

# MONTE VISTA HIGH SCHOOL

3230 Sweetwater Springs Blvd., Spring Valley, CA 91977 • (619) 644-75240

Paul Wargo, Principal

## School Accountability Report Card

Report 2005-06 Published in 2006-07

### General Information



Parents play a very important role in the success of the school and its students. Read more about how parents can get involved ...

### Curriculum

The curriculum that students are taught is determined by the content standards adopted by the California State Board of Education. Read more ...



### Policies & Statistics

Providing a positive and safe school environment is crucial to students' success. Read more about our school's policies and statistics...



### Educational Team



In order for a school to succeed it must have quality teachers and support programs in place. Read more ...

### Assessments



Each year students are given multiple assessments to measure their understanding of the standards-based curriculum in which they were taught. Find out how our students are doing...

## Principal's Message

Dear Parents and Community:

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.

To maintain high standards and expectations for student achievement and to improve instruction, our staff members have elected to move to becoming a Professional Learning Community. In order to facilitate this school-wide commitment to all students learning, teachers have attended district staff development workshops, conferences sponsored by educational organizations outside the district, and have had consultants visit the campus over the last two years. Common Planning Time days are scheduled throughout the school year to provide time for staff members to work in subject area teams to collaborate, calibrate, evaluate current practices, and to develop future plans. Our goal is to prepare students to think, learn, research, organize, analyze information, and work with others to solve problems.

To provide relevant educational experiences for all students, Monte Vista increases each year the number of multicultural titles in its library collection and the number of computers available for Internet library research.

Every classroom has Internet access and is equipped with computers. Monte Vista has two 36-station Computer Resource Centers that are used by all disciplines to integrate technology into the curriculum. In order to provide tutoring opportunities for all students, a daily bell schedule has been adopted that provides for a 26-minute tutoring period. All ninth grade students will attend a mandatory Advisory class during this time to assist them in making the transition to high school.

Monte Vista also offers a strong, comprehensive selection of Honors/Advanced Placement courses in English, mathematics, social science, and science. Monte Vista is a community of learners dedicated to maintaining a safe, positive environment where teachers can teach and students can learn. Our parents participate in PTSA, AVID, English Learner Parent Advisory Committee, Senior Graduation Celebration 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.

Paul Wargo  
Principal

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Ruth Lincoln at (619) 660-9902.

### School Profile

Monte Vista is one of 11 comprehensive 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 and hosting a Multicultural Week during the school year.

During the 2005-2006 school year, 1,967 ninth through twelfth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

School Profile	
Student Enrollment by Ethnic Group	
2005-06	
	Percentage
African American	18.6
American Indian	2.3
Asian	1.8
Caucasian	31.1
Filipino	2.4
Hispanic	36.2
Pacific Islander	2.1
Multiple or No Response	5.5

### Parent Involvement

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

### Enrollment By Grade

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

Enrollment By Grade			
Enrollment Trend by Grade Level			
	2003-04	2004-05	2005-06
9th	584	626	559
10th	543	525	507
11th	463	415	465
12th	352	394	436

### Enrollment By Program

During the 2005/06 school year 1987 students were enrolled at Monte Vista High, of which 12% were students with disabilities, 13% were English Learners, and 42% were socioeconomically disadvantaged.

### Safe School Plan

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 May 22, 2006, by the Site Safe School Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis

throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school 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.

### Discipline & Climate for Learning

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

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Academic League, African Student Coalition, Ambassador Club, ANIME Club, Associated Student Body, AVID Club, Asian-Pacific Islanders Club, Calculus Club, California Scholarship Federation, Cheerleaders, Choir and Ensemble, Dance Company, Fashion Club, French Club, Green Club, Hip-Hop Club, Intellectual/Literacy Club, Interact Club, Key Club, Marching Band, Peer Mentors, Readers Society, Royal Page Newspaper, Si Se Puede Club, Specialty Corps, Step Team, Symphonic Band, Theatre, Yearbook, and Wrestlerettes.

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

### Discipline & Climate for Learning

#### Suspensions & Expulsions

	Monte Vista High			Grossmont Union High		
	03-04	04-05	05-06	03-04	04-05	05-06
<b>Suspensions</b>	267	724	741	4,607	4,000	4,230
<b>Suspension Rate</b>	12.460%	36.810%	37.290%	18.840%	18.060%	17.300%
<b>Expulsions</b>	22	18	21	215	160	186
<b>Expulsion Rate</b>	1.030%	0.920%	1.060%	0.880%	0.720%	0.760%

\* District numbers are for entire district.

