

Monte Vista High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Marietta Minjares, Principal

Principal, Monte Vista High

About Our School

January 19, 2017

Dear Parents and Community Members:

Monte Vista High School is an outstanding college and career preparatory high school dedicated to the success of every student. Monarchs are expected to be critical thinkers, curious and collaborative learners, conscientious planners, and comprehensive researchers and writers.

Based on the Monte Vista's high academic standards are reflected in its Academic Performance Index (API) score of 785 and its net gain of 108 points in API over the last five years, the highest in the Grossmont District. Approximately 90% of Monte Vista's tenth-grade students passed both the English and Math portions of the California High School Exit Exam (CAHSEE) on their first attempt, representing a 7% increase in English and a 8% increase in math from the previous year; both these increases were the largest gains in the Grossmont District. Monte Vista was the only school in the Grossmont District that met 21 out of 21 AYP indicators in 2013. In addition, Monte Vista has the highest Similar Schools Ranking, 9 out of 10 in the GUHSD. Monte Vista has adopted the Common Core State Standards (CCSS) in core academic areas and has also adopted the Next Generation Science Standards (NGSS) with all students at Monte Vista being required to challenge 3 years of science starting in the freshmen year.

In 2015-2016, our 11th graders took the California Assessment of Student Performance and Progress (CAASPP) the new State Assessment in both English Language Arts and mathematics. This new rigorous online test is designed to assess progress on the implementation of the California Common Core State Standards (CCSS). The 2015-2016 results are baseline data. Overall the students 56% of our students exceeded or met the standard, with 29% nearly meeting the mark. In math, 33% of our 11th graders exceeded or met standards, while 27% nearly met the mark. We are looking forward to the challenge of mastering all aspects of this online assessment in order to achieve high levels of performance.

Monte Vista offers a strong academic program highlighted by 12 Honors and 16 Advanced Placement (AP) classes resulting in 45% of the graduating class of 2014 taking one or more AP classes. In maintaining this trend, if AP exams were proctored today, Monte Vista would give 852 tests to its students, one of the highest participation rates in the Grossmont District. Monte Vista currently has 40% of its students completing the University of California A-G requirements with over 68% of its graduates enrolling in a two- or four-year college or university, including most of the University of California campuses, as well as universities throughout the United States. Well above both the state and nation's average, Monte Vista's average high school graduation rate is 89%.

Monte Vista provides a variety of academic support programs that has contributed to the success of its students, including

the distinction of being a National Advancement Via Individual Determination (AVID) Demonstration School. Along with AVID, Monte Vista further supports student by providing numerous support classes: reading intervention, supplemental math, transitional English for long-term English Language Learners, and a school-wide Advisory period in the middle of the school day for students to receive extra tutoring.

Success for all students is integral to Monte Vista's mission. In addressing the needs of every student, Monte Vista offers numerous Career Technical pathways, including Automotive Technology, Manufacturing Technology, Cosmetology, and our newest pathway, Video Game Design & Programming. Our Visual and Performing Arts program features advanced dance, drama, choir, ensemble, performance band, and guitar.

Along with solid academics, a highly competitive CIF Athletic Program is also offered. Monte Vista's powerful wrestling, basketball, volleyball, soccer, football, cross-country, water polo, tennis, and track programs have all won league championships or been in the CIF finals in the last several years.

A strong instructional staff, caring guidance department, exceptional leadership, and a positive campus environment identify Monte Vista High School as one of the best secondary schools in San Diego County. Parents can rest assured that Monte Vista students will be challenged by the highly-skilled and caring teachers and a recognized, quality academic program.

Sincerely,

Marietta Minjares
Principal, Monte Vista High School

Contact

*Monte Vista High
3230 Sweetwater Springs Blvd.
Spring Valley, CA 91977-6934*

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E-mail: mminjares@guhdsd.net*

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Grossmont Union High	School Name	Monte Vista High
Phone Number	(619) 644-8000	Street	3230 Sweetwater Springs Blvd.
Superintendent	Tim Glover	City, State, Zip	Spring Valley, Ca, 91977-6934
E-mail Address	tglover@guhsd.net	Phone Number	619-660-3000
Web Site	www.guhsd.net/	Principal	Marietta Minjares, Principal
		E-mail Address	mminjares@guhsd.net
		Web Site	http://monarchs.guhsd.net/
		County-District-School (CDS) Code	37681303734548

Last updated: 1/18/2017

School Description and Mission Statement (School Year 2016-17)

Monte Vista is one of nine comprehensive and two charter high schools in the Grossmont Union High School District. Curriculum is focused upon aligning all course content with the State of California's Common Core State Standards. During the 2016-17 school year, 1,702 ninth through twelfth grade students were enrolled at the school, with classes arranged on a two-semester year and a 1-7 period schedule.

