Single Plan for Student Achievement
at
Monte Vista High School
37-68130-3734548

Date of this revision: April 26, 2012

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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The Grossmont Union High School District Governing Board approved this revision of the school plan at its meeting of _____.

Part I: School and Community Profile--Demographic Data

Monte Vista High School is a public, comprehensive school that serves students in grades nine through twelve. Opened in 1961, Monte Vista is the seventh of eleven (actually nine schools since two have since become charter schools) high schools built in the Grossmont Union High School District and is located approximately fifteen miles east of downtown San Diego in the unincorporated city of Spring Valley, California.

Although the criteria has been changed for 2011, in 2009 and 2010, Monte Vista High School was ranked among the top 1600 schools in the nation by *Newsweek*, due in part to its excellent record for AP testing and its steadily increasing Annual Performance Index (API) scores. Other recent accomplishments that Monte Vista High School has achieved include the following:

- Net gain of 68 points in API over the last three years
- Highest API score in school's history at 744 (2010-11)
- Highest API increases in the district (2010-11)
- Top three schools with the highest Similar School Ranking in the district over the last three years
- Highest CAHSEE pass rate for ELA in school's history at 81% (2010-11)
- Highest increase in CAHSEE pass rates for ELA in the district at 11% (2011-12)
- Second highest increase in CAHSEE pass rates for mathematics in the district at 5% (2011-12)
- Forty-four percent of graduates took an AP class (2010-11) compared to the district average of 42%
- National AVID Demonstration Site
- One of two schools in San Diego County that has had back to back Gates Millenium Scholarship Winners

Community

Monte Vista High School serves students in the communities of Spring Valley, La Mesa, Lemon Grove, and El Cajon. These are all primarily residential communities with small businesses and light manufacturing being the primary commercial activities of the area. The population is primarily lower-to middle-income with a scattering of upper-level income families. The majority of students attending Monte Vista High School come to us from Spring Valley Middle School and La Presa Middle School in the La Mesa-Spring Valley School District. We also receive students from Parkway Middle School, La Mesa Middle School, and Santa Sophia Catholic School.

Community and Parent Organizations and Connections

For the past five years, Monte Vista, through its One.org club, has hosted a Holiday Outreach Festival in order to bring awareness to and raise funds for less fortunate people around the world and in our local communities. This effort has been spearheaded by our One.org club adviser/Discovering Technologies teacher and has brought many small, local business and community partners onto our campus.

Since there are many Monte Vista graduates working at Monte Vista, the Monte Vista Alumni Foundation has recently been established in order to help offset many of the costs associated with high school students wanting to experience the full gamete of activities. For example, we have an Athletic Shoe fund for students that do not have enough money to purchase appropriate footwear for their sport as well as an array of other needs. To date, Monte Vista's most famous alum is Nick Cannon, class of 1998.

Monte Vista has an active PTSA and various booster clubs that also helps support student activities, academics, and athletics. For example, PTSA sponsors Care Packages during finals where they provide a sack lunch and an opportunity for parents to write their students a note of encouragement before taking finals. PTSA and booster clubs also assists in the organization of Multicultural Week, Holiday Outreach Festival, assists with ticket sales at sporting events, heads up Supply Day for much needed supplies, help organize Grad Night activities and the Disneyland trip, and provides Staff Appreciation Day treats. Monte Vista parents are also active participants on the Monte Vista School Site Council and English Language Learner Advisory Committee (ELAC) that meet quarterly to disseminate, discuss, and obtain input as it pertains to instructional programs being offered and the spending of categorical funds. The major decision-making organizations on campus are the Literacy Team, Core Cabinet, Site Governance Team, and School Site Council. Teachers, administrators, classified staff members, parents, and students are represented on the School Site Council.

Monte Vista has partnered with the local community college, Cuyamaca College, in a program called Cuyamaca Link. The Cuyamaca Link program provides three sessions that brings Cuyamaca College representatives to the Monte Vista campus for the total registration, assessment, and class selection process. During session one, Monte Vista seniors get help registering for Cuyamaca College. Session two is the English and math placement assessments. Finally, one of the biggest advantages to the program is session three when students are allowed and get assisted in doing early class selection/registration for fall classes.

With the passing of several bond measures in the Grossmont Union High School District, Monte Vista has been the beneficiary of numerous upgrades and additions. Along with many construction changes, has been a constant change in administration. Including the administrators during last WASC Accreditation in 2006, Monte Vista has had a total of eleven different administrators, including three different principals. However, although the current administrative team has one less assistant principal (down from three to two) from years past, both current assistant principals and the principal have all worked at Title I schools and thus bring an understanding and compassion that is much needed when working with such a population of students and their families.

WASC Accreditation History

Monte Vista High School has successfully engaged in the WASC self-study process since its inception. Monte Vista was awarded a six-year term of accreditation after each of its previous two self-studies, the most recent in 2004-5 and the one prior in 1998-99.

School Purpose

Monte Vista High School will utilize all available human, material, and financial resources to provide a quality education to every student. As a teaching-learning community, we believe in creating and maintaining a safe, nurturing, and orderly learning environment in which teachers can teach and students can learn. We believe every student should have equal opportunity to develop his or her full potential.

Mission Statement

Monte Vista High School is a learning organization made up of diverse groups of people dedicated to assisting each individual reach his or her full potential.

Expected School-wide Learning Results

Monte Vista student are:

- Problem Solvers who are able to identify, evaluate, and synthesize information.
- Readers, Writers, and Speakers who comprehend various texts and communicate effectively.
- Individuals who are academically prepared, socially aware, physically fit, and behave appropriately in a diverse society.
- Digital Learners who effectively use and apply technologies to communicate, create, gather, and process information.
- Exemplary Citizens who excel in the workplace and community.

Status of School

Although Monte Vista has been a school-wide Title I school since 2004 and is currently in Year 3 of Program Improvement (PI), there are no corrective action plans, joint intervention agreements, or state/federal imposed deadlines for improvement or growth in achievement for identified school populations. Categorical funds at Monte Vista are used to fund the following:

- Provide sections of reading support classes
- Provide section/s of supplemental math classes
- Reduce class size in freshmen and sophomore math and English classes
- Provide CAHSEE intervention courses for sophomores identified as not passing the first time for both English Language Arts and/or Mathematics
- Provide supplemental materials, computers, graphing calculators, software applications and other technologies in support of our reading programs (Northwestern Evaluation and Assessment [NWEA] and Read 180); CAHSEE Prep courses (Study Island); and Learning Center on-line learning curriculum (e2020)
- Provide additional summer school sections, including Summer Bridging courses for incoming freshmen identified as needed math and reading support, as well as AP and higher math bridging classes and Learning Center sessions
- Support of the Advisory Program

- Provide Instructional Aides, AVID tutors, Science Laboratory Teacher Assistants, Bilingual Cross-Cultural Aides

- Maintain our Resource Center with a Resource Center Counselor and Community Liaison.

Adequate Yearly Progress (AYP)

Monte Vista High School is a Year 3 Program Improvement (PI) school under the federal No Child Left Behind (NCLB) Act of 2001. The AYP criterion that was not met for Monte Vista for the past three years are as follows:

School Year 2008-09 Adequate Yearly Progress Report

As the data reveals, during 2008-9 Monte Vista did not met its proficiency target of 44.5% on the ELA in all categories except: White and Socioeconomically Disadvantaged (due to Safe Harbor). In mathematics, the proficiency target was 43.5% and all but African American and Students with Disabilities met the target.

Made AYP: No
School Met 19 of 26 AYP Criteria

2008-09 AYP Criteria Summary AYP Components	**Met English Language Arts AYP Criteria**	**Met Mathematics AYP Criteria**
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	

2008-09 Percent Proficient

School-wide and Subgroups	**English Language Arts** (Target 44.5%)	**Mathematics** (Target 43.5%)
	Percent At or Above Proficient	Percent At or Above Proficient
School-wide	43.3	49.9
African American	43.8	38
Hispanic or Latino	36.2	47.4
White, not Hispanic	54	57.1
Socioeconomically Disadvantaged	36.7 (Safe Harbor)	44.7
English Learners	35.8	46.1
Students with Disabilities	7.3	7.5

School Year 2009-10 Adequate Yearly Progress Report

As the data reveals, during 2009-10 Monte Vista did not met its proficiency target of 55.6% on the ELA in any categories. In mathematics, the proficiency target was 54.8% and only the White subgroup met this criterion (due to the 2-Year Average). Also, although we were retaining and graduating more seniors by bringing them back as fifth year seniors, we did not meet our Graduation Rate criteria.

Made AYP: No
School Met 14 of 26 AYP Criteria

2009-2010 AYP Criteria Summary AYP Components	Met English Language Arts AYP Criteria	Met Mathematics AYP Criteria
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	No	

2009-10 Percent Proficient

School-wide and Subgroups	**English Language Arts** (Target 55.6%)	**Mathematics** (Target 54.8%)
	Percent At or Above Proficient	Percent At or Above Proficient
School-wide	42	48.9
African American	36.7	48.1
Hispanic or Latino	36.7	44.8
White, not Hispanic	53.5	52.5 (Y2: 2-Year Average)
Socioeconomically Disadvantaged	33.9	42.9
English Learners	23.2	36.3
Students with Disabilities	8.8	3.6

School Year 2010-2011 Adequate Yearly Progress Report

As the data reveals, during 2010-11 Monte Vista only met its proficiency target of 66.7% on the ELA for school-wide, Hispanic, and Socioeconomically Disadvantaged subgroups (due to Safe Harbor). In mathematics, the proficiency target was 66.1% and only school-wide, Hispanic, and Socioeconomically Disadvantaged subgroups met this target (due to Safe Harbor). Also, 94%, not the required 95%, of the Students with Disabilities subgroup tested in mathematics; thus, not meeting the Participation Rate.

Made AYP: No
School Met 19 of 26 AYP Criteria

2009-2010 AYP Criteria Summary AYP Components	Met English Language Arts AYP Criteria	Met Mathematics AYP Criteria
Participation Rate	Yes	No
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	

2010-2011 Percent Proficient

School-wide and Subgroups	**English Language Arts** (Target 66.7%)	**Mathematics** (Target 66.1%)
	Percent At or Above Proficient	Percent At or Above Proficient
School-wide	54 (Safe Harbor)	52.7 (Safe Harbor)
African American	50	50
Hispanic or Latino	48.70 (Safe Harbor)	52.2 (Safe Harbor)
White, not Hispanic	64.6	53
Socioeconomically Disadvantaged	46 (Safe Harbor)	47 (Safe Harbor)
English Learners	29.9	33.6
Students with Disabilities	11.6	11.8

Although Monte Vista is a Year 3 Program Improvement school, looking at the data below showing the increase in students scoring proficient and above for all subgroups on the ELA and mathematics portion of the CSTs has increased over the last three years (except for English Learners in mathematics in 2010-11).

ELA Percent Proficient

	School-wide	African American	Hispanic or Latino	White, not Hispanic	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2008-09	43.3	43.8	36.2	54	36.7	35.8	7.3
2009-10	42	36.7	36.7	53.5	33.9	23.2	8.8
2010-11	54	50	48.7	64.6	46	29.9	11.6

Mathematics Percent Proficient

	School-wide	African American	Hispanic or Latino	White, not Hispanic	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
2008-09	49.9	38	47.4	57.1	44.7	46.1	7.5
2009-10	48.9	48.1	44.8	52.5	42.9	36.3	3.6
2010-11	52.7	50	52.2	53	47	33.6	11.8

Results of Academic Progress Survey (APS), 2010-11

The Academic Performance Survey (APS) is an instrument required by all Program Improvement (PI) schools to gauge the effectiveness of its instructional program, particularly in English Language Arts and Mathematics, and was completed by 88% of the staff.

1 = Rarely used (less than 50% of the time)
2 = Inconsistently used (at least 50% of the time)
3 = Consistently used (at least 75% of the time)
4 = Uniformly used (100% of the time)

Essential Program Component 1: Instructional Materials

	Average
Objective 1.1: To what degree do teachers use the district adopted English/Language Arts instructional materials?	3.2
Objective 1.2: To what degree do teachers use the district adopted English Language Development instructional materials?	2.1
Objective 1.3: To what degree does teachers use the State Board adopted Reading/Language Arts intensive intervention materials?	2.2
Objective 1.4: To what degree do teachers use the district adopted Algebra instructional materials?	3.3
Objective 1.5: To what degree do teachers use the district adopted Algebra Readiness intensive intervention materials?	3

Essential Program Component 2: Instructional Time

	Average
Objective 2.1: To what degree do all students receive the required core instructional time in English/Language Arts?	3.2
Objective 2.2: To what degree do strategic students receive the required additional instructional time in English/Language Arts?	3.1
Objective 2.3: To what degree do English Learner students receive the required additional instructional time in English Language Development?	2.7
Objective 2.4: To what degree do intensive students receive the required core-replacement instructional time in the Reading/Language Arts intensive intervention program?	2.5
Objective 2.5: To what degree do all students receive the required core instructional time in Algebra?	3.3
Objective 2.6: To what degree do strategic students receive the required additional instructional time in Algebra?	3.3
Objective 2.7: To what degree do intensive students receive the required core-replacement instructional time in Algebra Readiness?	3

Essential Program Component 3: Instructional Pacing Guides

	Average
Objective 3.1: To what degree do teachers use the instructional pacing guide for the adopted English/Language Arts core and strategic program?	2.2
Objective 3.2: To what degree do teachers use the instructional pacing guide for the adopted Reading/Language Arts intensive intervention program?	1.3
Objective 3.3: To what degree do teachers use the instructional pacing guide for the adopted Algebra program?	2.6

Essential Program Component 5: Teacher Credentialing and Professional Development

	Average
Objective 5.2: To what degree have teachers completed a materials-based professional development program in the adopted English/Language Arts instructional materials?	2.9
Objective 5.3: To what degree have teachers completed a materials-based professional development program in the adopted Algebra instructional materials?	3.4

Essential Program Component 6: Ongoing Instructional Assistance and Support

	Average
Objective 6.1: To what degree do teachers receive instructional assistance in the implementation of the English/Language Arts program?	2.2
Objective 6.2: To what degree do teachers receive instructional assistance in the implementation of the Algebra program?	2.3

Essential Program Component 7: Student Achievement Monitoring System

	Average
Objective 7.1: To what degree is an ongoing assessment and monitoring system for the English/Language Arts program used at the school?	2.6
Objective 7.2: To what degree is an ongoing assessment and monitoring system for the Algebra program used at the school?	3.4

Essential Program Component 8: Teacher Collaboration

	Average
Objective 8.1: To what degree do teachers collaborate around assessment results and instructional planning in English/Language Arts?	3.5
Objective 8.2: To what degree do teachers collaborate around assessment results and instructional planning in Algebra?	3.3

Essential Program Component 9: Fiscal Support

	Average
Objective 9.1: To what degree does the school use its general and categorical funds to support the full implementation of the English/Language Arts program?	3.3
Objective 9.2: To what degree does the school use its general and categorical funds to support the full implementation of the Algebra program?	3.3

The objective that scored the lowest was Objective 3.2: To what degree do teachers use the instructional pacing guide for the adopted Reading/Language Arts intensive intervention program? School year 2010-11 was the first year of our intensive and more collaborative school-wide literacy program. We had establish eight sections of reading support classes that serviced over 180 students (grades 9-12) reading at or below the sixth grade reading level. There were three different teachers trying to decide which curriculum to use: Language! or Read 180. Since then, we have established Read 180 as the curriculum for our reading support classes and have purchased 20 new computers and the online version of the program in order to more easily facilitate its use. Unfortunately, due to a reduction in staffing, two of the three reading teachers from 2011-12 were moved to different sites this year.

Enrollment

Although very few students use the School Choice option provided under NCLB by Monte Vista being a Program Improvement school to leave, the district does provide other school-of-choice options. This option, combined with a decrease in enrollment of incoming freshmen for the past two years, has lowered the total number of students enrolled at Monte Vista. However, as the data below reveals, due to school-wide efforts and a newly implemented dropout prevention program called the Learning Center in 2008-9, Monte Vista is retaining, acquiring, and graduating more and more seniors (particularly at-risk) who may have otherwise dropped out of school.

Enrollment Trends by Grade Level, by Percentage

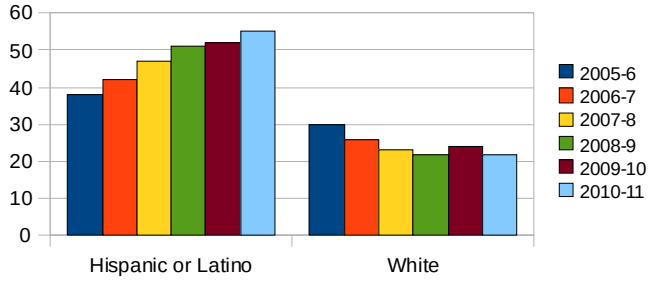
	9th	**10th**	**11th**	**12th**	**Total**
2005-6	559	507	465	436	1967
2006-7	533	446	476	436	1891
2007-8	469	494	461	454	1878
2008-9	508	460	494	525	1987
2009-10	535	497	496	560	2096
2010-11	469	472	440	553	1940
2011-12					

Ethnicity Data

Since CBEDS data is not available for 2011-12 until after November, the following student enrollment data is based on our 2010-11 CBEDS: 22 percent of the students reported their ethnicity as Caucasian, 55 percent as Hispanic, 15 percent as African American, and 8 percent as Native American, Alaskan Native, Filipino, Pacific Islander, Asian, Middle Eastern, or of multiple heritages. Increases in the percentage of Hispanic students and decreases in the percentage of Caucasian students over the last ten years characterize the bulk of this change.

Ethnicity Trends, by Percentage

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
African American	19	16	16	16	16	15	
Hispanic or Latino	38	42	47	51	52	55	
White	30	26	23	22	24	22	
American Indian	3	2	2	1	1	1	
Asian	2	2	2	3	1	1	
Filipino	3	4	4	4	4	5	
Pacific Islander	2	2	2	1	1	1	

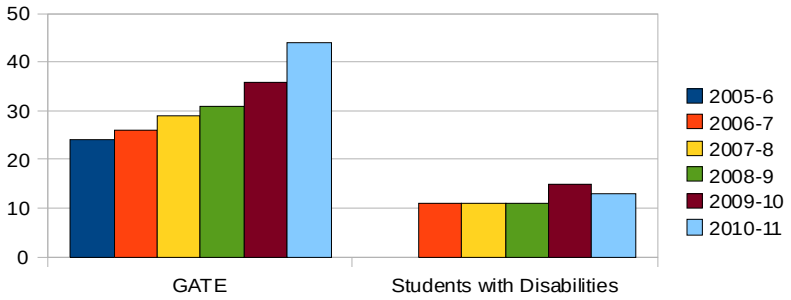


Special Needs and Other Programs

Special needs populations at Monte Vista include Gifted and Talented Education (GATE), Advanced Placement (AP), Resource Specialist (RSP), Special Day (SD), PLUS Program, Mildly Handicapped (MH), Severely Handicapped (SH), Transition, and Physical Disabled (PHDIS).

