



MONTE VISTA HIGH SCHOOL

3230 Sweetwater Springs Blvd., Spring Valley, CA 91977 • (619) 660-3000

Paul Wargo, Principal

School Accountability Report Card

Principal's Message

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 a Success Academy for ninth grade students who were socially promoted. Other interventions include Advisory/Tutorial period, after-school tutoring, California High School Exit Exam support classes, Algebra I support classes, and a Learning Center for eleventh and twelfth grade students who are significantly behind in credits toward graduation.

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

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

Gary Schwartzwald
Principal

School Profile

Monte Vista is one of 9 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 2006-2007 school year, 1,891 ninth through twelfth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	16.3%
American Indian	2.0%
Asian	3.3%
Caucasian	28.3%
Filipino	3.4%
Hispanic	42.4%
Pacific Islander	2.0%
Multiple or No Response	2.3%

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 the Monte Vista discipline program is to ensure that every student has the right to learn and every teacher the right to teach. Parents and students are informed of school rules and discipline policies through the Student Handbook, which is provided in the registration packet received by every student and parent during the registration and enrollment process at the beginning of the school year.

Suspensions & Expulsions

	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	724	741	415	4000	4230	0
Suspension Rate	36.9%	37.7%	21.9%	16.0%	17.3%	0.0%
Expulsions	18	21	17	160	186	0
Expulsion Rate	0.9%	1.1%	0.9%	0.6%	0.8%	0.0%

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/Science Fiction Club, Art Club, Associated Student Body, AVID Club, Asian-Pacific Islanders Club, Bowling Club, Business Club, Calculus Club, Cheerleaders, Choir and Ensemble, Dance Company, Fellowship of Christian Athletes, French Club, Friday Night Live, Government and Politics Club, Green Club, Interact Club, Key Club, Marching Band, National Honor Society, One. Org Club, Paw Club, Peer Listeners, Pep Club, Physics Club, Royal Page Newspaper, Recycle Club, Si Se Puede Club, Social Science Society, Specialty Corps, Symphonic Band, Theatre, and Yearbook.

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

Enrollment By Grade

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

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
9th	626	559	533
10th	525	507	446
11th	415	465	476
12th	394	436	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.

Class Size

Average class sizes vary by grade level and subject area taught. However, the District provides staffing resources at a ratio of 34 students to 1 teacher.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
05	06	07	05	06	07	05	06	07	05	06	07	
English	25	24	22	43	50	57	16	21	18	29	26	17
Mathematics	24	24	24	40	48	46	20	15	17	20	21	17
Science	33	31	30	3	3	3	5	16	26	32	26	12
Social Science	32	33	31	9	9	9	13	5	14	45	50	42

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

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 shade structures in the quad area, purchase and installation of new lunch tables and benches, renovation of the 100 building classrooms, and replacement of the concrete decking surrounding the pool.

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.

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 21, 2007, 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.

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 Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	2	1.60

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: Community Resource Center, Success Academy, Learning Center, California High School Exit Exam support classes, Algebra I support classes, Supplemental Instructional Program, Tutorial, Extended Learning and Advisory.

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).

Graduation & Dropout Rates			
	03-04	04-05	05-06
Dropout Rate	1.03%	0.41%	2.64%
Graduation Rate	94.20%	95.50%	92.80%

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 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/tg/hs/>. **Data was not provided by the district.**

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.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	96
Foreign Language	1	24
Mathematics	2	61
Science	2	45
Social Science	5	207
Totals	12	433
Percent of Students in AP Courses		22.9%

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 Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	68.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	31.8%

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

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. To prepare for entrance to a CSU school, visit www.csumentor.edu.

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.

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.

CAT-6

The CAT-6 is not offered at the high school level.

