

Mountain View High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Fall River Joint Unified
Phone Number	(530) 335-4538
Superintendent	Greg Hawkins
E-mail Address	ghawkins@frjUSD.org
Web Site	http://www.frjUSD.org

School Contact Information (School Year 2017-18)	
School Name	Mountain View High (Continuation)
Street	20375 Tamarack Ave.
City, State, Zip	Burney, Ca, 96013-4054
Phone Number	530-335-4538
Principal	Greg Hawkins, Superintendent/Alt Ed Principal
E-mail Address	ghawkins@frjUSD.org
Web Site	http://www.frjUSD.org
County-District-School (CDS) Code	45699894530010

Last updated: 2/5/2018

School Description and Mission Statement (School Year 2017-18)

For a variety of reasons, not all students are successful in a traditional high school setting. Some of these students find the continuation high school program better suited to their needs, and are able to work successfully toward their high school diploma. It is important to have continuation high schools and other programs such as independent study as alternatives to dropping out of school. However, while these programs can provide an atmosphere that will help many students, they still require effort on the part of the student. If the student has no motivation or academic goals at all, they will not succeed regardless of the structure of the program.

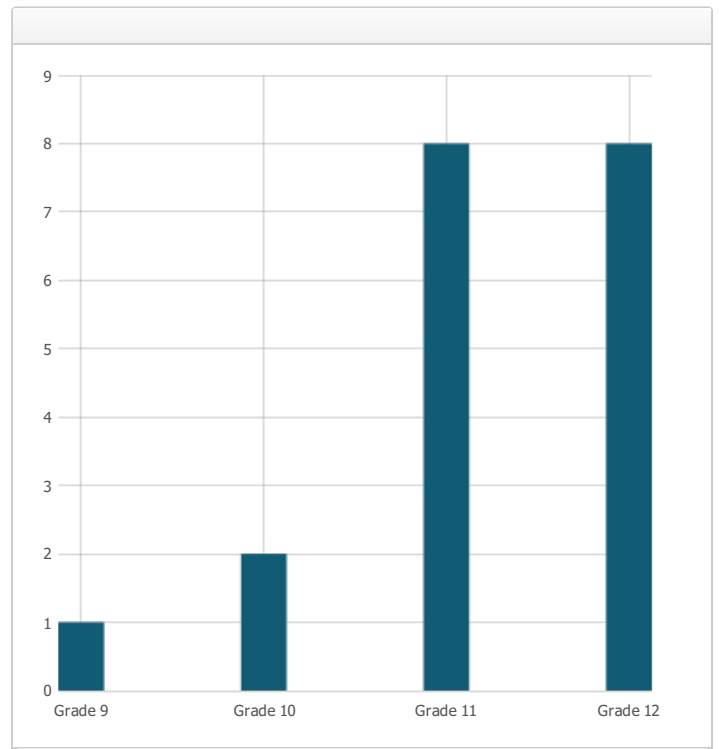
Our goal is to graduate young adults who are:

- Perceptive Thinkers
- Collaborative Contributors
- Innovative Producers
- Self-directed Achievers
- Adaptable Problem Solvers
- Effective Communicators

Last updated: 2/5/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	1
Grade 10	2
Grade 11	8
Grade 12	8
Total Enrollment	19



Last updated: 2/5/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	10.5 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	5.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	73.7 %
Two or More Races	10.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	68.4 %
English Learners	0.0 %
Students with Disabilities	15.8 %
Foster Youth	0.0 %