### School Facilities

Monte Vista was originally constructed in 1961 and is comprised of 88 classrooms, one gymnasium, one cafeteria, one library, one staff lounge, two computer labs, and athletic fields and courts. Recent remodeling included installation of wheelchair ramps, electrical infrastructure upgrades, drainage, and landscaping.

**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.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2005/06 school year the district allocated \$2.4 Million for deferred maintenance program.

### School Facilities

#### School Facility Conditions

Date of Last Inspection: Unknown

Overall Summary of School Facility Conditions:

Interim Evaluation Instrument Guidelines	Facility in Good Repair	Deficiency & Remedial Actions Taken or Planned
<b>Gas Leaks</b>	Yes	
<b>Mechanical Systems</b>	Yes	
<b>Windows/Doors/Gates (Interior/Exterior)</b>	Yes	
<b>Interior Surfaces (Walls, Floors, and Ceilings)</b>	Yes	
<b>Hazardous Materials (Interior/Exterior)</b>	Yes	
<b>Structural Damage</b>	Yes	
<b>Fire Safety</b>	Yes	
<b>Electrical (Interior/Exterior)</b>	Yes	

Pest/Vermin Infestation	Yes	
Drinking Fountains (Inside/Outside)	Yes	
Restrooms	Yes	
Sewer	Yes	
Playground/School Grounds	Yes	
Other	Yes	

### 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 2005/06 school year, the most current data are reported.

#### Teacher Assignment

Teacher Credential Status				
	School			District
	03-04	04-05	05-06	05-06
Fully Credentialed	91	82	83	972
Without Full Credentials	0	3	3	58

#### Teacher Assignment

Teacher Credential Status			
	04-05	05-06	06-07
Working Outside Subject			N/A
Vacant Teacher Positions			
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	40	40	0
Misassignments of Teachers of English Learners	40	40	0
<b>Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.</b>			

### 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 2005-06 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.

#### Highly Qualified Teachers

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
Monte Vista High	99.3	0.7
Grossmont Union High	88.1	11.9
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	87.0	12.0

### Substitute Teachers

The Grossmont Union High district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Monte Vista High. Generally, the district does not experience any problems finding qualified substitute teachers.

### Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Vice-Principal who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated against the California teaching standards.

### At Risk Interventions

Monte Vista provides tutoring during the school day in all subject areas for those students performing below grade-level standards or who are at

risk of retention. Intersession courses are offered during vacation periods when necessary. Other intervention programs offered at Monte Vista include: Supplemental Instructional Program, Tutorial, Extended Learning and Advisory.

## Counseling & Support Staff

It is the goal of Monte Vista 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 Monte Vista High.

## Counseling & Support Staff

## Curriculum Development

All curriculum development in the Grossmont Union High 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 2005/06 school year:

Completion of chemistry curriculum guide

Revised First Aid curriculum

Alignment of AP/IB course titles with College Board

English Language Development courses receive English graduation requirement credit

English as a Second Language courses receive elective credit

Addition of the following courses to the Master Course Catalog:

CAHSEE English Intervention

Bible as Literature, 2A

IB Theatre Arts 1st Year, 1-2HL

IB Theatre Arts 2nd Year, 3-4 HL

IB Film 1st Year, 1-2

IB Film 2nd Year, 3-4

CAHSEE Math Intervention

AVID Junior Seminar

IB/CAS International Baccalaureate/Community Action Service

## Instructional Materials

Grossmont Union High School District held a Public Hearing on September 14, 2006, 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. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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.

## District Expenditures

Grossmont Union High spent an average of \$8,290 to educate each student, based on 2005-06 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.