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. **Due to the moderate number of students tested, scores are not disclosed.**

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science					
	9			10			11			10			11		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
	All Students														
School	38	43	41	28	29	32	31	30	31	32	25	26	37	35	29
District	46	48	53	38	37	39	33	34	37	33	30	32	35	33	34
State	43	44	47	36	37	37	36	36	37	31	30	29	37	35	35
Males															
School	31	38	36	19	24	26	30	25	28	31	28	29	40	31	32
District	40	44	46	31	30	35	29	28	31	36	32	35	35	33	36
State	38	40	43	32	33	33	33	33	33	34	33	34	37	37	37
Females															
School	46	47	45	38	34	40	32	36	34	32	22	23	32	39	26
District	54	53	60	45	45	44	38	39	45	30	28	28	35	32	34
State	48	48	53	41	42	41	39	39	41	28	27	26	36	34	33
Socioeconomically Disadvantaged															
School	27	35	31	15	24	25	18	18	26	24	21	21	21	29	28
District	27	31	33	18	19	24	17	16	21	19	16	18	18	16	21
State	26	27	32	20	21	21	21	21	22	18	17	17	23	21	22
African American															
School	34	36	45	22	18	29	21	29	30	21	22	18	29	33	25
District	27	33	37	23	18	26	19	19	23	22	17	18	26	21	23
State	27	28	33	22	22	23	21	21	22	15	15	15	22	19	19
American Indian															
School	*	42	*	*	*	33	*	*	*	*	*	25	*	*	*
District	45	38	45	29	35	31	23	23	29	28	26	21	24	27	27
State	39	42	43	32	34	34	31	29	31	26	26	26	30	29	30
Asian															
School	55	*	39	*	80	*	18	55	*	*	73	*	36	50	*
District	67	67	58	60	66	61	44	52	53	60	51	57	48	53	50
State	64	65	71	56	58	58	53	55	57	52	53	51	56	54	54
Filipino															
School	*	67	57	*	*	48	*	*	*	18	*	48	*	*	*
District	54	61	62	40	39	55	50	27	42	33	42	41	55	30	38
State	60	62	65	48	51	51	44	46	49	40	39	38	46	45	43
Hispanic															
School	31	33	31	19	22	24	24	24	24	26	21	21	28	28	24
District	34	33	37	23	23	24	21	21	24	24	19	19	24	23	21
State	26	28	32	20	21	23	21	21	23	17	17	18	23	21	22
Pacific Islander															
School	*	29	*	*	*	15	*	*	*	*	*	8	*	*	*
District	40	35	56	44	42	26	30	27	34	31	22	18	37	20	23
State	37	41	46	28	29	30	26	26	28	22	23	23	26	25	26
Caucasian															
School	48	56	58	43	38	45	42	39	38	45	30	36	47	46	39
District	55	57	62	45	45	48	39	39	45	38	36	38	40	37	41
State	61	63	66	53	54	55	50	50	52	44	45	44	48	48	48
Students with Disabilities															
School	4	5	7	9	6	4	5	6	10	19	10	5	13	12	13
District	8	9	14	5	5	8	4	7	6	9	8	9	6	7	8
State	8	9	10	5	6	7	5	6	6	7	8	8	8	8	9
English Learners															
School	8	6	8	3	7	0	3	10	1	11	6	4	8	15	8
District	6	5	8	5	4	2	6	4	4	9	6	7	10	7	5
State	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.

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>.

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.

API School Results

	04-05	05-06	06-07	2007 API Growth Score
	Statewide Rank	5	5	5
Similar Schools Rank	7	8	7	
All Students				
Actual Growth	21	-10	-3	685
Socioeconomically Disadvantaged				
Actual Growth	43	3	-5	651
African American				
Actual Growth	37	-22	24	656
Hispanic				
Actual Growth	34	-11	-8	654
Caucasian				
Actual Growth	39	-7	-13	729
Students with Disabilities				
Actual Growth	-	16	0	450
English Learners				
Actual Growth	-	-	-24	617

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 50 students with valid scores.

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

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2007-08)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	8.00%

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.

