

Executive Summary School Accountability Report Card, 2010–11

For Monte Vista High

Address:	3230 Sweetwater Springs Blvd., Spring Valley, CA, 91977-6934	Phone:	(619) 660-3000
Principal:	Randy Montesanto, Principal	Grade Span:	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

Monte Vista is one of 9 comprehensive and 2 charter high schools in the Grossmont Union High School District. Curriculum is focused upon aligning all course content with the State of California Curriculum Standards. The school supports cultural awareness on a daily basis through its diverse literature selections, hosting a Multicultural Week during the school year and participating in Unity Week for all freshmen and a strong attendance at Camp Lead.

During the 2010-2011 school year, 1,978 ninth through twelfth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment

Group	Enrollment
Number of students	1,940
Black or African American	11.1%
American Indian or Alaska Native	0.6%
Asian	1.2%
Filipino	3.1%
Hispanic or Latino	56.6%
Native Hawaiian or Pacific Islander	1.0%

White	19.1%
Two or More Races	6.0%
Socioeconomically Disadvantaged	50.3%
English Learners	23.2%
Students with Disabilities	14.0%

Teachers

Indicator	Teachers
Teachers with full credential	86
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	10
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	43%
Mathematics	28%
Science	55%
History-Social Science	46%

*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)	744
Statewide Rank (from 2010 Base API Report)	4

Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 19 of 26
2011–12 Program Improvement Status (PI Year)	Year 3

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

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
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%

School Finances

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

School Completion

Indicator	Result
Graduation Rate (if applicable)	80.75

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	150
Graduates Who Completed All Courses Required for University of California or California State University Admission	36.1%

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	Monte Vista High	District Name	Grossmont Union High
Street	3230 Sweetwater Springs Blvd.	Phone Number	(619) 644-8000
City, State, Zip	Spring Valley, CA, 91977-6934	Web Site	www.guhds.net/
Phone Number	(619) 660-3000	Superintendent	Ralf Swenson
Principal	Randy Montesanto, Principal	E-mail Address	rswenson@guhds.net
E-mail Address	rmontesa@guhds.net	CDS Code	37681303734548

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

December 14, 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 four (4) 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, science and world languages. 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 2010–11)

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 four parents serve as members of the School Site Council and the Site Safe School Committee. For the second year in a row, Monte Vista will offer a nine (9) week parent workshop called, Parent Institute of Quality Education (PIQE), last year, 47 parents completed the 9 week parenting institute. 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 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	469
Grade 3	0	Grade 10	472
Grade 4	0	Grade 11	440
Grade 5	0	Grade 12	553
Grade 6	0	Ungraded Secondary	0
Grade 7	1	Total Enrollment	1,940

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	11.1%
American Indian or Alaska Native	0.6%
Asian	1.2%
Filipino	3.1%
Hispanic or Latino	56.6%
Native Hawaiian or Pacific Islander	1.0%
White	19.1%
Two or More Races	6.0%

Socioeconomically Disadvantaged	50.3%
English Learners	23.2%
Students with Disabilities	14.0%

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	24.1	45	5	26	N/D	18	32	14	24.8	19	15	15
Mathematics	24.2	37	15	15	N/D	27	22	14	23.5	9	11	6
Science	31.3	5	7	26	N/D	8	15	21	28.8	9	12	18
Social Science	31.7	7	13	27	N/D	8	21	24	23.4	17	14	12

* 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 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 4, 2011, 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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	19.5	20.0	17.2	17.2	16.1	12.9
Expulsions	0.9	0.8	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)

Monte Vista was originally constructed in 1961 and is comprised of 88 classrooms, one gymnasium, one cafeteria, one library, one staff lounge, three computer labs, 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, a new science building which opened in the fall of 2010, a new library complete with a computer lab and 3 new visual arts classrooms which opened in December 2011. A new guidance and student support center, new Special Education Suites and a new family and consumer science classroom will open in the spring of 2012.