Monte Vista's Mission

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.

Monte Vista's Vision

A relevant and rigorous education for all students, grounded in compassion and equity.

In order to support and achieve Monte Vista's Mission and Vision, the following school goals have been established as found in Monte Vista's Single Plan for Student Achievement (SPSA):

1. Using 2014-15 data as a baseline, increase the number of students, including all targeted subgroups (particularly English Language Learner students and Students with Disabilities), achieving "Standard Met" on the Smarter Balanced Assessment by at least two (2) percent.
2. Improve student achievement, particularly for English Language Learner students and Students with Disabilities.
 - A. Within two years, increase the percent of all students meeting or exceeding standards on the English and math CAASPP test by 5 percentage points in English and 8% points in math.
 - B. Within two years, maintain or improve the rigor in all courses while decreasing the number of students earning "D" and/or "F" grades by two (2) percent.
 - C. Within two years, increase the overall graduation rate by at least one (1) percent.
 - D. Preparation of both students and staff for the successful implementation of the new Common Core State Standards, Next Generation Science Standards and the Smarter/Balanced Assessments.
 - E. Continue parent engagement to the school by building parent/guardian capacity to help students achieve academically.
3. Increase support and access to general education courses for Students with Disabilities.
4. Continue to increase efforts in establishing a college-going environment.

5. Ongoing review and revision of the school-wide action plan.

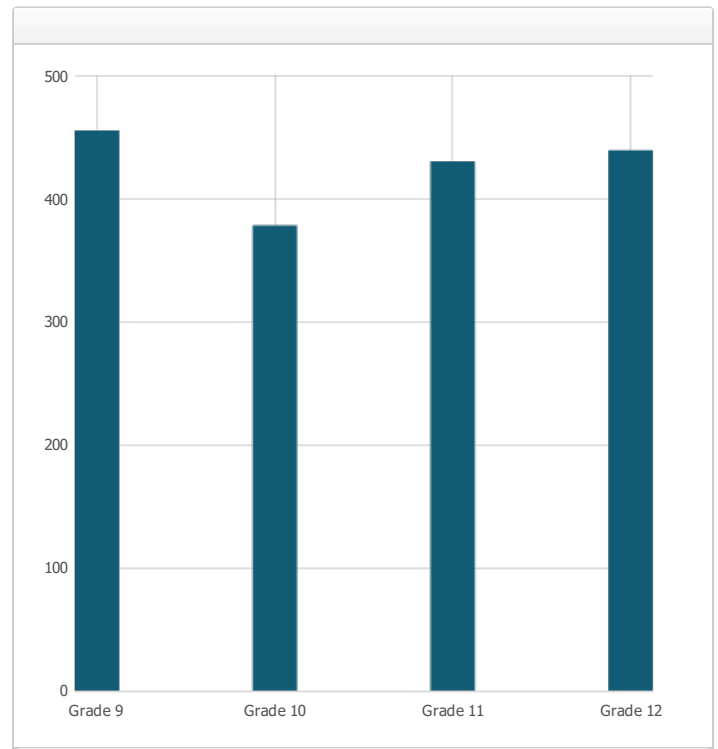
- A. Alignment of the Single Plan for Student Achievement with WASC Action Plan.
- B. Ongoing review and revision of WASC School-wide Action Plan.

Monitoring of the SPSA occurs on a regular basis. Using data and getting input from Monte Vista's various stakeholders through its Site Governance Team, Core Cabinet, individual departments and teachers, PTSA, and ELAC. Six School Site Council meetings are held every year to update, revise and approve Monte Vista's SPSA, Parent Involvement Policy, School Compact and review Categorical budgets.

