



# SCHOOL ACCOUNTABILITY REPORT CARD

## Reported for 2010-11 School Year - Published in 2011-12



### MOUNTAIN VIEW HIGH SCHOOL

2900 Parkway Drive - El Monte, CA 91732-3695 - (626) 443-6181

**Keith Wheeler, Principal**

E-mail Address: [kwheeler@emuhsd.k12.ca.us](mailto:kwheeler@emuhsd.k12.ca.us)

CDS Code: 19645191932680



#### El Monte Union High School District

3537 Johnson Avenue  
El Monte, California 91731  
Voice: (626) 444-9005  
Fax: (626) 350-1095  
[www.emuhsd.k12.ca.us](http://www.emuhsd.k12.ca.us)

#### Board of Trustees

Carlos G. Salcedo  
Theresa A. Velasco  
Juanita M. Gonzales  
Salvador Ramirez  
John Tran

#### Administration

Nick J. Salerno  
Superintendent

Joel Kyne

Assistant Superintendent  
Educational Services

Julie Jennings

Assistant Superintendent  
Personnel Services

Ryan Di Giulio

Chief Business Official

#### INDEX

Enrollment	2
Class Size	2
School Climate	3
School Facilities	3
Teachers	4
School Finances	5
Curriculum	6
Instructional Materials	7
Support Staff	8
Student Performance	8
CAHSEE	9
Accountability	10
School Completion	11
Professional Development	12

### Introduction

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1<sup>st</sup> of each year. The SARC contains information about the condition and performance of each California public school.

- ◆ 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 additional information about the school, parents, and community members you should contact the school principal or the district office.

### Data and Access

#### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located at <http://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], Adequate Yearly Progress [AYP], 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 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.

### Vision Statement

The vision for Mountain View High School is to be an exemplary school that provides a safe, secure, and inviting climate in which learning is modeled and encouraged in every aspect of the educational

program; that provides a core curriculum that identifies the knowledge and skills students are to attain and is balanced with a diverse offering of elective courses and co-curricular activities; that requires effective leaders among all stakeholders who forge a shared vision that serves as a path between the school's present and its future; where the conduct, character and achievement of students determine its effectiveness; and, that employs a dedicated staff of exceptional professionals in their fields who are committed to advancing the school's vision.

### School Description

Mountain View High School is located in the City of El Monte, California. El Monte, "The End of the Santa Fe Trail," is situated 12 miles east of Los Angeles. Mountain View High School, one of five comprehensive high schools in the El Monte Union High School District, serves students from the cities of El Monte and South El Monte. Mountain View High School opened its doors in the fall of 1971. The need for a new high school developed in the late 1960s as the student population grew in the cities of El Monte and South El Monte. The community of southeastern El Monte now, for the first time, had a high school of its own.

The buildings and classrooms of our 39-year-old campus are in good condition. The campus has undergone several beautification projects. Modernization and expansion of the facility was completed in 2005. Modernization included the improvement of the current classrooms, offices, restrooms, gymnasium and public announcement and fire alarm systems. Expansion included a new building with 15 new classrooms. There are 78 classrooms, Library/Media Center, Career Center and lab, studio theatre, PC lab, multi-media lab and three computer labs. E-rate money has provided the funds necessary to improve technology. Microsoft monies have been used to upgrade technology and software school-wide.

Mountain View High School has been proactive in developing programs to meet the needs of its diverse population. Courses designed for students range from English Language Learners (ELL), Title 1 programs for English and Math, Advanced Placement (AP) program, Special Education, Career Technical

Education classes, and Advancement Via Individual Determination (AVID). Our California Partnership Academies (CPA) include *Viking Information System Telecommunications Academy (VISTA)*, *Teacher Preparation Academy (TPA)* and the *Green Academy*. Programs to further assist students include Harvey Mudd Upward Bound, PCC Upward Bound, Cal-SOAP, GEAR-UP, and PREP/Learn. Tutoring and extended library hours are available after school four days a week. Students are encouraged to participate in co-curricular and extra-curricular activities. Mountain View provides a wide variety of clubs, organizations, performing arts programs and athletic teams.