Special Needs, by Percentage

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
Gifted and Talented Education (GATE)	24	26	29	31	36	44	
Students with Disabilities	11	11	11	11	15	13	



The steady increase in our GATE student population is directly related to our large and effective AVID Program. For the school year 2011-12, there are eight sections of AVID, five AVID tutors, and five AVID teachers that support approximately 280 AVID students. Monte Vista is proud to be a nationally recognized AVID Demonstration Site.

Other Programs

Monte Vista believes that collaboration among all segments of the learning community is essential to the successful implementation of a solid instructional program and high school experience for it students and families. Therefore, Monte Vista has worked diligently over the past six years in implementing and developing Professional Learning Communities (PLCs) school-wide in order to make collaboration the culture by which we operate. In order to support this collaborative culture, Common Planning Time (CPT) days are scheduled once a week (every Monday) for collaborating in Professional Learning Communities, staff development workshops, department meetings, general staff meetings, and WASC Accreditation preparation Working collaboratively in both subject-level and multi-disciplinary teams, Monte Vista and its PLCs are discussing and finding answers and solutions to the three critical questions all PLCs must address:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

Although addressing these three critical questions is an ongoing effort that is never truly completed, Monte Vista has used them to guide both instructional and programmatic decisions as evidenced by the implementation of the Advisory program in 2007-8 in order to answer the question: How will we respond when a student experiences difficulty in learning?

Advisory

The Advisory period is a 26-minute, mandatory tutorial in the middle of the school day that occurs right before lunch for all students that have two or more Ds and/or Fs in any of their classes. Students assigned to Advisory are required to attend the three-week Advisory cycle, four days a week (Mondays are Common Planning Time [CPT] days where teachers get 75 minutes to collaborate) with one of the teachers that they have a D or F with, except for math.

Since many math teachers teach different levels, they found it easier and more effective to have subject level Advisories. So, instead of a math teacher having students from his or her Algebra IC-1, Geometry IC-1 and Algebra IIC-1 classes all in the same Advisory, the math department decided to have specific teachers run the various subject-level Advisories; and since the math department has strong PLCs, it was easy for it to do this because it has common pacing guides, homework assignments, and assessments so that each teacher should be covering the same lesson on the same day. Currently, the math department offers three Algebra IC, three Geometry IC, two Algebra IIC, one Honors Geometry, and one Honors Algebra II advisories. For all other Advisories, students are placed with a teacher that they have a D and/or F with.

Students who have zero to one D and/or F have an extended 56-minute lunch period during which they can take advantage of a number of different activities during the 26-minute Advisory period such as AP (Advanced Placement) tutoring; extra learning opportunities in elective courses such as Automotive Technologies, Metal Shop, Photo, 3-D Design, Journalism, Band, Choir and Drama; use of the library and computer lab; intramural sporting tournaments; California High School Exit Exam (CAHSEE) Prep Advisories; PE makeup; test makeup; volunteer tutoring from one of their teachers; or just socialize with friends and get an early lunch. (Advisory has also lessened the lines for lunch. Before Advisory, there were over 2,000 students all trying to get

their lunches within 30 minutes, but now there are very few lines because about half the students can get their lunch during the Advisory period.)

The 56-minute Advisory/lunch period is also used for our Loss of Privilege (LOP)/lunch detention. Any student truant two days from Advisory during the three-week Advisory cycle is given an LOP. If a student does not show up to LOP, he or she is then escorted to LOP the next day by campus supervision during the last 5 to 10 minutes of period 5, the period before Advisory/lunch begins. On any given day, we have approximately 50 to 80 students (equates to about 5% to 10% of students assigned to Advisory) truant from Advisory.

During the first six weeks of school, we place all freshmen into a Freshmen Advisory. Each Freshmen Advisory has four or five upperclassmen mentors, who, with support from the Advisory teacher, run the Freshmen Advisory of about twenty to twenty-three freshmen. During this time, freshmen are exposed to the many activities on campus while doing team-building activities. For example, counselors come into each Freshmen Advisory, go over the graduation requirements, and tell them about the various services the Guidance Department offers. Another positive activity is that student representatives from the various clubs on campus visit each Freshmen Advisory and explain their club. Freshmen Advisory also provides time for students to do homework several times a week.

Focus on Literacy

One of our greatest challenges is the increasing number of students entering our school who are reading at or below the sixth grade level. Although the percentage of students scoring Advanced and Proficient on the English Language Arts (ELA) CST has gone up over the past three years, Monte Vista recognizes the need to continue improving student literacy through a school-wide effort. Therefore, a multi-disciplinary Literacy Team has been developed where teachers demonstrate how to use various graphic organizers and summarizing techniques; all departments have agreed to use these strategies in their instruction. Also, the Literacy Team will continue to gather input from staff members about areas of concern regarding literacy and look at ways to conduct on-site professional development strands in order to begin to consistently implement best practice literacy strategies school-wide. The focus for 2011-12 will be to continue school-wide efforts to develop and refine the use of graphic organizers and summarization techniques as well as begin to share and implement student engagement strategies in order to more fully engage students, thus making them more responsible for their own learning.

Achieve 3000 is an additional Tier I literacy program for all freshmen enrolled in Discovering Technologies and Geography IC. Achieve 3000 is an online program that offers over 10,000 articles all written at varying lexile levels. Students take an initial lexile leveler assessment and then read and respond to the same article, but written at the lexile level of each individual student. Students retest after completing 40 articles and then the lexile level is reset in order to continue to challenge the students to grow in their reading abilities. Dedicated to using data to guide instructional decisions, Monte Vista looked at the effectiveness of Achieve 3000 after the 2010-11 school year. Below were the findings:

- 72% of the students who completed the recommended 80+ articles/activities throughout the entire year on Achieve 3000 saw increases in their raw ELA CST score from 8th grade to 9th grade.

- 54% of the students who completed 79 to 40 articles/activities throughout the entire year on Achieve 3000 saw increases in their raw ELA CST score from 8th grade to 9th grade.

- 34% of the students who completed 39 or less articles/activities throughout the entire year on Achieve 3000 saw increases in their raw ELA CST score from 8th grade to 9th grade.

Therefore, there seems to be a connection between the amount of articles/activities students complete and gains in their raw ELA CST scores. However, there remain students that require additional time and support in order to build their literacy skills; therefore, Monte Vista has responded by providing more intensive literacy support.

Reading Program

Using data to identify student deficiencies, Monte Vista has established four sections of reading support classes. All freshmen enrolled in English IC were administered the NorthWestern Evaluation and Assessment (NWEA) diagnostic test that provided a breakdown of gaps for each student's literacy levels/skills. In conjunction with our feeder middle school recommendations, their NWEA results, and their ELA CST scores, students scoring below sixth grade level and/or scoring Far Below Basic or Below Basic on their most recent CST English Language Arts were possible candidates for a reading support class. Along with retesting all reading students at the end of the first semester and end of the year to help determine growth and persistent gaps, the Oral Language Fluency (OLF) assessment is given to students in the Reading Program in order to further gauge their growth. As mentioned earlier, using Title I funds, 20 new computers and the online version of Read 180 were purchased over the summer and will be the curriculum for the reading classes during 2011-12.

CAHSEE Intervention Classes and Incentives

Continuing to use data to drive instruction and instructional decisions, it was decided to provide three sections of English Language Arts (ELA) CAHSEE intervention classes and three sections of mathematics CAHSEE intervention classes in the middle of the school day during the second semester of 2010-11 school year in order to provide additional time and support to sophomores identified as not passing the CAHSEE on the first attempt. Students were initially identified using their 9th grade ELA and math CST scores and their CAHSEE Diagnostic Test for ELA and the EEMAP Diagnostic Algebra Test results given in the 9th grade. Further confirmation of deficiencies were made by cross-referencing identified students' Benchmark CAHSEE Tests results that were given in their sophomore English and math classes as well as teacher input, recommendations, and student attendance (due to limited resources, we targeted students that were coming to school on a daily basis and were capable of passing if they were provided with such additional support).

There were a total of 67 students enrolled in the three ELA CAHSEE intervention classes with 28 or 42% of the students being English Language Learners (EL) students. Of the 67 students, 60 or 89.5% passed the English portion of the CAHSEE. Regarding the Math CHASEE intervention classes, there were 72 students enrolled in the three sections. Of the 72 students, 66 or 91.7% passed the mathematics portion of the CAHSEE. After the CAHSEE was taken, the CAHSEE Intervention classes became CST ELA preparation classes and supplemental geometry classes.

Also during 2010-11, Monte Vista established school-wide sophomore English and math CAHSEE pass rate goals: 77% for English and 81% for math. The sophomores met their goals and were rewarded with an all-sophomore pizza party, gifts card that were randomly given away as well as the grand prize of an X-Box 360 Kinect and 4 games. Students were given tickets based upon if they scored Basic, Proficient or Advanced on either/both parts of the CAHSEE. Monte Vista is planning on duplicating this strategy but with new goals of an 84% ELA CAHSEE pass rate and a 84% mathematic CHASEE pass rate.

Learning Center

The Learning Center is a dropout prevention/credit-recovery program where students are required to attend school two hours a day where they check in with the teacher, do work, and ask for help. Then, students are required to do another two to four hours of work on their own at home. The goal is to have students do the equivalent of a minimum of four hours worth of work each school day. Students work on one class at a time and credit is issued based on the amount of work they complete, not their seat time. The Learning Center offers

three, two-hour blocks with two teachers and approximately 30 to 45 students per block. Priority of student selection is as follows: fifth-year seniors, seniors, and then juniors. Only on rare exceptions are underclassmen admitted (health issues, pregnancies, and/or severe circumstances).

The Learning Center has changed the lives and has kept many students in school by giving them a renewed sense of hope of graduating from high school and/or has provided them the flexibility that they need as they deal with major life crises at such a very young age. The 2008-09 school year was the first year we implemented the program, therefore the graduating classes of 2009, 2010 and 2011 had the opportunity of being enrolled in the program, and, as data shows, benefited from it: more students made it to their senior year and even graduated, even if it took them five or more years.

Graduating Class	Number as Freshmen	Number as Seniors	Percent Difference
2005	610	394	-35
2006	606	436	-28
2007	584	436	-25
2008	626	454	-27
2009*	559	525	-6
2010	533	560	5
2011	469	553	15

*First year of the Learning Center

Other Support Programs

Summer bridging classes in mathematics, literacy, and Advanced Placement classes; Supplemental Instructional Program (after-school tutoring); and Supplemental Educational Services (SES) by outside tutorial providers under NCLB are also made available to Monte Vista students and families. Monte Vista High School is proud to participate in the UCSD Trio Talent Search. This grant funded program searches for students who have the desire and potential to attend post secondary education and places them on the path of achieving their goals. The Trio Talent Search has a goal of serving 150 Monte Vista students during this 2011-12 school year.

Predominate Primary Languages Other Than English

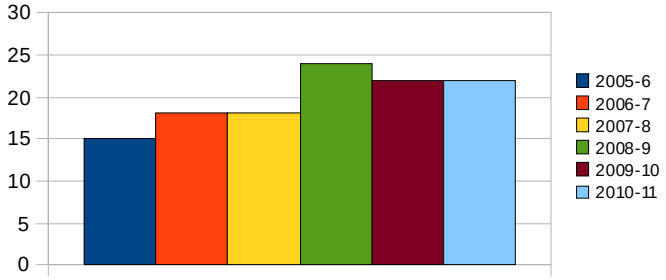
On the Home Language Survey students (with parental input) indicate whether or not their primary language is English. Home languages other than English for our students include Arabic, Tagalog, Farsi, Taiwanese, Kurdish, Chaldean, and Spanish that constitutes over 90% of the primary language other than English spoken at home. The number of English Language Learner students involved in the English Language Development (ELD) program has increased in recent years.

Language Proficiency Numbers

Monte Vista's English Language Learner (ELL) population has been increasing from six years ago, but seems to have reached a plateau during the last three years with 22% of our students being EL. In a continued effort to support all EL students, Monte Vista currently offers two beginning, two intermediate, and one advanced English learner class, as well as four content-area sheltered classes. Beginning and intermediate English language learners have two periods of language development back-to-back. All students initially identified as English language learners, regardless if they qualify for English language development classes, are monitored and, if needed, offered extra support in the form of a Reading support class, CAHSEE Intervention Class, supplemental Algebra IC class, and/or Advisory.

Number and Percentage of English Language Learners

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
Number	249	300	297	236	440	425	413
Percentage	15	18	18	24	22	22	22



Fluent English Proficient (FEP) Students, by Number and Percentage

	9th		10th		11th		12th	
	%	#	%	#	%	#	%	#
2005-6	34	100	22.4	66	21.4	63	22.1	65
2006-7	22.5	65	30.6	87	22.9	65	23.9	68
2007-8	27.3	84	23.1	71	28.9	89	20.8	64
2008-9	42.2	68	51.6	83	5	8	1.2	2
2009-10	17.9	55	24.8	76	28.3	87	28	86
2010-11								
2011-12								

Re-Designation to English Fluency (R-FEP) Data

School year 2011-12 is a renewed effort to educate students, parents/guardians, and staff on the criteria used and the importance of becoming Re-Designated-Fluent English Proficient (R-FEP). During one of the three Staff Development days prior to the beginning of school, Monte Vista's EL Coordinator educated the staff on the criteria used to re-designate EL students as Fluent English Proficient and the importance for all stakeholders (EL students, parents/guardians, and the staff) to take the CELDT testing serious. The criterion in the Grossmont Union High School District for English language learner students to be re-designated is as follows:

- CELDT scores of Early Advanced or above in all sections
- CST scores of at least 300 (Basic) in English Language Arts and Math or passing scores on CAHSEE ELA and Math
- Grades of C or better for two consecutive semesters in English and Social Science or Science
- Teacher recommendations
- Parent/guardian approval

Then, prior to administering the CELDT test, the EL Coordinator met with every EL students in order to explain the criteria used for re-designation and what it means to be re-designated. As a result, after the first one and a half months of the 2011-12 school year, 20 EL students have been already been R-FEP.

Number of Students Re-designated FEP (R-FEP)

2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
17	12	3	29		

Attendance

Similar to Monte Vista's API scores, our attendance rates have steadily increased. During the second semester of the 2008-9 school year and the entire 2009-10 school year, Monte Vista instituted an Attendance Incentive Program. Every week, four students from each grade (16 students total) that had perfect attendance the week before were entering into a drawing to win two free movie tickets. As you can see, the results for 2009-10 were impressive as many students (close to 45% of the entire student population) had perfect attendance every week. However, with budget cuts and a reduction in categorical funds, the Attendance Incentive Program was discontinued after 2009-10.

Attendance Rates, by Percentage

2006-7	2007-8	2008-9	2009-10	2010-11
92.19	92.44	92.91	94.36	

Tardiness

Beginning with the 2008-9 school year, the Lockout policy (tardy student were not allowed into the classroom and had to go to the Lockout Room for the remainder of the period) was dissolved. Many teachers feared that tardies would now be out of control; however, recently, that has not been the case. Random tardy sweeps where students are issued lunch detentions if in the halls and more and more teachers at their doors during passing periods encouraging students to get to class seems to be making a difference.

Mobility or Transient Rate, by Percentage

2006-7	2007-8	2008-9	2009-10	2010-11
5	10	9	6	5

Truancy, Discipline Referrals, Suspensions, Expulsion Rates, and Crime Statistics

The implementation of Advisory in 2006-7 has reduced the number of suspensions on our campus. Like many secondary schools, how behavior referrals are handled often leads to more referrals and students spending more time away from the classroom and learning. For example, before Advisory, a student may have committed a small infraction or misbehaved and received a referral. The assistant principal would see the student on the referral and, more than likely, assign an after-school detention. However, many students would not go to detention, therefore, another referral would be written and Saturday School would be assigned. Finally, the student would then not attend Saturday School and another referral would be written, and the student would either be assigned an In-School Alternative (ISA), where he or she sat in a room either all day or part of the day working independently or was suspended from school entirely. Now, since we have a 56-minute lunch period, students can serve detention for minor infractions during lunch, reducing the “referral mill” that would ultimately lead to them missing one or more days of instruction. Also, since detention is during lunch, if a student did not show up on his or her own, campus supervision escorts them the following day. As a result, the

suspension rate for Monte Vista has dropped from 743 in 2005/2006 to 413 (44.4% decrease) in 2006/2007, the first year of Advisory. The number of suspensions continued to decrease in 2007/2008, the second year of Advisory, when the number of suspensions dropped again to 328, a 56% decrease from 2005/2006, the year before Advisory was implemented.

Another positive variable in reducing the amount of suspensions has been the work of the Guidance Department and Resource Center in reaching out to students in crisis. Through the Project SHIELD district grant and using categorical funds, Monte Vista is in its fifth year of having a full-time community therapist on campus that works with individual students and, in conjunction with the Guidance Department, facilitates small group counseling sessions.

Truancy, Suspensions, and Expulsions

School Year	Enrollment	Students with Unexcused Absences or Tardy on 3+ Days (truants)	Truancy Rate	Violence/Drugs		Total Persistently Dangerous Expulsions	Non-Student Firearm Incidents	Overall Total	
				Expulsions	Suspensions			Expulsions	Suspensions
2009*	1995	1827	91.58%	16	230	4	0	17	390
2010	2096	824	39.31%	13	269	3	4	17	420
2011	1940	780	40.21%	16	200	1	0	19	333

*First year that the Lockout policy was dissolved

Suspension and Expulsion Details, 2010-11

As a result of Monte Vista's student support services and the implementation of Advisory, as the table below demonstrates, suspensions are for much more serious offenses, not the spiraling consequences of a student who committed a minor infraction and then refused to be held accountable.

Suspension and Expulsion Details, 2010-11

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	1	86
48900(a)(2)	Related to use of force or violence	2	6
48900(b)	Related to firearms, knives, explosive devices, etc.	5	9
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	5	43
48900(d)	Related to sale of controlled substances, alcohol, or intoxicants.		2
48900(e)	Committed or attempted to commit robbery or extortion		3
48900(f)	Caused or attempted to cause damage to school property or private property		8
48900(g)	Stole or attempted to steal school property or private property		6

48900(h)	Related to possession or use of tobacco products		12
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		8
48900(j)	Related to possession or sale of drug paraphernalia		12
48900(k)	Related to disruption of school activities or willful defiance	3	107
48900(l)	Knowingly received stolen school property or private property		2
48900(r)	Related to bullying and bullying through electronic means		2
48900.2	Related to sexual harassment	1	12
48900.3	PDS-Related to hate violence		7
48900.4	Related to harassment, threats, or intimidation		5
48900.7	Related to terroristic threats		1
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense	1	1
48915(a)(3)	Related to unlawful possession of controlled substances	1	1

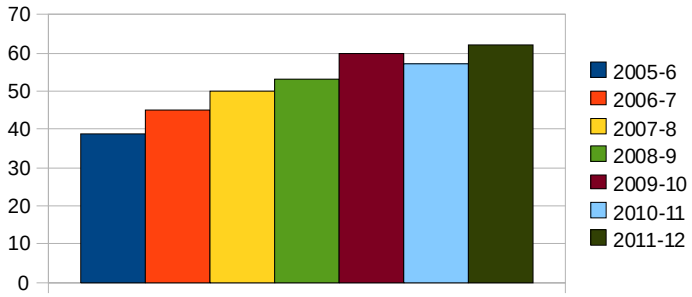
Socioeconomic Status

With the opening of a new high school within the district in 2004, Monte Vista's attendance boundaries shifted south and west attributing to the increasing numbers of students eligible for free and/or reduced meals. With the prospect of another high school being built in the Alpine area (would be the farthest eastward school), the district has put together a boundaries committee that will oversee the redrawing of each school's attendance boundaries. Also, as many school districts across America are facing, the economic downturn and loss or reduced income has allowed many families who once would not have qualified for free and/or reduced meals to now do so. In 2006-7, Monte Vista became a school-wide Title I school. Since that time, Monte Vista has steadily increased in its students qualifying for free and/or reduced meals.

