



Mountain View School

877 East North Ave. • Reedley, CA 93654 • (559) 305-7080 • Grades K-12

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

675 W. Manning Avenue
Reedley, CA 93654
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District Governing Board

Craig Cooper
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

John Campbell
Superintendent
Roberto Gutierrez
**Assistant Superintendent, Human
Resources**
Dr. John Quinto
**Assistant Superintendent, Business
Services**
Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carouso
Administrator, Student Services

School Description

Mountain View School is one of five schools that form KCUSD Educational Options. The other schools are Reedley Middle College High School, Dunlap Leadership Academy, Kings Canyon High School and Kings Canyon Adult School. 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 125-175. The majority of students are classified as high school 9-12, but MVS also serves elementary and middle school students.

As part of the independent study program, each student is assigned a teacher to guide their studies. Students are to be supervised and in their homes during school hours when not attending school. Teachers meet with students on a weekly basis in two hour blocks. Except for medical issues, students are seen at the Mountain View School Student Center in Reedley, the MVS classroom on the Sheridan Elementary site in Orange Cove, or the MVS classroom on the Dunlap Leadership Academy school site in Dunlap. KCUSD outlines the number of hours teachers must meet with each student, which varies by grade level.

It is the goal of the program to develop in every student the capacity to be a capable, productive citizen who exceed all expectations held for him or her by others. The educational goal is to either earn a high school diploma, or return to the comprehensive school site where they will strive for the same goal.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	1
Grade 2	1
Grade 3	1
Grade 4	1
Grade 6	2
Grade 7	3
Grade 8	2
Grade 9	6
Grade 10	13
Grade 11	36
Grade 12	61
Total Enrollment	127

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	85.8
Native Hawaiian or Pacific Islander	0
White	11
Two or More Races	2.4
Socioeconomically Disadvantaged	94.5
English Learners	26
Students with Disabilities	18.1
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Mountain View School	15-16	16-17	17-18
With Full Credential	13	12	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	423
Without Full Credential	◆	◆	23
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Mountain View School	15-16	16-17	17-18
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Engage NY K-112014;9th Literature: Of Mice and Men, Raisin in the Sun, Pacemaker English Composition 2002, Education publishing Wordly Wise 9 2012, Perfection Learning Vocabu-Lit I 2002, 10th Literature: Night, AGS World Literature 2007, Jamestown Encounters 1995, Vocabu-Lit J 2002, Wordly Wise 10 2012, Perfection Learning World Classics 1987, British Classics 1987, Chillers 1997, Mexican/ American Folktales 1998, 11th Literature: To Kill a Mockingbird, Farewell to Manzanar, AGS American Literature 2007, Perfection Learning American Classics vol 1-3 1987, 12th Literature: Great Expectations, AGS Exploring Literature 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Engage NY K-8 2014; Math Vision Project 9-11 2014; AGS Algebra 1 2004; AGS Algebra 2 2004, AGS Geometry 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	AGS Biology, 2004 AGS Earth Science, 2004, AGS Environmental Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World Geography Walch Publishing 2005, AGS World History 2008, Steck-Vaughn History of Our World 2004, Steck-Vaughn America's History Land of Liberty 2006, Pacemaker American Government 2001, Steck-Vaughn American Government Freedom, Rights, Responsibilities 1997, Pacemaker Economics 2001, Steck-Vaughn Economics Concepts and Applications 1992 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	AMSCO Spanish is Fun A 1997, Spanish is Fun 1 2000, Spanish is Fun 2 2006, Spanish Three Years 1988, AMSCO French is Fun A 1997, AMSCO German is Fun 1 1993 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Life Skills Health, Pearson 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Mountain View School opened its school site in January, 2014. The facility is comprised of two main buildings: the Office and Student Center building, and the Resource Center. The office houses two secretaries, the principal, student advisers, and reception area for parents. The attached Student Center accommodates student/teacher meeting cubicles, a classroom, and an eating space. The Resource Center, next to the Student Center, houses student materials, textbooks, a student/teacher work station, and a classroom.