The Title I program provides special services to assist students who are reading below grade level and not meeting state standards. Through the assistance provided by the Title I program, Mountain View has made a school-wide effort to improve the literacy skills of students. In 2009-10, the Academic Performance Index (API) improved with a target growth of 8 points and an actual growth of 22 points. The Hispanic/Latino and Socio-economically Disadvantaged meet their targets. The CPAs, AVID, and Title I identify at-risk students and provide assistance and incentives. The number of graduates completing a-g requirements for admission to the UC and CSU college systems has increased from 18% to 29% in two years.

**Opportunities for Parent Involvement**

**Contact Person: Mike Daly, Assistant Principal, Instruction**  
**Phone Number: (626) 443-6181**

Mountain View High School offers a wide range of opportunities that encourage parental involvement with the school. Information to parents is presented in a variety of formats—the school marquee, electronically through School Loop, mailed letters and post cards, and Teleparent—an automated telephone dialer to students’ homes. All is done to encourage parents to participate in organizations that support student education. Parents are encouraged to participate in Back to School Night, Open House, baccalaureate/graduation activities, freshman orientations, music concerts and sporting events. A variety of committees are available to parents to become actively involved. These include School Site Council, Viking Leadership Committee, Title I, English Language Advisory Committee, AVID, GEAR-UP committees where parents provide feedback to the school. Student Four Year Plans are reviewed with parents on a yearly basis to discuss student academic progress and future goals.

Parents have the opportunity to participate in parenting classes presented by Title I and Prep programs, adult computer classes, and

English Classes on campus. The Categorical Program provides a Parent Computer Class, Parent Expectations Support Achievement (PESA), and Parent Institute for Quality Education (PIQE). The Parent Computer Class is offered each spring. The goal of this program is to help parents become familiar with technology so that they may be able to work with their child. The PESA program is a parent education program that teaches parents effective communication and parenting skills. The goal of PESA is to enhance the relationship between the parent and child and to build a strong, safe and nurturing home. This program encourages parents to become involved with their child and to deal effectively with their teen. By learning these skills, parents are able to become more active participants in their student’s education.

Parents are encouraged to call and/or visit the campus and discuss their child’s academic and social progress with teachers, counselors and/or administrators. Mountain View High School takes pride in its “open door” policy to parents and community.

**Student Enrollment by Subgroup  
(School Year 2010-11)**

This table displays the percent of students enrolled at the school who are identified as being in a particular group:

Group	Percent of Total Enrollment
<b>Black or African American</b>	0.2%
<b>American Indian or Alaska Native</b>	0.0%
<b>Asian</b>	5.7%
<b>Filipino</b>	0.0%
<b>Hispanic or Latino</b>	92.5%
<b>Native Hawaiian or Pacific Islander</b>	0.1%
<b>White</b>	1.1%
<b>Two or More Races</b>	0.4%
<b>Socioeconomically Disadvantaged</b>	95.8%
<b>English Learners</b>	56.9%
<b>Students with Disabilities</b>	6.9%

**Average Class Size and Class Size Distribution**

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>English</b>	27.4	16	33	36	30.0	5	23	29	31.8	9	22	39
<b>Mathematics</b>	29.6	14	19	38	32.0	3	9	37	30.6	10	19	27
<b>Science</b>	34.6	2	3	31	35.0	0	5	31	37.0	0	4	32
<b>Social Science</b>	33.0	4	10	25	35.0	1	5	28	36.7	0	7	27

\* 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.

**Student Enrollment by Grade Level  
(School Year 2010-11)**

This table displays the number of students enrolled in each grade level as reported by the California Basic Educational Data Systems (CBEDS):

Grade Level	Enrollment
Grade 9	467
Grade 10	461
Grade 11	439
Grade 12	464
<b>Total Enrollment</b>	<b>1,831</b>

**School Climate:**

**School Safety Plan**

**SB187 Safety Plan**

**Date last updated:** March, 2011

**Date last reviewed with staff:** April, 2011

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Mountain View High School strives to provide a safe, clean, and orderly environment that facilitates student learning and participation. Mountain View High School is a closed campus. All visitors must first obtain a guest pass and sign in at the front office. A full-time School Resource Officer (SRO) from the El Monte Police Department provides additional campus supervision, works with students with family problems, provides counseling and resource referrals, and serves as a role model and mentor. Five campus supervisors supervise the campus, assist in activities, direct visitors to the administration office to obtain appropriate on-campus passes, and ensure that students are in class. Each campus supervisor is equipped with a walkie-talkie and is in constant communication with the administrators, counselors, SRO, and other staff members. The campus has five cellular phones with direct lines to the El Monte Police Department and the California Highway Patrol.

