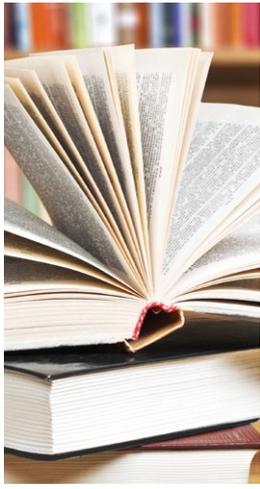


SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Mountain View High School

2014-15
School Accountability Report Card
Published in 2015-16

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Principal's Message

The Lucerne Valley Unified School District Alternative Education staff recognizes that each student is unique and special. As individuals, we all learn at different rates and possess the ability to improve both socially and academically. We believe that students can be encouraged to expand their educational goals through flexible, individualized instruction in a nonthreatening environment that promotes learning and success. We recognize the dignity and worth of each individual and the importance of a positive self-concept and self-realization. Students should be helped to identify their strengths, maximize their potential and encouraged to become productive members of our society.

Although small in size and enrollment, Mountain View High School is not only dedicated to the success of each student, but in the continued improvement in the program and services offered to our students.

School Mission Statement

The Lucerne Valley Unified School District Alternative Education program will provide each student with the resources and support necessary to successfully complete a program of studies that will lead to a high school diploma, as well as obtain marketable work skills. Students will learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

School Vision Statement

Lucerne Valley Unified School District is committed to becoming a model district in the state of California. Our students will be prepared academically, socially and ethically to become lifelong learners and responsible, productive citizens.

School Safety

The school has a comprehensive school safety plan that stresses emergency preparation. Local law enforcement and fire personnel work closely with the school. The plan is a working document, which will constitute updates and change as needed for its optimal use. One of the school leadership teams, Safe School Leadership Team (SSLT), oversees the revisions and helps to keep the staff updated. Fire, lockdown and earthquake drills are regularly carried out.

Visitors to the campus must sign in at the office before entering school grounds. Gates are locked during all school hours. Emergency evacuation and fire drills are held regularly, and a school safety committee is in place to help ensure all necessary components are in place and up-to-date. All buildings housing students meet Field Act standards. The fire department and the district inspect facilities annually. The safety of students and staff at Mountain View High School is paramount. Every effort is made to ensure every aspect of school safety is reviewed and implemented as appropriate.

The school site is a trained Clean Sweep school. Security cameras are in place, and new safety equipment is installed in tandem with the program. The Education Code is adhered to, and a good working relationship with the San Bernardino County Office of Education—for assistance, as needed—is in place.

The school safety plan was most recently reviewed, updated and discussed with school faculty in August 2015.

Professional Development

Professional development is an essential factor in effective schools. We are committed to ensuring our staff regularly participates in opportunities to maintain an educational level of excellence. Our instructional program is driven by student data that is consistently examined by administration and staff. It is used throughout our school to make informed decisions about assessment, curriculum, pedagogy and student services.

This essential data identifies student and school needs and progress. As a staff, we are focused on developing strong professional learning communities. Intervention specialists, grade-level teams and the principal meet in small group teams regularly. We have balanced our instructional minutes throughout the week to provide a minimum day for students each Wednesday. The remainder of this day is used for training and collaboration for staff. In addition, we encourage teachers to attend conferences and workshops that promote their professional growth.

Prior and during each school year, there are between three and 10 dedicated days to staff development in areas such as technology, writing, math, language and the sciences. These specifically designated days are taught by well-respected professionals in their areas of expertise. In the 2015-16 school year the focus has been on safety and Common Core State Standards.



Governing Board

Jim Harvey, president

Carmen Fox, member

Joanne Collingham, member

Tom Courtney, member

Dawn Turnbull, member

LVUSD Mission Statement

The Lucerne Valley Unified School District will become a model district in the state of California.