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 2011–12)

Completed on July 14, 2011

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Several locations where flooring damaged, Several ceiling tiles missing, stained, hanging or damaged, Wall damage, Graffiti found in RR, Ceiling collapsed in the shower area, Carpet damaged- TRIP HAZARD
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		Several diffusers missing, hanging, cracked or damaged, Light switch damaged, Receptacle at the brick wall in quad- not weatherproof, cover missing, Several lights out, Lighting cages missing / hanging, Light cages missing, Conduit cover missing, no ramp ground
Restrooms/Fountains: Restrooms, Sinks/ Fountains				X	Pool- girls-1 faucet no water, Grounds- RR needs cleaning, 1 exterior drinking fountain leaks, 803 computer- no water at the sink, 801 auto shop- drinking fountain- low pressure, Gym- 1 urinal -no flush, Girls PE- hand dryer not working, toilet seat broken, Rm. 908- 2 exterior drinking fountains- no water, Boys coaches office- toilet partition rusted, Staff RR- -womens and mens- 1 faucet low pressure, S core- toilet loose, 300 boys RR- mirrors missing- remaining bracket is a SAFETY HAZARD, 300 girls RR- 1 toilet loose, 1 faucet- no water, Relo RR- boys- sink loose, 100 girls RR- 2 toilets loose, 1 faucet - no water, Boys RR- 4 toilets- no auto flush, 1 faucet- no water, 1 drinking fountain drain plugged
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		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	80	92	86	933
Without Full Credential	0	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	11	10	10	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	100.00%	0.00%

District		
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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	388
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 14, 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, 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 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	39%	39%	43%	47%	48%	49%	49%	52%	54%
Mathematics	22%	23%	28%	29%	31%	33%	46%	48%	50%
Science	47%	38%	55%	45%	45%	48%	50%	54%	57%
History-Social Science	37%	41%	46%	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	43%	28%	55%	46%
Male	40%	29%	58%	53%
Female	46%	28%	53%	38%
Black or African American	41%	26%	61%	45%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	67%	49%	83%	69%
Hispanic or Latino	36%	25%	50%	39%
Native Hawaiian or Pacific Islander	47%	33%	0%	55%
White	54%	30%	60%	56%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	34%	24%	46%	40%
English Learners	15%	15%	20%	21%
Students with Disabilities	11%	9%	17%	10%
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	41%	41%	53%	52%	50%	59%	52%	54%	59%
Mathematics	49%	47%	51%	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	47%	28%	25%	49%	37%	15%
Male	52%	26%	22%	48%	34%	17%
Female	42%	30%	28%	49%	39%	12%
Black or African American	51%	28%	21%	52%	39%	9%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	21%	26%	53%	26%	32%	42%
Hispanic or Latino	52%	29%	19%	50%	37%	13%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%

White	37%	26%	37%	48%	35%	17%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	55%	29%	16%	54%	34%	12%
English Learners	82%	14%	5%	77%	21%	2%
Students with Disabilities	91%	7%	1%	92%	8%	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	19.50%	20.20%	32.80%

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	4	4	4
Similar Schools	5	7	6

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	28	4	31
Black or African American	48	-3	13
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	40	9	34
Native Hawaiian or Pacific Islander			
White	-3	5	31
Two or More Races	N/D		
Socioeconomically Disadvantaged	47	-1	27
English Learners	55	-24	20
Students with Disabilities	10	8	64

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	1,167	744	13,009	743	4,683,676	778
Black or African American	176	718	937	670	317,856	696
American Indian or Alaska Native	7		186	724	33,774	733
Asian	10		187	777	398,869	898
Filipino	61	853	289	833	123,245	859
Hispanic or Latino	647	728	3,916	698	2,406,749	729
Native Hawaiian or Pacific Islander	14	842	77	793	26,953	764
White	250	774	7,387	773	1,258,831	845
Two or More Races	0		8		76,766	836
Socioeconomically Disadvantaged	733	708	5,341	662	2,731,843	726
English Learners	339	656	2,776	611	1,521,844	707
Students with Disabilities	163	465	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	Yes	No
Met Participation Rate - Mathematics	No	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	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	2009-2010	2004-2005
Year in Program Improvement	Year 3	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)	3.9	4.4	4.5	2.6	3.6	3.4	4.9	5.7	4.6
Graduation Rate	83.53	76.25	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	77.3	76.7	N/D
Black or African American	78.3	72.0	N/D
American Indian or Alaska Native	60.0	68.9	N/D
Asian	70.0	80.9	N/D
Filipino	94.4	92.0	N/D
Hispanic or Latino	75.6	69.5	N/D
Native Hawaiian or Pacific Islander	100.0	80.9	N/D
White	78.2	83.2	N/D
Two or More Races	N/D	N/D	N/D
Socioeconomically Disadvantaged	75.3	66.3	N/D
English Learners	67.9	51.3	N/D
Students with Disabilities	58.5	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)

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.

