Mountain View School

877 East North Ave.. • Reedley, CA 93654 • (559) 305-7080 • Grades K-12
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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Kings Canyon Joint Unified School District
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What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC is an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2012-13 school year or the two preceding years (2011-12 or 2010-11). Single year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines. Additional copies of this SARC may be obtained from the school office or from the district's web site at: www.kcusd.com

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (559) 305-7080.

District Profile

Located in Fresno County, Kings Canyon Unified School District (KCUSD) serves a geographical area covering more than 600 square miles. This region includes three population centers: the mountain area of Squaw Valley, Dunlap, and Miramonte; Orange Cove; and Reedley. Parts of Kings Canyon National Park also reside within the boundaries of the district. KCUSD is comprised of 8 elementary schools, 4 K-8 schools, 3 middle schools, 2 comprehensive high schools, 1 continuation high school, 1 online Charter High School, Reedley High School Middle College, and 1 adult school.

District Mission

KCUSD maintains high expectations and standards for the academic and social development of all students. The KCUSD Mission focuses on high student achievement, excellence in teaching, leadership and accountability, financial stability, and public confidence.

Juan Garza, Superintendent

School Description

School Description

Mountain View School is one of three schools that form KCUSD Educational Options. The other schools are Kings Canyon High School and Kings Canyon Adult School. The schools share students, staff, curriculum, and student services. Mountain View offers an independent study educational plan for K-12 students. Reasons for placement on independent study vary, as do lengths of time in the program. The enrollment therefore is continuously changing and it is anticipated that total enrolled students will approximate 250-325. The majority of students are classified as high school 9-12 but also served are elementary,and middle school students.

As part of the independent study program, each student is assigned a teacher to assist them in their studies. Students are to be supervised and to remain in their homes during school hours. Teachers meet with students on a weekly basis. Except for medical issues, students are seen in Common Meeting Places, such as libraries, schools, community centers, etc. KCUSD outlines the number of hours teachers must meet with each student. The amount varies by grade level.

To develop in every student the capacity to be a capable, productive citizen who exceeds all expectations held for him or her by others.

Opportunities for Parental Involvement

Parent involvement and communication are important to our school. Mountain View continually strives to involve parents by exchanging information that helps parents understand and support their students efforts to meet graduation requirements or necessary achievements to return to a comprehensive school site.

Students are continually encouraged to share the weekly assignment document with parents which verfies for them the credits earned and the grade achieved. In the event of a student not completing assignments or not meeting an appoinment a personal home visit by the administration solicits parent assistance to rectify the behavior.

Parents are invited to attend the annual district fair where all departments and schools within the district are exhibiting their respective services.

Each May or June an awards and scholarship event is held to honor selected recipients and their parents and families are invited to attend. Several hundred traditionally participate.

At the conclusion of each academic year a joint graduation ceremony is conducted in the Reedley High School stadium honoring the graduates from the three Educational Options Programs; Mountain View School, Kings Canyon High School and the Kings Canyon Adult School.

Parents who would like more information on how to become involved may contact Learning Director, John Rogalsky at (559) 305-7080.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	2
Gr. 2	1
Gr. 3	3
Gr. 5	1
Gr. 6	3
Gr. 7	6
Gr. 8	7
Gr. 9	8
Gr. 10	26
Gr. 11	62
Gr. 12	178
Total	297

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	1.3
Filipino	0.0
Hispanic or Latino	84.5
Native Hawaiian/Pacific Islander	0.0
White	11.1
Two or More Races	2.0
Socioeconomically Disadvantaged	68.4
English Learners	53.5
Students with Disabilities	13.8

Average Class Size and Class Size Distribution												
Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.			1			15						
Gr. 2			1			8						
Gr. 3			2			14						
Gr. 5			1			7						
Gr. 6			1			22						
English	25.6	15	2	6	1	121	1	0		1	0	
Math	25	88.5	3	3	1	73	0	2		2	18	
Science	70.3	0	3	1	0	54	3	0		3	0	
SS	31.8	0	4	3	0	119	1	0		2	0	

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

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	0	0	.34
Expulsions Rate	0	0	.34
Districtwide	10-11	11-12	12-13
Suspensions Rate	13.98	14.8	13.76
Expulsions Rate	0.05	0	0.23

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Due to the independent study design, Mountain View does not maintain a traditional school site.   Mountain View School includes two main buildings. Limited instruction takes place at the center. Students are taught in public places for the most part, which are Common Meeting Places. The Mountain View center is adequately maintained to meet all facility safety standards and is handicap accessible.

The School Safety Plan is updated annually. The most recent update is February, 2013. The plan includes: KCUSD Philosophy, District dress code, Procedures in the event of a crisis, Emergency evacuation plan, Emergency telephone numbers, the campus utilities map, staff guidelines for responding to loss of life, a communication tree, and Child Abuse reporting procedures.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September, 2013

Mountain View center is comprised of two main buildings. The office houses two full-time secretaries (1 12-month, and 1 10-month) the learning director, a part-time student advisor, and reception room for parents. The resource room/library is located next door to the office. Textbooks, Accelerated Reader books, a teacher computer work station,CAHSEE student mini-lab, and teacher work area are maintained in the resource room/library. Two part-time teachers are also housed in this building. Students may also work at the center.