Unfortunately, the number is actually higher than what is revealed in the data below. The timeline of when and the logistics of how students are cut off from receiving their free and/or reduced meals from the previous year causes the numbers below to be lower than they really are. The state takes their snapshot of the students qualifying for free and/or reduced meals on October 4. However, the grace period for new and returning students to turn in their free and/or reduced meals application is not due until the middle of October. Therefore, students who received free and/or reduced meals the year prior continue to do so all the way through the middle of October, so many do not think they need to reapply. Consequently, a campaign is held every year to educate and encourage students and their parents/guardians to turn in their applications well before the October 4 snapshot, and definitely before the middle of October as to not disrupt their services.

Students Qualifying for Free and/or Reduced Meals, by Percentage

2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
39	45	50	53	60	57	62

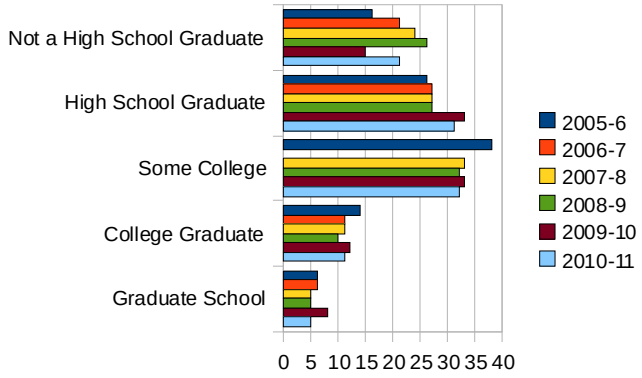


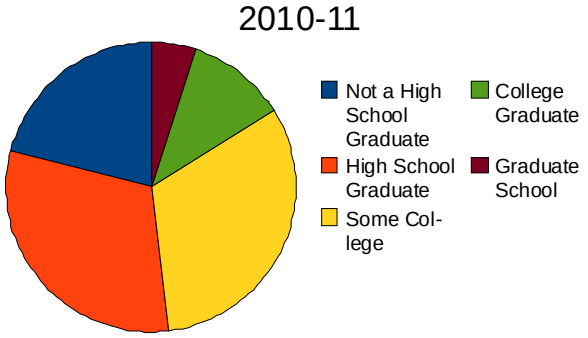
Parent Education Levels

Another noticeable trend over the past six years has been the change in parent education levels: a highly correlated indicator of a school's API. As the data below reveals, the number of parents who are not a high school graduate has been steadily increasing. It is important to note that the district incorrectly reported Monte Vista's parent education levels for school year 2009-10. The state counts the lowest parent education level for the household; therefore, when two parents report and one is a high school graduate and the other not a high school graduate, the district reported the higher, a high school graduate. Therefore, Monte Vista's 2009-10 API was recalculated using the correct formula and increased 5 points, from 708 to 713. However, the information has yet to be updated on the California Department of Education's DataQuest.

Parent Education Level, by Percentage

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Not a High School Graduate	16	21	24	26	15	21
High School Graduate	26	27	27	27	33	31
Some College	38	34	33	32	33	32
College Graduate	14	11	11	10	12	11
Graduate School	6	6	5	5	8	5





Safety Conditions

The Monte Vista site administration is committed to maintaining a safe, secure campus where teachers can teach and students can learn. The suspension/expulsion policies are reviewed with incoming ninth grade students during the Freshman Orientation workshops and with the tenth, eleventh, and twelfth grade students during classroom visits the first two weeks of school.

Monte Vista has an established School Safety Plan that is updated and approved by the School Site Council every year that also aligns with the District Safety Plan. Each classroom is provided with an Emergency Binder that contains comprehensive emergency procedures. Each staff member is also assigned a specific emergency role/duty. Fire, earthquake, and lockdown drills are performed each semester; some during class time and others during passing periods in order to better replicate and prepare for actual emergency conditions. Along with five campus supervisors, a School Resource Officer from the Lemon Grove Sheriff's Station has been assigned to Monte Vista to assist in maintaining school safety and security.

Cleanliness and Adequacy of School Facilities

Monte Vista has 84 classrooms, one gymnasium, three Computer Resource Centers, one library that contains a Computer Resource Center, four new mobile computer labs, a Community Resource Center, and a Professional Development Center for teachers (located in the staff lounge). Monte Vista completed implementation of a Digital High School Grant in August 2002. As of September 2002, each classroom has at least one Internet-connected, multimedia computer and each classroom teacher has been offered a laptop computer.

Monte Vista is 50 years young and is in the midst of major repairs and maintenance. A special election in March 2004 passed a modernization bond. The first phase of construction began June 10, 2006, on the Monte Vista campus. The first phase included the up-grade of the infrastructure, electrical power, gas lines, water pipes, sewer, and storm drains. A new telephone system was installed on the Monte Vista campus during the 2006-7 school year where telephones were placed in each classroom and are accessible to students. Shade structures, tables, and benches were installed in the student quad. Landscaping has been completed. Renovation of classrooms commenced during the 2007-8. A new science building was constructed during the 2009-10 school year and opened for the fall semester of 2010-11. A second modernization bond was approved by voters in November 2008. Renovation of the remainder of the classrooms has begun this year. The modernization process is estimated to be ongoing for the next four to six years with a new library, guidance center; and visual arts and special education classrooms all currently being modernized.

During the 2005-6 school year, new stadium lights for the stadium as well as new bleachers in the gymnasium were installed. In July 2008, a new artificial turf athletic field was installed in the stadium, which will reduce athlete injuries as well as reduce water consumption and the need for daily maintenance by grounds keeping personnel. Then, during the summer of 2009, a new artificial track was installed. This year an accessible wheelchair ramp is being built in the stadium along with a new snack bar and restrooms for both the home and visitors side of the stadium.

Staff Data

The certificated staff includes 85 teachers, one principal, two assistant principals, five counselors, one site Title I Coordinator, one School Psychologist, one librarian, one Speech and Language Therapist, and one on-site substitute teacher.

	2008-9	2009-10	2010-11	2011-12
Total Number of Teachers	90	90		
Fully Credentialed (Fully credentialed and teaching in subject area for one or more sections)	90	90		
Teaching Outside of Subject Area (Fully credentialed but teaching outside subject major for one or more sections as defined by NCLB)	0	0		
Emergency Credential (Includes Interns and Emergency Permits)	0	0		

The classified staff of Monte Vista includes one School Facilities Manager, one Campus Utility Worker, three Custodians, one Head Custodian, and two full-time Groundskeepers. In addition, there are 18 support staff members, five campus supervisors, 22 classroom aides, five AVID tutors, one Dropout Prevention Specialist, one School Resource Officer, one contracted Community Therapist, and a cafeteria staff of thirteen (13).

Staff/Pupil Ratio Data

After the elimination of class-size reduction, Title I funding has been utilized to lower class sizes in freshmen and sophomore English and mathematics classes.

Year	English	Mathematics	Science	Social Science
2005-6	32.5	35.3	33.3	37.4
2006-7	29.9	29.9	29.6	31.8
2007-8	25.9	27.7	26.5	29.7
2008-9	26.6	25.5	28.2	30.6
2009-10	24.6	23.5	29.7	30.6
2010-11				
2011-12				

Professional and Staff Development

Monte Vista takes advantage of a myriad of professional and staff development opportunities. The book, *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, by Richard DuFour and Robert Eakers cite the conclusions by the National Foundation for the Improvement of Education (NFIE) as it relates to staff development. One of the elements listed as effective professional development is that the program is, "site-based and supportive of a clearly articulated vision for students." With this in mind, Monte Vista has implemented a seven-period day that allows for a 75-minute Common Planning Time (CPT) each Monday (approximately 29 Mondays each year) for staff development and department and/or PLC team meetings where teams can collaboration in order to calibrate and develop pacing for instruction, analyze instructional data, or design and discuss common assessments and lesson design in order to improve instructional practices. In addition to CPT days, since many teachers are on multiple teams, many PLC teams also meet during lunch or during team pull-out days where substitutes are provided. As Monte Vista continues utilizing PLCs school-wide and teachers continue to systematically assess student performance data, teachers will request specific training that addresses their professional needs by utilizing a variety of categorical funds.

Monte Vista PLC teams utilize data to drive instruction. For example, during the 2010-11 school year, Monte Vista had staff development on graphic organizers and summarization techniques. This year, teams are provided time to create graphic organizers for use by the entire PLC teams with their effectiveness being measured by student achievement on unit exams. Once determined, team members will reconvene to make adjustments where needed. Another example is how the science department uses the previous year's CST scores from the individual science classes and examines the breakdown of each standard. When an individual teacher has a higher score on one standard, they share their teaching strategies for that concept with the teachers of that same subject and teachers brainstorm together to come up with better ways to teach each standard. Science teachers also incorporate released CST test questions into their chapter or unit tests and then analyze the data to see if there needs to be more review of that standard or if the students have mastered that concept. Biology teachers also use Edusoft on the end of the semester tests so they can identify which standards need to be addressed further. Finally, the science department also examines D and F rates for classes and discusses ways teachers can lower these rates; those ways/methods are then put into practice.

Monte Vista PLC teams utilize common assessments to drive instruction. For example, the English AP vertical team uses team-created common assessments, developed both to approximate AP English exams and to assess particular skills that the team has identified at each stage of articulation, to assess freshmen and sophomores twice a year. The team is working toward developing additional benchmark exams that can be used formatively to inform the team's practices for improving students' comprehension to help them access complex texts and for improving their analytical skills. The AP vertical team also engages in weekly analysis of student writing. It does this through a process of distributed grading. Each week one of the grade levels brings student work to the whole team. The team then discusses anchor papers from that work and comes to consensus on the characteristics of the papers. Next, all the papers from a single grade level are distributed among all members of the group and graded. This process provides a regular forum for the discussion of writing and helps all team members keep a pulse on how all students in the program are doing, allowing them to see how student growth is related to their teaching practices. Other grade levels in English have instituted regular series of benchmarks exams. Ninth, 10th, and 11th grade have baseline exams at the beginning of the year, and then have benchmarks that they give approximately every 9 weeks from that point on. These exams are coded in Edusoft and teachers use their results to inform their discussions with their teams.

Getting new textbooks this year, the mathematics department continues to align curriculum at each grade level and in each course. Math PLCs have been in place for six years where each year goals are set and a plan is put in place to meet these goals. The plan includes common assessments (both formative and summative), modifications to curriculum and its delivery, improving teaching strategies, common grading practices, and the use of rubrics. Social science PLC teams have developed and are utilizing common assessments and pacing guides, and this year has agreed to implement common writing assignments.

Three back-to-school workshop days also provide additional time designated for staff development where Monte Vista staff members have presented effective instructional strategies and shared pertinent information on how to better serve our students and their families.

Besides staff development by PLC teams during Common Planning Time days and back-to-school workshops, other efforts to align staff development with professional needs while improving student performance have been pursued. Annually, teachers are sent to the AVID Summer Institute to learn how to incorporate AVID methodology into the curriculum. New Gifted and Talented Education (GATE) teachers teaching AP attend AP by the Sea to learn how to better serve the GATE population. EDGE curriculum workshops are attended by teachers of English language learners. Many teachers participate in district sponsored differentiated instruction and technology workshops as well as opportunities for teachers to gain a better understanding of how to respond to students in different life crises such as gang awareness, poverty, prostitution, and disenfranchised students.

A majority of the English department attend CALPASS ECAP training during the summer of 2010 in order to be better equipped to instruct students related to rhetoric and non-fiction literature. CALPASS ECAP is a joint effort between Grossmont Community College and its feeder high schools. During the 2010-11 school year, members of the Literacy and Reading Team attended the Effective Reading Intervention Academy (ERIA) where they worked to solidify the school-wide literacy plan, how to structure and best use the reading support classes to increase student literacy, and refine and bring about fidelity in Monte Vista's reading programs. Other staff and professional development opportunities utilized by the Monte Vista staff in 2010-11 and 2011-12 include: Response to Intervention (RTI) implementation workshops; on-site workshops for Achieve 3000, Read 180, and district sponsored technology assistance; motivating at-risk students; NorthWestern Evaluation and Assessment (NWEA) data interpretation workshops; and attend the district's Newcomer Center for students new to the United States to learn about their services and hear speakers addressing how to better serve EL students and their families.

The certificated teacher evaluation form utilized in our district aligns with the state and BTSA teaching standards. Temporary and probationary teachers are evaluated twice each year for two years. Tenured teachers

are evaluated every other year, or if employed for ten or more years may be evaluated every five years. New teachers are assigned a BTSA Support Provides who mentors and collaborates with them on a regular basis. Although the district provides BTSA and numerous Monte Vista teachers have been trained as BTSA Support Providers, since the decline in enrollment, all but one probationary teacher have been moved to different sites.

The Monte Vista site leadership utilizes a collaborative model to make decisions relative to student issues, curriculum, instructional practices, and budget expenditures. Input is obtained from Site Governance Team, School Site Council, WASC Leadership Team, Core Cabinet, PTSA, and individuals perceived as leaders among the teachers. Site administrators attend professional growth workshops and conferences. In addition, district-wide management meetings are held monthly to disseminate critical information and provide staff development. The site administrative team meets weekly to discuss common concerns as well as attend district-wide Administrative Professional Learning Community meetings.

Student Participation in Co-Curricular and Extra-Curricular Activities

Monte Vista offers a wide range of academic and co-curricular activities for students. In order to inform and encourage students to get involved, ASB will host Club Rush, where clubs have booths that students can walk around and gather information about each club. Also, during our Freshmen Advisory program club members visit each Freshmen Advisory and give a presentation describing their club.

Expenditures Per Pupil

In the 2010-11 school year, Monte Vista received $55 ($15 Lottery, $40 Site) per ADA to support the services and programs at our school. In addition, special state and federal funds are also used to purchase textbooks, supplies, and other instructional resources. The state's deficit has resulted in severe budget cuts at the district and site levels. These cuts will negatively impact classroom instruction, supplemental, and support classes offered.

Decrease in Categorical Funding

Due to a drop in enrollment resulting in a decrease in Full Time Equivalents (FTEs), Monte Vista's various categorical funds during the 2011-12 school year has also been dramatically reduced from previous years.

	2010-11	**2011-12**	**Difference**
Title I 301	$566,774.00	$345,847.00	-$220,927.00
Title I 301 Professional Development	$105,787.00	$90,989.00	-$14,798.00
Title I 301 Parent Involvement	$10,579.00	$9,099.00	-$1,480.00
Title I 321 (ARRA) Stimulus Money	$245,491.00	$0.00	-$245,491.00
Title I 321 (ARRA) Parent Involvement	$3,006.00	$0.00	-$3,006.00

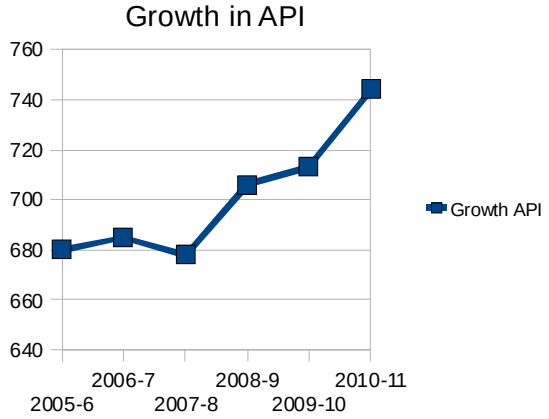
EIA (LEP) 832 Used for ELL students	$52,306.00	$58,047.00	**$5,741.00**
EIA (LEP) 832 Used for ELL students	1.0 FTE	0.7 FTE	**-0.3 FTE**
EIA (SCE) 833 Similar to Title I	$59, 306.00	$49,147.00	**-$10,159.00**
MAA	$16,032.00	$15,538.00	**-$494.00**
CAHSEE	$28,564.00	$17,019.00	**-$11,545.00**
TUPE	.1 FTE	.1 FTE	**0**
Intervention	.5 FTE	.5 FTE	**0**
Difference from 2010-11 to 2011-12			-$507,900.00

As the chart reveals, Monte Vista no longer receives Title I 321 American Recovery and Reinvestment Act (AARA) stimulus money that we had received during the last two years. All of these categorical cutbacks, along with our decline in enrollment, has limited our ability to provide the various support classes and staff that we were able to offer in the years past. For example, Monte Vista was forced to stop offering supplemental Algebra IC classes this year; something that we have offered for the past six years.

Part II: Student Performance Data

Academic Performance Index (API)

Monte Vista has experienced a net gain of 68 points in our API over the last three years. As previously shared, there are many factors that have attributed to this growth. Along with the aforementioned factors, the CST testing schedule and incentive for students to test their best that has also been a part of Monte Vista's continual increases. Although it makes the testing schedule more logistically challenging, Monte Vista has decided that it was important for students to be tested on the CSTs with their own teacher for each of their subject-level tests. Also, each PLC team has implemented a grade incentive policy in their syllabi where students can raise their grades based upon how they perform on the CSTs. Teachers look at the results over the summer and, if warranted, change students' spring grades. However, no matter how well Monte Vista has done or will do, the staff recognizes and accepts that there is always room for improvement and has, more and more, used data to drive both instructional and programmatic decisions.



After three years (2006, 2007, and 2008) of little to no growth in our API, beginning in the school year 2008-9, Monte Vista has steadily improved school-wide in our API and the percent of student scoring proficient or advanced in both ELA and mathematics CSTs.

School-wide

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Base API	689	688	685	678	705	713
Growth API	680	685	678	706	713	744
Change	-9	-3	-7	28	8	31
Growth Target	6	6	6	6	5	5
Met Target	No	No	No	Yes	Yes	Yes
% Proficient: ELA	45.1	42.3	44.1	43.3	42	54
% Proficient: Mathematics	50.7	53.9	42	49.9	48.9	52.7
Statewide Rank	5	5	5	4	4	TBA
Similar School Rank	8	7	6	7	7	TBA

Disaggregated Academic Performance Index (API) Data

When the API scores of students in significant subgroups are analyzed, obvious trends appear. On the positive, and mirroring the school-wide trends, African Americans, Hispanic/Latino, and Socioeconomically Disadvantaged subgroups have also steadily improved (with a slight dip in 2009-10) in their API and the percent of student scoring proficient or advanced in both ELA and mathematics CSTs. The White subgroup has steadily improved their API and percentage of students scoring proficient or higher on their ELA CSTs, but not on their mathematics CSTs. However, this is not the case for both the English Learner and Students with Disabilities subgroups.