Last updated: 2/5/2018

A. Conditions of Learning

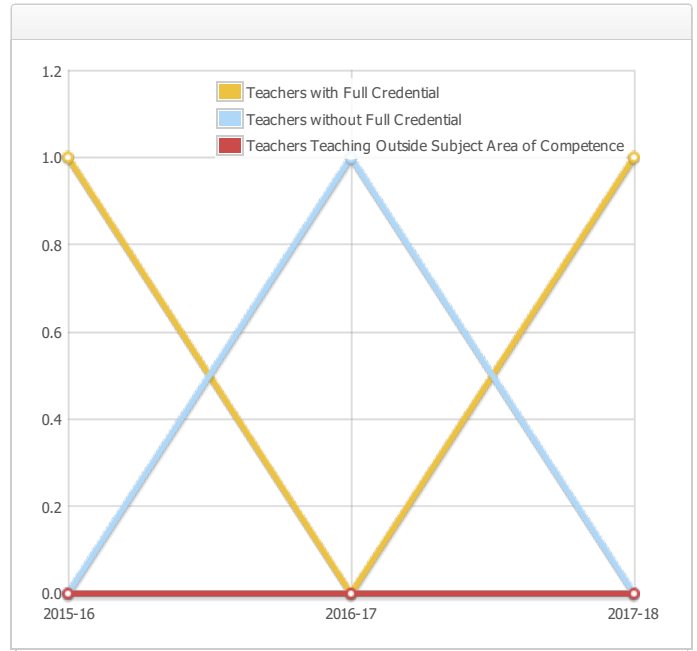
State Priority: Basic

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

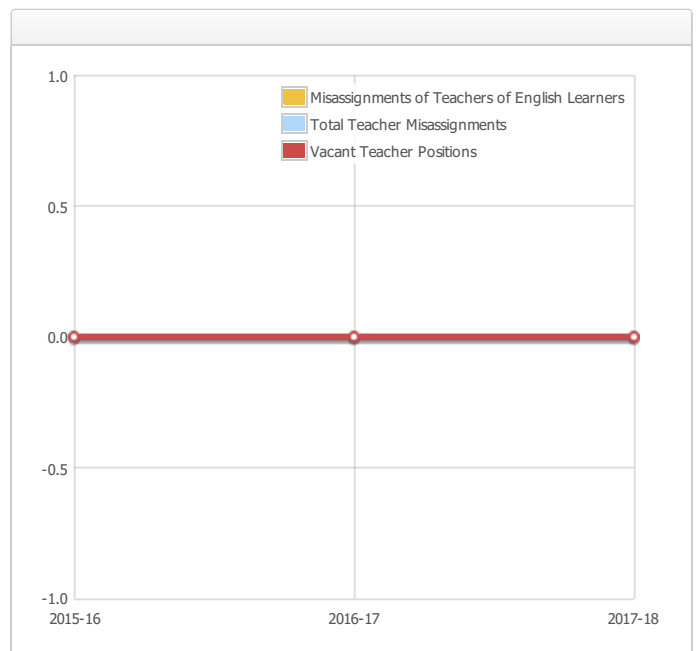
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	1	0	1	70
Without Full Credential	0	1	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/5/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "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.

Last updated: 2/5/2018

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

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Odyssey Ware (Distance Learning)		0.0 %
Mathematics	Odyssey Ware (Distance Learning)		0.0 %
Science	Odyssey Ware (Distance Learning)		0.0 %
History-Social Science	Odyssey Ware (Distance Learning)		0.0 %
Foreign Language	Odyssey Ware (Distance Learning)		0.0 %
Health	Odyssey Ware (Distance Learning)		0.0 %
Visual and Performing Arts	Odyssey Ware (Distance Learning)		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/5/2018

School Facility Conditions and Planned Improvements

The district ensures that all schools are clean, safe and functional. Maintenance staff completes the facility survey instrument developed by the State of California Office of Public School Construction to monitor the condition of the facilities. The results of this survey are available at the district office.

Age of School Buildings

The building was opened in 1936 as a one-room building, it was the community's only school until 1950. It was remodeled in 1950, 1954, 1976, 1985 and 1990.

Maintenance and Repair

District maintenance staff ensures that repairs are completed in a timely manner. An online work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The site administrator monitors the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 2/5/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Repair fence on south side of parking lot

Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Good
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Last updated: 2/1/2018

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)			43%	43%	48%	48%
Mathematics (grades 3-8 and 11)			34%	31%	36%	37%

Note: 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.

