

Monte Vista High
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address: 3230 Sweetwater Springs Blvd.
Spring Valley, CA , 91977-6934

Principal: Joel Tropp, Principal

Phone: (619) 660-3000

Grade Span: 9-12

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Joel Tropp, Principal

Principal, Monte Vista High

About Our School

Monte Vista High School is one of nine public schools in the Grossmont Union High School District. Located in Spring Valley, Monte Vista currently serves 1640 students in the Casa de Oro neighborhood of East County, San Diego.

Monte Vista's mission is to provide a relevant and rigorous education grounded in compassion and equity. At Monte Vista we all follow the Crimson and Gold code: "I respect myself, my community and expect others to do the same."

Since its opening in 1961, Monte Vista has received a multitude of awards and most recently was recognized as a California Gold Ribbon School and a US News and World Report Silver School. We recently received a six-year accreditation, the highest possible, from the Western Association of School and Colleges (WASC). Our experienced faculty and diverse curricula prepare students for life after high school; whether entering the workforce or attending college. We are proud to be a designated AVID school-wide campus with 100% of Monte Vista's AVID graduates being accepted into a four-year college.

Monte Vista offers a robust Advanced Placement program with 56 percent of Monte Vista's graduating seniors have taken an AP exam, one of the highest Advanced Placement participation rates within the Grossmont District. We also offer college preparatory classes along with a number of programs that allow students to have a well-rounded high school experience: Visual and Performing Arts, Automotive Technology, CTE Game Design and Development, and a Project Lead the Way (PLTW) sponsored Computer Science Pathway.

Monte Vista has a built-in school-wide Advisory period four days a week that allows students to receive additional tutoring or time to study. We are also one of only three schools in the district with the After School Safety and Enrichment for Teens Grant (ASSETs). With this funding, we offer before and after school clubs and activities for students to explore their creativity, hone athletic skills or receive free tutoring. Our ASSETs grant also sponsors an annual college road trip to both Bay Area and Los Angeles area colleges.

Monte Vista has a storied history of athletic excellence with many league and CIF titles won by numerous sports. We currently field 25 CIF sanctioned varsity sports and we're home of KUSI's 2018 Silver Pigskin Award winner, Jahmon McClendon. This award is given to the top football player in San Diego County. In addition to athletics, Monte Vista has a strong culture of service and leadership with annual events that support the surrounding community. The value of these skills is evidenced by the \$955,000 in scholarships earned by graduating seniors last year alone.

Monte Vista has state-of-the-art facilities and classrooms thanks to recent modernization with Propositions U and H funding. Our new event center and Student Support building has changed the look and feel of our campus. Construction will continue as we start planning for the modernization of the 1000 and 1400 buildings.

At Monte Vista, we are proud of our traditions, achievements, and culture. We welcome you to attend an event or schedule a campus tour so you can experience it for yourself.

It's a great day to be a Monarch!

Joel Tropp
Principal

Contact

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

Phone: (619) 660-3000
Email: jtropp@guhsd.net

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Grossmont Union High
Phone Number	(619) 644-8000
Superintendent	Kemper, Theresa
Email Address	tkemper@guhsd.net
Website	www.guhsd.net/

School Contact Information (School Year 2021—2022)

School Name	Monte Vista High
Street	3230 Sweetwater Springs Blvd.
City, State, Zip	Spring Valley, CA , 91977-6934
Phone Number	(619) 660-3000
Principal	Joel Tropp, Principal
Email Address	jtropp@guhsd.net
Website	http://monarchs.guhsd.net/

County-District-School (CDS) Code

37681303734548

Last updated: 1/24/22

School Description and Mission Statement (School Year 2021—2022)

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 2018-19 school year approximately 1,640 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 Vision, Mission and Learning Outcomes

Mission

Monte Vista High School is a diverse community dedicated to guiding individuals to reach their full potential.