Last updated: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	455
Grade 10	378
Grade 11	430
Grade 12	439
Total Enrollment	1702



Last updated: 1/18/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	12.3 %
American Indian or Alaska Native	0.1 %
Asian	1.2 %
Filipino	3.6 %
Hispanic or Latino	59.7 %
Native Hawaiian or Pacific Islander	0.8 %
White	15.5 %
Two or More Races	6.9 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.3 %
English Learners	11.2 %
Students with Disabilities	17.6 %
Foster Youth	1.1 %

Last updated: 1/18/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/18/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	American Literature 3.5/4, 2006 Animal Farm Catcher in the Rye Edge Fundamentals, 2007 Edge Reading, Writing and Language (Levels AC), 2007 Elements of Literature (4th and 5th course), 2003 Elements of Style, 2003 Explore a Course in Literature, 2005 Hamlet High Point A, 2002 High Point B, 2002 High Point Basic, 2002 High Point C, 2002 House on Mango Street Journalism Today, 2004 Language of Literature, 2000 Much Ado About Nothing Night Of Mice and Men Pearl Romeo and Juliet Scarlet Letter The Poisonwood Bible The Taming of the Shrew To Kill a Mockingbird Twelfth Night World Literature 3.5/4, 2004 Writers Inc, 2000 Writers Inc Write for College, 1997	Yes	0.0 %
Mathematics		Yes	0.0 %

	Advanced Mathematics a Precalculus Course, 2003 Algebra 1 CA ed., 2008 Algebra 2 CA ed., 2008 Algebra 2 and Trigonometry, 2001 Calculus: Graphical Numerical Algebraic, 2006 Elementary Statistics Picturing the World, 2009 Geometry CA ed., 2008 Mathematics with Business Applications, 2004 Practice of Statistics/T 83/89 Graphing, 2008 Precalculus with Limits: A Graphing Approach, 2008		
Science	Biology CA ed., 2008 Chemistry CA ed., 2007 Physics, 2008 Physics (Giancoli), 1995 Introductory Oceanography 10th ed., 2004 Essentials of Anatomy and Physiology 5th ed., 2010 Earth Science CA ed., 2007 Physical Science CA ed., 2006	Yes	0.0 %
History-Social Science	Psychology, 2004 Geography Alive, 2010 World History and the Modern World, 2007 Traditions and Encounters, 2006 The Americans, 2002 American Pageant, 2006 Economic Principles and Practices, 2008 US Government: Democracy in Action, 2008 American Government, 2008 Economics, 2008	Yes	0.0 %
Foreign Language	Abriendo Paso Gramatica, 2007 Abriendo Paso Lectura, 2005 AP Spanish / Preparing for the Language Exam, 2006 El Espanol Para Nosotros 1, 2004 El Espanol Para Nosotros 2, 2005 Sendas Literarias 1, 2000 Sendas Literarias 2, 2000	Yes	0.0 %
Health		Yes	0.0 %
Visual and Performing Arts		Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/19/2017

School Facility Conditions and Planned Improvements

Monte Vista was originally constructed in 1961 and is comprised of 88 classrooms, one gymnasium, one library, one staff lounge, five computer labs, and athletic fields and courts. Completed projects include classroom renovation of the 100, 200, 300, 400, 500 and 600 buildings, installation of shade structures in the student lunch areas, wheelchair ramps throughout the campus, an artificial turf football field, an all-weather track, lawn panels within the campus, and electrical and infrastructure upgrades. The most recent renovations include: a new gym scoreboard, a new science building which opened in the fall of 2010, a new library complete with a computer lab, and three new visual arts classrooms which opened in December 2011. A new guidance and student support center, new Special Education suites, and a new family and consumer science classroom opened in the spring of 2012 and a newly remodeled physical education building including a classroom and dance studio.

Cleaning Process: The Manager, School Facilities 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.

School Safety: Monte Vista has five campus supervisors, one School Resource Officer (SRO) and three assistant principals. Fire, earthquake, and lockdown drills are performed periodically throughout the year with feedback being provided to the staff on areas of strengths and needed growth. Trainings and information on various school safety-related topics are provided through all-staff and parent/community meetings, staff handbook, and the Safety Plan.

