



MOUNT MIGUEL HIGH SCHOOL

8585 Blossom Lane, Spring Valley CA 91977 • (619) 644-8400

Steve Coover, Principal

School Accountability Report Card

Principal's Message

Dear Parents and Community:

Mount Miguel High School is focused on high levels of achievement for ALL students. The faculty and staff are dedicated to providing excellence in education in an environment conducive to learning. We are committed to continuous school improvement as demonstrated by the following highlights of our student performance data:

- Mount Miguel High School's API score remained the same in 2007-08 and our API Goal for the 2008-09 school year is a 21point gain to 655.
- Approximately 67% of Mount Miguel sophomores passed one or both portions of the California High School Exit Exam on their first attempt.

Even though our achievement scores are constantly improving, we continue to study our curriculum and instruction, reflect on its effectiveness, plan for success, and act on those plans. Based upon this analysis, nine goals have been set for the 2008-09 school year:

- Improving student achievement for all students,
- Improving English proficiency for our English Learners,
- Improving the achievement gains of special needs learners,
- Increase the number of students taking and passing AP exams,
- Improve literacy skills of students,
- Decrease chronic absenteeism,
- Modernize the school's educational facilities,
- Continuing to ensure school safety and positive race-human relations, and
- Working in partnership with all stakeholders to support and prepare our students for post-secondary education or work.

Three years ago, Mount Miguel High School was visited by the Western Association of Schools and Colleges (WASC). The visiting team reviewed the school's curriculum, assessment results, and our five goals for 2006-07. At the end of the visit Mount Miguel was granted a six-year accreditation, the longest possible under the rules of WASC accreditation.

Curricular improvements and a focus on standards at Mount Miguel have greatly enhanced our instructional program. We will continue to explore new programs and make improvements in our curriculum through researched based practices, grant writing and visiting successful programs in other schools. We look forward to working with the greater community of Mount Miguel to meet the educational needs of our students.

Our core belief is that all students can learn. We know that our students can meet success and challenge a strong curriculum at the same time. Our goal is to guide and assist each student in academic success. Mount Miguel High School is on the move, striving for excellence! Go Matadors!

Sincerely yours,
Steve Coover

School Profile

Mount Miguel is one of 11 comprehensive high schools in the Grossmont Union High School District. The curriculum is focused on preparing students for college. The school supports cultural awareness on a daily basis through its diverse literature selections and its scheduled celebrations of the many different races and religions represented by our rich student body. During the 2007/08 school year, 1,944 9th-12th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Discipline & Climate for Learning

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

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

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

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	20.4%
American Indian	1.4%
Asian	3.7%
Caucasian	16.0%
Filipino	4.9%
Hispanic or Latino	49.3%
Pacific Islander	2.6%
Multiple or No Response	1.6%

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	422	498	367	4230	3656	3109
Suspension Rate	22.9%	26.1%	18.9%	17.3%	15.3%	12.8%
Expulsions	14	19	19	186	182	195
Expulsion Rate	0.8%	1.0%	1.0%	0.8%	0.8%	0.8%

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	449	511	494
10th	473	463	493
11th	447	480	474
12th	473	455	483

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:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	24	24	25	40	45	39	18	18	16	29	22	25
Mathematics	25	25	25	37	32	34	10	18	20	26	21	20
Science	31	29	30	5	8	8	9	10	6	23	23	24
Social Science	30	28	32	9	19	9	16	18	12	32	35	41

Dropout & Graduation Rates

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

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.00%	3.09%	4.61%
Graduation Rate	93.60%	93.40%	92.20%

Safe School Plan

Safety of students and staff is a primary concern of Mt. Miguel. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on January 16, 2009 by the School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once a year. Students are supervised before and after school, during breaks, and at lunch by our six campus supervisors, five administrators and our full time School Resource Officer. There is a designated area for student drop off and pick up in the upper student parking lot. Visitors must check in at the main office prior to entering the campus.

School Facilities

Mt. Miguel was originally constructed in 1957 and is comprised of 82 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 2 staff lounges, 5 computer labs, and two playing fields.

Recent remodeling included new stadium lighting, new all-weather-turf football/soccer field, new sewers and storm drains, new plumbing, electrical and all other infrastructure items, new gym bleachers, additional security cameras, and four new portable classrooms including an office space and bathrooms.