Vision

Monte Vista High School provides a relevant and rigorous education grounded in compassion and equity.

Student Learning Outcomes

Monte Vista students:

- think critically to analyze, evaluate, synthesize, and problem solve
- communicate effectively and creatively
- contribute to their community through academic preparation, social awareness, physical fitness, and respectful behavior
- demonstrate resilience and perseverance to reach their goals
- exercise literacy and ethics appropriately in a digital world

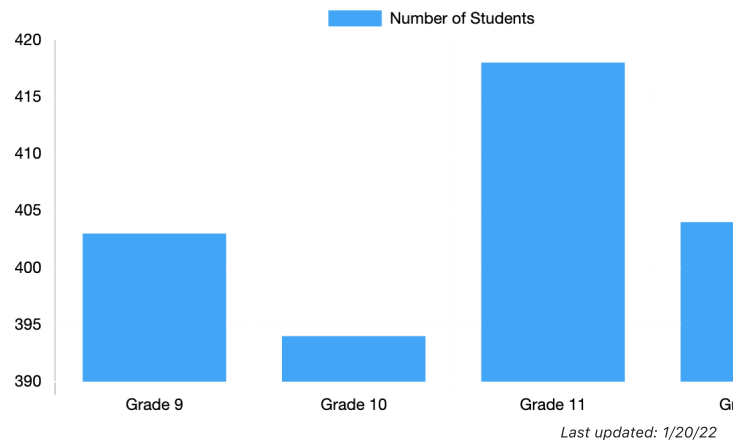
During the Spring of 2021, Monte Vista High School participated in a WASC accreditation where goals determined by a self-study and WASC visiting committee will be solidified. School identified goals:

1. Increase academic success for all students by developing a school-wide literacy plan, paying particular attention to the needs of English language learners and students with disabilities.
2. Increase student engagement by implementing positive behavior supports and active learning strategies, paying particular attention to the needs of our identified at-risk population.
3. Increase a-g rates and graduation rates by bolstering career and college-readiness and increase pass rates in courses.

Last updated: 1/20/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 9	403
Grade 10	394
Grade 11	418
Grade 12	404
Total Enrollment	1619

**Student Enrollment by Student Group (School Year 2020—2021)**

Student Group	Percent of Total Enrollment
Female	46.60%
Male	53.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	1.30%
Black or African American	11.30%
Filipino	2.80%
Hispanic or Latino	64.30%
Native Hawaiian or Pacific Islander	0.50%
Two or More Races	6.10%
White	13.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	15.70%
Foster Youth	0.50%
Homeless	4.50%
Migrant	0.10%
Socioeconomically Disadvantaged	76.70%
Students with Disabilities	20.20%

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

Teacher Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.9	74.1	690	74.8	228366.1	83.1
Intern Credential Holders Properly Assigned	0	0	4	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	1.3	20.7	2.2	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	7.8	10.2	104.8	11.4	12115.8	4.4
Unknown	10.9	14.3	103.3	11.2	18854.3	6.9
Total Teaching Positions	76.8	100	923	100	274759.1	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	1
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	1

Last updated:

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	7.8
Total Out-of-Field Teachers	7.8

Last updated:

Class Assignments (School Year 2020—2021)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Last updated:

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other 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%
Mathematics	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/Ti83/89 Graphing, 2008 Precalculus with Limits: A Graphing Approach, 2008	Yes	0%
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%
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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Abriendo Paso Gramática, 2007 Abriendo Paso Lectura, 2005 AP Spanish / Preparing for the Language Exam, 2006 El Español Para Nosotros 1, 2004 El Español Para Nosotros 2, 2005 Sendas Literarias 1, 2000 Sendas Literarias 2, 2000	Yes	0%
Health		Yes	0%
Visual and Performing Arts		Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/4/22

School Facility Conditions and Planned Improvements

Monte Vista was originally constructed in 1961 and consists of 88 classrooms, one gymnasium, one library, one staff lounge, five computer labs, and athletic fields and courts. Completed projects include modernization of all classrooms, 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.