The El Monte Union High School District has developed a Standardized Emergency Management System (SEMS) that has become the basis for the site's school wide plan. Administrators, counselors, teachers, (SRO), and five campus supervisors monitor the campus before school, between passing periods, at lunch, after school, and at school sponsored events.

Each classroom is equipped with a first aid kit and the school stores adequate emergency supplies in the event of a disaster. Mountain View High School dedicates itself to providing students with a safe learning environment.

**Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period:

Rate	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
<b>Suspensions</b>	18.1%	9.7%	8.8%	11.1%	8.1%	7.5%
<b>Expulsions</b>	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%

**School Facilities:**

**School Facility Conditions and Improvements**

Mountain View High School's buildings and classrooms of the 39-year-old campus are in good condition. The facilities were built in 1970-71 on forty acres of land. There are eleven permanent brick masonry buildings and fourteen temporary classrooms that are well spaced throughout the campus. There are 78 classrooms, a Library/Media Center, a Career Center and lab, one multi-media lab, a studio theatre, and three computer labs and a PC lab. E-Rate money has provided the funds necessary to improve technology. All classrooms and offices are air-conditioned and most are carpeted. The campus has a 4,000-seat lighted football stadium, lighted baseball and softball fields, six tennis courts, a gymnasium, and two weight rooms. The gym is used for physical education classes, special events, and assemblies. A Library/Media Center, band room, choir room, drama room with a little theatre, and separate cafeteria areas for students and staff complete the facilities. The campus, including all restrooms and buildings, is ADA compliant. Five on-campus parking lots hold a total of 550 parking spaces. The campus has undergone several projects, which have added greatly to the pleasant atmosphere of the campus. The installation of new stadium turf and an irrigation system was completed in October of 2010.

**Deferred Maintenance Program**

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete deferred maintenance plan is available at the District Office.

**Cleaning Process and Schedule**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**School Facility Good Repair Status (2011-12)**

This table displays the results of completed school site inspection to determine the school facility's good repair status. When deficiencies are found, the district takes the appropriate action to make all repairs. **Note:** Shaded cells do not require data. (At the time of this report the site had not been inspected. Once the inspection is complete this section will be updated as required.)

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

**Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

**Teachers:**

**Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	75	77	71	382
<b>Without Full Credential</b>	9	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	1	0	5	

**Teacher Misassignments and Vacant Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) 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).

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of EL</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	0	1

**Note:** Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Courses 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 Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	79.22%	20.78%
<b>All Schools in District</b>	78.53%	21.47%
<b>High-Poverty Schools in the District</b>	78.53%	21.47%
<b>Low-Poverty Schools in the District</b>	0.00%	0.00%

**Note:** 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.

**School Finances:**

**Other Funding (Fiscal Year 2010-11)**

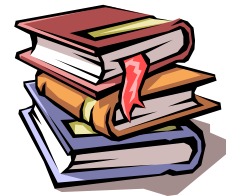
To help ensure a quality education for all students, state and federal funding is provided to Arroyo High School for the following special programs to supplement the core instructional program provided by the District:

Program	No. of Students Served	Amount
Title I	1,744	\$400,247
Title II Part A	1,890	\$96,359
Title III	645	\$65,955
School Safety and Violence Prevention	1,839	\$31,945
EIA-LEP—State Program for EL	645	\$321,060
Gifted and Talented Education GATE	88	\$6,089
Instructional Materials	1,839	\$106,900
<b>Total</b>		<b>\$1,027,555</b>

**Teacher & Administrative Salaries  
(Fiscal Year 2009-10)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,394	\$42,954
Mid-Range Teacher Salary	\$69,540	\$69,905
Highest Teacher Salary	\$89,648	\$89,464
Average Principal Salary (HS)	\$128,656	\$128,348
Superintendent Salary	\$175,000	\$205,119
% of Budget for Teacher Salaries	33.0%	37.0%
% of Budget for Administrative Salaries	5.0%	5.0%



**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://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 <http://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: <http://www.ed-data.org>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7,402	\$2,808	\$4,594	\$68,615
District			\$5,366	\$68,615
Percent Difference-School Site and District			(14%)	0.0%
State			\$5,455	\$70,570
Percent Difference-School Site and State			(16%)	(3%)

**Note:** Shaded cells do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated from 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.