Last updated: 2/5/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 2/5/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	
Male	--	--	--	
Female	--	--	--	
Black or African American				
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	--	--	--	
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

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.

Last updated: 2/5/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)			52.0%	55.0%	56%	54%

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.

Last updated: 2/5/2018

Career Technical Education Programs (School Year 2016-17)

The alternative education programs in FRJUSD offer career exploration activities to help students prepare for the workforce. Students also have opportunities to take career assessments, explore different careers

Last updated: 2/5/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 2/5/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

Note: 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.

Last updated: 2/5/2018

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)

We are committed to communicating with and engaging parents as partners in their children’s education. We believe that parents play very important roles through their active participation and involvement. In addition the staff believes that an active and involved parent group is essential to an active school agenda. Parents are afforded the opportunity to be classroom volunteers, committee members and chaperones for various field trips and events.

State Priority: Pupil Engagement

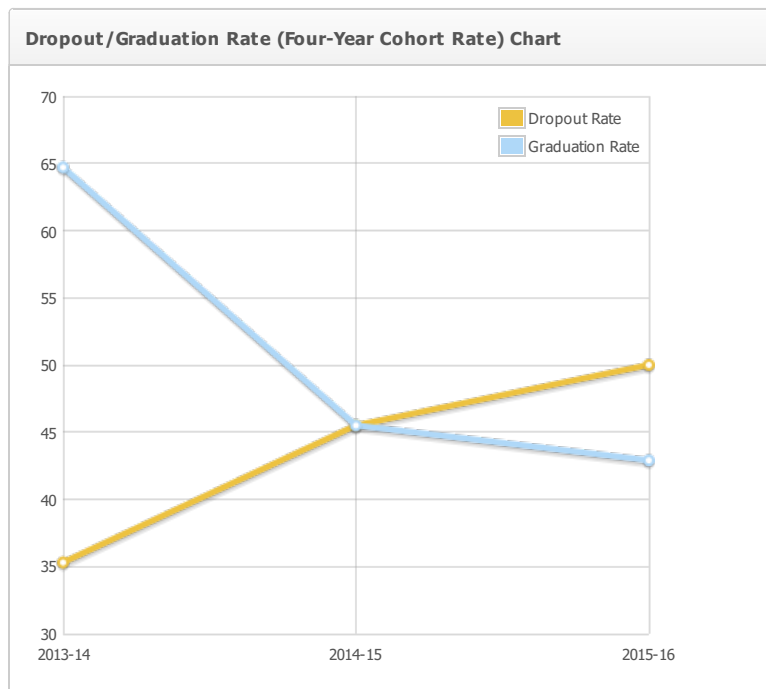
Last updated: 2/5/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	35.3%	45.5%	50.0%	11.5%	14.8%	14.6%	11.5%	10.7%	9.7%
Graduation Rate	64.7%	45.5%	42.9%	86.5%	82.7%	80.9%	81.0%	82.3%	83.8%



Last updated: 2/5/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	100.0%	97.1%	87.1%
Black or African American	0.0%	0.0%	79.2%
American Indian or Alaska Native	0.0%	50.0%	80.2%
Asian	0.0%	0.0%	94.4%
Filipino	0.0%	100.0%	93.8%
Hispanic or Latino	0.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	100.0%	100.0%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	0.0%	0.0%	55.4%
Students with Disabilities	0.0%	80.0%	63.9%
Foster Youth	0.0%	100.0%	68.2%