## District Revenue Sources

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

## 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.

## 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>.

California Standards Test																
California Standards Test (CST)																
Combined % of Students Scoring at Proficient and Advanced Levels																
	Language Arts									Social Science			Social Science			
	9			10			11			10			11			
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	
<b>All Students</b>																
Monte Vista High	38	43		28	29		31	30		32	25		37	35		
GUHSD	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34	
California	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35	
<b>Males</b>																
Monte Vista High	31	38	36	19	24	26	30	25	28	31	28	29	40	31	32	
GUHSD	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36	
California	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37	
<b>Females</b>																
Monte Vista High	46	47	45	38	34	40	32	36	34	32	22	23	32	39	26	
GUHSD	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34	
California	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33	
<b>Socioeconomically Disadvantaged</b>																
Monte Vista High	27	35	31	15	24	25	18	18	26	24	21	21	21	29	28	
GUHSD	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21	
California	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22	
<b>African American</b>																
Monte Vista High	34	36	45	22	18	29	21	29	30	21	22	18	29	33	25	
GUHSD	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23	
California	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19	
<b>American Indian</b>																
Monte Vista High	*	42	*	*	*	33	*	*	*	*	*	25	*	*	*	
GUHSD	45	38	45	29	35	31	23	23	29	28	26	21	24	27	27	
California	39	42	43	32	34	34	31	29	31	26	26	26	30	29	30	
<b>Asian</b>																
Monte Vista High	55	*	39	*	80	*	18	55	*	*	73	*	36	50	*	
GUHSD	67	67	58	60	66	61	44	52	53	60	51	57	48	53	50	
California	64	66	71	56	58	58	53	55	57	52	53	51	56	54	54	
<b>Filipino</b>																
Monte Vista High	*	67	57	*	*	48	*	*	*	18	*	48	*	*	*	
GUHSD	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38	
California	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43	
<b>Hispanic</b>																
Monte Vista High	31	33	31	19	22	24	24	24	24	26	21	21	28	28	24	
GUHSD	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21	
California	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22	
<b>Pacific Islander</b>																
Monte Vista High	*	29	*	*	*	15	*	*	*	*	*	8	*	*	*	
GUHSD	40	35	56	44	42	26	30	27	34	31	22	18	37	20	23	
California	37	41	46	28	29	30	26	26	28	22	23	23	26	25	26	
<b>Caucasian</b>																
Monte Vista High	48	56	58	43	38	45	42	39	38	45	30	36	47	46	39	
GUHSD	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41	
California	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48	
<b>Students with Disabilities</b>																
Monte Vista High	4	5	7	9	6	4	5	6	10	19	10	5	13	12	13	
GUHSD	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8	
California	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9	
<b>English Learners</b>																
Monte Vista High	8	6	8	3	7	0	3	10	1	11	6	4	8	15	8	
GUHSD	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5	
California	7	7	10	3	4	4	4	4	4	6	5	6	7	7	6	

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

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and

seven. Therefore, students at Monte Vista did not participate in the California Achievement Test.

**CAT-6**

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

**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.

**Physical Fitness**

Percentage of Students in Healthy Fitness Zone			
Test Results			
	5th Grade	7th Grade	9th Grade
<b>Monte Vista High</b>			
<b>School Overall</b>	0.0%	0.0%	7.3%
<b>School (Boys)</b>	0.0%	0.0%	5.7%
<b>School (Girls)</b>	0.0%	0.0%	8.9%
<b>Grossmont Union High</b>			
<b>GUHSD Overall</b>	0.0%	0.0%	11.9%
<b>GUHSD (Boys)</b>	0.0%	0.0%	12.8%
<b>GUHSD (Girls)</b>	0.0%	0.0%	10.9%
<b>California</b>			
<b>State Overall</b>	25.6%	29.6%	27.4%
<b>State (Boys)</b>	23.3%	27.6%	28.3%
<b>State (Girls)</b>	28.0%	31.7%	26.4%

**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.

**Academic Performance Index**

API School Results							
All Students	Base			Growth	Growth		
	02-03	03-04	04-05		03-04	04-05	05-06
<b>API Score</b>	649	668	689	API Growth Score	661	689	679
<b>Growth Target</b>	8	7	6	Actual Growth	12	21	-10
<b>Statewide Rank</b>	5	5	5	Eligible for Awards	No		
<b>Similar Schools Rank</b>	6	7	8	Eligible for II/USP	No	No	Yes
<b>Subgroups</b>							
<b>Socioeconomically Disadvantaged</b>							
<b>Base API Score</b>	573	596	639	API Growth Score	581	639	642
<b>Growth Target</b>	6	6	5	Actual Growth	8	43	3
<b>African American</b>							
<b>Base API Score</b>	597	617	654	API Growth Score	607	654	632
<b>Growth Target</b>	6	6	5	Actual Growth	10	37	-22
<b>Caucasian</b>							
<b>Base API Score</b>	707	709	748	API Growth Score	704	748	741
<b>Growth Target</b>	6	6	5	Actual Growth	-3	39	-7
<b>Hispanic</b>							
<b>Base API Score</b>	594	623	657	API Growth Score	614	657	646
<b>Growth Target</b>	6	6	5	Actual Growth	20	34	-11
<b>A - Schools and subgroups with scores 800 and above have met the statewide target and are expected to maintain that level of achievement.</b>							
<b>Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.</b>							

**California Awards & Interventions**

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period

addressed by this SARC, therefore, there is no data to report.