Monte Vista offers 3 CTE pathways, Transportation, which includes, Auto transmission, Auto Suspension and in 2012-13 school year will include a linked learning English course for students in the pathway. Monte Vista's Auto program also boasts the only high school auto program that includes a

certified smog station. Monte Vista also offers an Arts, Media and Entertainment pathway as well as an Education pathway that teams with the elementary school across the street from the school.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	515
Percent of pupils completing a CTE program and earning a high school diploma	86.7%
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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	84.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	36.1%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	7	
Fine and Performing Arts	0	
Foreign Language	1	
Mathematics	3	
Science	3	
Social Science	10	
All courses	24	12.5%

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.

Monte Vista has participated in three Professional Development days prior to the start of the school year in each of the past 3 years. Decisions on the focus of professional development come from the sites leadership team, Site Governance Team, Literacy Team which was developed in 2010 and Core Cabinet Leadership Team. Monte Vista's focus on professional development has centered around its work with Literacy specialist Lin Kuzmich that the district has hired to work with district teams and site administrators.

In 2010, the school wide focus was on the student use of graphic organizers and writing for summarization. Both concepts were agreed to by staff after the priors years work in teams completing surveys as to the critical academic needs of the students at Monte Vista. In 2010, 6 all staff meetings were placed in the schedule on Monday mornings with the purpose of ongoing professional development around the school wide focus areas and the sharing of best practices on campus. In addition to the PD on those days, the sharing of school wide data with the staff helped drive instructional programs. In 2011, the school chose to add effective engagement strategies of all students and a focus of student daily learning goals in all classrooms as the instructional focus.

In 2010-2011, a team of teachers participated in the "Effective Reading Intervention Academy" which is a program designed to assist schools in evaluating and designing researched based literacy programs to effectively assist the schools most struggling readers and learners on campus. In that same year, the English department began its pre-year training in CAL-PASS, which is a program designed to increase the effectiveness of non-fiction, expository text, based on rhetorical analysis and writing for all students. The program is a response from local colleges who have long indicated that students in our district have come to them unprepared to handle the rigor of college English courses.

Site level administration supports professional development by offering regular feedback through ongoing walkthroughs and site supervision.

Monte Vista High

School Accountability Report Card, 2010-2011

Grossmont Union High

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

Adopted Texts and Instructional Materials

Subject	Title	Author	Publisher	Subject Area	Year
Art	Art in Focus, 5th ed. (2006)	Mittler, Gene	Glencoe	Art History, Art Appreciation, Intro to Art	2009/2010
Art	Art Talk	Ragans R.	Glencoe	Art	2004/2005
Art	Art Through the Ages	Gardner/Delacroix	HBJ	Art - History	2004/2005
Art	Black and White Photography - A Basic Manual	Horenstein	Little Brown & Co.	Photography	2004/2005
Art	Focus on Photography (2007)	Joyner, Herman	Davis	Photography	2008/2009
Art	Gardner's Art Through the Ages	Delacroix T.	Harcourt Brace Holt Reinhart	Art - History AP	2004/2005
Art	Photographic Eye The	O'Brien & Sibley	Davis Publications Inc.	Photography	2004/2005
Art	Photography, 6th Ed.	London & Upton	Addison Wesley Longman	Photography	2006/2007
Art	Sculpture	Williams A.	Davis Publishing Inc.	Art	2004/2005
English	American Experience The Prentice Hall Lit. Series)		Prentice Hall	Literature 11	2004/2005
English	Complete Works of Shakespeare	Shakespeare William	Scott Foresman	Literature Ungraded	2004/2005