The FIT inspection was conducted on June 30, 2016

Last updated: 1/24/2017

School Facility Good Repair Status

Inspection completed on: 7/1/14

Year and month of the most recent FIT report: June 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Faucets without water Toilets loose Drinking fountain with over pressure Sheet metal backing for missing mirrors is a safety hazard Drinking fountain with low pressure Faucet handle missing Hand dryer damaged
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Good
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Last updated: 1/19/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	54.0%	59.0%	62.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	30.0%	32.0%	34.0%	36.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	410	96.0%	54.3%
Male	233	222	95.3%	48.9%
Female	194	188	96.9%	60.6%
Black or African American	42	40	95.2%	47.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100.0%	73.7%
Hispanic or Latino	250	242	96.8%	49.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	59	93.7%	67.8%
Two or More Races	41	41	100.0%	57.5%
Socioeconomically Disadvantaged	307	293	95.4%	49.2%
English Learners	40	35	87.5%	14.3%
Students with Disabilities	62	58	93.6%	12.1%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	407	95.3%	32.4%
Male	233	219	94.0%	32.9%
Female	194	188	96.9%	31.9%
Black or African American	42	40	95.2%	30.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	19	18	94.7%	38.9%
Hispanic or Latino	250	241	96.4%	27.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	59	93.7%	44.1%
Two or More Races	41	40	97.6%	42.5%
Socioeconomically Disadvantaged	307	291	94.8%	27.8%
English Learners	40	35	87.5%	2.9%
Students with Disabilities	62	58	93.6%	3.5%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57.0%	55.0%	57.0%	56.0%	51.0%	50.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	380	357	94.0%	56.6%
Male	188	176	93.6%	58.5%
Female	192	181	94.3%	54.7%
Black or African American	52	49	94.2%	44.9%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	15	15	100.0%	73.3%
Hispanic or Latino	227	215	94.7%	56.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	53	94.6%	60.4%
Two or More Races	22	18	81.8%	55.6%
Socioeconomically Disadvantaged	283	266	94.0%	53.0%
English Learners	27	25	92.6%	20.0%
Students with Disabilities	59	54	91.5%	20.4%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

Career Technical Education Programs (School Year 2015-16)

Monte Vista's 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: refining career interests via the Career Cruising Program. Guidance personnel review and explain results with students, who are then assisted to select core and elective courses that align with their career interests, our career technical pathways, and post-secondary educational goals. Additional support programs are provided, which include: Grossmont District's "Got Plans?" career and college night, college/university representative visits to campus, Monte Vista "Parent Nights," and the individual student's Post Secondary Plan.

Monte Vista currently offers four CTE pathways: Automotive Transportation, Video Game Design, Manufacturing Technology, and Cosmetology. Monte Vista's Automotive Transportation program also boasts the only high school auto program that includes a certified smog station. Automotive Transportation and Video Game Design Pathways are also linked pathways where students, in cohorts, have three other linked academic classes that integrate Automotive Transportation and Video Game Design concepts into their curriculum. Teachers in these two pathways also meet regularly to discuss both the students' progress and their curriculum. The science department is preparing for the start of a Health/Medical Pathway beginning in fall 2017.

Last updated: 1/24/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	468
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	92.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.0%

Last updated: 2/1/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	33.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.2%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.8%	18.0%	26.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/2017

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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 (PTSA) 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. Parents are also welcome to join the PTSA, GATE Parent Advisory Committee, Parent Band Boosters, Football Pride Club, English Learner Advisory Committee (ELAC), and the School Site Council. The PTSA President is a member of the Site Governance Team and four parents serve as members of the School Site Council and the Site Safe School Committee. For the fifth time in six years, Monte Vista will offer a nine-week parent workshop called the Parent Institute of Quality Education (PIQE). Last session over 60 parents completed the nine-week parenting institute.

As our partners in the education of their children, parents are also encouraged to register for access of student information, such as grades and attendance, through the District's student information system, Infinite Campus. The Monte Vista High School Web Site also provides tremendous information for our parents and connects them to teacher web pages for class and homework assignments.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Denise Broadfoot at (619) 660-3012.