The Lucerne Valley Unified School District will prepare students to be responsible and productive citizens in a continually changing society and instill in them the desire to be a lifelong learner.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Professional Development Days

Three-Year Data

	2013-14	2014-15	2015-16
Mountain View HS	1 day	5 days	6 days

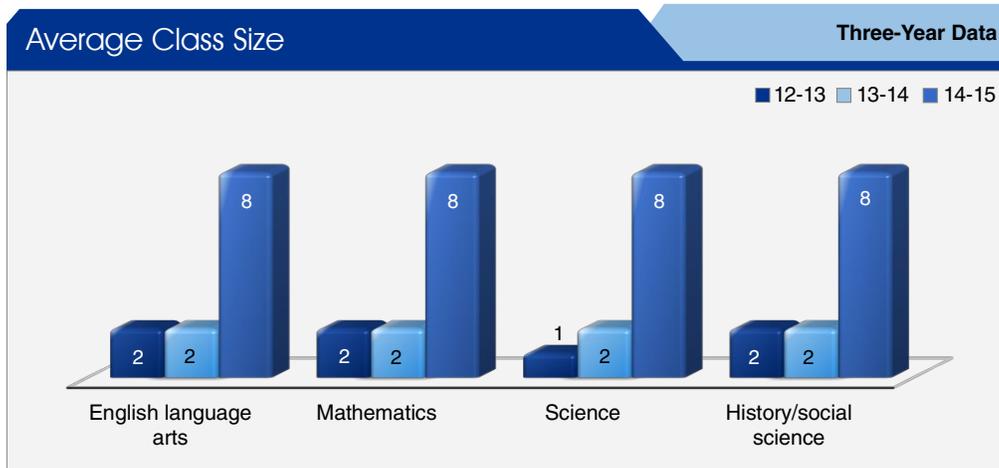
Parental Involvement

At Mountain View High School—from pre-enrollment through graduation—parents are involved via meetings, conferences, campus visitations, phone calls and letters.

For more information on how to become involved, contact Alternative Education Secretary Jonnie Ross at (760) 248-2408 or jonnie_ross@lucernevalleyusd.org.

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

Subject	2012-13			2013-14			2014-15		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	9			12			1		
Mathematics	8			8			1		
Science	5			7			1		
History/social science	14			9			1		

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status **2015-16 School Year**

Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			2/4/2016
Date of the most recent completion of the inspection form			2/4/2016

Enrollment by Grade and Student Group

The total enrollment at the school was 4 students for the 2014-15 school year. Due to low enrollment and to protect student privacy, no data is shown.



School Facilities

Mountain View High School (MVHS) consists of one self-contained classroom located on the Lucerne Valley Alternative Education Center campus. The campus is clean, safe and well maintained. The school is kept in good repair by our maintenance crew, which consists of one custodian and one groundskeeper. The facilities are cleaned daily. Lucerne Valley Alternative Education Center is co-located with the district office. The campus has an exercise course and a large grass field for athletics. The campus was established in 1985; it is fully fenced and locked after hours.

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year		
	Mountain View HS	LVUSD	California	
Met overall AYP	Yes	No	Yes	
Met participation rate:				
English language arts	Yes	Yes	Yes	
Mathematics	Yes	Yes	Yes	
Met percent proficient:				
English language arts	■	■	■	
Mathematics	■	■	■	
Met attendance rates	*	Yes	Yes	
Met graduation rate	▲	No	Yes	

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

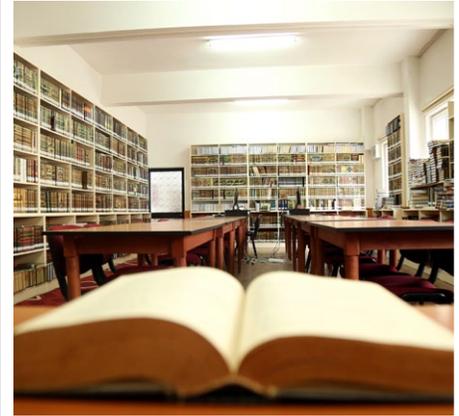
Federal Intervention Program		2015-16 School Year	
	Mountain View HS	LVUSD	
Program Improvement status	Not In PI	In PI	
First year of Program Improvement	◇	2011-2012	
Year in Program Improvement	◇	Year 3	
Number of Title I schools currently in Program Improvement	2		
Percentage of Title I schools currently in Program Improvement	40.00%		

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

◇ Not applicable. The school is not in Program Improvement.



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.