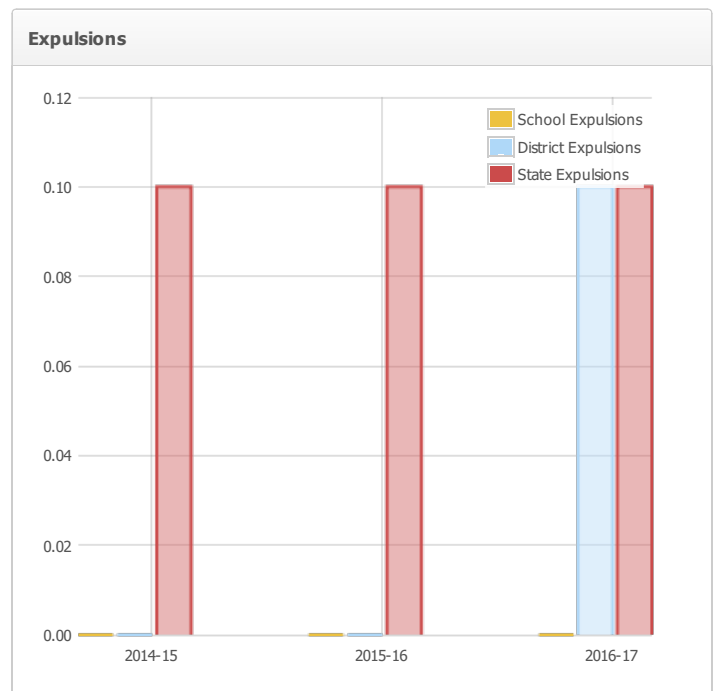
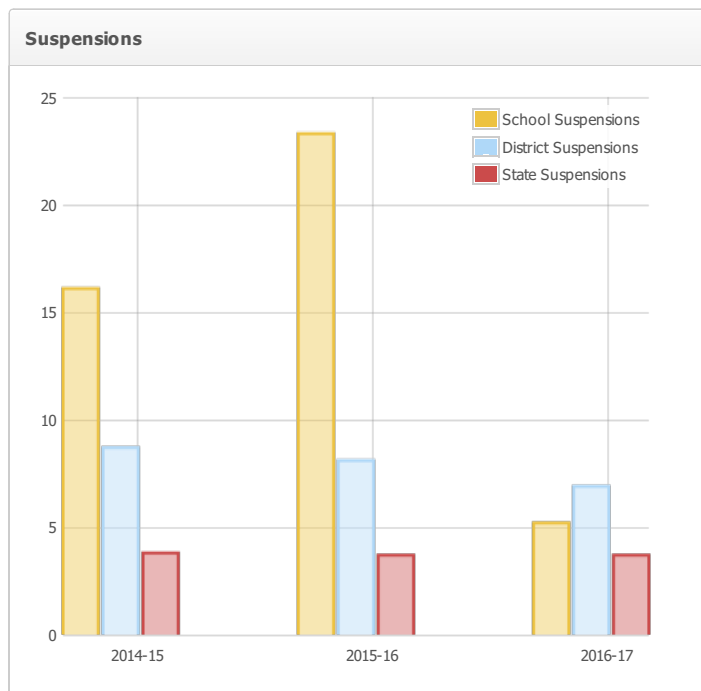
State Priority: School Climate

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	16.1%	23.3%	5.2%	8.7%	8.1%	6.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%



Last updated: 2/5/2018

School Safety Plan (School Year 2017-18)

The alternative education programs have a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294-35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures and school discipline policies. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details.

Last updated: 2/5/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Last updated: 2/5/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	15.0	1	0	0	20.0	1	0	0	19.0	1	0	0
Mathematics	15.0	1	0	0	20.0	1	0	0	19.0	1	0	0
Science	15.0	1	0	0	20.0	1	0	0	19.0	1	0	0
Social Science	15.0	1	0	0	20.0	1	0	0	19.0	1	0	0

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

Last updated: 2/5/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.3	19.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.3	N/A
Other	100.0	N/A

Note: Cells with N/A values 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 percent of full time.

