, Houghton Mifflin Co	2004-05
Mathematics	12	AP Calculus	Calculus, DC Health and Co	2004-05
Mathematics	12	Calculus 1H	Calculus: An Applied Approach, Houghton Mifflin Co	2007-08
Mathematics	SPE	Consumer Math	Consumer Mathematics (2003) AGS	2008-09
Mathematics	9-10	Geometry 1C	Geometry CA ed., Holt, Rinehart, Winston	2009-10
Mathematics	SPE	Basic Geometry	Geometry Concepts and Skills, McDougal Littell	2004-05
Mathematics	9-10	Geometry 1H	Honors Geometry, Houghton Mifflin	2004-05
Mathematics	12	Consumer Math	Mathematics w/Business Applications, Mcgraw Hill	2004-05
Mathematics	11		Precalculus with Limits, Houghton Mifflin Co	2007-08
Perf. Art	9-12	Dance	Experiencing Dance 8th ed.	2007-08
Perf. Art	9-12	Theater	The Stage and the School	2004-05
Science	9-10	Biology	Biology CA ed., McGraw Hill	2004-05
Science	9-10	Honors Biology	Biology Concepts and Connections, Cummings	2007-08
Science	11-12	AP Biology	Biology-AP, Cummings	2008-09
Science	10-12	Conceptual Physics	Conceptual Physics, Prentice Hall	2004-05
Science	11-12	Physiology	Essentials of Anatomy and Physiology 2nd ed., Prentice Hall	2004-05
Science	11-12	Forensics	Forensic Science: An Introduction, Pearson	2007-08
Science	11-12	AP Physics	Fundamentals of Physics 8th ed., Wiley	2008-09
Science	10-12	Honors Chemistry	Introductory Chemistry: A Foundation 6th ed., Houghton Mifflin Co	2004-05
Science	11-12	AP Environmental Science	Living in the Environment 11th ed., Thomson, Brooks, Cole	2007-08
Science	11-12	AP Environmental Science	Living in the Environment 14th ed., Thomson, Brooks, Cole	2011-12
Science	11-12	Physics 1,2	Physics 6th ed., Prentice Hall	2004-05
Science	10-12	Chemistry 1,2	World of Chemistry, McDougal Little	2007-08
Social Science	10	AP Euro	A History of Western Society, Houghton Mifflin	2004-05

Social Science	12	AP American Gov.	American Government 8th ed., Houghton	2008-09
Social Science	11	US History	American Voices, Scott, Forseman and Co	2004-05
Social Science	12	Economics	Economic Principles and Practice, Glencoe	2009-10
Social Science	12	American Gov.	Magruder's American Government CA ed., Prentice Hall	2004-05
Social Science	10	World History 1,2	Modern World History CA ed., McDougal Littell	2006-07
Social Science	11-12	AP Psychology	Psychology 7th ed., Worth	2004-05
Social Science	11-12	AP Psychology	Psychology 9th ed.	2008-09
Social Science	11-12	Psychology 1,2	Psychology and You, West	2007-08
Social Science	11	AP US History	The American Pageant 11th ed., Houghton Mifflin Co	2004-05
Social Science	11	US History 1,2	The Americans Reconstruction, McDougal Littell	2004-05
Social Science	10-12	World History Sheltered	World Geography and Cultures, Globe Fearon	2004-05
Social Science	9	Geography	World Geography CA ed., McDougall Little	2006-07
Social Science	SPE	Geography R	World Geography, American Guidance	2004-05
Social Science	9	Geography	World Geography, Glencoe	2004-05
Social Science	10	World History 1,2	World History Connections to Today, Prentice Hall	2004-05
Social Science	10-12	World History Sheltered	World History, AGS	2004-05
Social Science	SPE	World History R	World History, American Guidance	2004-05
World Langauges	9-12	French 3C, 4C	Discovering French Blanc 3C, McDougall Littell	2004-05
World Langauges	9-12	French 1C, 2C	Discovering French Blu 1C, McDougall Littell	2004-05
World Langauges	9-12	French 5C, 6C	Discovering French Rouge 5C, McDougall Littell	2004-05
World Langauges	9-12	Spanish 3C, 4C	En Espanol! Dos, McDougall Littell	2004-05
World Langauges	9-12	Spanish 5H, 6H	En Espanol! Tres, McDougall Littell	2004-05
World Langauges	9-12	Spanish 1C, 2C	En Espanol! Uno, McDougall Littell	2004-05
World Langauges	9-12	Spanish	Nuevas Vistas, Holt	2006-07