Cleaning Process: The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

Counseling & Support Staff

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

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

CAT-6

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

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	63.0%	*	*
American Indian	40.0%	*	*
Asian	64.0%	*	*
Filipino	77.0%	*	*
Hispanic or Latino	63.0%	*	*
Pacific Islander	75.0%	*	*
Caucasian	74.0%	*	*

* 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	21.4%
School (Boys)	26.3%
School (Girls)	16.5%
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		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
School	27	31	35	26	21	23	22	25	19	25	18	24	21	27	25
District	48	53	53	37	39	41	34	37	37	30	32	37	33	34	38
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
School	25	28	30	16	17	22	21	17	17	24	21	29	22	26	27
District	44	46	46	30	35	35	28	31	33	32	35	41	33	36	41
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
School	30	35	40	36	25	24	24	33	20	24	15	18	19	28	22
District	53	60	59	45	44	47	39	45	41	28	28	33	32	34	35
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Socioeconomically Disadvantaged															
School	23	26	31	16	19	16	14	17	17	15	20	18	12	20	23
District	31	33	33	19	24	24	16	21	22	16	18	21	16	21	24
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
African American															
School	25	21	34	22	22	11	11	20	21	17	13	14	11	23	22
District	33	37	38	18	26	23	19	23	24	17	18	18	21	23	25
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
American Indian															
School	45	*	*	*	*	*	14	*	*	*	*	*	14	*	*
District	38	45	46	35	31	28	23	29	30	26	21	35	27	27	34
State	42	43	44	34	34	36	29	31	32	26	26	30	29	30	34
Asian															
School	*	40	50	*	*	29	50	27	*	*	*	35	50	*	*
District	67	58	66	66	61	47	52	53	51	51	57	45	53	50	59
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58
Filipino															
School	56	62	46	38	42	48	38	55	28	62	35	48	38	45	25
District	61	62	63	39	55	55	27	42	49	42	41	49	30	38	52
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47
Hispanic or Latino															
School	19	19	30	19	15	17	17	19	12	16	14	17	15	19	19
District	33	37	38	23	24	26	21	24	22	19	19	25	23	21	26
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Pacific Islander															
School	20	46	50	*	18	25	33	*	23	*	12	*	36	*	21
District	35	56	53	42	26	34	27	34	21	22	18	31	20	23	22
State	41	46	45	29	30	36	26	28	30	23	23	28	25	26	31
Caucasian															
School	36	57	43	43	27	37	39	41	29	44	32	32	33	46	37
District	57	62	61	45	48	50	39	45	44	36	38	45	37	41	44
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
School	2	11	5	0	4	0	3	7	3	3	5	6	6	11	8
District	9	14	10	5	8	7	7	6	7	8	9	11	7	8	11
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
School	1	5	3	1	2	2	5	6	1	6	5	5	4	7	6
District	5	8	8	4	2	4	4	4	4	6	7	6	7	5	8
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

*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. Mount Miguel's current API score is 634.

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). Mount Miguel's Statewide Rank is 2.

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. Mount Miguel's Similar School's Rank is 2.

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.

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.

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	3	3	2	
Similar Schools Rank	4	6	2	
All Students				
Actual Growth	-4	-19	0	634
Socioeconomically Disadvantaged				
Actual Growth	0	-11	8	615
African American				
Actual Growth	6	-11	-13	591
Hispanic or Latino				
Actual Growth	-11	-24	3	606
Caucasian				
Actual Growth	-9	-1	-25	678
Students with Disabilities				
Actual Growth	26	11	6	439
English Learners				
Actual Growth	-25	-41	3	575

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2008-2009	2004-2005
Year in PI (2008-09)	Year 1	Year 3
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	7.69%

CAHSEE By Subject									
	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	43.8	55.4	51.1	28.0	49.9	48.6	39.0	54.6	52.9
Mathematics	46.7	55.3	46.8	42.2	55.8	49.9	39.2	55.7	51.3

	CAHSEE By Student Group						
	English			Mathematics			
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced	
All Students	61.0	34.4	4.5	60.8	24.5	14.7	
Male	64.1	32.5	3.3	60.5	24.3	15.2	
Female	58.0	36.3	5.7	61.1	24.6	14.2	
African American	76.2	22.2	1.6	82.5	7.9	9.5	
Asian	45.9	51.4	2.7	54.1	32.4	13.5	
Filipino	36.0	44.0	20.0	20.0	36.0	44.0	
Hispanic or Latino	68.8	28.6	2.5	66.8	22.1	11.1	
Pacific Islander	61.5	30.8	7.7	69.2	23.1	7.7	
White	45.3	48.0	6.7	44.0	34.7	21.3	
English Learners	78.0	21.2	0.8	73.5	21.2	5.3	
Socioeconomically Disadvantaged	68.3	28.2	3.5	65.6	21.1	13.2	
Students with Disabilities	96.9	3.1	-	93.8	3.1	3.1	

