

Executive Summary School Accountability Report Card, 2006-07

For Mission View Public School

Address: 20655 Soledad Canyon Road Suite 12, Santa Clarita, CA, 91351 **Phone:** (661) 299-6576
Principal: Brook Sell **Grade Span:** 7-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Mission View Public School uses a Personalized Learning charter school model that allows the learning program to be tailored to each student's individual needs and interests. Each student focuses on one or two subjects at a time and visits the campus once a week to meet with teachers for instruction and exams. Most of the schoolwork is completed at home.

It is Mission Views' goal to provide:

- A safe and affirming learning environment
- Highly qualified teachers
- State standards of education

Mission View Public School continually seeks to find highly qualified teachers. All of our teachers hold credentials from the California Department of Education. MVPS curriculum meets the California Department of Education high school graduation requirements. Mission View provides a safe, secure campus where students can learn in a controlled environment. Courses are taught by highly qualified, credentialed, and supportive teachers trained to meet the needs of the students.

Using the information gained through assessment, student skill level and student interests, and their own Supervising Teacher assists the student in making initial course selections. As progress increases and interests change the selection of the courses of study may be modified.

Mission View Public School believes that part of its unique mission is to personalize the learning process to meet the ability, pace and interest of the student. In order to achieve this goal a diagnostic computerized assessment is made of the math and reading ability of all newly registered students. These assessment scores play a very important part in assisting the Supervising Teacher in enrolling the student in classes appropriate to his/her skill level. The academic progress of each student continues to be measured by the same assessment process at the end of each semester.

Mission View believes that math and reading skills are the basic components of academic success. To help the student broaden math proficiency, classes of Basic Math Skills, Pre-algebra, Algebra 1 and Geometry are offered.

Students reading below grade level have the opportunity to be a part of our Power Reading Program. This course is designed specifically to meet individual reading needs. Many of our students have made remarkable progress after only 12 weeks of study. Small classes with individualized instruction and extra tutoring support these programs.

To broaden the student's educational experience elective classes in art, Spanish and computer technology are available, along with many others. For seniors making plans for careers and college, the Senior Portfolio class provides a learning experience that gives each student the opportunity to be familiarized with the process of decision making, job searches, employment applications, and college applications and participating in job interviews. Being a part of community service projects or participating in "job-shadowing" gives the student skills for the adult world.

Employed students can earn high school elective credits. Work permits are issued to students at MVPS so that students can earn elective credit by working or volunteering.

Student Enrollment

Group	Enrollment
Number of students	27
African American	7%
American Indian or Alaska Native	0%
Asian	0%
Filipino	4%
Hispanic or Latino	41%
Pacific Islander	4%
White (not Hispanic)	22%
Multiple or No Response	0%
Socioeconomically Disadvantaged	41%
English Learners	0%
Students with Disabilities	15%

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The school moved into the existing site in August of 2007 following the acquisition of the Municipal Use Permit (MUP). Prior to occupancy, the school was remodeled to meet the requirements of a Personalized Learning school.

Repairs Needed

At this time, the school does not require any repairs.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

The school will have this information at the completion of the 2007-2008 school-year.

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$

Student Performance

The school will have this information at the completion of the 2007-2008 school-year

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	NA
Mathematics	NA
Science	NA
History-Social Science	NA

Academic Progress

The school will have this information at the completion of the 2007-2008 school-year

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	NA
Statewide Rank (from 2007 API Base Report)	
2007-08 Program Improvement Status (PI Year)	

School Completion

The school will have this information at the completion of the 2007-2008 school-year

Indicator	Result
Graduation Rate	NA

Postsecondary Preparation

The school will have this information at the completion of the 2007-2008 school-year

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	NA

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Mission View Public School	District Name	William S. Hart
Street	20655 Soledad Canyon Road Suite 12	Phone Number	(661) 259-0033
City, State, Zip	Santa Clarita, CA, 91351	Web Site	www.hartdistrict.org
Phone Number	(661) 299-6576	Superintendent	Jaime L. Castellanos
Principal	Brook Sell	E-mail Address	JCastellanos@hartdistrict.org
E-mail Address	BSell@MissionView.org	n/a	n/a

School Description and Mission Statement

This section provides information about the school's goals and programs.

Mission View Public School uses a Personalized Learning charter school model that allows the learning program to be tailored to each student's individual needs and interests. Each student focuses on one or two subjects at a time and visits the campus once a week to meet with teachers for instruction and exams. Most of the schoolwork is completed at home.

