

# Grossmont Union High School District

## Mount Miguel High School

### 2008-2009 School Accountability Report Card

**Steve Coover,  
Principal**

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#### Principal's Message

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 rose 36 points in 2008-09, the second highest gain in San Diego County. Our current API is 670 and our API Goal for the 2009-10 school year is another 35 point gain to 705.
- Approximately 77% 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 2009-10 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 our students for post-secondary education or work.

In 2006-07, Mount Miguel 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 2012-13.

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

#### School Profile

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 2007/08 school year, 1,944 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

#### Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	19.9%
American Indian	1.0%
Asian	3.3%
Caucasian	12.4%
Filipino	5.0%
Hispanic or Latino	51.1%
Pacific Islander	2.4%
Multiple or No Response	4.8%

## Discipline & Climate for Learning

Students at Mt. Miguel are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Mt. Miguel discipline program is to teach responsible behavior to our students in partnership with our parents and community. Parents and students are informed of school rules and discipline policies through the Student Handbook and the District Parent Rights Booklet which are either provided at registration or sent home at the beginning of the school year.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	498	367	418	3656	3109	3856
Suspension Rate	26.1%	18.9%	21.6%	15.3%	12.8%	15.6%
Expulsions	19	19	27	182	195	230
Expulsion Rate	1.0%	1.0%	1.4%	0.8%	0.8%	0.9%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: JROTC, ASB, Kiwins, Interact, Marching Matadors, Friday Night Live, Student African-American Brotherhood, Latina Woman's Conference, African-American Male Summit, Gay-Straight Alliance, Academic League, and the Speech Team, ASSETs after-school programs, along with many others.

The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include: football, tennis, cross country, water polo, golf, basketball, swimming, track and field, soccer, wrestling, volleyball, baseball and softball. Mt. Miguel recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during classroom presentations of honor roll certificates, the senior awards banquet, and the Women of Distinction and Men of Excellence Dinners.

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2006-07	2007-08	2008-09
9th	511	494	467
10th	463	493	466
11th	480	474	510
12th	455	483	493

## Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 37 students to 1 teacher.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
07	08	09	07	08	09	07	08	09	07	08	09	
English	24	25	26	45	39	41	18	16	14	22	25	29
Mathematics	25	25	27	32	34	28	18	20	21	21	20	27
Science	29	30	31	8	8	8	10	6	11	23	24	22
Social Science	28	32	30	19	9	18	18	12	9	35	41	39

## Curriculum Development

All curriculum development in the Grossmont Union High School District is based on the California State Content Standards and Frameworks. Curriculum is reviewed monthly at subject matter council meetings in order to insure alliance with the state standards, district goals, and the statewide assessment program.

The following changes to curriculum have been added during the 2008/09 school year:

New Courses Course Number(s) Department

Advanced Digital Arts 1H, 2H B247/B248 & T247/T248 Art & ROP  
 Advanced Photography 1H, 2H B212/B213 & T264/265 Art & ROP  
 Biology 1, 2 IB SL R238/R239 Science  
 Cel Animation 1C, 2C B263/B264 Art  
 Civil Engineering & Arch 1H, 2H K718/K719 Industrial Tech  
 French 3, 4 IB HL2 G037/G038 Foreign Language  
 Professional Musical Theatre  
 Performer T510/T511 ROP  
 Science 1, 2 Sheltered R023/R024 Science

COURSES PENDING UC APPROVAL

Environmental Design I & II J140/J141  
 History IB HL1 S096/S097

## 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.mounmiguelhs.org](http://www.mounmiguelhs.org).

## Counseling & Support Staff

It is the goal of Mount Miguel High to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available at Mount Miguel High.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	.2
Assistant Principal	4	1
Athletic Director	1	.2
Attendance Clerk	1	1
Attendance Specialist	1	1
AVID Tutor	4	.4
Band/Music Director	1	1
Campus Security Officers	1	1
Campus Supervisor	6	1
Computer Technician	1	1
Counselor	4	1
English as a Second Language (ESL) Teacher	1	.2
English Language Development (ELD) Teacher	3	1
Guidance Technician	3	1
Healthy Start Counselor	1	1
IEP Coordinator	1	1
Librarian	1	1
Library Aide	1	1
Mentally Handicapped (MH) Class Teachers	1	1
MH Aides	1	1
School nurse	1	1
School Psychologist	1	1
SDC & RSP Aide	5	1
Special Day Class (SDC) Teacher	6	1
Speech and Language Specialist	1	1

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities.

