



# MONTE VISTA HIGH SCHOOL

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

Gary Schwartzwald, 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 2007-2008 school year, 1,878 ninth through twelfth grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

### 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.

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, AP Statistics Club, Art Club, Associated Student Body, ATP Club, AVID Club, Asian-Pacific Islanders Club, Book Club, Brother-to-Brother/Sister-to-Sister Club, Business Club, Chaldean/Arabic Club, Cheerleaders, Choir and Ensemble, Dance Company, Fashion Club, French Club, Friday Night Live, Gay-Straight Alliance, Green Club, Interact Club, Key Club, Link Crew, Marching Band, Math Club, Monkeys on Typewriters Club, National Honor Society, One Vote Club, One.Org Club, Peer Listeners, Pep Club, Polynesian Club, Readers Society, Royal Page Newspaper, Recycle Club, Si Se Puede Club, Soccer Squad Club, Specialty Corps, Symphonic Band, Theatre, Top Noch Club, World Travelers, and Yearbook.

#### Student Enrollment by Ethnic Group

2007-08

	Percentage
African American	15.9%
American Indian	1.8%
Asian	2.3%
Caucasian	25.8%
Filipino	3.6%
Hispanic or Latino	45.9%
Pacific Islander	1.8%
Multiple or No Response	2.9%

#### Suspensions & Expulsions

	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	741	411	338	4230	3656	3109
Suspension Rate	37.7%	21.7%	18.0%	17.3%	15.3%	12.8%
Expulsions	21	17	20	186	182	195
Expulsion Rate	1.1%	0.9%	1.1%	0.8%	0.8%	0.8%

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			
	2005-06	2006-07	2007-08
9th	559	533	469
10th	507	446	494
11th	465	476	461
12th	436	436	454

## 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		
	06	07	08	06	07	08	06	07	08	06	07	08
English	24	22	22	50	57	50	21	18	32	26	17	10
Mathematics	24	24	24	48	46	45	15	17	10	21	17	21
Science	31	30	28	3	3	6	16	26	23	26	12	13
Social Science	33	31	29	9	9	14	5	14	19	50	42	36

## 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 December 4, 2008, 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.

## 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 an artificial turf athletic field, new doors for the gymnasium, and renovation of the 300, one-half of the 200 and one-half of the 400 buildings' classrooms. During the spring of 2009, a new science building will be constructed to replace outdated science classrooms.

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.

## Counseling & Support Staff

It is the goal of Monte Vista High School 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 School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Community Liason	1	1.0
Counselor	5	5.0
Guidance Secretary	1	1.0
Guidance Technician	3	3.0
Prevention Specialist	1	1.0
School Psychologist	1	1.0
Speech Language Pathologist	1	.80

## 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, Harmonium Therapist, and Community Liaison, Student Attendance Review Board (SARB), and Student Attendance Review Team (SART).

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.41%	2.64%	5.24%
Graduation Rate	95.50%	92.80%	87.70%

## CAT-6

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

## 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	Not in PI	In PI
First Year in PI	-	2004-2005
Year in PI (2008-09)	-	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

## 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>.

## 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 2007-08 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	88.0%	*	*
American Indian	114.0%	*	*
Asian	100.0%	*	*
Filipino	60.0%	*	*
Hispanic or Latino	73.0%	*	*
Pacific Islander	63.0%	*	*
Caucasian	90.0%	*	*

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

## 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 2007-08 Test Results	
9th Grade	
School	
School Overall	36.2%
School (Boys)	32.6%
School (Girls)	40.3%
District	
District Overall	35.6%
District (Boys)	38.0%
District (Girls)	33.1%
State	
State Overall	35.6%
State (Boys)	36.7%
State (Girls)	34.5%

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

## 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.

## 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.

## 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.

### API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	5	5	5	
Similar Schools Rank	8	7	6	
<b>All Students</b>				
Actual Growth	-10	-3	-7	678
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	3	-5	-20	631
<b>African American</b>				
Actual Growth	-22	24	2	658
<b>Hispanic or Latino</b>				
Actual Growth	-11	-8	-9	645
<b>Caucasian</b>				
Actual Growth	-7	-13	5	734
<b>Students with Disabilities</b>				
Actual Growth	16	0	-58	392
<b>English Learners</b>				
Actual Growth	-	-24	-17	600

