

Executive Summary School Accountability Report Card, 2010–11

For Mission View Public

Address:	20655 Soledad Canyon Rd. #12 Santa Clarita CA	Phone:	(661) 272-1225
Principal:	Mr. Marcio Castro	Grade Span:	K-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 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 Charter is a K12 charter school serving the students of the Santa Clarita Valley. Mission View offers 2 educational programs. The first program is a Home Studies program. Students are schooled at home by parents. Parents are provided State adopted textbooks. Parents are also assigned a CA credentialed teacher to provide educational support. Our second program is our High School independent Study (Personalized) program. This program is designed to help students earn their High School diploma.

Student Enrollment

Group	Enrollment
Number of students	288
Black or African American	19.4%
American Indian or Alaska Native	1.0%
Asian	1.0%
Filipino	0.3%
Hispanic or Latino	50.0%

Native Hawaiian or Pacific Islander	1.4%
White	25.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	64.2%
English Learners	9.7%
Students with Disabilities	4.5%

Teachers

Indicator	Teachers
Teachers with full credential	13
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	30%
Mathematics	5%
Science	25%
History-Social Science	23%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	636

Statewide Rank (from 2010 Base API Report)	1
Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 1 of 5
2011–12 Program Improvement Status (PI Year)	N/A

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The facilities appear to be in "Good" condition with no repairs needed at the time of inspection.

Repairs Needed

No repairs are needed.

Corrective Actions Taken or Planned

No corrective actions are required.

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$6,229
District	N/A
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	45.76

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	10.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Mission View Public	District Name	William S. Hart Union High
Street	20655 Soledad Canyon Rd. #12	Phone Number	(661) 259-0033
City, State, Zip	Santa Clarita, CA	Web Site	www.hartdistrict.org
Phone Number	(661) 272-1225	Superintendent	Robert Challinor
Principal	Mr. Marcio Castro	E-mail Address	rchallinor@hartdistrict.org
E-mail Address	mcastro@missionview.org	CDS Code	19651360114439

School Description and Mission Statement (School Year 2010–11)

The mission of Mission View Public School (MVPS) is to engage students in a challenging yet individualized education plan. MVPS students are those who no longer comprise a part of the instructional system offered by the traditional high schools in the area. MVPS develops personalized learning plans uniquely created for the student. These plans enable the student to move towards graduation as a part of a structured independent study program. MVPS will strive to help each student master basic skills, move toward a mastery of technology, and develop an interest in lifelong learning, as they become responsible, contributing members of their community and society.

Opportunities for Parental Involvement (School Year 2010–11)

Parents will be solicited for participation on the various WASC Committees for the school upcoming accreditation.
Parents will also be participants in our ELAC, as well as our SSC.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	5	Grade 8	3
Grade 1	2	Ungraded Elementary	0
Grade 2	5	Grade 9	108
Grade 3	6	Grade 10	77
Grade 4	1	Grade 11	52
Grade 5	2	Grade 12	24
Grade 6	2	Ungraded Secondary	0
Grade 7	1	Total Enrollment	288

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	19.4%
American Indian or Alaska Native	1.0%
Asian	1.0%
Filipino	0.3%
Hispanic or Latino	50.0%
Native Hawaiian or Pacific Islander	1.4%
White	25.0%
Two or More Races	0.0%

Socioeconomically Disadvantaged	64.2%
English Learners	9.7%
Students with Disabilities	4.5%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2									2.0	1	0	0
3									16.0	1	0	0
4												
5					16.0	1	0	0	1.0	1	0	0
6					16.0	1	0	0				
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	*	*	*	*	*	7.2	30	2	6.8	32	3	0
Mathematics	*	*	*	*	*	4.5	24	*	3.4	28	0	0
Science	*	*	*	*	*	3.8	22	*	4.5	24	0	0
Social Science	*	*	*	*	*	4.7	21	*	4.1	22	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.

III. School Climate

School Safety Plan (School Year 2010–11)

MVPS has a formal comprehensive safety plan. It encompasses almost all foreseeable eventualities and includes separate sections on Medical and First Aid, Fire, Earthquake Preparedness, Gas Leaks, Bomb Threats, Explosions, Chemical or Radiation Spills, Violent/Criminal Behaviors, Civil Disturbances/Demonstrations, and potential Psychological Crises. A copy of the plan is to be placed at each workstation.