## Instructional Materials

Grossmont Union High School District held a Public Hearing on September 11, 2008, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The link below displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

<http://portal.guhisd.net/GUHSD/depts/edserv/curriculum/textbook>

In addition, on September 23, 2009, several consultants from the San Diego County Office of Education (SDCOE) staff came to Mount Miguel for the purpose of determining the quality, currency, and availability of instructional materials as required by the Williams Settlement in the State of California. The SDCOE's audit sought to determine if any pupils lacked textbooks and instructional materials. Mount Miguel textbook inventories and 20% of the classrooms were checked for sufficiency of instructional materials. **Sufficient textbooks and instructional materials were found.**

## Teacher Assignment

Grossmont Union High recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2009-10 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	75	76	79	1080
Without Full Credentials	0	2	0	8
Working Outside Subject	0	0	0	22

On September 23, 2009, several consultants from the San Diego County Office of Education staff came to Mount Miguel for the purpose of determining if our school has any current teacher vacancies as required by the Williams Settlement in the State of California. The standard for "vacant teacher position" means a position to which a single designated certificated employee has not been assigned at the beginning of the year (first 20 days). A Teacher Vacancy Verification Form was collected from the principal during the site visit which indicated that a .8 FTE teacher vacancy was in existence at the time of the site visit. This vacancy was in the area of Industrial Technology and was created by the retirement of the previous certificated teacher, and the teacher vacancy has been corrected by the school.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	77.2%	22.8%
District	77.5%	22.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	77.7%	22.3%

## Staff Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district dedicated 60 days to staff development annually for the past three years. Topics for staff development during the 2008-2009 school year included:

- Algebra Workshop
- Asperger's Syndrome
- Assistant Principal Apprenticeship Program
- Assistant Principal Leadership Seminar
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding
- EL Workshop
- Equity & Diversity Training
- Gang Awareness
- Literacy Assessment
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers, Papers, Papers -- Handling the Paperload
- PLC On-Site Training
- Poverty Training
- Principal Leadership Seminar
- ProACT Training & Refresher
- Rebels With Applause -- Motivating Reluctant Learners
- Safe Schools Training
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working and Communicating Effectively with Colleagues
- Working With Challenging Students, Parts I & II
- Writing Performance Assessment Development

## Parent Involvement

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. In addition, the Mount Miguel Foundation raises funds for annual support for academic, athletic and performing arts groups. The school also benefits from several community partnerships, including the Kiwanis Club, Rotary Club, Albertsons Groceries, and the Viejas Tribal Council. The school also receives support from Regional Occupational Program Advisory Boards for our plastics, photography, restaurant, and Academy of Hospitality and Tourism Management programs.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

## Physical Fitness

In the spring of each year, schools are required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

### Percentage of Students in Healthy Fitness Zone

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	8.0%	22.0%	40.9%

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight. NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

### California Standards Test (CST)

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	26	26	28	43	44	47	43	46	50
Mathematics	13	15	15	22	23	29	40	43	46
Science	17	28	25	32	41	46	38	46	50
History/Social Science	22	24	30	32	37	43	33	36	41

### California Standards Test (CST)

#### Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	24	13	23	25
American Indian	47	25	*	*
Asian	29	22	64	46
Filipino	52	36	48	43
Hispanic or Latino	22	12	19	26
Pacific Islander	31	19	*	22
Caucasian	42	18	33	43
Males	24	16	27	34
Females	32	15	23	27
Socioeconomically Disadvantaged	23	14	24	27
English Learners	5	8	8	12
Students with Disabilities	10	11	12	7
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

### National Assessment of Educational Progress

#### Reading and Mathematics Results for Grades 4 & 8

##### By Performance Level - All Students

	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

### National Assessment of Educational Progress

#### Reading and Mathematics Results for

##### Students with Disabilities (SD) and/or English Language Learners (ELL)

##### By Grades 4 & 8 and Participation Rate - All Students

#### Participation Rate

	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. NCLB requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation.