In the 2018-2019 school year, Monte Vista broke ground on a state of the art Students Support Office and Events Center.

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. Training and information on various school safety-related topics are provided through all-staff and parent/community meetings, staff handbook, and the Safety Plan.

Last updated: 1/31/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<ul style="list-style-type: none"> • Ceiling tiles stained- in progress • Ceramic tile broken- in progress • Flooring damaged- in progress • Wall damage- in progress
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	<ul style="list-style-type: none"> • Hand dryer not working- in progress • Faucets without water- in progress • Toilet loose- fixed • Drinking fountain overpressure- in progress • Drinking fountain low pressure- in progress • 2 restrooms out of service- in progress
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: February 2021

Overall Rating	Good
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Last updated: 1/7/22

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **College and Career Ready:** 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts / Literacy (grades 3–8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3–8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

Last updated: 1/10/22

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	412	314	76.21	23.79	60.26
Female	201	156	77.61	22.39	65.81
Male	211	158	74.88	25.12	54.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	29	72.50	27.50	31.03
Filipino	15	14	93.33	6.67	92.86
Hispanic or Latino	257	193	75.10	24.90	60.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	22	70.97	29.03	68.18
White	58	48	82.76	17.24	64.58
English Learners	50	27	54.00	46.00	25.93
Foster Youth	--	--	--	--	--
Homeless					
Military	12	10	83.33	16.67	--
Socioeconomically Disadvantaged	284	215	75.70	24.30	55.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	49	69.01	30.99	22.92

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: 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.

Last updated: 1/10/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	412	309	75.00	25.00	32.03
Female	201	154	76.62	23.38	29.22
Male	211	155	73.46	26.54	34.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	32	80.00	20.00	15.63
Filipino	15	14	93.33	6.67	50.00
Hispanic or Latino	257	190	73.93	26.07	23.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	21	67.74	32.26	52.38
White	58	45	77.59	22.41	59.09
English Learners	50	28	56.00	44.00	7.14
Foster Youth	--	--	--	--	--
Homeless					
Military	12	10	83.33	16.67	--
Socioeconomically Disadvantaged	284	210	73.94	26.06	28.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	46	64.79	35.21	9.09

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: 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.

Last updated: 1/10/22

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	17.70	N/A	24.32	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Last updated: 1/10/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	330	210	63.64	36.36	17.70
Female	147	96	65.31	34.69	16.67
Male	183	114	62.30	37.70	18.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	36	23	63.89	36.11	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	231	147	63.64	36.36	17.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	13	68.42	31.58	30.77
White	30	19	63.33	36.67	21.05
English Learners	38	19	50.00	50.00	10.53
Foster Youth	--	--	--	--	--
Homeless					
Military	12	8	66.67	33.33	--
Socioeconomically Disadvantaged	257	159	61.87	38.13	15.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	32	55.17	44.83	3.23

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/10/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

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, Computer Science, Health/Medical Pathway and Cosmetology. Monte Vista's Automotive Transportation program also boasts the only California high school auto program that includes a certified smog station.

Last updated: 1/31/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	288
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/31/22

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	95.71%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	37.86%

Last updated: 1/10/22

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 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	--	--	--

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/10/22

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 school site

Opportunities for Parental Involvement (School Year 2021-2022)

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, Parent Band Boosters, English Learner Advisory Committee (ELAC), and the School Site Council. The PTSA President is a member of the Site Governance Team and three parents serve as members of the School Site Council and the Safe School Planning Committee. Monte Vista offers an annual nine-week parent workshop called the Parent Institute of Quality Education (PIQE). Last session over 50 parents completed the nine-week parenting institute.

As our partners in the education of their children, parents are also encouraged to register for access to student information, such as grades and attendance, through the District's student information system, Infinite Campus. The Monte Vista High School Website 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 Smith at (619) 660-3012.