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 – Facilities were updated when the re-location project was enacted.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/2017				
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	5	5	45	44	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	8	7	45	47	48	48
Math	2	2	27	32	36	37

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	48	39	81.3	5.1
Male	31	25	80.7	4.0
Female	17	14	82.4	7.1
Hispanic or Latino	44	36	81.8	5.6
Socioeconomically Disadvantaged	35	27	77.1	
English Learners	13	11	84.6	

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

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	61	84.72	6.56
Male	53	48	90.57	4.17
Female	19	13	68.42	15.38
Hispanic or Latino	57	50	87.72	6
White	14	10	71.43	10
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	56	84.85	7.14
English Learners	23	19	82.61	0
Students with Disabilities	14	10	71.43	0

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	61	85.92	1.64
Male	52	47	90.38	2.13
Female	19	14	73.68	0
Hispanic or Latino	56	50	89.29	0
White	14	10	71.43	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	56	86.15	1.79
English Learners	23	19	82.61	0
Students with Disabilities	13	9	69.23	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are important to our school. Mountain View continually strives to involve parents by exchanging information that helps them to understand and support their child's 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 verifies the credits earned and the grade achieved for the week. In the event a student is not completing assignments or not attending weekly appointments, contact is made by the administration soliciting parent assistance to rectify the behavior.

Parent involvement opportunities at MVS also include an invitation to the annual district fair, attendance at back to school night/open house events, participation on the MVS School Site Council Committee, and the opportunity to participate in any parent education/training workshops offered by other KCUSD schools.

Parents who would like more information on how to become involved may contact Principal, Ron Pack at (559) 305-7080.

State Priority: School Climate

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

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

School Safety Plan

Due to the independent study design, Mountain View does not maintain a traditional school site. Mountain View School includes two main buildings, one of which houses the administration office and independent study space and the other a resource center for materials and small group instruction. Mountain View School is adequately maintained to meet all facility safety standards and is handicap accessible.

The School Safety Plan is updated annually and can be viewed upon request. The most recent update was August of 2017. 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.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	1.2	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
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		61.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.25
Counselor (Social/Behavioral or Career Development)	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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
1	1	1		7	7							
2	1	1		8	7							
3		1			8							
5	2	1		7	7							
6		1			7							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	4	4	5	57	3	33	1				1	1
Mathematics	4	3	4	24	23	19			1	1		
Science	3	4	4	31	20	17						
Social Science	4	3	4	61	44	35						

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

Professional Development provided for Teachers

Professional development at Mountain View School is designed to meet the professional needs of teachers relating to the independent study educational setting. Professional development takes the form of teacher trainings, specific to the unique needs consistent with our school vision and goals. The principal, teachers, classified staff, and other support personnel take part in these activities. For the 15-16, 16-17, and 17-18 school years, Math and English teachers attended and will continue to attend district Professional Learning Community (PLC) sessions. For the past three years, monthly all-inclusive staff sessions have been and will continue to be scheduled in addition to any individual staff conferences. These staff meetings include opportunities for professional development and support in independent study procedures. District academic coaches provide training as related to technology and curriculum as needed. In addition, we have brought in outside representatives to support our use of a reading and writing computer software being used by students on two different occasions during the 17-18 school year.

Lastly, over the past three years resource personnel and administrative personnel have attended the California Consortium of Independent Study conferences for current legal, financial, and best-practices seminars.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

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

Types of Services Funded

MVS receives Title I funding to support our site with current technology to support both students and teachers. We also use Title I dollars to assist in professional development to improve instruction of students. Mountain View School also partners with the CAL Safe program at Kings Canyon High School to provide services to our teen parents or expectant teen parents. Services typically include resources in the community to better prepare them for parenthood. In addition, MVS receives State Lottery money to assist with classroom supplies for students and conference attendance for teachers.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Mountain View School	2013-14	2014-15	2015-16
Dropout Rate	37.7	12.5	20.5
Graduation Rate	30.43	35	36.36
Kings Canyon Joint Unified School	2013-14	2014-15	2015-16
Dropout Rate	4.8	0.8	2.1
Graduation Rate	90.32	93.86	93.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,773.47	\$94.85	\$6,678.62	\$44,821.19
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			19.9	-35.0
Percent Difference: School Site/ State			1.6	-39.8

* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	25.6
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	8

* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	37.88	81.9	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	35.09	81.2	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	55.56	84.72	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	22.22	60	63.9
English Learners	17.65	50	55.44
Students with Disabilities	39.68	81.49	85.45
Foster Youth	100	100	68.19

Career Technical Education Programs

Mountain View School Students have access to participating in Career Technical Education through the Valley ROP (Regional Occupation Program) through our district adult school. However, this past year there were no students at MVS that participated in CTE courses.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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