California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Mountain View HS			LVUSD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	❖	❖	❖	48%	49%	48%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	48%	
All students at the school	❖	
Male	❖	
Female	❖	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	❖	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	❖	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	❖	

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Mountain View HS	LVUSD	California
English language arts/literacy	❖	28%	44%
Mathematics	❖	14%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

Due to low enrollment CAASPP test scores by student group are not shown. When the number of students tested is 10 or fewer, scores are not displayed either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

California High School Exit Exam Grade 10 Results

The table displays the percentage of students scoring at Proficient or Advanced levels for the most recent three-year period. Note that the score a student must achieve to be considered Proficient is different than the passing score for graduation requirement. Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Mountain View High School.

Students Scoring at Proficient or Advanced Levels	Three-Year Data					
	English Language Arts			Mathematics		
	12-13	13-14	14-15	12-13	13-14	14-15
Mountain View HS	❖	❖	❖	❖	❖	❖
LVUSD	65%	54%	20%	50%	47%	17%
California	57%	56%	58%	60%	62%	59%

District CAHSEE Grade Ten Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Students Achieving at Each Performance Level	2014-15 School Year		
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	47%	22%	31%
Mathematics	48%	40%	12%

Career Technical Education Programs

District course offerings: Career Technical Education (CTE) program and Restaurant Occupations, Career Applications for Computers I-IV, autoshop, AutoCAD, graphic design, and landscape and design. Nancy Spillman is the primary ROP representative.

Industries represented include auto, outdoor landscaping, computer applications, food preparation, and 3-D design.

Special populations of students are included in district offerings of CTE.

Due to the small size of the district and, more specifically, alternative education class sizes, CTE offerings outside of the comprehensive campus are limited.

Career Technical Education Participation

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

Career Technical Education Data	2014-15 Participation
	Mountain View HS
Number of pupils participating in CTE	0
Percentage of pupils who completed a CTE program and earned a high school diploma	0%
Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education	0%

* Due to Senate Bill 172 passed in July 2015, the CAHSEE has been suspended through the 2017-18 school year.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in grade 10 and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has two sections: English language arts and mathematics. For the purposes of calculating AYP, three performance levels are set: Advanced, Proficient and Not Proficient. *



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Mountain View HS			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	10.5%
Expulsion rates	0.0%	0.0%	0.0%
LVUSD			
	12-13	13-14	14-15
Suspension rates	5.4%	5.2%	4.9%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion, including having passed both the English language arts and mathematics portions of the CAHSEE, or received a local waiver or state exemption. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements, divided by, the number of students enrolled in grade 12 at the time of the Fall Census Day. Therefore, results can include percentages over 100% if students transferred into the school and graduated but were not there at the time of the Fall Census Day enrollment count. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		Graduating Class of 2014	
Group	Mountain View HS	LVUSD	California
All students	57.14%	88.46%	84.60%
Black or African-American	❖	100.00%	76.00%
American Indian or Alaska Native	❖	❖	78.07%
Asian	❖	66.67%	92.62%
Filipino	❖	100.00%	96.49%
Hispanic or Latino	33.33%	78.26%	81.28%
Native Hawaiian or Pacific Islander	❖	❖	83.58%
White	100.00%	95.56%	89.93%
Two or more races	❖	100.00%	82.80%
Socioeconomically disadvantaged	60.00%	81.63%	81.36%
English learners	❖	50.00%	50.76%
Students with disabilities	❖	50.00%	61.28%
Foster youth	◇	◇	◇

Graduates and Dropouts

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. Please visit www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf for more information.

Graduation and Dropout Rates	Three-Year Data					
	Graduation Rate			Dropout Rate		
	11-12	12-13	13-14	11-12	12-13	13-14
Mountain View HS	72.13%	68.42%	63.64%	11.50%	19.70%	30.30%
LVUSD	72.13%	68.42%	63.64%	11.50%	19.70%	30.30%
California	78.87%	80.44%	80.95%	13.10%	11.40%	11.50%

Advanced Placement Courses

No information is available for Mountain View High School regarding Advanced Placement (AP) courses offered.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

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 Web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. 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 Web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and/or California State University admission for the most recent year for which data is available. For more detailed information, visit <http://data1.cde.ca.gov/dataquest>.

UC/CSU Admission	
Mountain View HS	
2013-14 and 2014-15 School Years	
Percentage of students enrolled in courses required for UC/CSU admission in 2014-15	50.00%
Percentage of graduates who completed all courses required for UC/CSU admission in 2013-14	0.00%

Textbooks and Instructional Materials

Mountain View High School provides a wide range of educational materials to guide students to mastery of state standards including textbooks, software, audio, video and printed material to meet the individual needs of its students. The selection of textbooks follows the guidelines of the California State Frameworks. There are multimedia computers with Internet connections available to students in the MVHS classrooms.