Results of school and district performance are displayed in the chart.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	2	2	
Similar Schools Rank	6	2	3	
All Students				
Actual Growth	-19	0	36	670
Socioeconomically Disadvantaged				
Actual Growth	-11	8	43	658
African American				
Actual Growth	-11	-13	48	639
Hispanic or Latino				
Actual Growth	-24	3	47	653
Caucasian				
Actual Growth	-1	-25	47	725
Students with Disabilities				
Actual Growth	11	6	108	547
English Learners				
Actual Growth	-41	3	38	613

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

## Federal Intervention Program

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 (English/Language Arts 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2008-2009	2004-2005
Year in PI (2009-10)	Year 2	Year 3
# of Schools Currently in PI	-	4
% of Schools Identified for PI	-	20.00%

## Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2008-09 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
African American	51.4%	*	*
American Indian	50.0%	*	*
Asian	62.5%	*	*
Filipino	79.3%	*	*
Hispanic or Latino	56.1%	*	*
Pacific Islander	58.8%	*	*
Caucasian	68.8%	*	*

\* Data was not available at the time of publication.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

	CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	28.0	49.9	48.6	39.0	54.6	52.9	35.4	51.8	52.0
Mathematics	42.2	55.8	49.9	39.2	55.7	51.3	48.6	58.4	53.3

## Dropout & Graduation Rates

Mt. Miguel believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Matador Pride, Success Academy, ASSETs after-school enrichment and tutoring, math and English support classes and three-week progress report monitoring.

	Graduation & Dropout Rates		
	05-06	06-07	07-08
Dropout Rate	3.10%	4.60%	5.90%
Graduation Rate	95.00%	93.00%	80.40%

## Career Technical Education (CTE) Programs

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

This table displays information about participation in the school's Career Technical Education (CTE) programs.

## College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit [www.ucop.edu/pathways](http://www.ucop.edu/pathways). To prepare for entrance to a CSU school, visit [www.csumentor.edu](http://www.csumentor.edu).

## Advanced Placement Classes

Mount Miguel High encourages students to continue their education past high school. Mount Miguel High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	75.5%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	56.7%

\* Duplicated Count (one student can be enrolled in several courses).

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	64.6	21.8	13.6	51.4	33.6	15.0
Males	70.3	19.3	10.4	45.8	37.5	16.7
Females	59.1	24.2	16.7	56.9	29.7	13.3
African American	67.5	18.1	14.5	61.0	26.8	12.2
Filipino	50.0	23.1	26.9	34.6	42.3	23.1
Hispanic or Latino	69.1	20.8	10.1	52.4	35.9	11.7
Caucasian	53.1	30.6	16.3	45.8	35.4	18.8
English Learners	71.3	21.0	7.7	53.1	31.5	15.4
Socioeconomically Disadvantaged	66.4	22.6	10.9	53.2	33.8	12.9
Students with Disabilities	95.3	4.7	-	81.0	14.3	4.8

## Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	764
What percent of the school's pupils complete a CTE program and earn a high school diploma?	69.4
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	29.3

Advanced Placement Classes		
	# of Courses	Enrollment
Social Science	1	86
English	2	113
Foreign Language	1	22
Mathematics	1	20
Totals	5	241
Percent of Students in AP Courses		2.3%

## UC/CSU Course Completion

Students at Mount Miguel High are encouraged to take University of California/ California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

# School Facilities

Mt. Miguel was originally constructed in 1957 and is comprised of 82 classrooms, 1 gym, 1 multipurpose room/cafeateria, 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 four new portable classrooms including an office space 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 September 23, 2009, 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.