African American

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Base API	654	632	656	658	703	705
Growth API	632	656	658	706	705	718
Change	-22	24	2	48	2	13
Growth Target	5	8	7	7	5	5
Met Target	No	Yes	No	Yes	No	Yes
% Proficient: ELA	34.5	36.6	39.1	43.8	36.7	50
% Proficient: Mathematics	32.2	45.1	37.1	38	48.1	50

Hispanic or Latino

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Base API	657	662	654	643	682	694
Growth API	647	654	643	683	694	728
Change	-10	-8	-11	40	12	34
Growth Target	5	7	7	8	6	5
Met Target	No	No	No	Yes	Yes	Yes
% Proficient: ELA	36.7	34.6	33.9	36.2	36.7	48.7
% Proficient: Mathematics	43.5	49.7	35	47.4	44.8	52.2

White

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Base API	748	742	729	734	731	743
Growth API	741	729	734	731	743	774
Change	-7	-13	5	-3	12	31
Growth Target	5	5	5	5	5	5
Met Target	No	No	Yes	No	Yes	Yes
% Proficient: ELA	57.7	57	66.7	54	53.5	64.6
% Proficient: Mathematics	65	63.1	54.5	57.1	52.5	53

Socioeconomically Disadvantaged

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Base API	639	656	651	631	677	681
Growth API	643	651	631	678	681	708
Change	4	-5	-20	47	4	27
Growth Target	5	7	7	8	6	6
Met Target	No	No	No	Yes	No	Yes
% Proficient: ELA	37.1	34.3	31.9	36.7	33.9	46
% Proficient: Mathematics	45.3	47.8	33.6	44.7	42.9	47

Creating a sense of ownership by the entire staff for the collective responsibility for the improvement of EL students' achievement school-wide began in 2010-11. Since then, new teachers have been brought into the English Language Development (ELD) program and a new EL Coordinator assigned. Also, although EL students make up 22% of Monte Vista's student population, they made up 42% of the sophomores in our ELA CAHSEE intervention classes and 58% of the students in our reading support classes in 2010-11. Although

categorical funds have been greatly reduced, but realizing that the percentage of EL students proficient on the mathematics CSTs have dropped, we made sure to keep one section of EL supplemental Algebra IC this year. Addressing the achievement gaps for EL students is one of Monte Vista's critical areas of need.

English Language Learners

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Base API	N/A	641	617	601	655	636
Growth API	N/A	617	601	656	636	656
Change	N/A	-24	-16	55	-19	20
Growth Target	N/A	8	9	10	7	8
Met Target	N/A	No	No	Yes	No	Yes
% Proficient: ELA	29.8	30.8	23.4	35.8	23.2	29.9
% Proficient: Mathematics	43.4	42.3	27.7	46.1	36.3	33.6

Although Student with Disabilities subgroup saw a large jump in their API in 2010-11 and had growth in both the percent of student scoring proficient or advanced in both ELA and mathematics CSTs, the achievement gap is still too large when compared to their peers and counterparts within the district as demonstrated by the 279 point difference between Monte Vista's school-wide API of 744 and its Students with Disabilities' API of 465. This gap is the largest in the district. Therefore, once again, using this data and other research-based models, this year Monte Vista has increased the number of Special Education collaboration classes in the core subjects and is currently troubleshooting the process in order make it a more effective model. Addressing the achievement gaps for Students with Disabilities is another critical area of need for Monte Vista.

Students With Disabilities

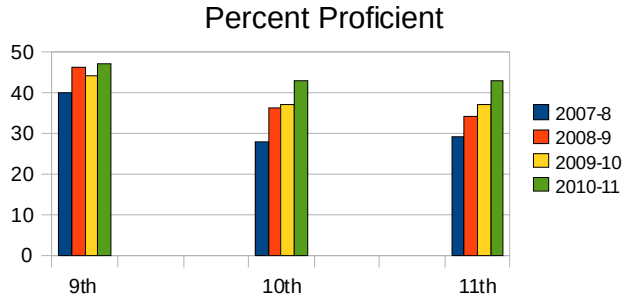
	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
Base API	429	450	450	392	394	401
Growth API	446	450	392	402	401	465
Change	17	0	-58	10	7	64
Growth Target	5	18	18	20	20	20
Met Target	Yes	No	No	No	No	Yes
% Proficient: ELA	11.1	10	5.7	7.3	8.8	11.6
% Proficient: Mathematics	13	18	3.7	7.5	3.6	11.8

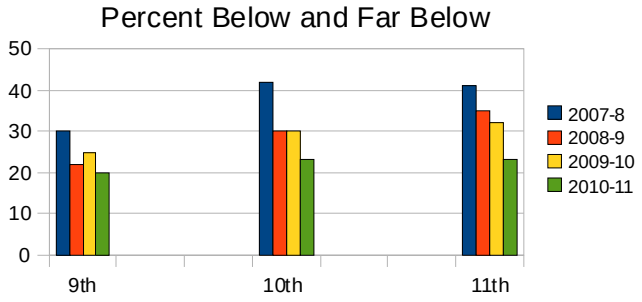
California Standards Test (CST) Data

As the data shows, 2010-11 was a solid year for Monte Vista in regards to our CST testing. Not only did Monte Vista out-perform itself from previous years in almost all CST tests, we had the highest or second highest gains in the district on many CST tests.

English Language Arts (ELA) CST

2010-11 ELA CST data reveals that the percentage of students scoring proficient has steadily increased for all grades from the previous years. However, what is also significant are the decreases in the number of students scoring below basic and far below basic from the previous years.





The growth in the percentage of student scoring proficient from 2009-10 to 2010-11 is as follows:

- 9th grade with a 3% increase
- 10th grade with a 6% increase
- 11th grade with a 6% increase

The decrease in the percentage of students scoring below basic and far below basic from 2009-10 to 2010-11 is as follows:

- 9th grade with a 5% decrease
- 10th grade with a 7% decrease
- 11th grade with a 9% decrease

English Language Arts, by Percentage

	9th Grade				10th Grade				11th Grade			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Advanced	14	14	14	18	8	12	15	13	11	11	14	14
Proficient	26	32	30	29	20	24	22	30	18	23	23	29
Basic	31	31	31	33	30	34	33	34	28	31	31	34
Below Basic	21	15	16	12	25	16	17	16	22	18	14	15
Far Below Basic	9	7	9	8	17	14	13	7	21	17	18	8
Proficient and above	40	46	44	47	28	36	37	43	29	34	37	43
# Tested	447	479	488	396	482	457	445	398	441	465	416	359

English Language Arts, Percentage Proficient by Significant Subgroup, 2010-11

	9th	10th	11th
School-wide	47	43	43
African American	43	44	45
Hispanic or Latino	41	34	36
White, not Hispanic	60	57	52
Socioeconomically Disadvantaged	38	34	34
English Learners	18	10	19
Students with Disabilities	4	6	7

Mathematics

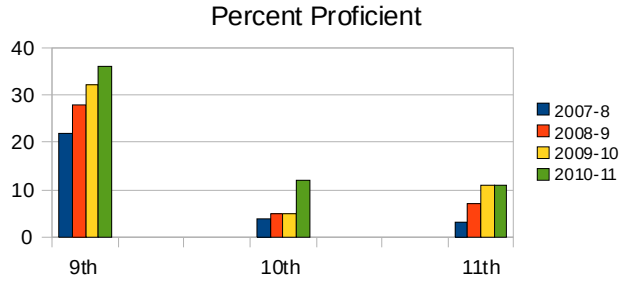
2010-11 Mathematic CST data reveals that the percentage of students scoring proficient has steadily increased for most grades from the previous years, particularly for students who are at grade level: 9th grade taking Algebra IC, 10th grade taking Geometry, and 11th grade taking Algebra IIC as documented in the following increases from 2009-10 to 2010-11:

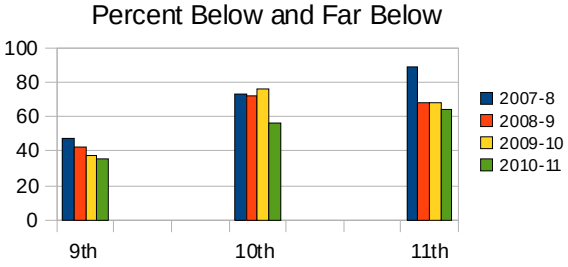
- 9th grade Algebra IC with a 3% increase
- 10th grade Geometry with a 2% increase
- 11th grade Algebra II with a 4% increase

Also, there were decreases in the number of students scoring below basic and far below basic from the previous years on the mathematics CSTs, particularly for students who are at grade level: 9th grade taking Algebra IC, 10th grade taking Geometry, and 11th grade taking Algebra IIC as documented in the following decreases from 2009-10 to 2010-11:

- 9th grade Algebra IC with a 5% decrease
- 10th grade Geometry with a 7% decrease
- 11th grade Algebra II with a 9% decrease

Algebra IC





Algebra I, by Percentage

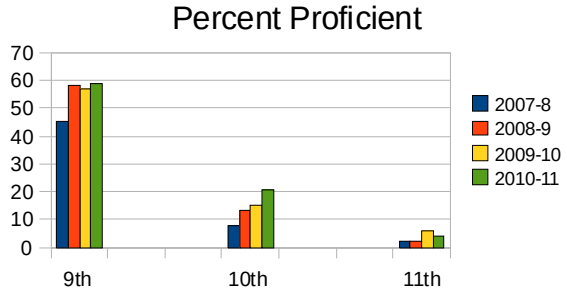
	9th Grade				10th Grade				11th Grade			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Advanced	4	6	7	9	0	0	1	2	0	0	0	0
Proficient	18	22	25	27	4	5	4	10	3	7	11	11
Basic	30	30	30	29	22	23	18	32	6	25	22	26
Below Basic	36	34	27	24	48	43	40	43	68	50	27	53
Far Below Basic	11	8	10	11	25	29	36	13	21	18	41	11
Proficient and above	22	28	32	36	4	5	5	12	3	7	11	11
# Tested	340	364	358	311	116	104	78	60	38	28	38	19

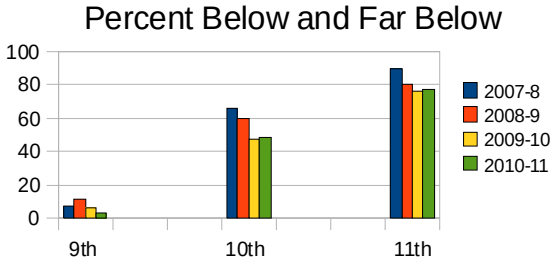
Algebra I, Percentage Proficient by Significant Subgroup, 2010-11

	9th	10th	11th
School-wide	36	12	11
African American	33	X	X
Hispanic or Latino	32	11	13
White, not Hispanic	42	8	X
Socioeconomically Disadvantaged	28	12	13
English Learners	23	0	X
Students with Disabilities	23	X	X

X = less than 10 students enrolled

Geometry





Geometry, by Percentage

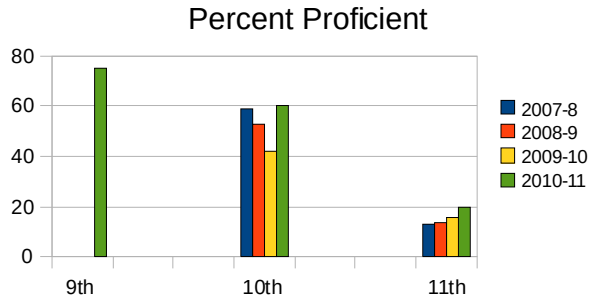
	9th Grade				10th Grade				11th Grade			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Advanced	8	18	9	14	1	2	2	2	0	0	0	0
Proficient	37	40	48	45	7	11	13	19	2	2	6	4
Basic	47	29	36	37	26	27	38	31	8	18	18	20
Below Basic	8	8	7	2	47	47	37	34	45	49	36	57
Far Below Basic	0	4	0	2	19	13	10	15	45	31	40	20
Proficient and above	45	58	57	59	8	13	15	21	2	2	6	4
# Tested	62	72	58	49	280	243	258	258	98	90	88	51

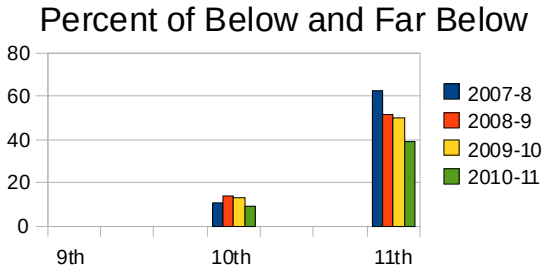
Geometry, Percentage Proficient by Significant Subgroup, 2010-11

	9th	10th	11th
School-wide	59	21	4
African American	X	21	X
Hispanic or Latino	40	16	3
White, not Hispanic	X	26	X
Socioeconomically Disadvantaged	50	15	3
English Learners	X	6	5
Students with Disabilities	X	0	X

X = less than 10 students enrolled

Algebra II





Algebra II, by Percentage

	9th Grade				10th Grade				11th Grade			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Advanced	N/A	N/A	N/A	19	19	13	19	12	1	1	3	2
Proficient	N/A	N/A	N/A	56	40	40	23	48	12	13	13	18
Basic	N/A	N/A	N/A	25	30	33	45	31	25	34	35	41
Below Basic	N/A	N/A	N/A	0	11	11	12	7	38	37	35	27
Far Below Basic	N/A	N/A	N/A	0	0	3	1	2	25	15	15	12
Proficient and above	N/A	N/A	N/A	75	59	53	42	60	13	14	16	20
# Tested				16	47	70	69	58	199	209	199	196

Algebra II, Percentage Proficient by Significant Subgroup, 2010-11

	9th	10th	11th
School-wide	75	60	20
African American	X	X	19
Hispanic or Latino	X	65	20
White, not Hispanic	X	62	19
Socioeconomically Disadvantaged	X	58	21
English Learners	X	X	15
Students with Disabilities	X	X	X

X = less than 10 students enrolled

Science

2010-11 Science CST data reveals that the percentage of students scoring proficient has steadily increased for Biology from the previous years, as documented in the following increases from 2009-10 to 2010-11:

- 10th grade Biology with a 18% increase (on CST Science: Biology Grade 10)
- 10th grade Biology/Life Science with a 9% increase

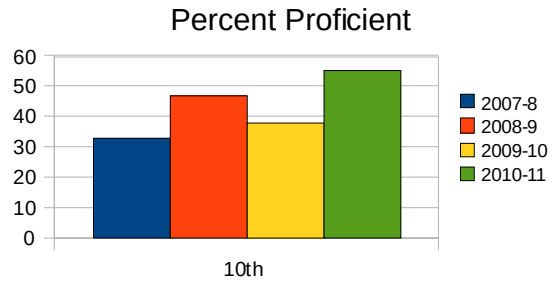
Also, there were decreases in the number of students scoring below basic and far below basic from the previous years on the science CSTs, particularly for students who are at grade level: 10th grade taking Biology and 11th grade taking Chemistry as documented in the following decreases from 2009-10 to 2010-11:

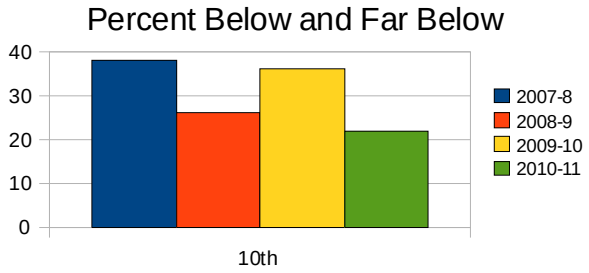
- 10th grade Biology with a 14% decrease (on the CST: Biology that all sophomores take)
- 10th grade Biology/Life Science with a 9% decrease
- 11th grade Chemistry with a 1% decrease

Finally, as the data will reveal, although Chemistry CST scores have steadily increase over the years, there was a decrease in the percentage of students scoring proficient from 2009-10 to 2010-11:

10th grade Chemistry with a 28% decrease
11th grade Chemistry with a 8% decrease

CST Science: Biology Grade 10





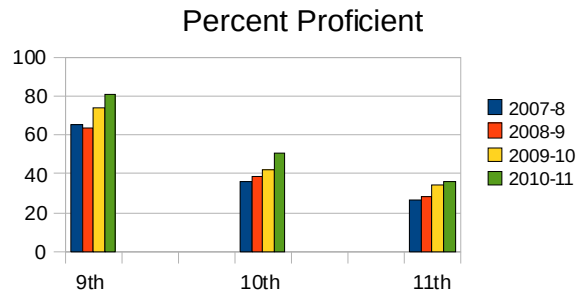
CST Science: Biology Grade 10, by Percentage

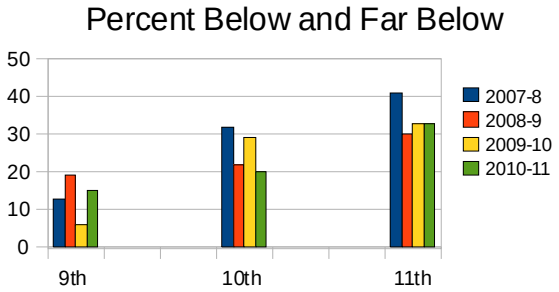
	2008	2009	2010	2011
Advanced	12	22	20	27
Proficient	21	25	18	28
Basic	28	27	26	23
Below Basic	17	13	16	11
Far Below Basic	21	13	20	11
Proficient and above	33	47	38	55
# Tested	469	428	435	387

CST Science: Biology Grade 10, Percentage Proficient by Significant Subgroup, 2010-11

School-wide	55
African American	61
Hispanic or Latino	50
White, not Hispanic	60
Socioeconomically Disadvantaged	46
English Learners	20
Students with Disabilities	17

Biology/Life Science





Biology/Life Science

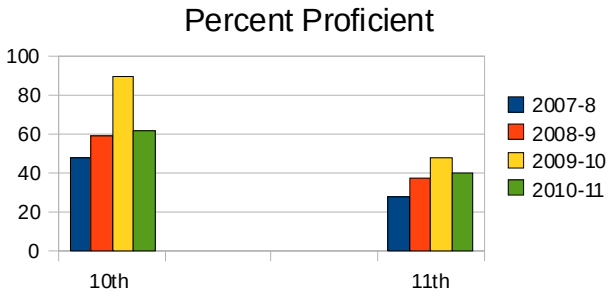
	9th Grade				10th Grade				11th Grade			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Advanced	31	35	48	73	11	16	14	21	5	17	18	18
Proficient	34	29	26	8	25	23	28	30	22	11	16	18
Basic	22	16	19	4	32	39	30	30	32	41	33	31
Below Basic	0	6	3	15	14	10	13	11	16	16	12	18
Far Below Basic	13	13	3	0	18	12	16	9	25	14	21	15
Proficient and above	65	64	74	81	36	39	42	51	27	28	34	36
# Tested	32	31	31	26	378	352	375	364	117	70	67	55

