

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## MT. VIEW HIGH SCHOOL 2009-10

### OUR SCHOOL

Mountain View High School, opening in August 2003, is the newest of three continuation high schools in El Dorado Union High School District. The school's enrollment for grades 10-12 averages 45-54 students.

Mountain View High School, as a small school located on the Union Mine High School campus, focuses on repairing students' graduation credit status, while maintaining that critical connection to supportive friends and staff at UMHS. Mountain View's individualized program strives to prepare students for post-secondary options. Mt. View is fully accredited by WASC, and all courses are "a-g" approved by the UC/CSU system.

Parents are a critical part of the Mountain View approach and represent the school on district committees, as well as actively participate in their students' education.

### SUPPORT SERVICES

Mountain View High School has a part-time counselor. Nursing services for MVHS students are provided by the District and accessed on the UMHS school campus. A psychologist, a speech and language specialist, and a resource specialist are also assigned to MVHS.

Counseling services include: the development and support of individualized educational plans; career awareness and vocational assessment; college and post-secondary enrollment options and procedures; employment and work experience services; and assistance in applying for financial aid. The average caseload for the Mountain View High School counselor is 45-54 students. Family health services are available at El Dorado and Independence High Schools for MVHS students. A school resource officer and a probation officer are also part of the MVHS support staff.

### INSTRUCTIONAL MATERIALS

El Dorado Union High School District expended about \$1,509,144 for new textbooks and other materials in the 2007-08 school year. The Board of Trustees' commitment to fully fund each textbook adoption cycle provides students with the opportunity to use the most current instructional materials of good quality.

MVHS does not routinely issue textbooks to students. All textbooks are kept in classes and can be checked out to students on an individual basis. There are enough textbooks available in each subject area for students who are currently enrolled in a particular course to take home if they wish.

The student-computer ratio at MVHS is currently one computer per student. MVHS provides networked computers in both classrooms where students can use the latest technologies available in the District. All academic classes are able to offer computer-assisted instruction. Online course offerings include CyberHigh, a WASC accredited and "a-g" approved online option for students, as well as APEX and Measuring Up (CAHSEE preparation).

### LEARNING CLIMATE

Mountain View High School provides numerous opportunities for students to receive recognition. Some of the ways students may receive recognition include: EDUHS Academic Awards, principal/teacher phone calls and letters to parents, and special field trips. Priorities for the coming school year are to increase the number of students achieving at the advanced and proficient level in core academic areas and increasing the numbers of students passing the CAHSEE during their first attempt at MVHS.

Areas of focus for MVHS are as follows for the 2008-09 school year: 1) MVHS students will reach high standards, at a minimum, attaining proficiency or better in mathematics, reading/language arts, science, and history/social science; 2) MVHS students will be educated in learning environments that are safe, drug free, and conducive to learning; and 3) MVHS students will graduate from high school and have equal access to a rigorous and appropriate education. In each focus area, one to four specific goals have been set. A complete copy of those specific goals is available from the principal's office.

When students do not follow school rules and regulations, action is taken. During the 2008-09 school year, MVHS suspension rate was 35.5% (8 students) and the expulsion rate was 3.2% (1 student). In 2007-08, the rate of suspensions was 16.3% and the rate of expulsions was 1.3%. In 2006-07, the suspension rate was 1.6% and there were no expulsions. It is our goal to keep students in school in a learning environment that is most appropriate for them.

MVHS has a joint school safety plan with Union Mine High School that is reviewed on a yearly basis. The MVHS

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principal, who is also a UMHS assistant principal, represents MVHS on the Safety Committee.

## **CURRICULUM IMPROVEMENT**

The El Dorado Union High School District recognizes the importance of staff development in maintaining and improving program quality. In cooperation with the county SEEK-12 programs, school curriculum is aligned with the state and subject area standards. All academic classes use subject area standards as the foundation of the curriculum.

General staff development activities at Mountain View High School include: California Continuation Conferences, District inservices and our District Academy courses. The WASC (Western Association of Schools and Colleges) “Focus on Learning” review process also helps to give direction for continued program improvement.

Students with special needs benefit from an integrated approach to classroom instruction. Effective communication between regular class teachers, special needs teachers, and student support personnel ensures adequate assistance and equal access to the District’s core curriculum.

The MVHS instructional staff meets twice a month (or as needed) to review curriculum, benchmark assessments and subject area standards alignment. Mountain View teachers meet with teachers from UMHS during collaboration days, department meetings and informally at lunch to ensure alignment. EDUHSD alternative programs also have a representative on the district’s curriculum review committee (SILT).

The MVHS instructional staff reviews student performance frequently and reports student achievement to parents at least eight times per year. Students who are under-performing are contacted by the school counselor or principal and parent conferences are scheduled.

All EL and Title I students are assessed through the state STAR testing system and through site administered tests. All Title I students have their progress evaluated through a district process. MVHS participates in the ASAM program. All eligible MVHS students participated in the state assessment program. All students participate in locally administered assessment tests in reading and math.