School Facility Conditions				
Date of Last Inspection: 11/12/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Guidance Office - HVAC grille missing. Rm. 337 science - Vent fan not working. Rm. 888 - HVAC grille hanging. Rm. 667 - 2 Thermostat missing - exposed conductors. Rm. 664 - Thermostat missing - exposed conductors.
Interior			X	Admin - Stained ceiling tiles in attendance. VPs Offices - Damage at the south wall. Guidance Office - Acoustic wall tile loose on the west wall, ceiling damaged at Ms. Garcias office, stained ceiling tiles. Health - Floor and wall damaged in the waiting area. Bldg 200 Elec Rm 2 - Holes in the ceiling drywall. Science prep. Rm. - Stained ceiling tiles, tiles missing, holes. Rm. 342 - Stained ceiling tiles. Bldg. 300 womens RR - Ceiling tiles stained. Rm. 460 temp. library - Plaster damage at the north exterior wall. Rm. 458 A-B - Stained ceiling tiles. Rm. T 8 - Stained / damaged ceiling tiles. Rm. 888 - Floor damaged in the coaches RR. Rm. 886 weight rm. - Ceiling tiles missing, hanging, stained. Rm. 885 B cust. - Floor damaged at the door, south wall damaged. Gym - 13 Ceiling tile missing in the east wall - storage. Rm. 883 dance - Stained ceiling tiles, several holes in the plaster walls. Girls team rm. - Floor tile damaged throughout, holes in the ceiling. Girls PE - Plaster damage at the west exterior wall, ceiling tiles missing / hanging. Rm. 882 C - Floor damaged at the south door. Trainer - Stained ceiling tiles in the vestibule. Bldg. 800 elec. - Ceiling tiles stained. Boys PE - Ceiling tiles missing / damaged, plaster damage in the RR. Rm. 560 - Severed plaster damage at the west exterior wall. Rm. 562 - Ceiling tiles missing / hanging, floor damage at the east wall. Rm. 563 copy center - Floor damaged in the RR - 1 inch hole in the tile. Rm. 665 - Flooring damaged, wall damaged at the south door. Rm. 664 - Flooring damaged. Rm. 711 - Flooring damaged at the door, ceiling tiles stained in the practice rooms. Rm. 772 - Hole in wall in the large east rm., ceiling tile missing in NW rm., stained ceiling tiles in storage. Rm. 773 - Flooring damaged at the north door. Cafeteria - Ceiling tiles stained. Staff dining - Damage at the east wall. Kitchen - Ceiling tiles hanging, plaster damage at the toilet wall, flooring damaged at the clean out-in serving - trip hazard / health, wall damaged in serving north and east walls. P-1 - Ceiling tiles missing. P-2 - Ceiling tiles missing. South relo. RR - Boys - ceiling tiles missing, graffiti girls - ceiling tiles missing, wall damage at the last stall. P-9 - 1 Ceiling tile missing.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			Bldg. 300 boys RR - Floor and walls need cleaning. Rm. 665 - Evidence of rodents - droppings. Rm. 664 - Evidence of rodents - droppings and a nest.
Electrical			X	Finance - 1 Diffuser missing. Rm. 337 science - 6 Lights out. Rm. 339 - 8 Lights out. Rm. 459 wood shop - 2 Lights out, 1 switch / controller plate cracked. Bldg. 400 elec. - Lights not working. Bldg. 400 staff RR - 1 Light out. Rm. 997 - 2 Lights out. Rm. 996 - 3 Lights out, diffuser missing. Rm. 995 - 2 Lights out. Rm. 994 - 1 Diffuser missing. Rm. T 8 - Diffuser hanging in the office - Safety hazard, 2 lights out, 1 diffuser cracked. Rm. 987 - 5 Lights out, 3 diffusers missing, exterior light at the canopy is hanging. Rm. 992 - 1 Diffuser missing, 2 diffusers cracked, 1 diffuser hanging. Rm. 989 A - 2 Lights out. Rm. 887 wrestling - 1 2x4 Electrical cover missing - live conductors, 1 receptacle cover missing. Rm. 885 B cust. - Receptacle cover missing. Gym - 2 lights out. Rm. 883 dance - 3 Lights out, 2 diffusers hanging. Girls PE - Switch plate in locker rm. broken - exposed conductors. Bldg. 800 elec. - Light out. Bldg. 881 west side - South exterior light broken. Boys PE - Elec. box hanging on the wall - office. Home stadium RR - * FE tag missing - unit is charged. Visitors stadium RR - * FE tag missing - unit is charged. Pool - * FE tag missing - unit is charged ALL CHAINS MUST BE REMOVED FROM ALL EXIT GATES WHEN THE AREA IS OCCUPIED. Rm. 563 copy center - 2 Lights out. Rm. 561 - 2 Lights out, 1 diffuser missing. Rm. 665 - 1 Light flickers. Rm. 664 - 2 Lights out. ASB - 12 Lights out, diffuser cracked. Rm. 711 - 1 Light out. Rm. 772 - Light switch damaged in west rm. - live conductors, east rm. - knock out plug missing, 2x4 cover missing, 2 diffusers cracked, 2 lights out, 1 light flickering. Bldg. 700 west store rm. - Light switch plate broken. South relo. RR - Diffuser hanging. Rm. A2 - Steel ramp not grounded. A-4 - Ramp not grounded.