State Priority: Pupil Engagement

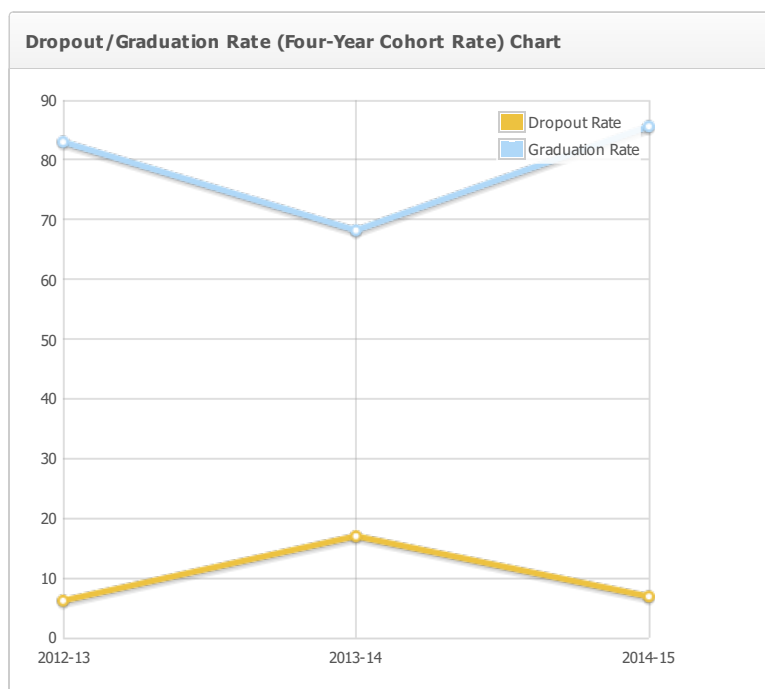
Last updated: 1/31/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.2%	17.0%	6.9%	11.5%	14.3%	7.8%	11.4%	11.5%	10.7%
Graduation Rate	83.00	68.20	85.60	78.30	75.20	83.20	80.44	80.95	82.27



Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	72	78	85
Black or African American	68	71	77
American Indian or Alaska Native	56	62	75
Asian	50	81	99
Filipino	79	86	97
Hispanic or Latino	72	74	84
Native Hawaiian or Pacific Islander	100	75	85
White	67	80	87
Two or More Races	100	83	91
Socioeconomically Disadvantaged	31	44	77
English Learners	15	34	51
Students with Disabilities	30	42	68
Foster Youth	--	--	--

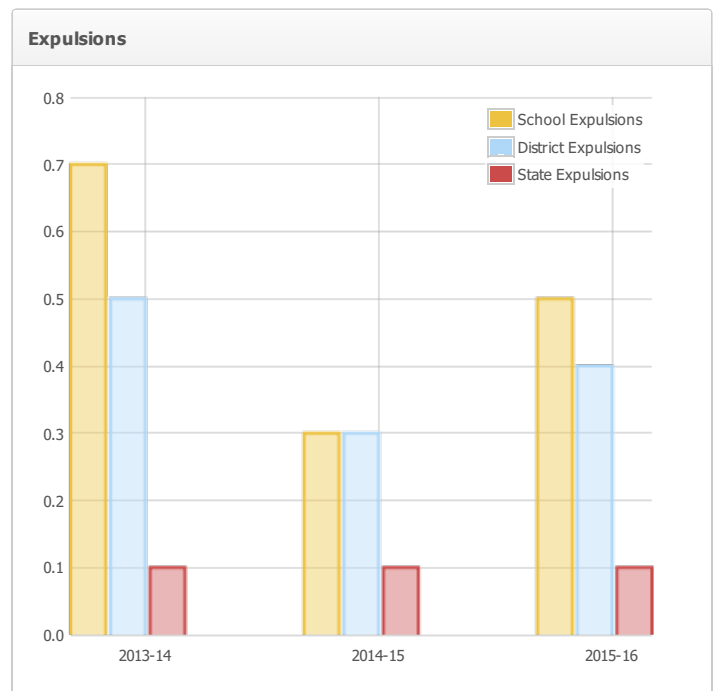
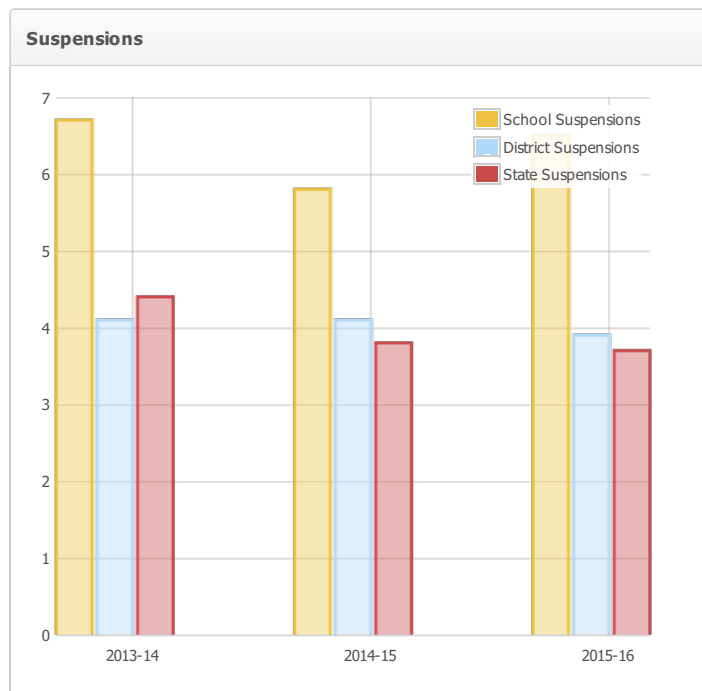
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.7	5.8	6.5	4.1	4.1	3.9	4.4	3.8	3.7
Expulsions	0.7	0.3	0.5	0.5	0.3	0.4	0.1	0.1	0.1