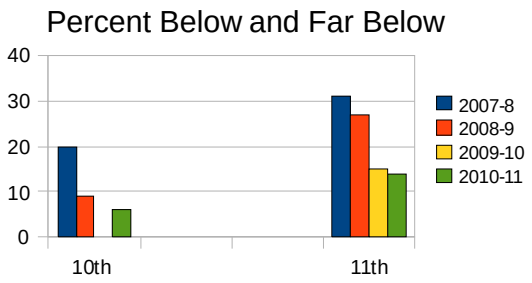
Biology/Life Science, Percentage Proficient by Significant Subgroup, 2010-11

	9th	10th	11th
School-wide	81	51	36
African American	X	44	X
Hispanic or Latino	X	46	24
White, not Hispanic	82	60	64
Socioeconomically Disadvantaged	X	42	30
English Learners	X	23	9
Students with Disabilities	X	12	X

X = less than 10 students enrolled

Chemistry





Chemistry, by Percentage

	10th Grade				11th Grade			
	2008	2009	2010	2011	2008	2009	2010	2011
Advanced	24	28	60	28	10	13	18	15
Proficient	24	31	30	34	18	24	30	25
Basic	33	31	10	31	41	36	38	46
Below Basic	10	6	0	6	17	18	10	11
Far Below Basic	10	3	0	0	14	9	5	3
Proficient and above	48	59	90	62	28	37	48	40
# Tested	21	32	20	32	159	218	197	206

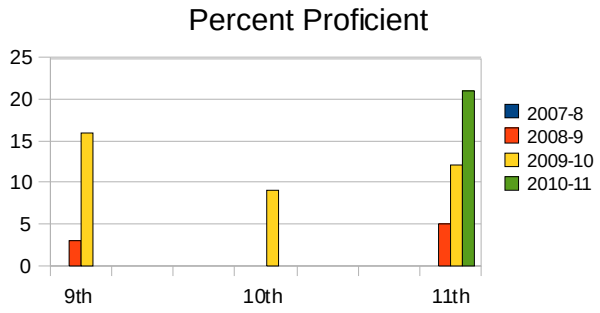
Chemistry, Percentage Proficient by Significant Subgroup, 2010-11

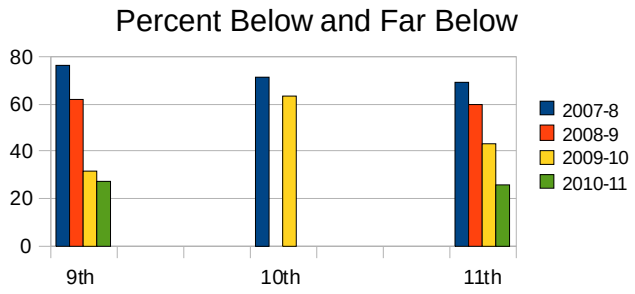
	10th	11th
School-wide	62	40
African American	X	51
Hispanic or Latino	47	25
White, not Hispanic	X	53
Socioeconomically Disadvantaged	42	32
English Learners	X	16
Students with Disabilities	X	X

X = less than 10 students enrolled

Integrated/Coordinated Science

During the 2008-9 and 2009-10 school year, when more funding was available, Monte Vista provided an Integrated/Coordinated Science class for incoming freshmen that were identified as possibly having difficulty in passing Biology in order to create a more solid science foundation.





Integrated/Coordinated Science, by Percentage

	9th Grade				10th Grade				11th Grade			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Advanced	0	0	0	9	0	0	0	0	0	0	0	0
Proficient	0	3	16	0	0	0	9	0	0	5	12	21
Basic	24	34	50	64	29	0	27	0	31	35	45	54
Below Basic	24	34	20	18	19	0	27	0	14	33	27	14
Far Below Basic	52	28	14	9	52	0	36	0	55	27	16	11
Proficient and above	0	3	16	0	0	0	9	0	0	5	12	21
# Tested	33	67	121	11	21	0	22	0	29	31	75	28

Social Science

2010-11 Social Science CST data reveals that the percentage of students scoring proficient has steadily increased for all grades from the previous years. However, what is also significant are the decreases in the number of students scoring below basic and far below basic from the previous years.

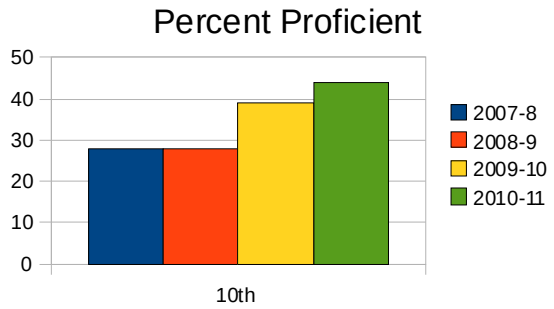
The growth in the percentage of student scoring proficient from 2009-10 to 2010-11 is as follows:

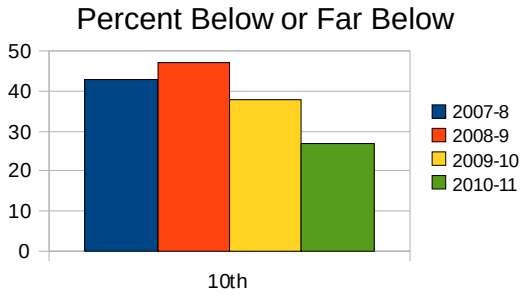
- 10th grade with a 5% increase
- 11th grade with a 7% increase

The decrease in the percentage of students scoring below basic and far below basic from 2009-10 to 2010-11 is as follows:

- 10th grade with a 11% decrease
- 11th grade with a 5% decrease

World History





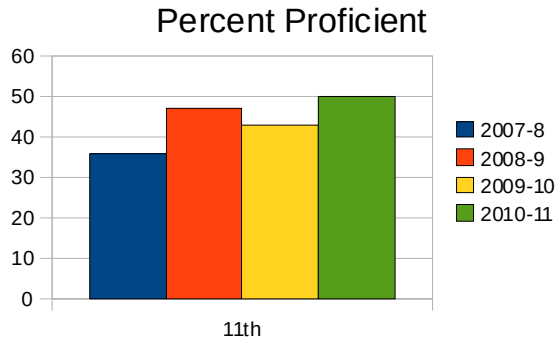
World History, by Percentage

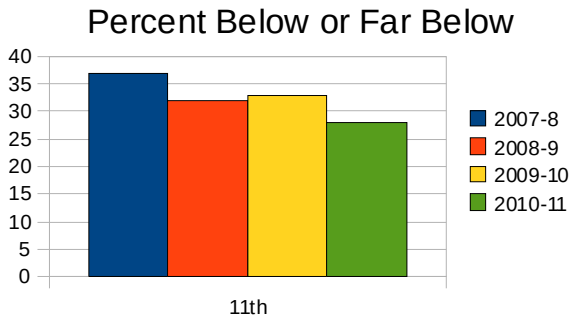
	2008	2009	2010	2011
Advanced	11	11	18	25
Proficient	17	17	21	19
Basic	29	27	24	30
Below Basic	16	16	15	12
Far Below Basic	27	29	23	15
Proficient and above	28	28	39	44
# Tested	466	417	400	406

World History, Percentage Proficient by Significant Subgroup, 2010-11

School-wide	44
African American	39
Hispanic or Latino	39
White, not Hispanic	54
Socioeconomically Disadvantaged	36
English Learners	14
Students with Disabilities	14

U.S. History





U.S. History, by Percentage

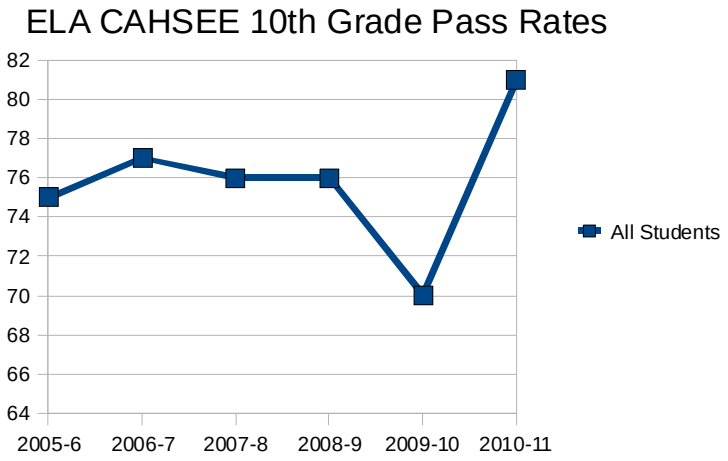
	2008	2009	2010	2011
Advanced	13	20	16	20
Proficient	23	27	27	30
Basic	27	22	23	22
Below Basic	17	11	14	11
Far Below Basic	20	21	19	17
Proficient and above	36	47	43	50
# Tested	420	435	411	372

U.S. History, Percentage Proficient by Significant Subgroup, 2010-11

School-wide	50
African American	53
Hispanic or Latino	42
White, not Hispanic	60
Socioeconomically Disadvantaged	45
English Learners	28
Students with Disabilities	7

California High School Exit Exam (CAHSEE) Data

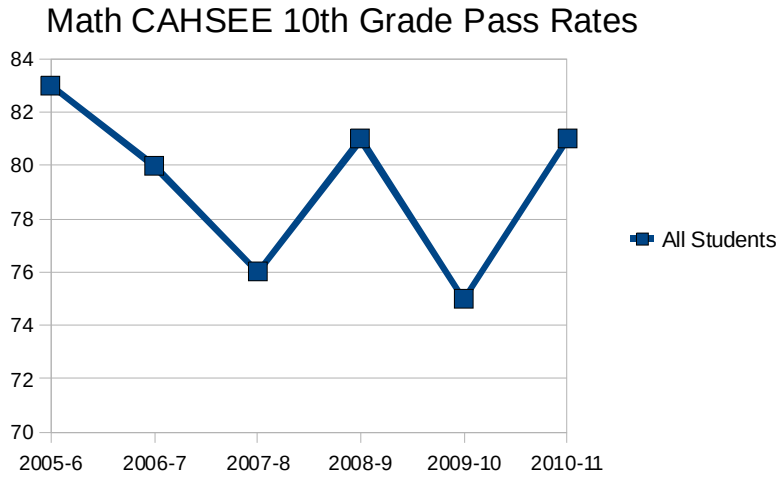
English Language Arts (ELA) CAHSEE 10th Grade Pass Rates



English Language Arts (ELA) 10th Grade Pass Rates, by Percentage

	2006	2007	2008	2009	2010	2011
All	75	77	76	76	70	81
Hispanic	67	69	68	75	66	82
African American	63	75	81	78	67	73
White	87	87	86	79	80	81
Socioeconomically Disadvantaged	67	71	68	74	65	79
Special Education	28	31	24	21	20	36
English Only	79	83	81	77	72	81
I-FEP	94	84	85	93	91	98
R-FEP	93	89	96	98	86	100
EL	42	31	50	55	46	60
Proficient or Above	N/A	N/A	N/A	N/A	40	54

Mathematics CAHSEE 10th Grade Pass Rates



Mathematics 10th Grade Pass Rates, by Percentage

	2006	2007	2008	2009	2010	2011
All	83	80	76	81	75	81
Hispanic	79	72	73	76	73	81
African American	72	75	72	80	76	73
White	92	93	89	89	75	83
Socioeconomically Disadvantaged	77	74	71	76	71	77
Special Education	41	30	32	42	22	31
English Only	84	84	77	81	75	82
I-FEP	94	75	92	89	97	93
R-FEP	90	93	98	98	94	93
EL	72	52	60	67	60	62
Proficient or Above	N/A	N/A	N/A	N/A	47	52

10th Grade CAHSEE Subtest Scores for English/Language Arts, by Percentage

Year	Word Analysis	Reading Comprehension	Literacy Response	Writing Strategies	Writing Conventions	Essay Average Score
2008-09	75	72	78	65	71	2.5
2009-10	72	76	74	64	69	2.3
2010-11	76	75	79	72	73	2.3

10th Grade CAHSEE Subtest Scores for Mathematics, by Percentage

	Probability & Statistics	Number Sense	Algebra & Functions	Measurement & Geometry	Algebra I
2008-09	73	71	73	66	63
2009-10	72	66	71	64	60
2010-11	77	73	71	64	62

11th and 12th Grade CAHSEE Subtest Scores for English/Language Arts, 2010-11, by Percentage

Test Month	Number Tested		Percent Passed		Word Analysis		Reading Comprehension		Literacy Response		Writing Strategies		Writing Conventions		Essay Average Score	
	11th	12th	11th	12th	11th	12th	11th	12th	11th	12th	11th	12th	11th	12th	11th	12th
October	93	63	34	22	66	64	55	50	55	52	49	46	51	50	2.1	2
February	N/A	40	N/A	33	N/A	49	N/A	53	N/A	54	N/A	48	N/A	48	N/A	2.1
May	93	13	40	8	60	45	64	52	57	42	49	48	52	44	2.1	1.9

11th and 12th Grade CAHSEE Subtest Scores for Mathematics, 2010-11, by Percentage

Test Month	Number Tested		Percent Passed		Probability & Statistics		Number Sense		Algebra & Functions		Measurement & Geometry		Algebra I	
	11th	12th	11th	12th	11th	12th	11th	12th	11th	12th	11th	12th	11th	12th
October	71	48	30	29	47	49	50	44	52	51	42	42	43	40
February	N/A	28	N/A	29	N/A	52	N/A	38	N/A	48	N/A	41	N/A	38
May	62	16	44	31	57	52	47	44	52	50	43	39	39	39

California English Language Development Test (CELDT) Data

In 2010-2011, 449 students were tested on the California English Language Development Test (CELDT). Using the CELDT data to assist Monte Vista in accurately placing students in appropriate support programs, Monte Vista currently offers two Beginning, two Intermediate, one Advanced English Learner class, and four content-area sheltered classes are offered at Monte Vista High School. Beginning and Intermediate English Language Learners have two periods of language development back-to-back. All students initially identified as English Language Learners, but who do not qualify for English language development classes, are monitored and, if needed, offered extra support in the form of a Reading Support Class, CAHSEE Intervention Class, supplemental Algebra IC class, and/or Advisory.

CELDT Scores, 2010-11

	9th		10th		11th		12th		Total	
	#	%	#	%	#	%	#	%	#	%
Advanced	15	10	5	5	20	20	26	24	66	15
Early Advanced	54	36	27	29	33	33	34	32	148	33
Intermediate	62	42	39	42	34	34	30	28	165	37
Early Intermediate	9	6	15	16	7	7	14	13	45	10
Beginning	8	5	7	8	7	7	3	3	25	6
Number Tested	148	100	93	100	101	100	107	100	449	100

Advanced Placement

Understanding that there are multiple ways to view AP data particularly as it relates to the number of tests taken and pass rates, Monte Vista believes that offering, encouraging, and supporting as many students to take an AP course and test is crucial in moving both individual students and the school forward. With this conscious decision in mind, the number of Advanced Placement examinations attempted has risen from 285 exams in 2000, 462 exams in 2009, 650 in 2010, to 629 in 2011. This increase indicates that more students have access to a rigorous core curriculum accompanied with appropriate support, particularly through the AVID and Advisory programs.

Percentage of Graduates Who Completed One or More AP Classes

	2007-8	2008-9	2009-10	2010-11
Monte Vista	43	39	43	44
District	37	37	40	42

Percentage of Students Enrolled in One or More AP Classes

	2007-8	2008-9	2009-10	2010-11
Monte Vista	16	13	19	20
District	13	14	15	17

For the school year 2011-12, Monte Vista is offering 14 different AP classes that comprise 27 sections with 875 students enrolled. This year we have added three sections of AP Human Geography for freshmen students.

Enrollment by Gender and Ethnicity in AP Courses, 2011-12, by Percentage

	African American	Hispanic	White	Other	Male	Female
% of Student Population	15	55	22	8		
% of in AP Courses	17	45	21	17	47	53

Number of AP Exams and Results, by Percentage

	Number of Exams	Exam Score 1	Exam Score 2	Exam Score 3	Exam Score 4	Exam Score 5	Pass Rate
2007-8	403	17	36	25	17	5	47
2008-9	464	19	29	26	17	9	52
2009-10	649	24	33	21	13	9	43
2010-11	632	25	31	23	14	7	44

Number of Students Meeting University of California A-G Requirements

The percentage of graduates who completed the University of California A-G entrance requirements as part of their course work in 2007-2008 (the last year that this data was tracked by the district) was 67.9 percent. Although Monte Vista been partners with Cuyamaca College and their Link Program (a program that

coordinates and assists our seniors for registration, assessment, and early class selection), for the last three years Monte Vista has seen a steady decrease in students attending college during their first year after high school.

Students Enrolled in College Any Time During the First Year After High School, by Percentage

	2006	2007	2008	2009	2010	2011
All Institutions	51	65	60	59	43	
4-Year Institutions	19	22	23	18	13	
2-Year Institutions	32	43	38	41	30	

Completion Rates

One possible reason for the above decrease may be related to the fact that Monte Vista is retaining, acquiring, and graduating more and more seniors (particularly at-risk) who would have otherwise dropped out of school. In an effort to reduce the dropout rate district-wide, the district hired four Dropout Prevention Specialists in January 2005 to work with schools and students. Monte Vista was assigned one Dropout Prevention Specialist who began work in late January 2005. Home contacts and visitations with at-risk students began immediately upon the filling of this position. The Resource Center and Learning Center offer services and alternative education programs to students deficient in credits who are at-risk of dropping out. As a result, Monte Vista has reversed the trend that many high schools across America are plagued with: starting with a larger freshmen class and ending with a much smaller graduating senior class. Monte Vista is retaining, acquiring, and graduating more and more students.

Freshmen Enrollment Compared to Senior Enrollment

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
Freshmen	559	533	469	508	535	469	
Seniors	436	436	454	525	560	553	

Number of Graduating Classes by Incoming Freshmen and Senior Numbers

Graduating Class	Number as Freshmen	Number as Seniors	Percent Difference
2005	610	394	-35
2006	606	436	-28
2007	584	436	-25
2008	626	454	-27
2009*	559	525	-6
2010	533	560	5
2011	469	553	15

*First year of Learning Center

Graduation Rates, by Graduating Class, by Percentage

2004-5	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11
95.5	92.8	87.5	83.5	76.3	80.75	

Along with the decrease in the percentage of students enrolled in college any time during the first year after high school, is the decrease in the percentage of students taking the Scholastic Aptitude Test (SAT) and the ACT. However, students taking the SAT have increased their mean scores in Reading, Writing, and Mathematics, but have remained relatively stagnant in their mean ACT composite scores.