**Curriculum and Instructional Materials:**

**Quality, Currency, and Availability of Textbooks and Instructional Materials (2011-12)**

Our high schools offer students updated textbooks which are aligned to the California State content standards. In core areas, (English, math, social science, science) the teachers have classroom sets of the textbooks, and students receive a copy of the text to use at home for the semester.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2011-2012 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on 10/5/11. All students, including English Learners have been provided a textbook or instructional materials to use in class and take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
<b>English/Language Arts</b>	<b>McDougal-Littell</b> California Literature	2011	Yes	0%
	<b>Holt</b> Literature and Language Arts	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2009	Yes	0%
<b>Mathematics</b>	Algebra 1 & 2	1999	Yes	0%
	Geometry	1999	Yes	0%
	Pre-Calculus – Graphics & Data Analysis	2001	Yes	0%
	Calculus: A Complete Course	2001	Yes	0%
	Calculus of a Single Variable	2001	Yes	0%
<b>Science</b>	Science Spectrum: A Physical Approach	2002	Yes	0%
	Science Spectrum: A Balanced Approach	2000	Yes	0%
	Conceptual Physical Science Exploration	2003	Yes	0%
	Concepts & Challenges: Earth Science	1997	Yes	0%
	Concepts & Challenges: Physical Science	1997	Yes	0%
	Biology, California Edition	2011	Yes	0%
	Chemistry	1992	Yes	0%
	Modern Chemistry	1972	Yes	0%
	Physics: Principals & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
<b>Social Science</b>	Intro to the Human Body	1992	Yes	0%
	Earth Science: California Edition	2006	Yes	0%
	Modern World History	1999	Yes	0%
	The Americans	1999	Yes	0%
	America: Pathways to Present	1999	Yes	0%
	The American Pageant	1983	Yes	0%
	Economics: Principles in Action	2002	Yes	0%
	Economics	2002	Yes	0%
	Psychology – Themes and Variations	2000	Yes	0%
	Psychology and You	1995	Yes	0%
<b>English Language &amp; Development</b>	Edge Fundamentals	2011	Yes	0%
	Edge, Level A & B	2011	Yes	0%
<b>Health</b>	Health	2007	Yes	0%
<b>Foreign Language</b>	<b>Spanish 1 P</b>			
	Voices y Vistas	2006	Yes	0%
	Ven Conmigo I	2000	Yes	0%
	Paso a Paso I	1999	Yes	0%
	Avancemos! I	2008	Yes	0%

**Quality, Currency, and Availability of Textbooks and Instructional Materials (2011-12) Continued**

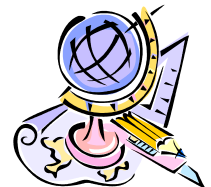
Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent List of Standards-Based Materials Adopted by the SBE or Local Governing Board (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
<b>Foreign Language</b>	<b>Spanish 1X P</b>			
	Buen Viaje Level 2	2000	Yes	0%
	Sendas Literarias I Album	1995	Yes	0%
	Nuevas Vistas, Curso de Introducción	2003	Yes	0%
	Nuevas Vistas, Curso Uno	2003	Yes	0%
	El Español Para Nosotros	2008	Yes	0%
	<b>Spanish 2 P</b>			
	Pasos y Puentes	2006	Yes	0%
	Ven Conmigo 2	2000	Yes	0%
	Paso a Paso 2	1999	Yes	0%
	Avancemos! 2	2008	Yes	0%
	<b>Spanish 2X P</b>			
	Abriendo Paso-Gramática	1998	Yes	0%
	Nuevas Vistas, Curso Uno	2003	Yes	0%
	Ven Conmigo! Nuevas Vistas	2003	Yes	0%
	Nuevas Vistas, Curso Dos	1999	Yes	0%
	<b>Spanish 3 P</b>			
	Spanish for Mastery	1984	Yes	0%
	Ven Conmigo 3	2000	Yes	0%
	Paso a Paso 3	1999	Yes	0%
	Arcos y Alamedos	2006	Yes	0%
	Abriendo Paso-Gramática	1998	Yes	0%
	Abriendo Paso-Lectura	1998	Yes	0%
	Avancemos! 3	2008	Yes	0%
	<b>Spanish 4 AP P</b>			
	Abriendo Puertas, Tomo II	2006	Yes	0%
	<b>French 1 P</b>			
	Discovering French, Bleu	1997	Yes	0%
	Allez Viens I	2000	Yes	0%
	<b>French 3 P</b>			
Discovering French, Blanc	1997	Yes	0%	
Allez Viens 3	2000	Yes	0%	
Discovering French, Rouge	1997	Yes	0%	
<b>French 4 P</b>				
Discovering French, Rouge	1997	Yes	0%	
<b>Chinese 1 P &amp; 2 P &amp; 3 P</b>				
Chinese Made Easy, Volume I, 2, & 3	2007	Yes	0%	
<b>Chinese Language &amp; Culture AP P</b>				
Chinese Made Easy L1P1	2007	Yes	0%	