Last updated: 1/18/2017

School Safety Plan (School Year 2016-17)

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 October 3, 2016, by the Site Safe School Committee and approved by the School Site Council on October 20, 2016. All revisions are 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 twice 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.

Last updated: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/19/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	26	21	24	22.0	31	26	17				
Mathematics	23.0	28	17	22	20.0	37	20	21				
Science	21.0	23	6	21	22.0	23	12	25				
Social Science	23.0	22	11	30	19.0	39	13	24				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	422.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8421.0	\$2799.0	\$5622.0	--
District	N/A	N/A	\$7509.0	\$75945.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$77824.0
Percent Difference – School Site and State	--	--	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/2017

Types of Services Funded (Fiscal Year 2015-16)

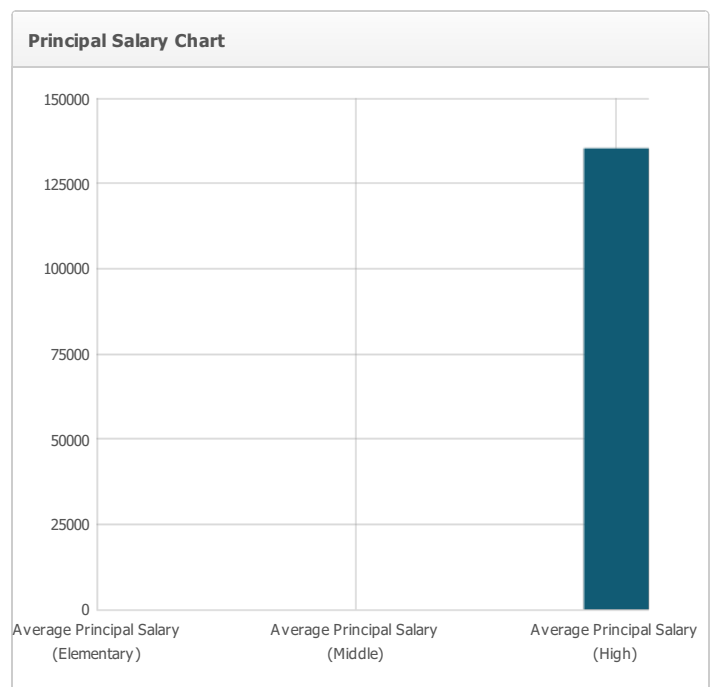
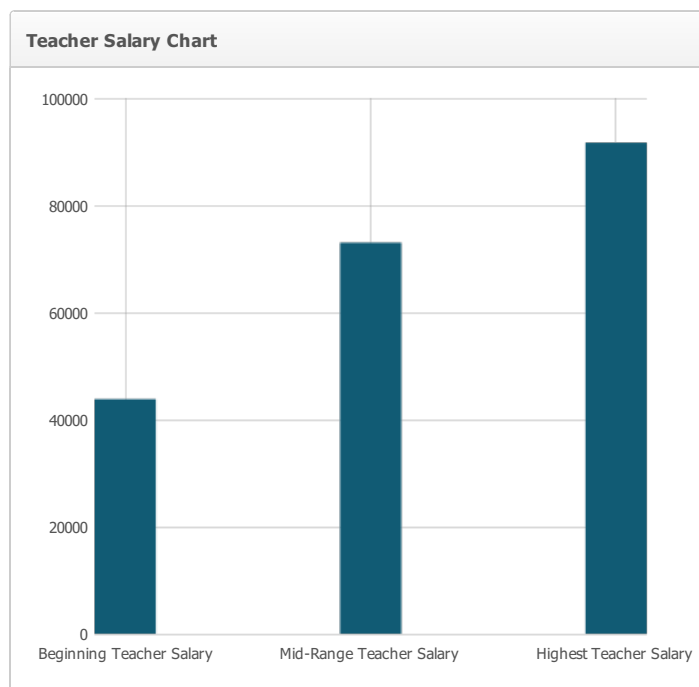
In addition to general state funding, Monte Vista receives state and federal funding for the following categorical funds and other support programs: Title I, Block Grants, Lottery, and MAA monies.