Percentage of Seniors Who Took the SAT and ACT

	2007-8	2008-9	2009-10	2010-11
SAT	29.96	26.1	23.57	
ACT	18.5	16	17.5	

Mean Reading and Writing SAT Scores

	2007-8		2008-9		2009-10		2010-11	
	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
Monte Vista	455	457	466	457	479	463		
San Diego County	509	504	510	503	512	504		
California	494	493	495	494	501	500		

Mean Math SAT Score

	2007-8	2008-9	2009-10	2010-11
Monte Vista	478	483	490	
San Diego County	524	522	526	
California	513	513	520	

Mean ACT Composite Score

	2007-8	2008-9	2009-10	2010-11
Monte Vista	20	20.89	20.5	
San Diego County	22.75	22.66	22.76	
California	22	21.92	21.93	

Report Card Analyses of Percentage of D's and F's

Diversity at Monte Vista is not only prominent in its students' demographic and socioeconomic landscape, but also in its varying classes to support and best serve them. With this in mind, the following D and F data is for all classes in a particular subject. For example, to accurately portrait freshmen English class D and F rate data, such data would have to be extracted for freshmen who are enrolled in the varying classes offered in order to appropriately support our diverse student population: English Language Development classes ranging from Beginning, Intermediate and Advanced; College Preparation; Applied Arts; and Honors. However, such disaggregated data is provided in the appendix of the WASC Accreditation report. It is also important to note that Monte Vista's PLCs look at such D and F data, discuss the results and try to determine the reasons for outcomes, and discuss ways on how to collectively lower the numbers.

D and F Rates for Core Subjects, by Percentage

Subject (all courses)	2008-9		2009-10		2010-11	
English	D	F	D	F	D	F
	12	12	12	12	11	11
	24		24		22	
Mathematics	2008-9		2009-10		2010-11	
	D	F	D	F	D	F
	14	14	15	15	13	19
	28		30		32	
Science	2008-9		2009-10		2010-11	
	D	F	D	F	D	F
	18	17	16	13	16	12
	35		29		28	
Social Science	2008-9		2009-10		2010-11	
	D	F	D	F	D	F
	14	12	15	12	16	10
	26		27		26	

D and F Rates for Non-Core Subjects, by Percentage

Subject (all courses)	2008-9		2009-10		2010-11	
Physical Education	D	F	D	F	D	F
	9	15	10	17	7	14
	24		27		21	
Art	2008-9		2009-10		2010-11	
	D	F	D	F	D	F
	8	10	9	11	7	9
	18		20		16	
World Languages	2008-9		2009-10		2010-11	
	D	F	D	F	D	F
	8	10	15	1214	10	
	18		27		24	
Industrial Arts	2008-9		2009-10		2010-11	
	D	F	D	F	D	F
	11	6	11	7	15	8
	17		18		23	
Performing Arts	2008-9		2009-10		2010-11	
	D	F	D	F	D	F
	6	10	7	8	7	8
	16		15		15	

Perceptual and Survey Data From Students, Staff, and Parents (From WASC Self-Study 2012)

The surveys administered to student, staff, and parents were the same given during the 2005-06 WASC Accreditation visit, making it possible to compare results, trends, and data from the two. However, it must be noted that the 2011 sample is much more representative of Monte Vista's student body, compared to the 2006 survey (as can be seen in the table below). The 2006 WASC survey ended up with too large of a sample of seniors when compared to other grade levels. In addition, only 529 students (310 of which were seniors) completed the survey in 2006, while 1243 students complete the survey in 2011.

Percentage of Student Surveyed, by Grade Level

1. What grade are you in?				
	9th	10th	11th	12th
2011	24	25	27	23
2006	3	12	26	60

The student survey data shows that the district's construction efforts are paying off; students' attitudes towards the school's cleanliness are improving. Students "agreeing or strongly agreeing" with the statement "the school is usually clean and pleasant to see" increased from 44 to 50%. Student changed attitudes towards using drugs and alcohol also have improved. The statement, "school efforts have changed your attitude toward drugs and alcohol" had a large increase, with 48% agreeing or strongly agreeing in 2011, up from 39% in 2006. Thankfully, the number of students agreeing or strongly agreeing with the statement, "getting a good education is important to you" increased from 84 to 89%. Only 5% in 2011 "disagreed or strongly disagreed." School spirit seems to be on the rise, with 72% agreeing in 2011 that "school assemblies are interesting, fun, and worthwhile", up from 38% in 2011. Students even appear to feel more positive about student government, with 64% agreeing or strongly agreeing that "ASB, class officers, &c, are an important part of this school." Students disagreeing decreased from 24 to 17%.

However, the data also show areas of concern that Monte Vista's staff will need to address, as well as strengths. Unfortunately, the percentage of students giving Monte Vista an excellent or good rating dropped from 68 to 60%. Students do seem to believe that they are well informed "regarding the vocational electives offered at Monte Vista", with 57% now agreeing or strongly agreeing. The number disagreeing or strongly disagreeing decreased from 32 to 25%. On the other hand, students agreeing or strongly agreeing that they "receive adequate information regarding financial aid and further education" fell from 59 to 49%. Students were possibly better informed about financial aid in 2006 when Monte Vista had a room and advisor dedicated to a "career center". Another reason could be that the majority of students taking the survey in 2006 were seniors, students who would have been poised to learn more about financial aid as they prepare for college. Strong majorities appear to like teachers' discipline and work policies, but students were divided on the school's discipline policy being "fair, clearly communicated, and consistently applied", 42% disagreeing and 45% agreeing. The number disagreeing did decrease from 47 to 42% in 2011.

Monte Vista's staff took their survey while the students completed the student survey in social science classes. The staff survey data reveals in the guidance and disciplinary arenas, teachers are more optimistic than in 2006. Ninety-four percent of teachers agree or strongly agree that "guidance team members are available to students, parents, and staff", and 93% agree that teachers "get support when needed from the counseling staff." Eighty percent of teachers also agreed or strongly agreed that "administrators and campus supervisors provide a safe campus for all students and staff, up from 68% in 2006. Teachers also agreed (67%) that "minimal instructional time is lost due to disruptive student behaviors." When it comes to "students practicing acceptable social behaviors" and the "dress code being consistently enforced", teachers were not so strongly in agreement. Fifty-four percent disagreed or strongly disagreed with the dress code being consistently enforced, with only 46%

agreeing, strongly or otherwise. Although more teachers agreed that students practice acceptable social behaviors (70%), 30% feel students do not. On the other hand, 73% of teachers feel "current discipline policies sufficiently deal with behavior problems, up from 41% in 2006, and 86% of teachers believe that "the climate in the classrooms at Monte Vista is one of respect and concern for others", up from 67% in 2006. With Monte Vista's amazing diversity on campus, it's not surprising that teachers believe "students are achieving an appreciation for the value of diversity" with 86% of teachers now agreeing or strongly agreeing, up from 68% in 2006. Higher percentages of teachers (all supermajorities of 60% or higher) believe students are prepared to meet the challenges of the workplace, are expected to learn, and believe high expectations exist for all students. An area of concern is how the staff believes the community perceives Monte Vista: only 33% of teachers agree that "Monte Vista is perceived by its local community as a strong educational institution." Fifty-seven percent disagreed, up from 45% in 2006. We have work to do in this area.

The data gleaned from the parent/guardian surveys reveals consistent high percentages agreeing or strongly agreeing in "high expectations for all students", that "teachers treat all students fairly and with respect", and that "teachers and other staff members…care about the welfare of students". Parents/guardians also agreed, 73% to 14%, that "teachers at the school have the same academic achievement expectations for students of all ethnic groups." Parents/guardians were overall positive, by strong majorities, about Monte Vista's campus, about the campus being a safe place, and that parents have a "clear understanding of the behavior expectations for…students"; 96% of parents/guardians agreed with that statement, up from 77% in 2006. Strong majorities also agreed that "teachers respond in a timely manner to parent phone calls" (78%), the school keeps parents informed by newsletters... (93%), and they are kept informed by the school about students' performance (87%).

Some areas where parents were not as positive about Monte Vista were in office relations. While parents agreed, 77 to 17%, that "teachers and staff members address problems experienced by students or parents in a timely manner", smaller percentages believed "counseling staff members are friendly, courteous, and helpful" (down 13% from 2006 [93%] to 2011 [80%]) and "all office staff members are friendly, courteous, and helpful", down 5% from 83% in 2006 to 78% in 2011.

MONTE VISTA HIGH SCHOOL
Accreditation 2011-2012 Student Questionnaire
Responses by Percentage

1. What grade are you in?				
	9th	10th	11th	12th
2011	24	25	27	23
2006	3	12	26	60

2. Sex		
	Male	Female
2011	49	51
2006	46	54

3. This semester, how much homework are you usually given each day?			
	Less than 1 hour	1-3 hours	More than 3 hours
2011	25	62	13
2006	N/A	68	N/A

4. This semester, how much homework do you actually DO each day?			
	Less than 1 hour	1-3 hours	More than 3 hours
2011	43	51	6
2006	46	48	N/A

5. This semester, when you put all your classes together, how many essays or compositions are you usually assigned to write each week?			
	0-1	2 to 4	5 or more
2011	45	50	5
2006	59	31	10

6. Give Monte Vista an overall rating.			
	Excellent or Good	Fair	Poor
2011	60	26	12
2006	68	N/A	N/A

7. What are your plans after high school?					
	Four-year college or university	Community College	Vocational, technical, or special school	Working full time (not attending school or college)	Military
2011	54	23	7	5	10
2006	48	38	6	4	4

8. Who is the main adult at school with whom you have talked about a personal problem?					
	Teacher	Counselor	Administrator	Coach	Nurse
2011	48	30	2	12	1
2006	61	19	4	11	1

IN GENERAL:

9. Your teachers usually return your papers corrected within a reasonable time.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	10	14	75
2006	N/A	21	77

10. The school's discipline policy is fair, clearly communicated, and consistently applied.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	13	42	45
2006	N/A	47	44

11. Your individual teachers' discipline policies are fair, clearly communicated, and consistently applied.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	10	25	64
2006	N/A	20	69

12. I take pride in my school.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	12	21	66
2006	N/A	26	64

13. The lunch period is long enough to be able to purchase and eat my lunch.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	6	37	58
2006	N/A	31	59

14. The school's current time schedule is satisfactory.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	9	21	59
2006	N/A	25	68

15. There is sufficient current technology available for students in classrooms.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	14	30	56
2006	N/A	37	54

16. Teachers sufficiently work together with other departments.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	44	13	42
2006	N/A	27	44

17. I am well informed regarding the vocational electives offered at Monte Vista.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	18	25	57
2006	N/A	32	54

18. I receive adequate information regarding financial aid and further education.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	20	30	49
2006	N/A	31	59

INTEGRATED SKILLS As I am learning new ideas in my classes, I also have the opportunity to practice and improve the following skills:

19. Reading			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	8	14	77
2006	N/A	20	75

20. Writing (short paragraphs, essays, etc.)			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	6	12	81
2006	N/A	18	78

21. Speaking and listening			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	9	15	75
2006	N/A	23	69

22. How to solve problems and evaluate information			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	9	16	75
2006	N/A	20	72

23. Study skills – learning (“how to learn”)			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	10	22	68
2006	N/A	32	57

24. Computer skills			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	10	35	54
2006	N/A	39	54

25. How to work in groups			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	9	17	73
2006	N/A	17	77

STUDENT PATHS During high school each student takes his or her own path through a core of learning expected of all high school graduates. It should also enable each student to meet his or her goals and feel prepared for success in higher education and/or the workplace.

26. You have had help from your counselor to develop and participate in a four-year path of courses that will prepare you for college and /or a career.					
	Don't Know	Strongly Disagree	Disagree	Agree	Strongly Agree
2011	12	38		49	
2006	N/A	30		60	

27. You are satisfied with the path of courses you are taking.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	12	20	68
2006	N/A	23	68

28. There is room in your program to take the elective courses you want.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	15	28	56
2006	N/A	31	57

29. The orientation you received when you entered this high school has helped you to become familiar with the campus, select courses that are best for you, and to become familiar with the staff.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	17	25	58
2006	N/A	32	54

EXTRACURRICULAR AND LIBRARY PROGRAMS:

30. School assemblies are interesting, fun, and worthwhile.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	9	19	72
2006	N/A	52	38

31. The ASB student government, class officers, and club programs are an important part of this school.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	20	17	64
2006	N/A	24	62

32. The school library/media center helps you to expand the classroom learning and get additional information in a wide variety of subjects.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	20	21	58
2006	N/A	27	61

THE SCHOOL AS A WHOLE:

33. You feel comfortable talking with a staff member about a personal problem.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	15	43	41
2006	N/A	40	48

34. You can get help from the staff quickly with a problem.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	20	32	48
2006	N/A	43	46

35. School administrators are accessible to students.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	27	24	49
2006	N/A	21	63

36. There are not many racial/ethnic problems in the school.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	21	33	44
2006	N/A	50	39

37. The school is a safe place to be.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	17	25	57
2006	N/A	32	54

38. The quality of food served at the school is acceptable.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	11	49	40
2006	N/A	44	41

39. The school staff and teachers treat all students with respect and dignity.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	13	39	47
2006	N/A	36	47

40. The school staff and teachers help students with problems and concerns facing them, including illegal drugs and alcohol.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	32	33	44
2006	N/A	30	47

41. School efforts have changed your attitude toward using drugs and alcohol.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	23	28	48
2006	N/A	43	39

42. The school usually is clean and pleasant to see.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	11	38	50
2006	N/A	45	44

43. Getting a good education is important to you.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	6	5	89
2006	N/A	8	84

44. The school is doing a good job of preparing you to take your place in the real world and of preparing you for work or college.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	14	21	65
2006	N/A	29	60

45. The school, as a whole, provides enough adult help.			
	Don't Know	Disagree or Strongly Disagree	Agree or Strongly Agree
2011	22	20	57
2006	N/A	28	54

MONTE VISTA HIGH SCHOOL
Accreditation 2011-2012 Staff Questionnaire
Responses by Percentage

Teachers, Staff, and Parents

1. Professional growth opportunities, off campus, are made available to all staff.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	82	16
2006	47	13

2. Staff development days are productive and meaningful.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	77	21
2006	63	33

3. Certificated and classified staff work together as a team.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	85	15
2006	83	14

4. There is adequate recognition of certificated and classified staff.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	72	26
2006	47	50

5. Staff morale is given administrative priority.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	61	31
2006	57	36

6. In general, the administration supports faculty and staff during confrontations with parents and community.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	77	10
2006	81	14

7. There are adequate approaches of communicating staff concerns to administration.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	74	18
2006	80	14

8. There is adequate opportunity for communication between parents and staff.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	89	8
2006	79	18

9. There is adequate interaction among the staff, parents, and community.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	59	37
2006	54	36

10. Parents are adequately informed regarding school discipline, parent and teacher conferences, extracurricular activities and events, and athletics via newsletters and other means of communication.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	90	6
2006	93	7

11. I have a good rapport with my students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	96	0
2006	96	0

12. I have a good rapport with the parents of my students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	85	1
2006	89	3

13. I am satisfied with the staff performance at Monte Vista High School.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	89	10
2006	85	13

Guidance

14. Monte Vista High School leadership promotes site-based decision-making/site-based governance.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	85	11
2006	79	12

15. The guidance team members are available to students, parents, and staff.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	94	3
2006	87	8

16. The guidance team makes every effort to appropriately place students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	84	13
2006	83	12

17. I get support when needed from the counseling staff.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	93	4
2006	88	8

School Environment

18. There is communication and follow-through regarding the status of requests for maintenance and repairs.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	77	21
2006	79	20

19. The grounds and custodial crews maintain a clean and safe campus.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	88	10
2006	86	12

20. Administrators and campus supervisors provide a safe campus for all students and staff.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	80	16
2006	68	30

21. The majority of students practice acceptable social behaviors (i.e., appropriate language, respect for authority and peers).		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	70	30
2006	44	54

22. The dress code is consistently enforced.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	46	54
2006	34	63

23. Minimal instructional time is lost due to disruptive student behaviors.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	67	24
2006	54	37

24. Current discipline policies sufficiently deal with behavior problems.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	73	13
2006	41	53

25. I feel that Monte Vista High School is a good place to work.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	95	3
2006	91	6

26. The climate in the classrooms at Monte Vista High School is one of respect and concern for others.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	86	9
2006	67	28

Curriculum

27. Teachers have high expectations for all students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	90	8
2006	76	21

28. School technology meets the needs of students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	61	34
2006	57	36

29. School technology meets the needs of staff.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	63	34
2006	61	33

30. The library provides sufficient resources for all students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	79	13
2006	81	9

31. The instructional programs which the students receive will prepare them for post-secondary educational demands.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	86	8
2006	79	12

32. Students have equal access to curriculum programs related to their ability level and educational plans.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	89	8
2006	74	16

33. Students are achieving an appreciation for the value of diversity.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	86	8
2006	68	18

34. Students are recognized for academic achievements.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	87	8
2006	94	1

35. Students are recognized for athletic and extracurricular achievements.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	92	6
2006	95	1

36. The school has a well developed four-year school to career plan.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	70	16
2006	52	23

37. Students are prepared to effectively meet the challenges of the workplace.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	62	27
2006	56	33

38. Monte Vista is perceived by its local community as a strong educational institution.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	33	57
2006	34	45

39. Students at Monte Vista High School know what they are expected to learn.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	84	11
2006	74	16

40. My courses are being redesigned from year to year to elicit more powerful learning and to reflect current frameworks and/or research.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	77	5
2006	79	3

41. I integrate the use of technology with student learning in my classroom.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	77	10
2006	69	35

42. In addition to grading purposes, assessment in my classroom is used to improve curriculum and instruction for individual students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	84	3
2006	74	7

43. Students are learning in my classes.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	88	2
2006	80	13

MONTE VISTA HIGH SCHOOL
Accreditation 2011-2012 Parent Questionnaire
Responses by Percentage

Teachers and Staff

1. Teachers at the school have high expectations for all students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	82	9
2006	82	11

2. The school's teachers treat all students fairly and with respect.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	76	19
2006	70	17

3. Teachers and other staff members at the school care about the welfare of students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	88	9
2006	85	8

4. Teachers at the school have the same academic achievement expectations for students of all ethnic groups.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	73	14
2006	73	8

5. Teachers and staff take an interest in my student's future.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	83	12
2006	87	8

6. Teachers at the school keep students interested and involved in classroom activities.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	76	16
2006	74	14

7. Teachers are friendly, courteous, and helpful.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	86	11
2006	83	9

8. Attendance Office staff members are friendly, courteous, and helpful.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	83	14
2006	85	11

9. Counseling Office staff members are friendly, courteous, and helpful.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	80	8
2006	93	3

10. All Office staff members are friendly, courteous, and helpful.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	78	15
2006	83	11

11. Teachers and staff members address problems experienced by students or parents in a timely manner.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	77	17
2006	67	21

12. Teachers are available for help during non-class time for students who need help.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	85	8
2006	78	6

13. Tutors are available for students who need help with their school work.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	82	6
2006	75	5

School Environment

14. School buildings are kept clean and in good repair.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	80	13
2006	61	28