### 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.

Adequate Yearly Progress				
Adequate Yearly Progress (AYP)				
	School		District	
<b>Made AYP Overall</b>	No		No	
<b>Met AYP Criteria</b>	<b>English - Language Arts</b>	<b>Mathematics</b>	<b>English - Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	No	No
<b>Percent Proficient</b>	No	Yes	No	No
<b>API School Results</b>	Yes		Yes	
<b>Graduation Rate</b>	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 Program					
Federal Intervention Programs					
	Program Improvement (PI) Status	First Year in PI	Year in PI	# of Schools Currently in PI	% of Schools Identified for PI
<b>Monte Vista High</b>	Not in PI			-	-
<b>Grossmont Union High</b>	-	-	-	1	3.85

### Dropout & Graduation Rates

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

Dropout & Graduation Rates				
Graduation & Dropout Rates				
	02-03	03-04	04-05	
<b>Dropout Rate</b>	1.75%	1.03%	0.41%	
<b>Graduation Rate</b>	92.7%	94.3%	94.2%	

### CAHSEE

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 2005-06 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.

CAHSEE			
Completion of High School Graduation Requirements			
	School	District	State

## Career Technical Education (CTE) Programs

Monte Vista 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: a career unit in the Life Management Skills course, and further refine career interests via the 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.

## Career Technical Education Participation

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

Career Technical Education Participation	
Enrollment & Program Completion in Career/Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the schools pupils participate in CTE?	1,212
What percent of the schools pupils complete a CTE program and earn a high school diploma?	5.3
What percent of the schools CTE courses are sequenced or articulated between the school and institutions of post secondary education?	28.7

## UC/CSU Course Completion

Students at Monte Vista 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'.

UC/CSU Course Completion	
UC/CSU Course Enrollment	
% of Student Enrollment in Courses Required for UC/CSU Admission	% of Graduates Who Completed All Courses Required for UC/CSU Admission
68.4%	33.9%
* Duplicated Count (one student can be enrolled in several courses).	

## SAT-1

Each year, students have the opportunity to participate in the SAT, which is designed to assess many of the skills that are important to a student's success in college and their general educational development. Monte Vista does not offer a college admission test preparation course; however, teachers have embedded in daily lessons standardized test preparation for SAT, ACT, CAHSEE and STAR. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site.

SAT-1					
SAT I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
Monte Vista High					
03-04	352	32.1%	488	518	0
04-05	394	35.0%	509	531	0
05-06	436	34.2%	487	498	483
Grossmont Union High					
03-04	4,849	35.1%	508	524	0
04-05	4,986	35.5%	514	527	0
05-06	5,395	33.6%	497	511	493
California					
03-04	395,194	35.2%	496	519	0
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496

## Advanced Placement Classes

Monte Vista High encourages students to continue their education past high school. Monte Vista 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. During the 2005/06, 134 students participated in taking the exams. Of the 134 students, 182 exams were scored as "3" or better.

Advanced Placement Classes	
Advanced Placement Classes	

	# Classes	Enrollment
English	8	222
Foreign Language	2	82
Mathematics	4	122
Science	2	72
Social Science	14	494
All Courses	30	992

### School Leadership

Leadership at Monte Vista is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. For the past four years, leadership duties were assumed by Principal Paul Wargo. Principal Wargo has 35 years of experience in education with positions as teacher, coach, Assistant Principal, and Principal. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: Site Governance Team and School Site Council.

### 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 62 days to staff development annually for the past three years. Topics for staff development during the 2005/06 school year included:

- Conflict Management
- Conscious Classroom Management
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Equity & Diversity
- Evidence-Based Coaching for Peer Support
- Handling the Paper Load through Improved Student Writing
- Helping English Learners Acquire Academic Literacy
- Improved Secondary Literacy Interventions
- Motivating Reluctant Learners
- Outrageous Teaching
- PLC English Workshops
- PLC Math Workshops
- PLC Social Science Workshops
- PLC Visual & Performing Arts Workshops
- Poverty Workshop
- Powerful Teaching & Learning
- Rewards Training
- Scaffolding Literacy in Honors & AP Classes
- Site Team Lead Training
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Strategies to Promote Academic Language in E/LA
- Using Data & Common Sense to Raise CST Scores in History
- Using Data to Improve Instructional Practice
- Working With Challenging Students

### Instructional Time (includes Minimum days)

For the 2005-2006, Monte Vista offered 180 days of instruction, comprised of 144 regular days. The additional 36 minimum days were utilized for: Common Planning Time days, Parent Visitation Day, and Final Exams. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

#### Instructional Time (includes Minimum days)

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	71,182