English	Courtroom Survival Guide	Rutledge	Copperhouse : Atomic Dog Publishing	Business/ English/ Career/ CP	2005/2006
English	Edge (Levels A, B, & C)	Moore, Short, Smith, Tatum	Hampton Brown	English, ELD	2008/2009
English	Elements of Literature: Course 3 4 5 & 6		Holt Reinhart	English 9-12	2004/2005
English	Essays That Worked	Curry & Kasbar	Mustang Pub.	English AP	2004/2005
English	Exploring Literature		AGS	Special Ed	2004/2005
English	High Point		Hampton Brown	9-12 ELL / AA	2004/2005
English	Introduction To Poetry An	Kennedy	Scott-Foresman	English AP	2004/2005
English	Language Awareness	Escholz	St. Martin's	English AP	2004/2005
English	Literature and Language Arts	Beers & Odell	Holt Rinehart & Winston	Grades 9-12 / Special Ed	2005/2006
English	Prentice Hall Literature: Language and Literacy, Grade 10, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Prentice Hall Literature: Language and Literacy, Grade 9, 2010	Prentice Hall	Pearson Education	English	2009/2010

English	Prentice Hall Literature: The American Experience, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Prentice Hall Literature: The British Tradition, 2010	Prentice Hall	Pearson Education	English	2009/2010
English	Reader's Choice		Glencoe McGraw Hill	English 9-12	2004/2005
English	The New Police Report Manual	Rutledge	Copperhouse : Atomic Dog Publishing	Business/ English/ Career/ CP	2005/2006
English	Vocabulary for the College A B C D E F	Diederich P.	Holt Rinehart Winston	Composition Ungraded	2004/2005
Mathematics	Algebra 1, CA Ed. (2008)	Holt	Holt	Algebra	2009/2010
Mathematics	Algebra 2, CA Ed. (2008)	Holt	Holt	Algebra II	2009/2010
Mathematics	Algebra 2 Concepts and Skills	Larson, Boswell, Kanold, Stiff	McDougal Littel	Intermediate Algebra	2007/2008
Mathematics	Algebra 2: Integration Applications Connections		Glencoe 1998	Algebra 2	2004/2005
Mathematics	Algebra and Trigonometry	Dolciani	Houghton Mifflin	Algebra I/H-1	2004/2005
Mathematics	Algebra Essentials	Foster Rat	Merril Publishing	Basic Algebra	2004/2005

Mathematics	Algebra: Structure and Method Book 1	Brown Dolciani Sorgenfry & Cole	McDougal Littell 2000	Algebra I	2004/2005
Mathematics	Calculus	Larson Hostetler & Edwards	Mc Dougal	AP Calc AB	2004/2005
Mathematics	Calculus An Applied Approach	Larson, Edwards	Houghton Mifflin	Calculus	2007/2008
Mathematics	Calculus: Graphical, Numerical, Algebraic	Finney, Demana, Waits, Kennedy	Pearson / Prentice Hall	AP Calculus	2007/2008
Mathematics	Consumer Mathematics, 2003.	Harmeyer, Kathleen	AGS Publishing	Math	2008/2009
Mathematics	Functions Statistics and Trigonometry	Senk Vikto	Scott Foresman	Algebra IIIC	2004/2005
Mathematics	Geometry, CA Ed. (2008)	Holt	Holt	Geometry	2009/2010
Mathematics	Geometry : Concepts and Skills	Larson, Boswell, Stiff	McDougal Littell	Basic Geometry	2004/2005
Mathematics	Mathematics with Business Applications 2004		Glencoe	Consumer Math	2004/2005
Mathematics	Pre-Calculus With Limits: A Graphing Approach (2008)	Larson, Hostetler Edward	McDougal Littell	Honors Pre- Calculus	2007/2008
Mathematics	The Practice of Statistics, 3rd ed. (2008)	Yates, Moore, and Starnes	Freeman	AP Statistics	2008/2009