**Instructional Materials**

Non-core departments are also supplied with the most current standards-based textbooks and supplemental materials. These areas were supplied by blended funding through SB813, Instructional Materials Fund, and lottery funds. The school benefits from a number of special programs that bring additional funding. Special programs such as California Partnership Academies (CPA), AVID and Title I allow for enrichment activities which may include additional classroom supplies, new computers, additional library materials and field trips.

The school budget provides support for implementing the State Content Standards and frameworks. Textbooks, materials, and office supply levels are adequately maintained for classroom activities. In addition, many staff

members have written and received grants and funding from local agencies and business partners for classroom materials or project implementation. However, funds for enrichment activities such as field trips or materials for special projects are almost exclusively reserved for students participating in special programs such as CPA or AVID programs. Teachers use available funds to maintain and run their classes consistent with departmental goals.



**Support Staff:**

**Student Progress Monitoring and Reporting**

Mountain View continues to stride toward student success. Primary monitoring of student progress is done through the 6th and 13th week progress reports and semester report. Grades reports are in both English and Spanish. Grades are based on the student’s academic skills. Grade reports are mailed home. Parents are contacted when students are not making sufficient progress. Teachers give students information on their progress in their classes on an ongoing basis. The teacher and/or counselor can arrange for student and parent conferences to discuss grades and alternatives to assist the student. The various programs on campus, i.e. AVID, TPA and VISTA Academies, also monitor individual student’s progress. Student profiles contain results from State Testing And Reporting (STAR), credits, CAHSEE and CELDT tests are reviewed with students. In 2008-09, MVHS launched School Loop which has allowed teachers to post assignments, grades, and announcements on the World Wide Web. Parents and students can register for School Loop and keep track of assignment and student progress instantly.

Staff analyzes various types of data to address student need. Edusoft has facilitated with this process. The staff is working with the Professional Learning Committee in analyzing how students succeed at Mountain View. A Critical Friends Group met to review student work and assist teachers to insure student success.

Student progress is reported to parents by grade reports, an automated telephone dialer, teacher contact and meetings, the guidance office, student profiles (which contain results from State test (STAR), credits, CAHSEE and CELDT tests), Open House, Back to School, School Site Council, and parent meetings. The community is invited to attend the various events. Student achievement is reported to the community by way of public media that reports on the schools annual API and AYP. The staff reviews data on student progress in department meetings, faculty meetings, and other group meetings, i.e. VLC, TPA and VISTA Academies and AVID.

**Academic Counselors and Other Support Staff  
(School Year 2010-11)**

The Student Support Services Department is comprised of four areas: Attendance, Career Center, Counseling, and Health. The Attendance Office is comprised of one Child Welfare and Attendance Coordinator and two bilingual clerks. The Career Center is comprised of one part-time credentialed bilingual Career Center Coordinator, one full-time bilingual Career Center Technician, one bilingual ROP counselor, one bilingual ROP technician, and a part-time representative from CAL-SOAP. The Counseling Office is comprised of five counselors (one funded through AB 1802), two clerks (one who is bilingual/biliterate), a bilingual/biliterate school psychologist with a part-time clerk, a part-time bilingual/biliterate speech therapist, bilingual Comprehensive Student Support Coordinator (formerly SB 65) and an SRO. The Health Office is comprised of a part-time nurse and a bilingual health technician. The Student Support Services provides ancillary services that include the Library/Media Center and the categorical program. The Library/Media Center is staffed by a full-time bilingual library/media specialist and a bilingual library clerk. The categorical program is comprised of a bilingual/biliterate Resource Teacher, bilingual categorical program assistant, part-time bilingual language aide, and five bilingual instructional aides. The counseling and career center are moving towards fully implementing the