## **WORK-READINESS SKILLS**

Mountain View High School has a variety of programs that provide a transition to the work force for students, including programs such as: job shadowing, field trips to colleges, and

trade schools, vocational speakers, career counseling, and career aptitude and interest testing. All MVHS seniors are required to meet with their counselor and develop a plan for their post high school years.

All special education students participate in the programs offered at Mountain View. Careers such as those in the construction or health care industry that do not require a college degree are emphasized.

If you have questions regarding any of the material presented in this report, they should be directed to your principal, Debby Hanson, at (530) 621-4003.

Statistical data regarding student performance, student attendance, school facilities, teachers, textbooks, class size, enrollment, and school finances may be found on the following pages.

# STUDENT ACHIEVEMENT

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	13	27	63	65	68	43	46	50
Mathematics	*	*	0	39	42	43	40	43	46
Science	0	0	*	59	64	68	38	46	50
History-Social Science	*	0	9	49	57	64	33	36	41

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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			
	English-Language Arts	Mathematics	Science	History-Social Science
White (not Hispanic)	29	0	*	11
Male	15	0	*	7
Female	*	*	*	*
Economically Disadvantaged	33	0	*	8

*Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results

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 in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	72.2	74.0	75.5	48.6	52.9	52.0
Mathematics	*	*	*	73.2	75.0	77.0	49.9	51.3	53.3

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	NA	NA	NA

### National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar.

Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

# ACCOUNTABILITY

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

## 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 one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten 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 one 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 ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	B*	B*	B*
Similar Schools	B	B	B

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" \* " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

## Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

## Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

## Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

## Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in El Dorado Union High School District identified as a PI school.

## SCHOOL FACILITIES AND SAFETY

Staff, parents and students consider the facility clean, of adequate size and safe. MVHS is located in a two classroom setting on the UMHS campus, which provides sufficient space for instructional needs. Each teacher has an assigned classroom. As MVHS shares the Union Mine campus, there is an athletic field and other appropriate physical education facilities available for student use.

During the 2008-09 school year, as a result of the Carol White Grant, MVHS was provided with a complete physical education facility with state-of-the-art equipment in an adjacent portable building. Cal State Sacramento students provide instructional support for the Physical Education program.

The District continues to provide funds for painting and landscaping of the UMHS/MVHS campus. All facilities are in good condition. The school bathrooms are new. The MVHS campus is kept free of graffiti and litter. The district provides the school with excellent custodial services.

Policies have been developed for campus safety, maintenance and cleanliness. All facilities are in good repair and are safe for students and staff. School personnel and the district maintenance department perform a yearly assessment of the condition of the facility. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

In response to the Asbestos Hazard Emergency Response Act (AHERA 1986) all district facility buildings containing asbestos have been mitigated and continue to be re-inspected every three years as required by USEPA. Additionally, the six-month surveillance inspections are completed by outside contractors every six months as required by USEPA. The district maintains (on file) a management plan for removal of materials and a record of the aforementioned inspections.

## 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 of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	2	2	2	327
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher 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). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.1	0.9
High-Poverty Schools in District		
Low-Poverty Schools in District	99.4	0.6

## CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	English 1: <b>Literature</b> , McDougal Littell, 2009 - 9 <sup>th</sup> Edition (6/23/2009) English 2: <b>Elements of Literature</b> , w/readings in World Literature – 4 <sup>th</sup> Course, Holt Rinehart Winston, 2000 (5/23/2000) English 3: <b>The Language of Literature</b> , McDougal Littell, 2002 (6/8/2004) English 4: <b>Elements of Literature</b> , British Literature – EDHS, ORHS, PHS, Holt Rinehart Winston, 2003 (6/23/2009); <b>Literature and Language Arts</b> – UMHS, Holt Rinehart Winston, 2003 (5/20/2003).	0
Mathematics	Algebra Foundations: <b>CA Algebra Readiness: Concepts, Skills, &amp; Problem Solving</b> , Glencoe, 2008 (6/23/2009) Algebra 1: <b>Algebra 1</b> , Prentice Hall Mathematics, 2004 (6/13/2006) Geometry: <b>Geometry</b> , McDougal Littell, 2001 - 1 <sup>st</sup> Edition (4/2000) Algebra 2: <b>Algebra 2: Concepts, Skills, &amp; Problem Solving</b> , Glencoe, 2008 (6/23/2009) Advanced Algebra 2: <b>Algebra 2</b> , Holt Rinehart Winston, 2001 (5/8/2001) Math Analysis: <b>Pre-Calculus a Graphing Approach</b> , Holt Rinehart Winston, 2002 (5/20/2003)	0
Science	Physical/Earth Science: <b>Glencoe Science: Earth Science, Geology, the Environment</b> , Glencoe/McGraw Hill, 2007 (6/12/2007). Biology: <b>Biology, Visualizing Life</b> – EDHS, Holt Rinehart Winston, 1998 (5/8/2001); <b>Modern Biology</b> – ORHS, PHS, UMHS, Holt Rinehart Winston, 2002 (5/8/2001) Chemistry: <b>Chemistry</b> , Prentice Hall, 2005 (6/13/2006) Physics: <b>Physics</b> , Holt Rinehart Winston, 2009 (6/23/2009)	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
History-Social Science	World History: <b>The Modern World</b> , Prentice Hall, 2007 (6/12/2007) U.S. History/Geography: <b>Pursuing American Ideals</b> , Teachers' Curriculum Institute, 2007 (6/12/2007) American Government: <b>Magruder's American Government</b> , Prentice Hall, 2006 – CA Edition (6/13/06) Economics: <b>Economics, Principles and Practices</b> , Glencoe, 2005, (6/13/2006) Sociology: <b>Sociology and You</b> , Glencoe, 2003 (6/14/2005) Psychology: <b>Understanding Psychology</b> , Glencoe, 2003 (6/14/2005)	0
Foreign Language	Spanish 1-3: <b>Realidades – Books 1-3</b> , Prentice Hall, 2004, (6/14/2005) Spanish 4 & AP: <b>Nuevas Vistas</b> , Holt Rinehart Winston, 2005 (6/14/2005) German 1-4: <b>Deutsch Aktuell – Levels 1-3</b> , EMC/Paradigm, 2004/05 (5/12/2009) French 1-4: <b>Discovering French Nouveau, Levels 1-3</b> , McDougal Littell, 2004 (6/14/2005) Italian 1-4: <b>Oggi in Italia</b> , Houghton Mifflin, 1998 (5/8/2001) Japanese 1-4: Supplemental materials (5/8/2001)	0
Health	Health: <b>Glencoe Health</b> , Glencoe/McGraw Hill, 2009 (6/15/2008)	0
Visual and Performing Arts	Miscellaneous Supplemental Instructional Materials	N/A
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided to accommodate lab stations of 2-4 students.	0

## 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 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 [General Admissions Information](#) Web page (Outside Source).

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

## Dropout Rate and Graduation Rate

Mountain View High School recognizes that regular attendance is imperative for students to achieve in school and develop good habits for the future. Parents are supportive of the school's attendance policy. The attendance rate at MVHS is usually between 80 to 85 percent.

Mt. View has the services of a student retrieval consultant to reduce the dropout rate in all El Dorado Union High School District programs. The rate of students not on campus was approximately 10-13%.

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		9.7	5.4	1.3	2.1	1.4	3.5	4.4	3.9
Graduation Rate		90.6	95.0	93.4	93.7	92.6	83.4	80.6	80.2

## Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	100%	97%	N/A
African American	100%	100%	N/A
American Indian or Alaska Native	100%	100%	N/A
Asian	NA	100%	N/A
Filipino	NA	100%	N/A
Hispanic or Latino	100%	92%	N/A
Pacific Islander	NA	100%	N/A
White (not Hispanic)	100%	98%	N/A
Socioeconomically Disadvantaged	100%	96%	N/A
English Learners	100%	95%	N/A
Students with Disabilities	100%	95%	N/A

## Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	11
Percent of the school's pupils completing a CTE program and earning a high school diploma	18
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

## Courses for University of California and/or California State University Admission (School Year 2007-08)

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 in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	58.8
Graduates Who Completed All Courses Required for UC/CSU Admission	5.3

## CLASS SIZE AND ENROLLMENT

### Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	2.7	14	0		4.9	10	0		3.1	12	0	
Mathematics	4.6	8			3.3	9			2.4	16		
Science	3.0	5			3.6	8			1.2	6		
Social Science	1.8	18			1.0	1			1.8	22		

The average number of students per grade level varies throughout the year.

### Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 11	6
Grade 12	25
Total Enrollment	31

### Student Enrollment by Group (School Year 2008-09)

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
American Indian or Alaska Native	6.45 %
Hispanic or Latino	22.58 %
White (not Hispanic)	67.74 %
Multiple or No Response	3.23 %
Socioeconomically Disadvantaged	50.00 %
English Learners	5.00 %
Students with Disabilities	9.00 %

# SCHOOL FINANCES

In addition to General Fund supported services, Mt. View High School offers several special programs including Special Education and Regional Occupational Program (ROP).

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$11,003	\$10,432	\$571	\$68,471
District	\$8,116	\$2,342	\$5,774	\$67,219
Percent Difference – School Site and District	35.6%	345.4%	-90.1	1.9%
State	N/A	N/A	\$5,512	\$68,332
Percent Difference – School Site and State	N/A	N/A	-89.6%	0.2%

## Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,424	\$42,810
Mid-Range Teacher Salary	\$58,046	\$69,375
Highest Teacher Salary	\$84,216	\$89,104
Average Principal Salary (High)	\$131,465	\$126,901
Superintendent Salary	\$182,087	\$198,563
Percent of Budget for Teacher Salaries	38.20 %	37.30 %
Percent of Budget for Administrative Salaries	6.00 %	5.20 %