Last updated: 1/24/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,812	\$46,184
Mid-Range Teacher Salary	\$73,025	\$75,179
Highest Teacher Salary	\$91,696	\$96,169
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$	\$124,243
Average Principal Salary (High)	\$135,276	\$137,939
Superintendent Salary	\$232,068	\$217,637
Percent of Budget for Teacher Salaries	34.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/19/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	16	--

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2017

Professional Development

Monte Vista's staff participates in three professional development (PD) days prior to the start of the school year as well as various PD opportunities throughout the school year and summer. Decisions on the focus of professional development come from the site's Core Cabinet, Site Governance Team, and individual departments. Continually using data to guide instruction and instructional decisions, Monte Vista's professional development focus has centered around literacy, writing, student engagement and preparing both staff and students for the new Common Core State Standards (CCSS). Being proactive and using staff input and student data to direct PD activities, Monte Vista has made strides in student achievement and in preparing for the upcoming Common Core State Standards.

In 2010, the schoolwide focus was on the student use of graphic organizers and writing for summarization. Both concepts were agreed upon by the staff after instructional teams completed surveys as to the critical academic needs of Monte Vista students. Six all-staff meetings were placed in the schedule on Monday mornings with the purpose of ongoing professional development around these schoolwide areas of focus and the sharing of best practices on campus. In addition to the PD on those days, the sharing of schoolwide data with the staff helped drive instructional programs. Continuing in shared decision making, in 2011 the staff chose to add effective engagement strategies of all students and a focus of student daily learning goals in all classrooms as the instructional focus.

In 2012, a team of teachers participated in the Effective Reading Intervention Academy (ERIA) which was a program designed to assist schools in evaluating and designing researched-based literacy programs to effectively assist the school's most struggling readers and learners on campus. In that same year, the English department began its training in CAL-PASS, a program designed to increase the effectiveness of non-fiction, expository text, based on rhetorical analysis and writing for all students. CAL-PASS was a response from local colleges who have long indicated that students in our district have come to them unprepared to handle the rigor of college English courses.

In 2013, with Common Core State Standards on the horizon, Monte Vista continued to lead the way with its math and English teams attending PD throughout the year on creating and implementing CCSS curriculum. In 2014, math and English teams continue their CCSS trainings with science and social science beginning their CCSS training in the spring.

In fall 2016, the site went 1:1 with technology and all students received Chromebooks. The focus of PD at the site level was for teachers to learn about tools such as Google Classroom and online strategies for enhancing instructional and collaborative practices. Teachers participate in two hour workshops options and participate in tech support in PLC meetings or one on one with the Digital Learning Coach. Ten staff members also participated in the three day National CUE (Computer Using Educators) Conference in Palm Springs.

In the 2016- 2017 school year the entire staff began the process of conducting a self-study for the WASC Accrediation visit planned for Spring of 2018.

Site level administration supports professional development by offering regular feedback through ongoing walkthroughs and site supervision. Also, various grade-level teams use common, formative assessments and meet regularly to discuss outcomes and ways to improve instruction. Individual teachers and teams are afforded opportunities to attend all-day district-sponsored PD during the regular school day as well as attend pre-approved conferences. Curriculum writing time/money is available for teachers to meet and plan CCSS curriculum outside of the school day. Finally, every Monday morning from 8:00 to 9:15 is Common Planning Time (CPT) where teams meet to discuss various curricular issues.

Last updated: 1/31/2017