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 I Test Results					
	Grade 12 Enrollment	% Seniors Tested	Average Verbal	Average Math	Average Writing
School					
04-05	394	35.0%	509	531	0
05-06	436	34.2%	487	498	483
06-07	436	30.3%	473	500	466
District					
04-05	4,986	0.35%	514	527	0
05-06	5,395	0.34%	497	511	493
06-07	5,999	0.31%	484	502	483
State					
04-05	409,576	35.7%	500	522	0
05-06	383,460	40.5%	495	516	496
06-07	441,198	36.9%	493	513	492

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.

CAHSEE By Subject									
	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	47.6	52.2	49.0	45.0	55.4	51.1	41.9	49.9	48.6
Mathematics	53.8	53.1	45.2	50.6	55.3	46.8	53.8	55.8	49.9

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.

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 2006/07 school year:

New Courses Course Number(s) Department
 Advanced Video
 Production 1, 2 Y512/Y513 Non-Departmental
 Beginning Video
 Production 1, 2 Y510/Y511 Non-Departmental
 Dental Introduction T195 ROP
 French 1, 2 HL IB G035/G036 Foreign
 Language
 Human Anatomy 1C, 2C R400/R401 Science
 Medical P.E. 1, 2 P700/P701 Physical Education
 Technical Theatre 3, 4 T501/T502 ROP

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	58.1	23.5	18.4	46.2	33.4	20.4
Males	63.6	21.6	14.7	44.6	34.6	20.8
Females	52.1	25.6	22.3	47.9	32.1	20.0
African American	64.2	24.7	11.1	55.6	33.3	11.1
American Indian	61.9	28.6	9.5	47.6	23.8	28.6
Filipino	43.5	17.4	39.1	30.4	17.4	52.2
Hispanic	65.7	21.0	13.3	50.6	35.0	14.4
Pacific Islander	76.9	23.1	0	61.5	23.1	15.4
Caucasian	43.1	25.7	31.2	36.4	35.5	28.2
English Learners	69.2	19.2	11.5	57.7	29.8	12.5
Socioeconomically Disadvantaged	66.3	18.9	14.8	52.3	30.9	16.9
Students with Disabilities	95.7	2.1	2.1	85.1	14.9	0

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.

http://edtech.guhhsd.net/textbooks/textbook_adoption.php

Additional Internet Access/Public Libraries

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

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.

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.

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.

	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	74.0%	26.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	75.5%	24.5%

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 2007/08 school year included:

- A Kinder, Gentler Classroom
- AP Workshop
- Conscious Classroom Management
- Data Analysis
- Designing Effective Assessments
- Differentiating Instruction for the Teenage Brain
- Diversity Training – Toward Equity
- Educational Benefits of a Teacher Website
- Edu-Soft Training
- Effective EL Strategies
- Evidence-Based Coaching for Peer Support
- Gang Awareness
- Geometry Assessment
- Google for Educators
- Literacy Training
- Making Vocabulary Stick At Any Level
- Nuts & Bolts of Teaching
- Outrageous Teaching!
- PLC English Workshops
- PLC Math Workshops
- PLC Science Workshops
- PLC Visual & Performing Arts Workshops
- PLC World Languages
- Poverty Training
- Reducing the Paperload
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Stop Bullying Now
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Unicorn Library Automated System Training
- Using Rubrics to Improve Student Learning
- Walk in the Shoes of a Student with AS
- Web 2.0 for Your Classroom
- WebQuests Made Easy
- Working With Challenging Students

District Expenditures

Grossmont Union High spent an average of \$9,030 to educate each student, based on 2006-07 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	\$9,030
From Restricted Sources	\$0
From Unrestricted Sources	\$0
District	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	N/A

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, EIA, 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$33,932	\$39,456
Mid-Range Teachers	\$59,249	\$66,091
Highest Teachers	\$77,520	\$82,529
Elementary School Principals	-	-
Middle School Principals	-	\$104,975
High School Principals	\$113,250	\$116,464
Superintendent	\$163,317	\$171,138
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.8%	37.4%
Administrative Salaries	5.0%	5.2%

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	\$67,854
District	\$60,266
Percentage of Variation	12.59%
School & State	
All High School Districts	\$62,833
Percentage of Variation	7.99%

Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2006-07 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.

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).

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) 660-3000.