National Counseling Standards. This is all overseen by the Assistant Principal of Student Services.

The Student Support Services Department provides a variety of in-class direct instruction (throughout the school year). The counselors provide in-class presentations on the Four Year Plan and other topics which include harassment/bullying, time management, goal-setting and more. The nurse provides instruction throughout the year in Physical Education classes, Health & Safety, Science classes, and Culinary Arts classes that focus on health issues.

Our counseling office staff includes a full time Registrar and a Guidance Clerk. Our Career Center is also staffed by a full time Career Guidance Clerk.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	366.2
Library Media Teacher	1.0	
Library Media Services (paraprofessional)	1.0	
Psychologist	1.0	
Speech/Language/Hearing Specialist	0.6	
Resource Specialist (non-teaching)	1.0	
Nurse	0.2	

**Note:** Shaded cells do not require data.

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

**Student Performance:**

**Standardized Testing and Reporting Program**

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 in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science 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 <http://star.cde.ca.gov>.

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

**Standardized Testing and Reporting Results for All Students—Three-Year Comparison**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	09	10	11	09	10	11	09	10	11
ELA	29	30	32	38	40	42	49	52	54
Math	18	17	20	25	27	31	46	48	50
Science	27	30	33	35	40	44	50	54	57
History-Social Science	23	30	32	30	37	43	41	44	48

**Standardized Testing and Reporting Results by Student Group (2010-11)**

This table displays the percent of students by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced Level			
	ELA	Math	Science	History-Social Science
All Students in the LEA	42	31	44	43
All Students at the School	32	20	33	32
Male	30	23	42	41
Female	34	20	26	25
Asian	66	56	77	70
Hispanic or Latino	30	18	31	30
White	17	12	0	18
Socioeconomically Disadvantaged	31	21	33	32
English Learners	8	9	7	8
Students with Disabilities	11	7	24	9
Students Receiving Migrant Education Services	22	15	31	35

**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 <http://cahsee.cde.ca.gov/>.

**CAHSEE Results for All Grade Ten Students Three-Year Comparison (if applicable)**

Subject	School			District			State		
	09	10	11	09	10	11	09	10	11
ELA	33	40	46	45	48	56	52	54	59
Math	43	43	49	50	52	59	53	54	56

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

**CAHSEE Grade Ten Results by Student Group Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Prof.	Prof.	Adv.	Not Prof.	Prof.	Adv.
All Students-LEA	44	26	30	41	36	23
All Student-School	54	25	22	51	35	14
Male	57	23	21	48	35	17
Female	51	27	22	55	35	11
Asian	33	22	44	4	52	44
Hispanic or Latino	55	25	20	54	34	12
Socioeconomically Disadvantaged	54	29	21	52	35	13
English Learners	91	7	2	79	17	3
Students with Disabilities	87	13	0	90	10	0
Students Receiving Migrant Education Services	57	43	0	43	50	7

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



**California Physical Fitness Test Results**

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the Physical Fitness Testing Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.3%	21.7%	40.0%

**Accountability:**

**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 Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

**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.

API Rank	2008	2009	2010
Statewide	2	2	2
Similar Schools	5	4	5

**Academic Performance Index Growth by Student Group—Three-Year Comparison**

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	3	22	20
Hispanic or Latino	5	20	19
Socioeconomically Disadvantage	4	24	18
English Learners	-11	23	27

**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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)**

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate—ELA	Yes	No
Met Participation Rate—Mathematics	Yes	Yes
Met Percent Proficient—ELA	Yes	No
Met Percent Proficient—Mathematics	Yes	No
Met API Criteria	Yes	Yes
Graduation Rate	Yes	Yes