Performing Arts	Experiencing Dance: From Student to Dance Artist	Scheff, Sprague, McGreevy	Human Kinetics	Dance	2007/2008
Performing Arts	Musical Theatre: An Appreciation	McLamore, Alyson	Prentice Hall	Musical Theater	2008/2009
Performing Arts	Stage and the School The	Schaner & Ommanney	Glencoe	Drama	2004/2005
Performing Arts	Standard of Excellence Advanced Jazz Ensemble Method (1st Alto Saxophone)	Dean Sorenson and Bruce Pearson	Neil A. Kjos Music Co.	Music, Jazz	2006/2007
Performing Arts	Theatre Art in Action	McGraw-Hill	Glencoe / McGraw-Hill	Theatre	2006/2007
Science	Biology		AGS	Science	2005/2006
Science	Biology, 7th Ed.	Cambell & Reese	Benjamin Cummins	AP Biology	2008/2009
Science	Biology: Concepts and Connections, 6th ed. (2009)	Campbell, Reece, Taylor, Simon, Dickey	Pearson Education	Honors Biology	2007/2008
Science	Chemistry: An Introduction to General Organic and Biological Chemistry, 10th ed. (2009)	Timberlake	Pearson / Benjamin Cummings	Medical Chemistry	2008/2009
Science	Conceptual Physics		Prentice Hall	Conceptual Physics	2004/2005

Science	Environment: The Science Behind the Stories	Withgott, Brennan	Prentice Hall	AP Environmental Science	2007/2008
Science	Essentials of Anatomy and Physiology	Martini & Bartholomew	Prentice Hall	Physiology	2004/2005
Science	Essentials of General Chemistry	Ebbing, Gammon, Ragsdale	Houghton Mifflin	Chemistry	2006/2007
Science	Forensic Science, 8th ed.	Saferstein, Richard	Prentice Hall	Forensic Science	2007/2008
Science	Fundamental of Physics	(2nd ed.) Halliday Resnick & Walker	Wiley & Sons	Physics	2004/2005
Science	Fundamentals of Anatomy and Physiology	Martini	Prentice Hall	Physiology	2004/2005
Science	Glencoe Biology, CA Ed., 2007	Biggs, Hagins, Holliday, Kapicka, and Lundgren	Glencoe / McGraw-Hill	Biology	2007/2008
Science	Holt Biology CA Ed., 2008	Heithus and DeSalle	Holt, Rinehart, Winston	Biology	2007/2008
Science	Holt Earth Science CA Ed., 2007	Mead, DeGaetano, Pasachoff, and Allison	Holt, Rinehart, Winston	Earth Science	2007/2008
Science	Holt Physical Science	Ramsey	Holt Rinehart Winston	Earth Physical Science	2004/2005
Science	Human Biology	Mader, Sylvia	McGraw Hill- Glencoe	Medical Biology	2007/2008

Science	Introductory Chemistry, 6th ed. (2008)	Zumdahl & Decoste	Houghton Mifflin	Honors Chemistry	2008/2009
Science	Living in the Environment	Miller, Jr., G. Tyler	Thomson Brooks Cole	AP Environmental Science	2007/2008
Science	Physical Science: Concepts in Action, With Earth and Space Science, 2006	Frank, Wyssession, and Yancopoulos	Prentice Hall	Physical Science, Earth Science, Space Science	2007/2008
Science	Physics	Wilson & Buffa	Prentice Hall	Physics	2004/2005
Science	Physics for Scientists and Engineers, 7th ed.	Serway and Jewett	Thomson Brooks Cole	AP Physics	2008/2009
Science	Physics: Principles and Problems	Smoot	Glencoe	Physics	2004/2005
Science	World of Chemistry, 2007	Zumdahl, Zumdahl, DeCoste	McDougal Littel	Chemistry	2007/2008
Social Science	America: Pathways to the Present Modern American History	Clayton Isreals Reed Reed Winkler	Prentice Hall 2000 CA ed.	US History	2004/2005
Social Science	American Anthem - Modern American History	Ayers	Holt Rinehart & Winston	US History	2006/2007
Social Science	American Government: The Essentials, 11th ed., 2008	Wilson/Dilulio	Houghton Mifflin	AP Government	2008/2009

Social Science	American Govt. Institutions and Policies	Wilson J.	D.C. Heath/McDougal Littell	American Govt.	2004/2005
Social Science	American Pageant The: A History of the Republic	Bailey	D.C. Heath: Vol. 1 32.00 - Vol. 11 32.00	US History	2004/2005
Social Science	American Voices	Berkin et al	Scott Foresman	US History	2004/2005
Social Science	Economics	Pacemaker	Globe Fearon	Econ 1A	2004/2005
Social Science	Economics		AGS	Econ 1A	2004/2005
Social Science	Economics: Principles and Practices	Clayton G.	Glencoe	Economics	2004/2005
Social Science	Geography Alive! Regions and People; 2nd Ed. (2010)	Hart, Diane	TCI	Social Science	2009/2010
Social Science	His Excellency: George Washington, 1st ed. (2005)	Ellis, Joseph J.	Vintage	AP US History	2009/2010
Social Science	Macgruder's American Government	McClenaghan W.	Prentice Hall/2000 CA ed.	American Government	2004/2005
Social Science	Magruder's American Government, 2008.	McClenaghan, William A.	Prentice Hall	U.S. Government	2008/2009
Social Science	Modern World History: Patterns of Interaction	Beck	McDougal Littell	World History 1A-H	2004/2005