Last updated: 2/5/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7190.0	\$953.0	\$6237.0	\$55389.0
District	N/A	N/A	\$8872.0	\$54206.0
Percent Difference – School Site and District	N/A	N/A	34.9%	2.2%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	5.3%	11.9%

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

Last updated: 2/5/2018

Types of Services Funded (Fiscal Year 2016-17)

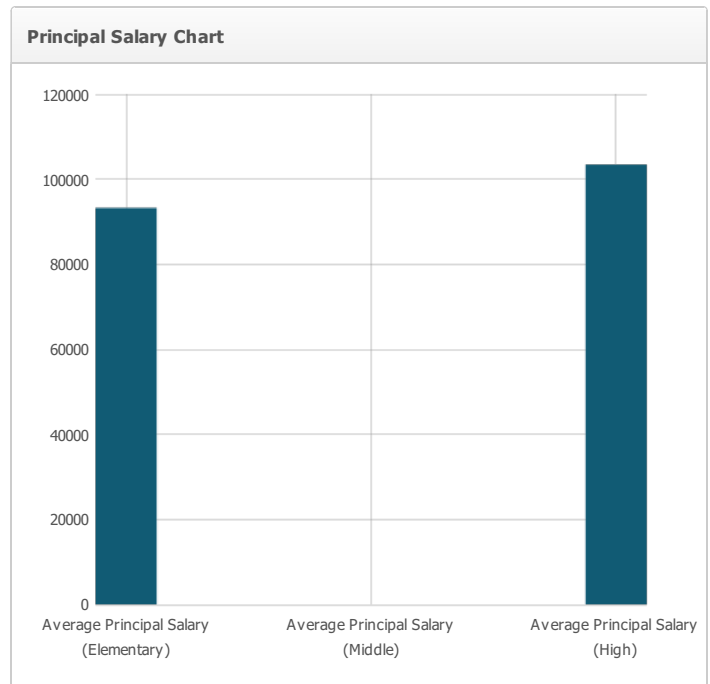
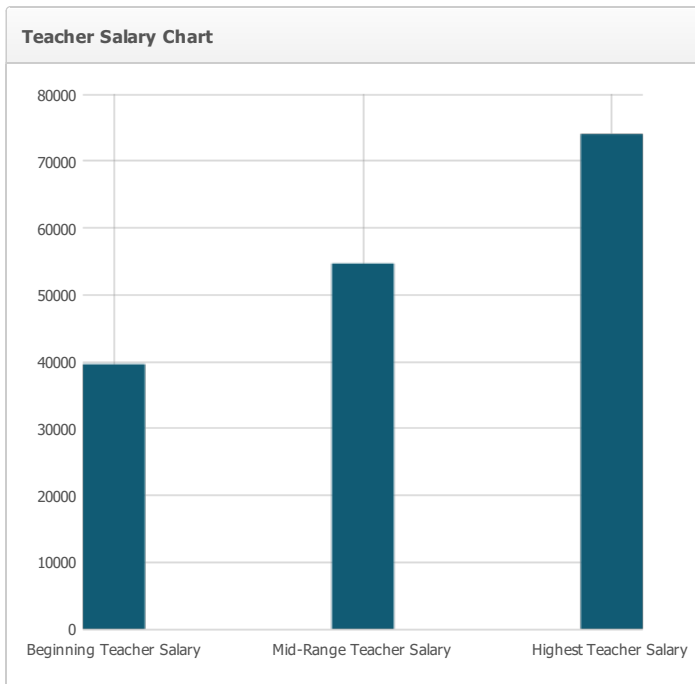
- Title I, Part A (Basic Grant)
- Title II, Part A (Teacher Quality)
- Title VII Indian Ed
- Federal, Special Education, Entitlement

Last updated: 2/5/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,603	\$41,164
Mid-Range Teacher Salary	\$54,658	\$61,818
Highest Teacher Salary	\$74,039	\$84,567
Average Principal Salary (Elementary)	\$93,250	\$96,125
Average Principal Salary (Middle)	\$	\$103,336
Average Principal Salary (High)	\$103,445	\$101,955
Superintendent Salary	\$146,545	\$126,855
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/5/2018

Professional Development

Three days are provided on the school calendar for professional development. The district collaborates with all school sites to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of English Language arts, mathematics, science, and history-social studies.

Areas of focus include differentiating instruction to meet the needs of all learners. Throughout the year, site administrators hold staff meetings to coach teachers to improve instructional practices

Last updated: 2/5/2018