Advanced Placement Classes

Mount Miguel High encourages students to continue their education past high school. Mount Miguel High offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. Mount Miguel High offers AP courses in English, Mathematics, Social Science, Art, and Spanish. Additionally, honors classes are offered to ninth and tenth grade students and advanced study is available in biology, chemistry, physics, and bio-chemistry.

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.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	76	75	76	1029
Without Full Credentials	0	0	2	24
Working Outside Subject	0	0	0	0

Advanced Placement Classes

	# of Courses	Enrollment
English	2	95
Fine and Performing Arts	1	33
Foreign Language	1	34
Mathematics	1	23
Social Science	1	57
Totals	6	242
Percent of Students in AP Courses		2.4%

Misassignments/Vacancies

	06-07	07-08	08-09
Misassignments of Teachers of English Learners	2		0
Misassignments of Teachers (other)	0		0
Total Misassignments of Teachers	2		0
Vacant Teacher Positions			0

UC/CSU Course Completion

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

Career Technical Education Participation

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

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?	762
What percent of the school's pupils complete a CTE program and earn a high school diploma?	69.1
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	22.9

UC/CSU Course Enrollment

	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	71.1%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	29.6%

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

Career Technical Education (CTE) Programs

Mt. Miguel career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Mt. Miguel have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. Advisors/Guidance Counselors offer additional support through various programs, including: Matador Pride, Success Academy, mathematics and English support classes, AVID, and honors and Advance Placement classes.

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.guhsd.net/GUHSD/depts/edserv/curriculum/textbook>

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located within their communities, although Mount Miguel High School offers students daily after-school access to computers and internet access.

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

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.

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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$9,711
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	\$5,300
Percentage of Variation between School & State	N/A

District Revenue Sources

In addition to general state funding, Mt. Miguel receives state and federal funding for the following categorical funds and other support programs: Title I, Economic Impact Aid, Specialized Secondary Programs, CAHSEE Interventions, AVID, MAA, CA Partnerships Academies, ASSETs after-school programs grant, GATE, 10th grade counseling, Perkins, and the U.S. Army JROTC.

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.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	82.4%	17.6%
District	75.9%	24.1%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	76.9%	23.1%

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
- Breakdown Those Classroom Walls
- Collaboration Technology Tools
- Conscious Classroom Management
- Data Analysis
- Differentiated Instruction for the Teenage Brain
- Edu-Soft Training
- Effective EL Strategies
- Effective Teambuilding
- Equity & Diversity Training
- FACT Training
- Gang Awareness
- Health Workshop
- Making Common Assessments Meaningful Using Edu-Soft
- Maximizing Student Access to Library Materials
- Outrageous Teaching!
- Papers: Handling the Paper Load Through Improved Student Writing
- PLC Counselor Workshops
- PLC On-Site Support
- Poverty Training
- Principal/Asst. Principal Leadership Seminars
- ProACT Training
- Rebels With Applause: Motivating Reluctant Learners
- Rewards Training
- Special Ed in the Regular Ed Classroom
- Strategies for Enhancing Your Advanced Placement Course
- Strategies for Great Teaching
- Stress Management
- Teachers' Toolbox
- Working With Challenging Students

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

Mt. Miguel greatly benefits from its supportive parents who join our booster clubs, PTSA, School Site Council, and English Learner Advisory Committee (ELAC). The school has a strong base of parent volunteers who make up our Music and Athletic Booster Clubs. In addition, the Mount Miguel Foundation raises funds for annual support for academic, athletic and performing arts groups. The school also benefits from several community partnerships, including the Kiwanis Club, Rotary Club, Albertsons Groceries, and the Viejas Tribal Council. The school also receives support from Regional Occupational Program Advisory Boards for our plastics, photography, restaurant, and Academy of Hospitality and Tourism Management programs.

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 Diane Quintero at (619) 667-6412, or contact us on-line at www.mountmiguelhs.org.

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.