It is Mission Views' goal to provide:

- A safe and affirming learning environment
- Highly qualified teachers
- State standards of education

Mission View Public School believes that part of its unique mission is to personalize the learning process to meet the ability, pace and interest of the student. In order to achieve this goal a diagnostic computerized assessment is made of the math and reading ability of all newly registered students. These assessment scores play a very important part in assisting the Supervising Teacher in enrolling the student in classes appropriate to his/her skill level. The academic progress of each student continues to be measured by the same assessment process at the end of each semester.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Mission view exists to provide an additional educational choice for parents within the William S. Hart School District. The school will continue to reach out to parents by offering parent meetings and surveys. The school will have a parent advisory committee to discuss and determine policies and structure at our schools. Parents are also encouraged to meet with teachers to discuss their child's progress.

[Student Enrollment by Grade Level](#)

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

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	1
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	13
Grade 3		Grade 10	8
Grade 4		Grade 11	3
Grade 5		Grade 12	1
Grade 6		Ungraded Secondary	
Grade 7	2	Total Enrollment	28

[Student Enrollment by Group](#)

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	Group	Percent of Total Enrollment
African American	7	White (not Hispanic)	22
American Indian or Alaska Native	0	Multiple or No Response	0
Asian	0	Socioeconomically Disadvantaged	41
Filipino	4	English Learners	0
Hispanic or Latino	41	Students with Disabilities	15
Pacific Islander	4	n/a	n/a

[Average Class Size and Class Size Distribution \(Elementary\)](#)

The school did not have any students enrolled in an Elementary program during the years listed.

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

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other												

[Average Class Size and Class Size Distribution \(Secondary\)](#)

The school did not have any students enrolled in the Secondary program during the years listed.

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	2004-05				2005-06				2006-07			
	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												
Mathematics												
Science												
Social Science												

[Participation in the Class Size Reduction Program](#)

The school did not participate in this program.

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating
-------------	-----------------------------------

	2004-05	2005-06	2006-07
K			
1			
2			
3			

II. School Climate

[School Safety Plan](#)

This section provides information about the school's comprehensive safety plan.

The school has a safety plan in place. This plan deals with the proper procedures for situations such as medical/first aid, fire, earthquake, gas leak, bomb threat, explosion, chemical or radiation spill, violent or criminal behavior, civil disturbance/demonstration, and psychological issues. Each employee receives training on the safety plan. Each employee has a copy of the plan on his or her desk.

[School Discipline Practices](#)

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The school works to create and maintain a positive learning environment using many strategies. The school is one of choice, students may elect to leave, or the school may elect to disengage students from the program. The school maintains a business atmosphere that requires students to conduct themselves accordingly.

[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.

The school did not operate during the years listed.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions						
Expulsions						

III. School Facilities

[School Facility Conditions and Improvements](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The school opened in August of 2007. The facility was remodeled prior to occupancy. At this time there are not any planned facility improvements.

[School Facility Good Repair Status](#)

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
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			

Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		x		

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

The school did not operate during this time period.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential				
Without Full Credential				
Teaching Outside Subject Area of Competence				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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

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%
All Schools in District	92%	8%
High-Poverty Schools in District	92%	8%
Low-Poverty Schools in District	92%	8%

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

There are many qualified substitute teachers available to provide instructional services at the school.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Educational administrators evaluate the teachers one time each semester. The evaluation is based upon the California Teaching Performance Expectations (TPE's). Following the evaluation, the administrator meets with the teacher to discuss the observation.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a
Other	0	n/a

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Science Laboratory Equipment (grades 9-12)		0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	<i>To be provided by LEA</i>			

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. *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.*

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	
9	

IX. 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide			
Similar Schools			

API Changes 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			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	n/a	n/a		
Students with Disabilities	n/a	n/a		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Narrative to be provided by LEA

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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tq/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students			
African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Pacific Islander			
White (not Hispanic)			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Narrative to be provided by LEA

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

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 in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		n/a
English		n/a
Fine and Performing Arts		n/a
Foreign Language		n/a
Mathematics		n/a
Science		n/a
Social Science		n/a
All courses		

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

Narrative to be provided by LEA

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *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.*

Indicator	2005	2006	2007
Percent of Grade 12 Students Taking the Test			
Average Verbal Score			
Average Math Score			
Average Writing Score	n/a	n/a	

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Narrative to be provided by LEA

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Narrative to be provided by LEA

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7	65,136	54,000
8	65,136	54,000
9	65,136	64,800
10	65,136	64,800
11	65,136	64,800
12	65,136	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	184	180 days
10	184	180 days
11	184	180 days
12	184	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The school does not plan to have any