**Federal Intervention Program (2011–12)**

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 Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of PI Implementation	2009-2010	2008-2009
Year in PI	Year 2	Year 3
Number of Schools Currently in PI		4
Percent of Schools Currently in PI		80%



**Academic Performance Index Growth by Student Group – 2011 Growth API Comparison**

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students	1,250	687	7,178	739	4,683,676	778
Black or African American	1	n/a	20	673	317,856	696
American Indian or Alaskan Native	0	n/a	3	n/a	33,774	733
Asian	71	872	1,451	874	398,869	898
Filipino	5	n/a	36	824	123,245	859
Hispanic or Latino	1,15	675	5,496	701	2,046,749	729
Native Hawaiian or Pacific Islander	1	n/a	8	n/a	26,953	764
White	14	671	153	759	1,258,831	845
Two or More Races	0	n/a	5	n/a	76,766	836
Socioeconomically Disadvantaged	1,194	685	6,369	739	2,731,843	726
English Learners	827	637	3,813	677	1,521,844	707
Students with Disabilities	90	472	596	478	521,815	595

**School Completion:**

**Admission Requirements for California 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 site at <http://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 Web* page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

**Dropout Rate and Graduation Rate (Fiscal Year 2009-10)**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
<b>Dropout Rate (1-Year)</b>	1.6	2.2	2.0	2.4	2.9	3.8	4.9	5.7	4.6
<b>Graduation Rate</b>	89.2	85.6	93.5	87.0	85.5	88.2	80.2	78.6	80.4

**Career Technical Education Programs (2010-11)**

Some Mountain View students participate in certain CTE courses including:

- ◆ Building Trades and Construction
- ◆ Education, Child Development and Family Services
- ◆ Engineering and Design
- ◆ Finance and Business
- ◆ Food and Beverage Production and Preparation
- ◆ Transportation—Automotive

**Career Technical Education Participation**

The following table displays information about participation in the school's CTE programs:

Measure	CTE Program Participation
Number of Pupils	1,601
Percent of pupils completing a CTE program and earning a high school diploma	27%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

**Completion of High School Graduation Requirements**

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011	
	School	District
All Students	82.9%	79.5%
Black or African American	100%	76.9%
Asian	100%	94.0%
Hispanic or Latino	82.3%	76.2%
White	80.0%	76.2%
Two or More Races	100%	92.3%
Socioeconomically Disadvantaged	83.4%	82.1%
English Learners	61.9%	55.9%
Students with Disabilities	81.1%	71.4%

**Courses for University of California and/or California State University Admission**

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	82.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	22.9%

**Advanced Placement Courses**

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
English	2	19.6%
Fine and Performing Arts	3	
Mathematics	3	
Social Science	2	
All Courses	10	

**Instructional Planning and Scheduling:**

**Professional Development**

The BTSA and Pre-Intern programs, offered in association with the Los Angeles County Office Education consortium, provide support and mentoring opportunities for new teachers. The Peer Support Providers meet weekly with new teachers and observe them during the semester. New teachers, in turn, observe experienced teachers during the semester as part of the peer program. All first and second year teachers meet monthly with the Assistant Principal of Instruction. New teachers meet every other week with the Assistant Principal of Instruction to discuss upcoming events, provide support, and instructional development.

Mountain View High School has actively participated in professional development since the inception of SB1882 and AB1193 with the support of site administration. Beginning in the 2006-2007 MVHS implemented late start collaboration time. At the end of the 2009-10 school year, the VLC and administration in conjunction with the FOL Action Plan planned professional development/collaboration for late starts. The VLC used the FOL Action Plan, Content Standards and Benchmarks, the Expected School-wide Learning Results (ESLRs), literacy strategies and critical thinking as a guide in the planning for the professional development/collaboration. Staff suggestions are accepted as a support tool in the planning process. Certain themes highlight the plan, such as: diverse learning needs, technology, subject-area instruction, literacy strategies, critical thinking strategies and updated information from the State Department of Education. Staff development includes both certificated and classified staff.

The staff is encouraged by the administration to attend conferences and workshops that will further enhance the school curriculum. Teachers attend conferences based on the academic needs of students and their relevance to California Content Standards and literacy. On campus workshops are developed based on school, department and student needs. The district administration and board of trustees have final approval.