All student special populations are provided with and have access to their own assigned textbooks and instructional materials to use in class and home.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
Basic mathematics	GradPoint, Pearson	2012
Pre-algebra	GradPoint, Pearson	2012
Algebra 1	GradPoint, Pearson	2012
Geometry	GradPoint, Pearson	2012
U.S. history	GradPoint, Pearson	2012
American government	GradPoint, Pearson	2012
World history	GradPoint, Pearson	2012
Economics	GradPoint, Pearson	2012
General science	GradPoint, Pearson	2012
Biology	GradPoint, Pearson	2012
American literature	GradPoint, Pearson	2012
World literature	GradPoint, Pearson	2012
Basic English	GradPoint, Pearson	2012
Basic English composition	GradPoint, Pearson	2012
Health	GradPoint, Pearson	2012

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2015-16 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes	

Public Internet Access

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

Availability of Textbooks and Instructional Materials

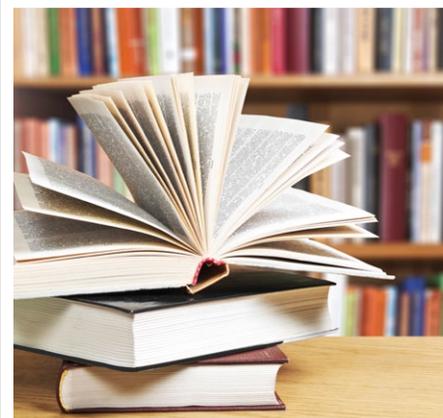
The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%
Science laboratory equipment	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	10/2015



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	LVUSD	Mountain View HS		
	15-16	13-14	14-15	15-16
Teachers				
With full credential	40	1	1	1
Without full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	4	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Mountain View HS		
	13-14	14-15	15-16
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require 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 competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Mountain View HS	100.00%	0.00%
All schools in district	94.12%	5.88%
High-poverty schools in district	84.54%	15.46%
Low-poverty schools in district	98.56%	1.44%

✦ Not applicable.



"Our students will be prepared academically, socially and ethically to become lifelong learners and responsible, productive citizens."

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2014-15 School Year

Academic Counselors

FTE of academic counselors 0.00

Average number of students per academic counselor ✦

Support Staff

Social/behavioral or career development counselors 0.00

Library media teacher (librarian) 0.00

Library media services staff (paraprofessional) 1.00

Psychologist 0.00

Social worker 0.00

Nurse 0.25

Speech/language/hearing specialist 0.25

Resource specialist (nonteaching) 0.00

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data		2013-14 Fiscal Year
	LVUSD	Similar Sized District
Beginning teacher salary	\$33,495	\$38,953
Midrange teacher salary	\$60,195	\$57,103
Highest teacher salary	\$77,421	\$74,127
Average elementary school principal salary	\$92,605	\$90,225
Average high school principal salary	\$99,944	\$97,758
Superintendent salary	\$110,760	\$117,803
Teacher salaries: percentage of budget	31%	34%
Administrative salaries: percentage of budget	6%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mountain View HS	\$8,231	\$87,856
LVUSD	\$8,997	\$56,944
California	\$5,348	\$59,460
School and district: percentage difference	-8.5%	+54.3%
School and California: percentage difference	+53.9%	+47.8%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	\$8,581
Expenditures per pupil from restricted sources	\$350
Expenditures per pupil from unrestricted sources	\$8,231
Annual average teacher salary	\$87,856

Types of Services Funded

Services funded by general funds and categorical funds are:

- Regular comprehensive education for all students
- Special education books and instructional supplies for our Specialized Academic Instruction programs
- Library and media center
- Books, instructional materials, computers and related software for our English language learner program
- Tobacco, drug and alcohol prevention programs
- Assemblies, field trips and fifth-grade science camp
- K-3 Class Size Reduction and Quality Education Investment Act (QEIA) based class size reduction schoolwide
- Schoolwide Accelerated Reader program
- After-school program

Expenditures Per Pupil

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.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

School Accountability Report Card

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Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.