15. My student's high school is a safe place.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	82	10
2006	73	17

16. There are few racial or ethnic problems at my student's school.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	57	22
2006	56	23

Communication

17. I have a clear understanding of classroom assignments for my student.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	85	9
2006	95	1

18. I have a clear understanding of the behavior expectations for my student.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	96	4
2006	77	18

19. It is easy for parents to schedule an appointment or phone conference with a counselor.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	72	11
2006	79	8

20. Teachers respond in a timely manner to parent phone calls.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	78	11
2006	73	12

21. The school keeps parents informed by newsletters and other means of communication, providing information about school rules, parent/teacher conferences, and other related matters.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	93	5
2006	91	5

22. I am kept informed by the school about my student's performance (grades, conduct, progress report).		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	87	12
2006	85	10

23. Teachers and administrators listen to parents when they have concerns or problems with the school.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	72	15
2006	74	9

24. Parents and/or community members are involved in exploring solutions to problems and concerns facing the school.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	57	14
2006	60	12

25. I am able to check my student's assignment grade reports online.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	74	11
2006	N/A	N/A

Curriculum

26. My student's education will prepare him/her to participate successfully in reaching toward their goals.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	84	10
2006	86	7

27. Students at this school have equal access to curriculum appropriate to their ability level and personal education plans.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	80	12
2006	86	4

28. There are a variety of extracurricular activities at the school such as clubs, sports, performing arts programs, and student government.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	92	5
2006	93	2

29. The school prepares students to use computers and technology.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	86	2
2006	85	11

30. The school library offers resources, technology, and opportunities for my student to research information for school work.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	84	5
2006	83	4

31. The school prepares students to work with individuals from other cultures and ethnic groups.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	75	5
2006	70	5

32. The school educates students about the dangers of drug and alcohol abuse.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	84	7
2006	79	17

33. The school offers resources and technology (classroom computers, computer labs, career center) for my student to get his/her work done.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	80	7
2006	82	4

Guidance

34. The Guidance Team members are available to students and parents.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	75	9
2006	82	3

35. The Guidance Team makes every effort to appropriately place students.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	73	6
2006	82	5

36. I receive support when I need it from the counseling staff.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	73	9
2006	82	6

37. Students are recognized for academic and co-curricular achievements.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	78	5
2006	79	16

38. Students are recognized for athletic and extracurricular achievements.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	80	3
2006	81	4

39. The school has a well-developed four-year school-to-career plan.		
	Agree or Strongly Agree	Disagree or Strongly Disagree
2011	62	13
2006	73	8

Evaluation

40. The teachers.			
	Very Good to Excellent	Satisfactory	Needs Improvement
2011	65	21	9
2006	59	25	5

41. The school administration (principal and assistant principals).			
	Very Good to Excellent	Satisfactory	Needs Improvement
2011	65	14	12
2006	52	19	4

42. The job the school, as a whole, does in preparing students for post-secondary education.			
	Very Good to Excellent	Satisfactory	Needs Improvement
2011	65	17	18
2006	61	19	6

43. The job the school does in preparing students for employment.		
	Satisfactory, Very Good, to Excellent	Needs Improvement
2011	61	19
2006	74	5

44. Overall quality of the school.		
	Satisfactory, Very Good, to Excellent	Needs Improvement
2011	88	11
2006	82	9

General Issues

45. How would you rate the degree of difficulty of your student's homework?				
	Too Difficult	Difficult, but fair	Adequate	Too easy
2011	2	54	39	5
2006	4	45	33	9

46. How would you rate the degree of difficulty of your student's work at school?				
	Too Difficult	Difficult, but fair	Adequate	Too easy
2011	4	49	42	4
2006	2	45	37	5

47. Overall, how would you rate the grading by teachers at the school?				
	Too Difficult	Difficult, but fair	Adequate	Too easy
2011	2	48	46	2
2006	4	39	40	3

48. How much time does your student usually spend on an average school night doing homework?				
	None	Less than one hour	One to two hours	More than two hours
2011	7	27	42	24
2006	4	23	37	25

Part III: Goals and Objectives

The Site Governance Team and School Site Council have analyzed the available student performance data for all students, including significant subgroups. The councils have also obtained and considered the input of the school community. Based upon this analysis, the following performance improvement targets have been established.

GOAL NUMBER 1
Within two years, increase the percent of students, including all targeted subgroups, passing the English Language Arts section of the California High School Exit Exam by at least three percent.

The following **Action Plan** will help to achieve Goal Number 1:

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	
1. Create four (4) supplemental Reading classes for underperforming students scoring two or more years below grade level and/or basic on the seventh, eighth, and/or ninth grade ELA CST.	English Department Chair Site Title I Coordinator	Master Schedule List of Seventh Grade CST Scores from Middle Schools Gates-MacGinitie Reading Test Scores	.8 FTE (Pending funding)	Title I Budget Site Budget EIA Budget
2. Provide supplemental high interest literacy support materials and technology to assist these students in meeting regular reading and writing standards.	English Department Chair Librarian	Classroom Observations Pre-Test Results Post-Test Results	$5,000 (Pending funding)	Title I Budget EIA Budget
3. Provide collaborative time during Common Planning Time days for supplemental literacy/English teachers to meet with regular ninth grade Professional Learning Community team to prevent teachers working in isolation and to encourage research-based best practices and effective planning occurring among team.	Administrative Team	PLC Meeting Minutes	Not applicable	Not applicable

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	
4. Continue Professional Development activities, such as AP by the Sea, AVID Summer Institute, PLC weekly meetings, PLC Consultant, CALPASS and ECAP Training, ERIA (Effective Reading Intervention Academy), NWEA, and Achieve 3000 Training.	Administrators AP Site Coordinator AVID Site Coordinator Site Title I Coordinator District	Implementation of strategies learned into the various programs	$20,000 (Pending funding)	GATE AVID Title I Budget District
5. Provide lower class sizes for all English classes so teachers can more easily monitor literacy development and provide more individualized attention and target underperforming students in a timely manner. Priority will be placed on ninth and tenth grade.	English Department Chair	Classroom Observations Test Results	5.0 FTEs (Pending funding)	Site Budget Title I Budget
6. Test all incoming and returning English Learner students on California English Language Development Test and/or NWEA (Northwestern Evaluation and Assessment) to identify correct placement in a timely manner.	Site English Learner Coordinator Fall 2008	Test Results	$6,000 (Pending funding)	General Fund Title I Budget EIA Budget District
7. In order to have lower class size, create a two-period block for both Beginning English Learner and Intermediate English Learner Levels, one section of Advanced English Learner classes, one section of English 1/2C – Sheltered, and one section of English 3/4C – Sheltered.	Site English Learner Coordinator	Master Schedule	1.6 FTEs (Pending funding)	EIA Budget Title I Budget Site Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	
8. In order to have lower class size, create sheltered English Language classes in mathematics, social science, and science that will support beginning and intermediate English Learner students in content area literacy skills as they transition into regular classes.	Site English Learner Coordinator Mathematics, Social Science, and Science Department Chairs	Master Schedule	.80 FTE (Pending funding)	EIA Budget Title I Budget Site Budget
9. Work with librarian to expand fiction book collection in the library to include "high interest" material for poor readers.	Librarian	Purchase Requisitions Student Surveys Test Scores	$3,000 (Pending funding)	Title I Budget Site Budget
10. Work with librarian to expand collection of available books written in Spanish to support literacy skills in English Learner students' first language.	Librarian	Purchase Requisitions Student Surveys Test Scores	$3,000 (Pending funding)	Title I Budget Site Budget
11. Encourage all teachers to take their classes to the library for research and to make high interest books accessible to all students, which, in turn, will increase students' overall literacy skills.	Librarian English Department Chair	Library Sign-up Sheet Test Results Student Surveys	Not applicable	Not applicable
12. Offer a Summer Bridge program to improve literacy skills of students performing below grade level.	Summer School Director	Summer School Master Schedule Pre-Assessments Post-Assessments	.40 Summer School FTE (Pending funding)	Summer School Budget General Fund Title I Budget
13. Provide CAHSEE support instruction during Advisory period for students who have not reached proficiency on English Language Arts section of the CAHSEE.	Administrative Team Department Chairs	Student Schedules CAHSEE Pass Rates	Not applicable	Not applicable
14. Provide after-school tutorials for CAHSEE.	Department Chairs Individual Teachers	CAHSEE Pass Rates	$44 per hour (Pending funding)	Intensive Student Intervention Title I Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	
15. Provide substitute teacher for intense instruction pull-out a week prior to CAHSEE test.	Principal	CAHSEE Pass Rates	$1500 [substitute cost for two days (Pending funding)]	CAHSEE Funds Title I Budgets
16. Alter CAHSEE testing schedule so students are taking the test in smaller groups with their own mathematics and English teachers.	Administration Department Chairs	CAHSEE Pass Rates	None	Not applicable
17. Provide CAHSEE Intervention class for students that have been identified as not being able to successfully pass the first time and/or upperclassmen that have not yet passed.	Principal Assistant Principal overseeing CAHSEE Site Title I Coordinator	CAHSEE Pass Rates	0.6 FTE (Pending funding)	Title I Budget CAHSEE Funds EIA
18. Require students who scored below and far below basic on seventh and/or ninth grade English CST to attend mandatory tutorials during Advisory in order to assist them in developing the necessary skills so they can reach proficiency.	Administration English Department Chair Site Title I Coordinator	CST Scores “D” and “F” Rate	Not applicable	
19. Use CST test data and three- to six-week benchmark assessment in ninth and tenth grade English classes to place students who scored Below Basic and Far Below Basic into a CST/CAHSEE Prep Advisory.	English Department Chair Advisory Coordinator	CST Scores CAHSEE Pass Rate “D” and “F” Rate	Not applicable	Not applicable

GOAL NUMBER 2

Within two years, increase the percent of students, including all targeted subgroups, passing the Mathematics section of the California High School Exit Exam by at least three percent.

The following **Action Plan** will help achieve Goal Number 2:

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
1. Use common assessments every two to three weeks at the end of each unit in Algebra I and Geometry classes.	Algebra I Teachers Geometry Teachers	Copy of Assessments Student Scores	Not applicable	Not applicable
2. Use common midterm exam after the end of three chapters in Algebra I and Geometry classes.	Algebra I Teachers Geometry Teachers	Copy of Assessments Student Scores	Not applicable	Not applicable
3. Use district Performance Assessment in Algebra I and Geometry as a common final at the end of first semester to assess progress.	Algebra I Teachers Geometry Teachers	Copy of Assessments Student Scores	Not applicable	Not applicable
4. Continue to refine and follow common standards based syllabus and pacing calendars in all Algebra I and Geometry classes.	Algebra I Teachers Geometry Teachers	Copy of Assessments Student Scores	Not applicable	Not applicable
5. Provide five (5) supplemental Algebra IC classes for underperforming students not passing Algebra after the first three weeks of school.	Mathematics Department Chair Site Title I Coordinator	"D" and "F" Rate Grades Master Schedule	1.0 FTE (Pending funding)	Title I Budget EIA Budget
6. Provide two supplemental Geometry classes for underperforming students struggling in Geometry and/or classroom aides to assist in math support.	Administration Site Title I Coordinator Mathematics Department Chair	"D" and "F" Rate CST Scores	.40 FTE (Pending funding) $10,000 (Pending funding)	Title I Budget EIA Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
7. Provide lower class sizes for all mathematics classes so teachers can more easily monitor mathematics skills and provide more individualized attention and target underperforming students in a timely manner. Priority will be placed on Algebra IC and Geometry.	Administrator Mathematics Department Chair	Classroom Observations Test Results	3.0 FTE (Pending funding)	Site Budget Title I Budget EIA Budget
8. Maintain collaborative time during Common Planning Time days for supplemental mathematics and/or Algebra teachers to meet with regular Algebra Professional Learning Community team to prevent teachers working in isolation and to encourage researched-based best practices and effective planning occurring among team.	Mathematics Department Chair	Meeting Minutes Sign-in Sheets	Not applicable	Not applicable
9. Maintain Summer Bridge programs to improve mathematics skills of students performing below grade level.	Summer School Director Mathematics Department Chair	Summer School Master Schedule	.40 Summer School FTE (Pending funding)	Summer School Budget Title I Budget
10. Parents will be notified by letter within the first six (6) weeks of school if their child needs a supplemental mathematics class to support their acquisition of mathematics skills. This letter will also inform parents about any additional mathematics support opportunities offered at the school.	Mathematics Department Chair	Copy of Letter	Postage Costs	Title I Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
11. Algebra I and Geometry 1C course teachers will continue to implement the usage of the EEMAP to assess how prepared students are for the CAHSEE.	Mathematics Department Chair Mathematics Teachers	District will provide results on Performance Profiles	Not applicable	General Fund District Title I Budget
12. Alter CAHSEE testing schedule so students are taking the test in smaller groups with their own mathematics and English teachers.	Administration Department Chairs	CAHSEE Pass Rate	None	Not applicable
13. Algebra I will teach test-taking strategies.	Mathematics Department Chair Algebra I Teachers	Course Calendar	Not applicable	Not applicable
14. Continue Professional Development activities, such as AP by the Sea, AVID Summer Institute, PLC weekly meetings, PLC Consultant.	Administrators AP Site Coordinator AVID Site Coordinator Site Title I Coordinator District	Implementation of strategies learned into the various programs	$20,000 (Pending funding)	GATE AVID Title I Budget District
15. Provide CAHSEE Intervention classes for students that have been identified as not being able to successfully pass the first time and/or upperclassmen that have not yet passed.	Principal Assistant Principal overseeing CAHSEE Site Title I Coordinator	CAHSEE Pass Rates	0.6 FTE (Pending funding)	Title I Budget CAHSEE Funds EIA
16. Provide CAHSEE support instruction during Advisory period for students who have not reached proficiency on Mathematics section of the CAHSEE.	Administrative Team Department Chairs	Student Schedules CAHSEE Pass Rates	Not applicable	Not applicable

GOAL NUMBER 3
Improve student achievement.

A. Within two years, increase the percent of all students scoring proficient or above on all subject areas of the California Standards Test (CST) by at least five (5) percent.
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. Continue parent engagement to the school by building parent/guardian capacity to help students achieve academically to support the goals of the site plan through utilization of Community Resource Center services.

The following **Action Plan** will help achieve Goal Number 3 and sub-goals A through D:

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
COLLABORATION				
1. The book, Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, by Richard DuFour and Robert Eakers cite the conclusions by the National Foundation for the Improvement of Education (NFIE) as it relates to staff development. One of the elements listed as effective professional development is that the program is, "site-based and supportive of a clearly articulated vision for students." (pp. 260-261)	Not applicable	Not applicable	Not applicable	Not applicable
2. Continue to build PLCs whose members represent all departments at the school: •Maintain team norms and protocols to guide them in working together. •Analyze student achievement data and establish SMART Goals that teachers work on interdependently to achieve.	Administrators All Classroom Teachers	Meeting Sign-in Sheets Meeting Minutes Administrative / Peer Classroom Observations Teacher Surveys (three times per year) Standardized Test Scores Decrease in "D" and "F" Rate		

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
Continued . . . •Utilize common grading policies to ensure equality of opportunity for students to achieve. •Identify course content and/or topics that can be eliminated so more time can be devoted to essential curriculum. •Align essential learning with state/district standards and the high stakes exams required of students. •Utilize syllabus that clarifies essential learning of each course in general as well as the essential learning of each unit. •Continue sequencing of content of course and pacing guides to help students achieve the intended essential learning. •Establish proficiency standards each student needs to achieve on each skill and concept examined within common assessments. •Utilize frequent common formative assessments that help each student's master of essential learning. •Utilize common summative assessments that help teachers assess the strengths and weaknesses of programs. •Utilize established criteria to judge the quality of student work related to the essential learning of each course.				

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
Continued . . . •Use results of common assessments to assist in building on strengths and weaknesses as part of a process of continued improvement designed to help all students achieve at high levels.				
3. Common Planning Time every Monday for PLCs to meet and collaborate before students arrive for a shortened school day.	Administrators PLC Teams	Meeting Minutes Sign-in Sheets Record of PLC achievements	Not applicable	Not applicable
4. Assign Team Leads for each PLC who are responsible for monitoring and guiding team practices and reporting progress to department chairs.	Department Chairs	Meeting Minutes Sign-in Sheets Record of PLC achievements	Not applicable	Not applicable
5. Administrators will attend PLC meetings.	Administrators	Meeting Minutes Sign-in Sheets	Not applicable	Not applicable
6. Team Leads will report to department chairs who will then report to the principal about progress achieved in Professional Learning Communities and help Team Leads solve problems and overcome implementation obstacles.	Principal Department Chairs PLC Team Leads	Meeting Minutes Sign-in Sheets	Not applicable	Department Chair Release General Fund
7. Alter CST testing schedule so that students take tests with each of their own teachers for each part of the test.	Administration Department Chairs	CST Scores AYP	None	Not applicable
8. Substitute coverage for collaborative teams for pull-out day.	Principal Department Chairs Site Title I Coordinator	CAHSEE Pass Rates CST Scores “D” and “F” Rates	$6,000 (Pending funding)	Title I Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
9. Department chairs Site Governance will yearly revise aligned Single Plan for Student Achievement and WASC Action Plan with input from PLC Team Leads and PLC team members.	Principal Department Chairs Site Title I Coordinator Site WASC Coordinator	Copy of Revised Plan	$2,000 (Pending funding)	Department Chair Release General Fund Title I Budget
STAFF DEVELOPMENT				
1. Utilize in-services and training programs/classes available though District Instructional Resources and Technology Resources.	All Staff Members	Copies of District Sign-in Sheets	Not applicable	Instructional Resources Technology Resources
2. Five staff members will attend AVID Summer Institute training and learn to implement AVID strategies designed to help all students but target first generation and traditionally underrepresented students improve achievement and quality for college entrance and success.	Site AVID Coordinator	Funding Requisition Number of AVID Students Qualifying for College Entrance	$7,500 (Pending funding)	Title I Budget EIA Budget
3. Provide opportunities for staff to participate in staff development activities including, but not limited to, team pull-out days, attend workshops, release days for observations of teachers and/or other sites, research best practices and products for intervention curriculum. Also, to hire outside consultants to provide professional development, especially in the areas of English language learners, inclusion of students with disabilities, peer-coaching, common core standards, and literacy.	Principal Department Chairs Site Title I Coordinator	CAHSEE Pass Rates CST Scores “D” and “F” Rates	$50,000 (Pending funding)	Title I Budget MAA Budget EIA Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
STUDENT ATTENDANCE AND ACTIVITIES				
1. Provide funds for student enrichment and appreciation activities including, but not limited to, school approved field trips, student appreciation lunches, shirts for freshman mentors, and achievement and appreciation awards.	Administrator Department Chairs	Attendance Rates "D" and "F" Rates	$5,000 (Pending funding)	MAA Budget Title I Budget EIA Budget
2. Provide funds to support and promote CST testing through activities including, but not limited to, shirts, posters and other promotional activities in support of CST testing and food for students during testing days.	Administrator Department Chairs	CST Scores	$4,000 (Pending funding)	MAA Budget Title I Budget EIA Budget
3. Assist students who cannot afford the costs, and, thereby, not being able to equally access activities that would enhance their learning opportunities. Such activities would include, but are not limited to, Advanced Placement tests, First Aid instruction, field trips, SAT, ACT, and P-SAT tests. Also, in order to facilitate the smooth and appropriate proctoring of such exams, provide funds for proctors as needed.	Administration Site Title I Coordinator Site GATE Coordinator	Number of AP Exams Taken Number of SAT, ACT, and P-SAT Tests Taken "D" and "F" Rates Attendance Rates	$15,000 (Pending funding)	MAA Budget Title I Budget EIA Budget GATE AVID Budget CAHSEE
ADVISORY				
1. The school schedule will provide a 26-minute Advisory period during the school day for upperclassmen earning "D" or "F" grades in core classes and assist them in reaching standards.	Principal	Daily Time Schedule Standardized Test Scores Decrease in "D" and "F" Rates	Not applicable	Not applicable