The Mountain View center provides a safe, clean environment for teachers, staff, parents, and students. School facilities are up-to-date and provide adequate space for the program. KCUSD administers a scheduled maintenance program to ensure that the facilities are adequately maintained.

School Facility Conditions – Results of Inspection and Evaluation Due to the nature of the independent study program, students do not regularly come to the Mountain View offices.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	43	29	34
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	441
Without Full Credential	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**11-12**	**12-13**	**13-14**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Professional development at Mountain View School is designed to meet the individual needs of teachers. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, Learning Director, teachers, and other support personnel may take part in these activities. Monthly all-inclusive staff sessions are scheduled in addition to any individual staff conferences.

Annually, Resource personnel and administrative personnel attend California state-level conferences for current legal, financial, and best-practices seminars.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.8	0.3
High-Poverty Schools	99.8	0.3
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.25
Social Worker	0.25
Nurse	0.25
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$2,051	$76	$1,975	$47,172
District	◆	◆	$3,354	$63,932
State	◆	◆	$5,537	$67,106
Percent Difference: School Site/District	-41.1			-25.6
Percent Difference: School Site/ State	-63.8			-28.9

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$38,672	$40,928
Mid-Range Teacher Salary	$58,321	$64,449
Highest Teacher Salary	$82,268	$82,826
Average Principal Salary (ES)	$98,214	$102,640
Average Principal Salary (MS)	$98,365	$109,253
Average Principal Salary (HS)	$111,973	$118,527
Superintendent Salary	$193,695	$183,968
Percent of District Budget		
Teacher Salaries	32.7%	39.7%
Administrative Salaries	6.0%	5.8%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

State Resources

- **General State of California:** Funding supports overall student services
- **State Lottery:** funds used to provide materials, supplies and programs for all students
- **CA (CSR) Class Size Reduction:** helps local educational agencies reduce class sizes in grades K-2
- **Economic Impact Aide (EIA):** supports supplemental services and programs for English Learners and Economically Disadvantaged Youth
- **School Library and Improvement:** promotes improvement of programs in schools grades K-12
- **Gifted and Talented Education (GATE):** provides supplemental programs for students who are identified as meeting the GATE criteria
- **School Safety and Violence Prevention Act:** provides programs and services to promote a safe school climate and anti-violence
- **Peer Assistance and Review (PAR):** coaching support for teachers
- **Teacher and Administrative Training:** training for teacher and administrators to meet highly qualified requirements in core areas of English Language Arts and Math
- **Instructional Materials Fund (IMFRP):** funds provided to purchase core state adopted materials and textbooks
- **Cal-Safe:** programs and services for pregnant and parenting minors

- **State Pre-School:** provides eligible students a developmental program for Kindergarten Readiness
- **Ag-Voc. Ed.:** vocational program in agricultural sciences
- **Quality Education Investment Act:** Funds received by one elementary and one middle school in the district for the purposes of class size reduction and professional development
- **CAHSEE Intervention:** programs for students who are in danger of or have not passed the California High School Exit Exam prior to the intended graduation date
- **After School Education and Safety Grant (ASES):** provides after school programs for students until 6:00PM everyday that school is in session
- **Adult Education:** educational programs for adults and out of school youth
- **State Fiscal Stabilization Funds (SFSF):** one time money to provide programs for students and save jobs

Federal Resources
- **Title I Part A:** Provides supplemental programs and services in English Language Arts, Mathematics and English Language Development for students who are academically at risk, professional development for staff and parent involvement activities
- **Title II Part A:** Professional Development funds for teachers
- **Title III, Limited English Proficient and Immigrant:** services and support for identified immigrants and English Language Learners
- **Career Technical Education (Carl Perkins):** funds career technical programs at the high school level
- **Migrant Education:** programs and services for identified Migrant Families and youth
- **IDEA, Special Education:** services for students who meet the required criteria

Other Resources
- **Save The Children:** supports implementation of literacy strategies during after school programs and physical health.

This site is supported by the following funding resources:

General State of California
State Lottery
Cal Safe
Economic Impact Aide
Special Education Services

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 8, 2013

According to guidelines from the Williams Act, all students have access to all books and materials deemed necessary in order to both pass courses for graduation and also the California High School Exit Exam. Instructional materials are current, SBE and locally board approved and adopted.