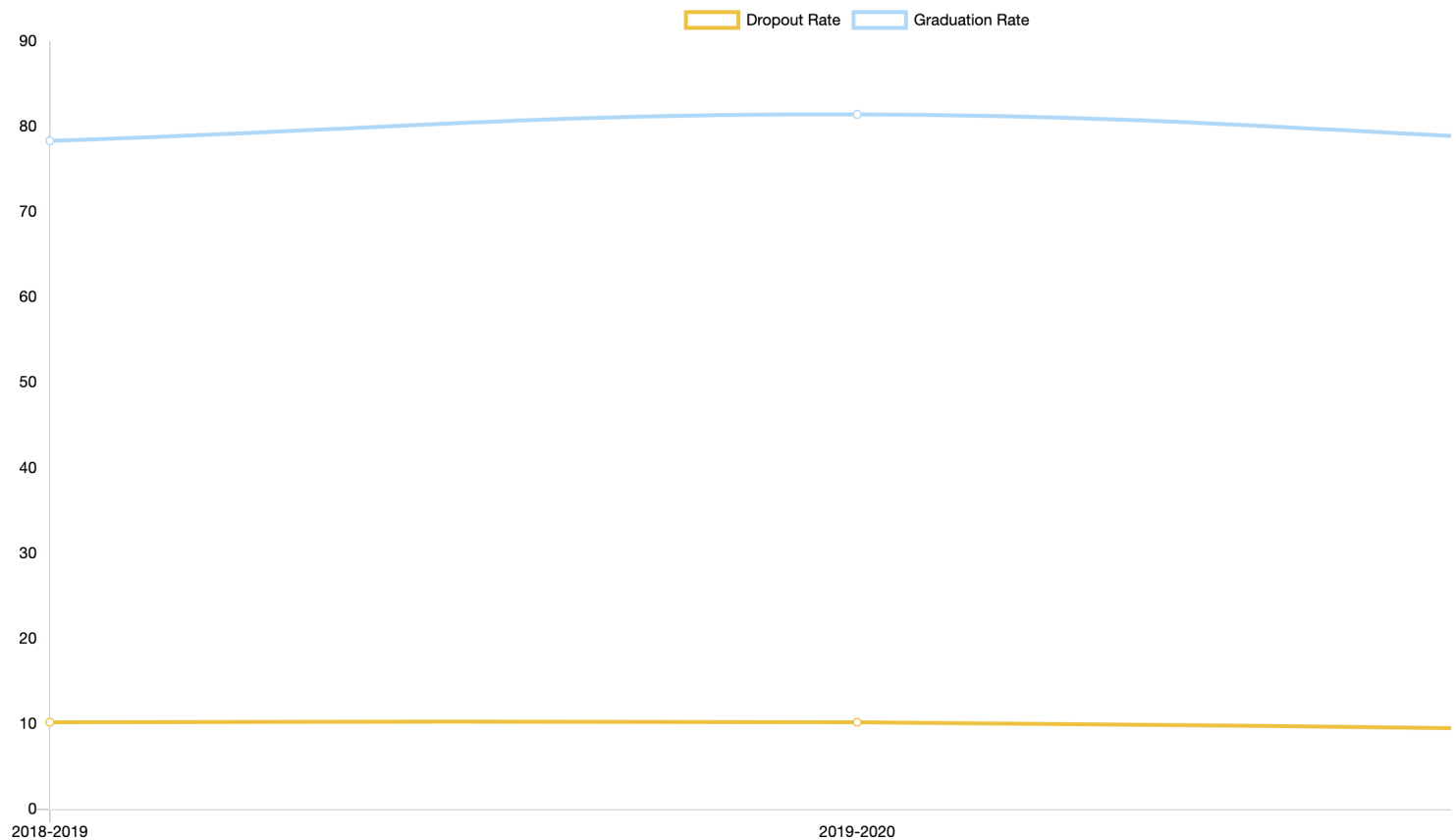
State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	10.20%	10.20%	9.20%	6.80%	7.90%	9.30%	9.00%	8.90%	9.40%
Graduation Rate	78.30%	81.40%	77.70%	85.20%	85.30%	81.90%	84.50%	84.20%	83.60%



Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2020—2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	346	269	77.7
Female	152	130	85.5
Male	194	139	71.6
Non-Binary	0	0	0.0
American Indian or Alaska Native			71.6
Asian			
Black or African American	39	34	87.2
Filipino			
Hispanic or Latino	243	182	74.9
Native Hawaiian or Pacific Islander			
Two or More Races	18	15	83.3
White	30	25	83.3
English Learners	67	39	58.2
Foster Youth			
Homeless	31	19	61.3
Socioeconomically Disadvantaged	312	236	75.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	70	45	64.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated:

Chronic Absenteeism by Student Group
(School Year 2020—2021)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1743	1690	1072	63.4
Female	801	782	439	56.1
Male	942	908	633	69.7
American Indian or Alaska Native	21	21	8	69.7
Asian	7	7	6	85.7
Black or African American	197	188	134	71.3
Filipino	49	47	18	38.3
Hispanic or Latino	1120	1089	721	66.2
Native Hawaiian or Pacific Islander	9	9	5	55.6
Two or More Races	104	103	59	57.3
White	236	226	121	53.5
English Learners	296	286	202	70.6
Foster Youth	22	16	11	68.8
Homeless	81	79	65	82.3
Socioeconomically Disadvantaged	1342	1309	869	66.4
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	366	357	280	78.4

Last updated:

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020–2021	District 2018-2019	District 2020–2021	State 2018-2019	State 2020–2021
Suspensions	5.36%	0.11%	4.21%	0.32%	3.47%	0.20%
Expulsions	0.61%	0.06%	0.45%	0.02%	0.08%	0.00%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	4.55%	3.22%	2.45%
Expulsions	0.45%	0.21%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Last updated: 1/10/22

**Suspensions and Expulsions by Student Group
(School Year 2020–2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.11	0.06
Female	0	0
Male	0.21	0.11
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.18	0.09
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.15	0.07
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.27	0

Last updated:

School Safety Plan (School Year 2021-2022)

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 December 2019, by the Safe School Planning Committee and approved by the School Site Council February 2020. 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: 1/4/22

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	22.00	40	20	25
Math	19.00	48	12	27
Science	23.00	22	5	32
Social Science	15.00	64	8	33

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019—2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	16.00	66	25	19
Math	16.00	47	13	27
Science	26.00	14	13	26
Social Science	18.00	42	9	31

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020—2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English	21.00	46	20	26
Math	21.00	47	27	16
Science	36.00	3	13	27
Social Science	24.00	32	16	26

Last updated: 1/10/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	366.9

Last updated: 12/31/99

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.50
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	0.00
Other	10.80

Last updated: 12/31/99

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14115.00	\$6111.00	\$8004.00	--
District	N/A	N/A	\$7861.00	\$87284.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$92222.00
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