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
2. The school schedule to provide a 26-minute Advisory period during the school day for ninth grade students during which teachers and peer mentors (Link Leaders) will help them make a successful transition into high school level academic work and expectations.	Principal	Daily Time Schedule Standardized Test Scores Decrease in "D" and "F" Rates	Not applicable	Not applicable
3. Maintain funding for a release period for Freshman Advisory Coordinator in order to continue to ensure the smooth operation and improvement of the Freshman Advisory Program.	Site Title I Coordinator Freshman Advisory Coordinator	Decrease in "D" and "F" Rates	.20 FTE (first seven weeks of semester 1 – Pending funding)	Title I Budget EIA Budget
4. Require students who repeatedly fail to attend tutoring and make improvements in reaching behavior and academic standards to attend a Loss of Privilege class which extends into their lunch period.	Loss of Privilege Coordinator	Meeting Sign-in Sheets Meeting Minutes Administrative / Peer Classroom Observations Teacher Surveys Standardized Test Scores Decrease in "D" and "F" Rates	.20 FTE (Pending funding)	Title I Budget Site Budget
5. Teachers to tutor in their certificated subject area during tutoring/Advisory time, which is built into their regular school day.	All Classroom Teachers	Standardized Test Scores Decrease in "D" and "F" Rates	Not applicable	Not applicable
6. Release coordinator position staff member to also monitor Title I funds and personnel for the school-wide Advisory plan and ensure that all stakeholders are informed, involved, and are working toward the goals of this Single Plan for Student Achievement.	Principal Site Title I Coordinator	Data Reports to Administrators and Staff Members Standardized Test Scores Decrease in "D" and "F" Rates	.40 FTE	Title I Budget Site Budget Intervention Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
7. Fund a coordinator position to oversee, monitor, and implement the school-wide Advisory / mandatory tutoring / Loss of Privilege plan, coordinate with Resource Center personnel and report progress to staff and administration.	Site Title I Coordinator LOP Teacher	Progress Reports Standardized Test Scores Decrease in "D" and "F" Rates	.40 FTE	Title I Budget Site Budget Intervention Budget
INSTRUCTIONAL SUPPORT				
1. Hire three Bilingual/Cross-Cultural aides and seven AVID Tutors to continue to support our English Learner population and students in the AVID program who are underrepresented in college.	Administrators Site EIA Coordinator Site AVID Coordinator Site Title I Coordinator	Decrease in "D" and "F" Rates Increase in Graduation Rate Improvement in CST scores Higher Number of Students Completing A-G Requirements	$80,000 (Pending funding)	EIA Budget Title I Budget
2. Hire two science Teacher Assistants to help prepare laboratory activity, assist teachers during laboratory experiments and tutor in order to provide more hands-on experiences.	Science Department Chair		$8,000 (Pending funding)	Title I Budget AVID Budget
3. Hours during Summer, for coordination and running of various categorically funded programs, including Summer School.	Administrator Site Title I Coordinator	"D" and "F" Rates Graduation Rate CST Scores	$30,000 (Pending funding)	Title I Budget EIA Budget
4.Departmental supplemental needs including, but not limited to computers, Docu-cams, LCD projectors, printers, calculators, Smart Boards, headphones, and software licenses (including, but limited to EDGE, Read Naturally, Read 180, e2020, NWEA, Achieve 3000) in order to increase student engagement, learning, and ultimately, achievement.	Administrator Department Chairs Site Title I Coordinator	"D" and "F" Rates CST Scores Graduation Rate	$120,000 (Pending funding)	Title I Budget EIA Budget MAA Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
5. Lower class size in science and social science. Priority will be Science, Biology, World History, and Geography.	Administrator Department Chairs Site Title I Coordinator	"D" and "F" Rates CST Scores	2.40 FTE (Pending funding)	Title I Budget EIA Budget
6. Purchase approximately 500 site licenses for *Study Island*, an on-line CAHSEE preparation program that offers individual tutoring based on individual student's areas of need.	Administration English Department Chair Mathematics Department Chair Site Title I Coordinator	Pass Rate Percent Proficient on the CAHSEE	$4,000 (Pending funding)	Title I Budget EIA Budget MAA Budget CAHSEE
RESOURCE CENTER				
1. Maintain funding for a Resource Center staffed by a Counselor, Community Liaison, and Dropout Prevention Specialist to help students who continue to fail to meet standards.	Administrators Counselor	Sign-in Sheets Services Rendered	$120,000 (Pending funding)	MAA Budget TUPE Budget Title I Budget EIA Budget
2. Provide funds to the Resource Center to assist students and families in immediate crisis who are in dire need of basic necessities.	Administrator Resource Center Counselor	Attendance Rates "D" and "F" Rates	$10,000 (Pending funding)	MAA Budget
PARENTAL INVOLVEMENT				
1. Maintain Resource Center which houses support positions to assist families and students in crisis who are struggling to focus on academic achievement.	Principal Resource Center Counselor	Records of Referrals Parent, Student, and Teacher Surveys Decrease in "D" and "F" Rates Graduation Rates	$120,000 (Pending funding)	MAA Budget TUPE Budget Title I Budget EIA Budget

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
2. Fund a Harmonium therapist who will assist students and families in crisis whose issues prohibit them from achieving.	Principal Site Title I Coordinator	Records of Referrals and Services	$51,463 (Pending funding)	Title I Budget MAA Budget EIA Budget
3. Fund an additional Resource Center Counselor who will identify needs of students and families in crisis, refer them to the appropriate agencies, and manage their cases and follow up to ensure student needs are being met.	Principal Site Title I Coordinator	Records of Referrals Records of Follow-ups Parent, Student, and Teacher Surveys Improved Graduation Rate	Addressed above	Title I Budget MAA Budget EIA Budget
4. Fund a Community Liaison who will promote parent and community involvement in the education process, provide information on services available to eligible students and families, convey information regarding school and/or district activities and procedures and refer families to other agencies.	Principal Site Title I Coordinator	Records of Referrals Records of Follow-ups Parent, Student, and Teacher Surveys Improved Graduation Rate	Addressed above	Title I Budget EIA Budget MAA Budget
5. Fund Dropout Prevention Specialist who will facilitate and monitor the re-entry of students who have dropped out of the educational system; provide information and/or referrals to community resources; monitor progress, services, and participation.	District Director of Student Support Services	Records of Referrals Records of Follow-ups Decrease in Drop-out Rate Improved Graduation Rate	Not applicable	District Funds through Student Support Services SB65 M&M Grant

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
6. Communicate student achievement through three-week grade monitoring reports, six-week progress reports, and report cards mailed home.	Administrators Teachers	Decrease "D" and "F" Rates Improved Graduation Rate	Not applicable	General Fund
7. Office Assistant to help with the different categorically-funded program details requiring attention from the front office (LOP, Advisory schedules, etc.).	Administration Site Title I Coordinator	Decrease in "D" and "F" Rates Higher Attendance CST Scores	$16,000 (Pending funding)	Title I Budget EIA Budget
8. Fund Parent Institute for Quality Education (PIQE). Parents will be invited to participate in this nine (9) week educational program designed to help parents support their students.	Administration Site Title I Coordinator Community Liaison Resource Center Counselor	Attendance of parent Improvement in school by student	$10,000 (Pending funding)	Title I Budget EIA Budget
9. Communicate regularly to parents and encourage their ongoing involvement in student achievement through principal's newsletters, Freshman Handbook, Student Handbook, School Accountability Report Card, student transcripts, school bulletin, scholarship newsletter, senior fail letters, electronic marquee, district and school web sites, Monarch Pride notes, and the automated phone system.	Administrators Guidance Staff Members Classroom Teachers	Copies of Communiqués Parent Meeting Sign-in Sheets Parent Surveys Telephone Logs Records of Communiqués	$5,000 (Pending funding)	General Fund Title I Budget EIA Budget
10. Communicate with parents through regular parent meetings during Student Study Team meetings, Parent Education Nights, Student Attendance Review Team meetings, Individualized Educational Plan meetings, classroom presentations and	Administrators Guidance Staff Members Classroom Teachers Campus Supervisors	Copies of Communiqués Parent Meeting Sign-in Sheets Parent Surveys Telephone Logs Records of Communiqués	$12,000 (Pending funding)	General Fund Title I Budget EIA Budget Project Shield

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
programming, Monarch Pride Day, Back-to-School Night, Freshman Barbecue and Parent Information Night for incoming ninth grade students, Parent Institute for Quality Education, FAFSA workshop, spring conferencing, "Got Plans?", senior awards night, senior breakfast, and graduation. Refreshments for the above parent meetings will all be provided, when appropriate.				
11. The Student Support Personnel Team will increase the number of attended one-on-one spring conferences between students, parents, and their counselors by increasing marketing and personal contacts prior to each meeting.	Administrators Guidance Staff Members	Scheduling of Conferences	Not applicable	General Fund Title I Budget
12. Contribute funds for a Senior Analyst at the district level to assist in data collection and reporting, an element key to Professional Learning Communities.	Principal Site Title I Coordinator	Data	+/-$2,000	Title I Budget
LEARNING CENTER				
1. Fund three sessions of Learning Center in order to assist credit-deficient students get back on track for graduation.	Site Title I Coordinator	Graduation Rate Course Completion	2.4 FTE	Title I Budget General Fund EIA
2. Purchase of E2020 computer software licenses (35-45) to serve as the curriculum for the Learning Center.	Administration Site Title I Coordinator	Graduation Rate	$25,000 - $60,000 (TBD)	Title I Budget MAA Budget EIA

GOAL NUMBER 4
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

The following **Action Plan** will help achieve Goal Number 4 and sub-goals A and B:

STRATEGIC ACTION TO REACH GOAL	IMPLEMENTERS TIME LINE	PROGRESS EVIDENCE/ EVALUATION OF GOAL	PROPOSED EXPENDITURES	FUNDING SOURCE
1. Department Chairs and Cabinet will review and align the Single Plan for Student Achievement and WASC Action Plan with input from PLC Team Leads and team members.	Administration Department Chairs WASC Self-Study Coordinator PLC Team Leads Teachers	Single Plan for Student Achievement	Not applicable	Not applicable
2. Ongoing review and revision of school-wide Action Plan needs to be in place to insure its timely implementation, including specific goals, specific dates for accomplishment, responsible parties, and an assessment of progress.	Administration Department Chairs WASC Self-Study Coordinator PLC Team Leads Teachers	WASC Self-Study Report	Not applicable	Not applicable

CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds have been allocated to Monte Vista High School for the 2010-2011 school year. We are still waiting for final numbers for the 2011-12 school year.

District and Miscellaneous Funds

Library Materials * (853 104) Purpose: To purchase library materials to supplement classroom instruction	$0.00
AVID * (092 082) Purpose: To purchase supplies and provide funding for tutors and field trips	$10,956.00
Total District and Miscellaneous Funds	**$10,956.00**

State Funds

GATE * (805 026) Purpose: To fund Honors programs for augmented curriculum and instruction.	$2,894.00
California High School Exit Exam * (756 026) Purpose: To assist students to pass the exam.	$17,019.00
MAA (308 026) Purpose: To provide assistance for students and families in crisis.	$15,520.00
TOBACCO (809 026) Purpose: To inform students of the health dangers of using tobacco.	$2,800.00
Block Grant/Instructional * (861) Purpose: To purchase textbooks in the major areas: mathematics, English, social science, and science.	$32,346.00
Lottery Proposition 20 * (502 040) Purpose: To be used to provide ongoing improvements in instructional program. This fund has been allocated to purchase textbooks and supplies.	$38,922.00
Tenth Grade Counseling Purpose: To provide sophomores with in-depth guidance time to explore career plans and chart the next two years' classes	$0.00
EIA FTE's	0.7
EIA/LEP (832)	$58,047.00
EIA/SCE (833)	$49,147.00
Total State Funds	**$216,695.00**

* Based upon 2009-2010 allotment/estimate only

Other Federal Funds

Title I (301) Purpose: To provide resources for underserved students.	$395,469.00
Title I (301 Professional Development)	$90,989.00
Title I (301 Parent Involvement)	$9,099.00
Carl Perkins Purpose: To provide career technology education for all students.	$0.00
SHIELD (373 026)	$74,025.00
Total Other Federal Funds	**$569,582.00**

Total Allocations

District and Miscellaneous Funds	$10,956.00
State Funds	$216,695.00
Other Federal Funds	$569,582.00
Total Allocation	**$797,233.00**

SCHOOL LEVEL DESCRIPTION OF TITLE I FUNDS
BUDGETED FOR CENTRALIZED SERVICES
2010-2011

ALLOCATION	DESCRIPTION
$71,840.00	A. Program Management (including Statutory Benefits and Health & Welfare)
$2,554.00	B. Supplies, Equipment, Travel, Miscellaneous
$79,823.00	C. Allocation RESERVE
$47,196.00	D. Indirect Cost (4.45 % of Total Entitlement)
$201,413.00	**Centralized Services**
$4,768.00	E. Senior Information Analyst
$3,193.00	F. Homeless Liaison
$10,856.00	G. 50 % Title I Secretary (estimated)
$18,817.00	**Direct Services**
$9,619.00	H 1 % Parent Involvement
$96,185.00	I. 10 % Professional Development - District Program Improvement
$192,370.00	J. 20 % SES and CHOICE Transportation
$298,174.00	**No Child Left Behind Set-Asides**
$518,404.00	**Total Services and Set-Asides**

SCHOOL LEVEL DESCRIPTION OF EIA FUNDS
BUDGETED FOR CENTRALIZED SERVICES
2010-2011

832 (LEP) ALLOCATION	833 (SCE) ALLOCATION	DESCRIPTION
$12,628.00	$7,173.00	Program Management (including Statutory Benefits and Health & Welfare)
$1,115.00	$138.00	Supplies, Equipment, Travel, Miscellaneous
$4,165.00	$2,627.00	Indirect Cost (3% of Total Entitlement)
$17,908.00	**$9,938.00**	**Centralized Services**
$4,458.00	$4,755.00	English Learner Director
$2,090.00	$348.00	Clerical
$8,910.00	$0.00	District Interpreters
$0.00	$1,617.00	Information Analyst
$0.00	$13,636.00	District Monitoring
$1,697.00	$0.00	Professional Development: Substitutes
$9,988.00	$0.00	Summer School Teachers
$2,197.00	$0.00	Certificated Hourly
$986.00	$0.00	Classified: Translators, Hourly
$2,561.00	$0.00	Classified: CELDT Testing
$5,065.00	$0.00	Other Books
$473.00	$530.00	Materials and Supplies
$0.00	$2,679.00	Software Achievement
$933.00	$0.00	Travel, CABE, and Miscellaneous
$3,713.00	$6,331.00	Professional Services
$452.00	$322.00	Newcomer's Center
$43,523.00	**$30,218.00**	**Direct Services**
$61,431.00	**$40,156.00**	**Total Centralized and Direct Services**

Site Governance Team Members

The Monte Vista Site Governance Team is the representative body responsible for development of the school plan and related expenditures. The 2011-2012 membership of the Site Government Team is as follows:

Name of Members	Administrator	Department	Other School Staff	Parent or Community Member	Secondary Student
Randy Montesanto	Principal				
Mary Nishakawa	Assistant Principal				
William Sullivan	Assistant Principal				
Joanne Smith	Manager, School Facilities				
Molly Roby		Art			
Cody Kuhlken			ASB Advisor		
Zachary Peck		Physical Education	Athletic Director		
Gracia Gregg			Classified Staff		
Nicole Thomas		English			
Sam Sandoval			ELL Site Coordinator		
Jill Coler		Family and Consumer Science			
John Ramirez		World Languages			
Warren Marlay		Industrial Technology			
Jean Bergeson			Librarian		
Christy McAloney		Mathematics			
Lori Atkins		Performing Arts			
Deanna Goldberg			Counselor		
Sylvia Lopez				PTSA President	
Karen Bowers		Science			
Michael Kastan		Social Science			
George Vallese		Special Education			
Marcus Barlow			Title I Coordinator		
Don Steinbock			Technology Coordinator		

School Site Council Members

At schools operating School Improvement Programs, School Improvement and Pupil Achievement and Block Grant Programs, and School-Based Coordinated Programs, the School Site Council is the representative body responsible for ratification of the school plan and related expenditures. The current make-up of the Monte Vista School Site Council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Randy Montesanto	Principal				
Mary Nishikawa			Assistant Principal		
Marcus Barlow			Site Title I Coordinator		
Marisa Alvarado		Science			
Brian Carpenter		Math			
Mike Copeland		Science			
Deirdre Oakley		English			
Eric Wilson		Social Science			
Denise Broadfoot			Administrative Secretary		
Ron Carper			Dropout Prevention Specialist		
Liz Liljestrom			Community Liaison		
Sylvia Lopez				PTSA President	
Wendy Hutzler				Parent	
Eric Luke				Parent	
Patricia Preston				Parent	
Monique Thomas				Parent	
Dionna Mercer					Student Grade 12
Sarah Abrenica					Student Grade 11
Tayler Whitehead					Student Grade 10
Kirsten Hernandez					Student Grade 9

RECOMMENDATIONS AND ASSURANCES

The Monte Vista School Site Council recommends this school plan and its related expenditures to the Grossmont Union High School District Governing Board for approval, and assures the Governing Board of the following:

1. The Monte Vista School Site Council is correctly constituted, and was formed in accordance with district Governing Board policy and state law.

2. The Monte Vista School Site Council reviewed its responsibilities under state law and district Governing Board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The Monte Vista School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan:

   a. WASC Accreditation Mid-Term Visitation Team Member Report
   b. English Learner Advisory Committee
   c. Gifted and Talented Education Program Advisory Committee
   d. Monte Vista High School Site Governance Team

4. The Monte Vista School Site Council reviewed the content requirements for school plans of program included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district Governing Board and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This amended school plan was adopted by the Monte Vista School Site Council on October 27, 2011.

Attested:

Mr. Randy Montesanto Typed Name of Principal	Signature of Principal	April 26, 2012 Date
Mr. Marcus Barlow Typed Name of School Site Council Chair	Signature of School Site Council Chair	April 26, 2012 Date