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	English 9Text Book:Literature Gold Level, Prentice Hall, 2002 editionEnglish Literature, Prentice Hall, 2005 editionLiterature:Of Mice and MenRomeo and JulietStranger With My FaceA Raisin in the SunFarewell to ManzanarGreat ExpectationsChildren of the RiverEnglish 10Textbook:Literature Platinum Level, Prentice Hall, 2002 editionLiterature:Lord of the FliesTwelve Angry MenNightJulius CesarFarenheit 451English 11Textbook:The American Experience, Prentice Hall, 2002 editionLiterature:Light in the ForestTo Kill a MockingbirdEnglish 12Textbook:The British Experience, Prentice Hall,1989 editionThe English Tradition, Prentice Hall, 1989 edition
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Pre-Algebra Textbook:PreAlgebra, Prentice Hall, 2001 editionAlgebra 1Textbook:California Algebra 1, Holt, Rinehart and Winston: 2008 editionGeometryTextbook:Geometry, Prentice Hall, 2004 editionAlgebra 2Textbook:Algebra 2, Holt, Rinehart and Winston, 2004 edition
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	AGS Biology, 2004AGS Earth Science, 2004Earth ScienceTextbook:High School Earth Science, Prentice Hall-California Earth Science, 2006 editionBiologyTextbook:Modern Biology, Holt Rinehart and Winston, 2002 edition

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	World CulturesTextbook:Modern World History; Patterns of Interaction; McDougal Littell, 2006 editionGovernmentTextbook:Government in America, McDougal Littell/Houghton Mifflin, 1996 editionEconomicsTextbook:Economics, Holt Rinehart and Winston, 1999 editionU.S. HistoryTextbook:The Americans, McDougall Littell, 2003 edition
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Spanish 1Textbook:Buen Viaje! Glencoe 2005 editionSpanish 2Textbook:Buen Viaje! Glencoe 2005 editionSpanish 3Textbook:Spanish Three YearsSpanish for Mastery 3, Amsco Publishing, 1998 editionSpanish 4Textbook:Spanish Four Years, Amsco Publishing, 2001 editionSpanish is Fun, Amsco, 1997French 1Textbook:Discovering French Bleu, McDougal Little, Houghton Mifflin, 1999 editionFrench 2Textbook:Discovering French Bleu SC, McDougal Littell, Houghton Mifflin, 1993 editionFrench is Fun, Amsco, 1997
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Life Skills Health, Pearson 2007
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: 0	
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Our science laboratories are held on the campus' of Reedley High School and Orange Cove High School. Students have access to all of the regular laboratory equipment in a comprehensive high school science laboratory, including, but not restricted to: Bunsen burners, test tubes, Scientific Charts, and additional supplemental materials.

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:
- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

2013 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	49	45	56	40
All Student at the School	39	17		45
Male	40	31		
Female	39			40
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	29	13		20
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	32	13		40
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	29	36	39	48	52	49	54	56	55
Math	19	15	17	46	48	45	49	50	50
Science	7	33		49	53	56	57	60	59
H-SS	4	23	45	37	37	40	48	49	49

Internet Access

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

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9			7.1

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School		43	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010**	**2011**	**2012**
Statewide		B	B
Similar Schools		B	B

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		73.3

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	21	6,973	4,655,989
	API-G	620	771	790
Black or African American	Students	0	27	296,463
	API-G		768	708
American Indian or Alaska Native	Students	0	29	30,394
	API-G		770	743
Asian	Students	4	88	406,527
	API-G		847	906
Filipino	Students	0	39	121,054
	API-G		871	867
Hispanic or Latino	Students	14	5,906	2,438,951
	API-G	562	761	744
Native Hawaiian/ Pacific Islander	Students	0	2	25,351
	API-G			774
White	Students	2	742	1,200,127
	API-G		844	853
Two or More Races	Students	1	126	125,025
	API-G		725	824
Socioeconomically Disadvantaged	Students	10	6,336	2,774,640
	API-G		768	743
English Learners	Students	9	4,053	1,482,316
	API-G		743	721
Students with Disabilities	Students	3	572	527,476
	API-G		625	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	N/A	Yes
Met Graduation Rate (if applicable)	Yes	Yes

Admission Requirements for California's Public Universities

University of California
Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements
This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students	43	563	418,598
Black or African American		3	28,078
American Indian or Alaska Native	1	5	3,123
Asian		8	41,700
Filipino		5	12,745
Hispanic or Latino	34	455	193,516
Native Hawaiian/Pacific Islander			2,585
White	7	82	127,801
Two or More Races		2	6,790
Socioeconomically Disadvantaged	4	34	31,683
English Learners	20	250	93,297
Students with Disabilities	26	527	217,915

Dropout Rate and Graduation Rate			
Indicator	**2009-10**	**2010-11**	**2011-12**
Schoolwide			
Dropout Rate (1-year)	6.80	4.00	4.70
Graduation Rate	87.89	87.88	84.52
Districtwide			
Dropout Rate (1-year)	6.80	4.00	4.70
Graduation Rate	87.89	87.88	84.52
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination
The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	**2010-11**	**2011-12**	**2012-13**
Schoolwide			
English-Language Arts	12	23	21
Mathematics	3	21	13
Districtwide			
English-Language Arts	49	49	53
Mathematics	41	46	53
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011–12)		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
	English-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	47	26	27	47	36	17
All Students at the School	79	7	14	88	6	6
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino				100		
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	0

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

Mountain View School Students receive their Career Technical Education through the Valley ROP (Regional Occupation Program) which offers a wide variety of courses throughout Fresno County, which are housed on neighboring comprehensive high school campuses.