Social Science	Psychology	Myers et al	Worth	AP Psychology	2004/2005
Social Science	Psychology 7th Edition	Meyers	Worth	Psychology - AP	2004/2005
Social Science	Psychology and You, 2nd ed.	McMahon, McMahon, Romano	West/NTC	Psychology IC/2C	2007/2008
Social Science	Psychology, 9th ed., 2010.	Myers, David G.	Worth	Honors Psychology	2008/2009
Social Science	The American Pageant: A History of the Republic, 13th ed., 2006.	Bailey	Houghton Mifflin	U.S. History	2008/2009
Social Science	The Americans: Reconstruction to the 21st Century, 2009.	Danzer, Klor de Alva et al.	McDougal Littell	U.S. History	2008/2009
Social Science	Traditions and Encounters		Glencoe	AP World Hist	2004/2005
Social Science	United States Government: Democracy in Action; 2008 Edition	Remy, Richard C.	Glencoe	American Government	2009/2010
Social Science	World Geography	Boehm R.	Glencoe/2000 ed.	Geography	2004/2005
Social Science	World Geography	Lewinski	AGS	Geography 1A / Sheltered	2004/2005
Social Science	World Geography	Arreola, D et. al.	McDougal Littell	Geography	2006/2007
Social Science	World Geography and Cultures		Globe Fearon 2002	Hum 1 Geo 1R	2004/2005

Social Science	World Geography: Building a Global Perspective	Baerwald J. & Fraser C.	Prentice Hall/2000 ed.	Geog 1A/ 1C/ 1H & Global Studies	2004/2005
Social Science	World History: Connections to Today-The Modern Era	Esler A.	Prentice Hall/1999 CA ed.	Wrld Hist 1A/ 1C/ 1H	2004/2005
Social Science	World History: Understanding the History of our World	King	AGS	World Hist 1A/ Sheltered	2004/2005
World Languages	Abriendo Paso Gramatica	Diaz & Collins	ITP	Spanish	2004/2005
World Languages	Abriendo Paso Lectura	Diaz & Collins	ITP	Spanish 5S-6S	2004/2005
World Languages	AP Spanish Preparing for the Language Examination	Díaz, José	Pearson Education	AP Spanish Language	2007/2008
World Languages	Bon Voyage: Level 1-4		Glencoe	French	2004/2005
World Languages	Buen Viaje 1-4		Glencoe/ MCGraw Hill	Spanish	2005/2006
World Languages	DESCUBRE, nivel 1 - Lengua y cultura del mundo hispánico - Student Edition	Jose A. Blanco and Philip Redwine Donley	Vista Higher Learning	Spanish	2006/2007

World Languages	DESCUBRE, nivel 2 - Lengua y cultura del mundo hispanico - Student Edition	Jose A. Blanco and Philip Redwine Donley	Vista Higher Learning	Spanish	2006/2007
World Languages	Discovering French - Blue, Blanc, Rouge	Valette/Valette	D.C. Heath	French 1, 2, 3	2004/2005
World Languages	El Español para Nosotros, Level I & II		McGraw Hill / Glencoe	Spanish	2006/2007
World Languages	En Espanol		McDougal Littel	Spanish Level 1-4	2004/2005
World Languages	Encuentros Maravillosos		Scott Foresman	AP Spanish Lit/ Language	2006/2007
World Languages	Komm mit Levels I, II & III	Winkler	Holt-Rinehart	German	2004/2005
World Languages	Nuevas Vistas		Holt, Rinehart, Winston	Spanish	2006/2007
World Languages	Sendas Literarias	Walqui-van Lier & Barraza	Heinle & Heinle	Spanish	2004/2005