Restrooms/Fountains	X			Rm. 459 wood shop - Exterior drinking fountain over pressure, 1 no water. Rm. 997 - 1 Exterior drinking fountain low pressure. Gym - 1 Drinking fountain low pressure. Girls PE - 1 Faucet handle missing. Boys PE - 4 exterior drinking fountains - low pressure. Bldg. 700 west RR - Boys - 1 faucet loose. Cafeteria - 1 Exterior drinking fountain - low pressure. South relo. RR - 2 Exterior drinking fountains - low pressure.
Safety (Fire Safety, Hazardous Materials)	X			Admin - Main fire alarm panel shows "trouble". Guidance Office - Smoke detector cap on, box covers missing in drop-out prev office. Bldg 200 Elec Rm 2 - Combustibles stored. Rm. 341 science - Fire extinguisher not mounted, kept in the office. Rm. 460 temp. library - No fire extinguisher. Rm. 459 wood shop - No fire extinguisher in the shop. Rm. 457 A - No fire extinguisher. Rm. 997 - No fire extinguisher. Rm. 886 weight rm. - No fire extinguisher. Rm. 883 dance - No fire extinguisher. Bldg. 800 elec. - Fire extinguisher out of date (2007). Rm. 560 - No fire extinguisher. Rm. 561 - Fire extinguisher out of date (2008). Rm. 772 - No fire extinguisher, excessive combustibles stored in the prop. storage. Rm. 773 - Excessive combustibles stored on the stage. Cafeteria - No fire extinguisher. P-1 - Fire alarm shows fault. Rm. 886 weight rm. - Peeling paint at the north overhang. Gym - Fire extinguisher out of date (2006). Girls PE - Peeling paint in the coaches office. Boys PE - Peeling paint in the RR. Cafeteria - Peeling paint at the doors and walls.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Rm. 887 wrestling - Concrete steps - trip hazard at the stair nosing. Rm. 664 - Irrigation leak east of the bldg. Rm. 887 wrestling - East door damaged. Rm. 888 - Door closes off to rm. 887. Rm. 886 weight rm. - 1 Window cracked, north door lock not operating. Rm. 884 adaptive PE - Hole in the south door. Girls PE - South exterior door in coaches office - damaged and delaminating. Bldg. 800 elec. - West exterior door damaged. Bldg. 881 west side - South exterior door damaged / delaminating. Rm. 772 - Lockset loose in #1 storage and hole in the door. Rm. 773 - South exterior door damaged and delaminating. Kitchen - North door at serving - damaged. Bldg. 700 west store rm. - Exterior door damaged / delaminating. P-3 - Lockset loose. P-5 - Screen out. P-7 - 2 Screens out. A-3 - Non-skid missing at ramp (typical A-1 - A-4), screens cut.

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 88.34%, giving an overall school rating of FAIR.

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

## Safe School Plan

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 January 16, 2009 by the School Safety 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, 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.

## District Expenditures

Grossmont Union High School District spent an average of \$9,441 to educate each student, based on 2008-09 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,441
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	-

## District Revenue Sources

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, MAA, CA Partnerships Academies, ASSETs after-school programs grant, GATE, 10th grade counseling, Perkins, and the U.S. Army JROTC.

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on financial statements.

Average Teacher Salaries	
School & District	
School	\$69,856
District	\$68,475
Percentage of Variation	2.01%
School & State	
All High School Districts	\$68,332
Percentage of Variation	2.23%

## Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$41,911	\$42,810
Mid-Range Teachers	\$65,864	\$69,375
Highest Teachers	\$87,718	\$89,104
Elementary School Principals	-	-
Middle School Principals	-	\$120,314
High School Principals	\$125,279	\$126,901
Superintendent	\$240,000	\$198,563
Salaries as a Percentage of Total Budget		
Teacher Salaries	38.7%	37.3%
Administrative Salaries	5.7%	5.2%

## Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2008-09 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.