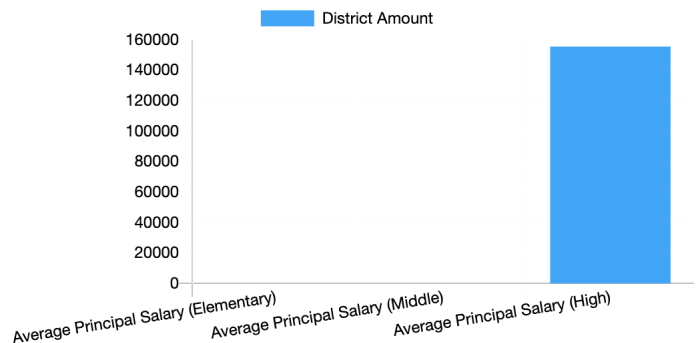
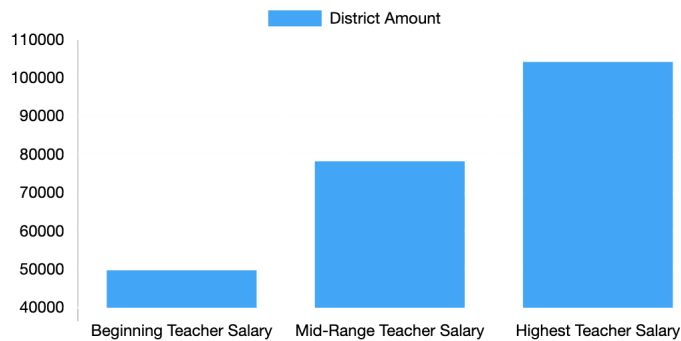
In addition to general state funding, Monte Vista receives state and federal funding for the following categorical funds and other support programs: Title I, Block Grants, Lottery, and MAA monies.

Last updated: 1/4/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49784.00	\$54687.00
Mid-Range Teacher Salary	\$78237.00	\$92222.00
Highest Teacher Salary	\$104195.00	\$114208.00
Average Principal Salary (Elementary)	\$0.00	\$143647.00
Average Principal Salary (Middle)	\$0.00	\$145785.00
Average Principal Salary (High)	\$155494.00	--
Superintendent Salary	\$265363.00	\$258950.00
Percent of Budget for Teacher Salaries	31.00%	32.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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



Last updated:

Advanced Placement (AP) Courses (School Year 2020–2021)**Percent of Students in AP Courses** 20.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	5
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	1
Social Science	10
Total AP Courses Offered*	21.00%

Last updated: 1/10/22

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

Professional Development

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	125	81	39

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	4060	2248	55.37	44.63	60.12
Female	1949	1124	57.67	42.33	62.30
Male	2111	1124	53.24	46.76	57.93
American Indian or Alaska Native	55	26	47.27	52.73	57.69
Asian	96	59	61.46	38.54	62.71
Black or African American	208	103	49.52	50.48	36.89
Filipino	76	50	65.79	34.21	84.00
Hispanic or Latino	1534	872	56.84	43.16	57.58
Native Hawaiian or Pacific Islander	35	20	57.14	42.86	75.00
Two or More Races	177	106	59.89	40.11	66.35
White	1879	1012	53.86	46.14	62.45
English Learners	426	168	39.44	60.56	16.27
Foster Youth	18	7	38.89	61.11	--
Homeless					
Military	104	59	56.73	43.27	65.52
Socioeconomically Disadvantaged	2368	1260	53.21	46.79	54.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	618	267	43.20	56.80	18.18

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: 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.

Last updated: 1/11/22

**LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	4061	2075	51.10	48.90	30.55
Female	1950	1025	52.56	47.44	29.18
Male	2111	1050	49.74	50.26	31.89
American Indian or Alaska Native	55	25	45.45	54.55	16.00
Asian	96	54	56.25	43.75	42.59
Black or African American	208	108	51.92	48.08	18.10
Filipino	76	44	57.89	42.11	50.00
Hispanic or Latino	1534	799	52.09	47.91	24.30
Native Hawaiian or Pacific Islander	35	15	42.86	57.14	40.00
Two or More Races	177	98	55.37	44.63	41.05
White	1880	932	49.57	50.43	34.81
English Learners	426	160	37.56	62.44	5.19
Foster Youth	18	7	38.89	61.11	--
Homeless					
Military	104	56	53.85	46.15	29.63
Socioeconomically Disadvantaged	2368	1182	49.92	50.08	24.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	618	252	40.78	59.22	5.67

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: 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.

Last updated: 1/11/22