### Adequate Yearly Progress (AYP)

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

### CAHSEE By Subject

	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	45.0	55.4	51.1	41.9	49.9	48.6	44.0	54.6	52.9
Mathematics	50.6	55.3	46.8	53.8	55.8	49.9	42.1	55.7	51.3

### CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	56.0	36.9	7.2	57.9	30.2	11.9
Male	61.0	32.6	6.4	53.9	34.2	11.9
Female	51.4	40.7	7.8	61.6	26.4	12.0
African American	60.9	31.9	7.2	62.9	32.9	4.3
Asian	65.0	20.0	15.0	60.0	20.0	20.0
Filipino	42.1	36.8	21.1	31.6	26.3	42.1
Hispanic or Latino	66.2	30.7	3.1	64.8	27.8	7.5
White	33.3	56.6	10.1	45.5	35.4	19.2
English Learners	76.6	23.4	-	72.3	24.8	2.8
Socioeconomically Disadvantaged	68.1	28.3	3.5	66.4	25.2	8.4
Students with Disabilities	94.3	5.7	-	96.3	1.9	1.9

## 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.

## 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 2007-08 school year, the most current data are reported.

Advanced Placement Classes		
	# of Courses	Enrollment
English	2	145
Foreign Language	1	21
Mathematics	2	68
Science	2	36
Social Science	5	241
Totals	12	511
Percent of Students in AP Courses		5.0%

	Teacher Credential Status			District
	School	School	School	
	05-06	06-07	07-08	07-08
Fully Credentialed	83	82	84	1029
Without Full Credentials	0	1	1	24
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	40	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>40</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions			0

## 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'.

## Career Technical Education Participation

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

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	73.9%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	34.1%

### 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?	1,081
What percent of the school's pupils complete a CTE program and earn a high school diploma?	82.5
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	30.0

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

## 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 COIN 3 Program and 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.

## Instructional Materials

Grossmont Union High School District held a Public Hearing on October 11, 2007, 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.guhds.net/GUHSD/depts/edserv/curriculum/textbook>

## 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 2007/08 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

## Additional Internet Access/Public Libraries

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

## 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.

## 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:

- AP Workshop
- Collaboration Technology Tools
- Data Analysis
- Edu-Soft Training
- Effective Teambuilding
- FACT Training
- Health Workshop
- Maximizing Student Access to Library Materials
- Papers: Handling the Paper Load Through Improved Student Writing
- PLC On-Site Support
- Principal/Asst. Principal Leadership Seminars
- Rebels With Applause: Motivating Reluctant Learners
- Special Ed in the Regular Ed Classroom
- Strategies for Great Teaching
- Teachers' Toolbox

## District Expenditures

Grossmont Union High School District spent an average of \$9,711 to educate each student, based on 2007-08 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.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	80.1%	19.9%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

- Breakdown Those Classroom Walls
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain
- Effective EL Strategies
- Equity & Diversity Training
- Gang Awareness
- Making Common Assessments Meaningful Using Edu-Soft
- Outrageous Teaching!
- PLC Counselor Workshops
- Poverty Training
- ProACT Training
- Rewards Training
- Strategies for Enhancing Your Advanced Placement Course
- Stress Management
- Working With Challenging Students

Expenditures per Pupil	
<b>School</b>	
Total Expenditures Per Pupil	\$9,711
From Restricted Sources	\$0
From Unrestricted Sources	\$0
<b>District</b>	
From Unrestricted Sources	\$0
Percentage of Variation between School & District	N/A
<b>State</b>	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	N/A

## Data Sources

Data within the SARC was provided by Grossmont Union High School District, retrieved from the 2007-08 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.

## 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, CAHSEE, Project SHIELD, TUPE, 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 2006-07		
	District	State
Beginning Teachers	\$36,269	\$41,367
Mid-Range Teachers	\$63,331	\$66,967
Highest Teachers	\$82,344	\$85,877
Elementary School Principals	-	-
Middle School Principals	-	\$112,947
High School Principals	\$121,846	\$123,438
Superintendent	\$174,570	\$185,780
Salaries as a Percentage of Total Budget		
Teacher Salaries	36.9%	37.1%
Administrative Salaries	5.2%	5.1%

## 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).

## 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	\$65,244
District	\$64,549
Percentage of Variation	1.07%
School & State	
All High School Districts	\$65,574
Percentage of Variation	0.51%

## 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.

## 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).