MVPS also employs a full time security officer.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	3	7	0	2094	2077	2155
Expulsions	0	0	0	56	60	60

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The Operations Department maintains a constant vigilance to assure that our facilities are in good repair. MVPS provides a clean and safe environment conducive to learning.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			No Repairs needed.
Interior: Interior Surfaces		X			No Repairs needed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			No Repairs needed.
Electrical: Electrical		X			No Repairs needed.

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			No Repairs needed.
Safety: Fire Safety, Hazardous Materials		X			No Repairs needed.
Structural: Structural Damage, Roofs		X			No Repairs needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			No Repairs needed.
Overall Rating	Good				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	4	13	13	*
Without Full Credential	0	0	0	*
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	*

*District data was not available at the time of SARC reporting.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree,

an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	62.34%	37.66%
All Schools in District	62.34%	37.66%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	0.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	2	
Other	0	

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 01/12

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Literature Language Arts 3 rd , 4 th , 5 th & 6 th Course (Holt, Rinehart, & Winston)	2003	0%
Mathematics	Algebra 1 (Prentice Hall) Algebra/Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre-calculus (Larson and Hostetler) Calculus Eight Edition (Houghton Mifflin)	2001,2004	0%
Science	Earth Science CA Edition (Prentice Hall) Biology CA Edition (Prentice Hall) Chemistry (Prentice Hall) Conceptual Physics (Prentice Hall)	2006,2007	0%
History-Social Science	Principles in Action (Prentice Hall CA Edition) Magruder's American Government (Prentice Hall CA Edition) American Anthem, Modern American History (Holt CA Edition) World History, The Modern World (Prentice Hall CA Edition)	2007,2008	0%
Foreign Language	Buen Viaje Level 1 (Glencoe) Buen Viaje Level 2 (Glencoe)	2005	0%
Health	Health (AGS)	2007	0%
Visual and Performing Arts	Understanding Art (Glencoe)	2008	0%
Science Laboratory	Virtual labs- Biology CA Edition	2005,2006,2008	N/A

Equipment (grades 9-12)	(Prentice Hall) Virtual labs - Chemistry (Prentice Hall) Probeware Laboratory Manual/CD-ROM- Conceptual Physics (Prentice Hall)		
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VIII. School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	#6,384	\$155	\$6,229	\$53,000
District			N/A	\$68,396
Percent Difference – School Site and District			N/A	-22.51%
State			\$5,455	\$70,570
Percent Difference – School Site and State			14.19%	-24.90%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

MVPS does accept categorical funding: Title II, Title IV and Title V. Title II is used for our staff development only. With our Title IV funds, we provide tutorial services to students to help them achieve academic

standards, and with our Title V funds we have purchased supplemental materials to aid in the teaching of language arts and mathematics.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,587	\$42,954
Mid-Range Teacher Salary	\$67,748	\$69,905
Highest Teacher Salary	\$88,156	\$89,464
Average Principal Salary (Elementary)	\$90,000	\$93,326
Average Principal Salary (Middle)	\$121,184	\$121,722
Average Principal Salary (High)	\$133,578	\$128,348
Superintendent Salary	\$239,064	\$205,119
Percent of Budget for Teacher Salaries	38.00%	37.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	25%	29%	30%	60%	62%	63%	49%	52%	54%
Mathematics	2%	8%	5%	50%	51%	49%	46%	48%	50%
Science	9%	27%	25%	65%	66%	68%	50%	54%	57%
History-Social Science	14%	17%	23%	54%	56%	59%	41%	44%	48%

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	63%	49%	68%	59%
All Students at the School	30%	5%	25%	23%
Male	32%	4%	25%	20%
Female	29%	6%	25%	25%

Black or African American	19%	2%	0%	9%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	24%	6%	20%	23%
Native Hawaiian or Pacific Islander				
White	52%	5%	36%	23%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	28%	5%	26%	22%
English Learners	12%	4%	0%	21%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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.**

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	42%	12%	33%	66%	67%	71%	52%	54%	59%

Mathematics	17%	11%	27%	64%	65%	66%	53%	54%	56%
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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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	29%	26%	45%	34%	39%	27%
All Students at the School	67%	20%	14%	73%	20%	7%
Male	65%	30%	5%	73%	18%	9%
Female	68%	13%	19%	73%	21%	6%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	72%	14%	14%	77%	13%	10%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	50%	25%	25%	54%	38%	8%
Two or More Races	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged	73%	18%	9%	78%	19%	3%
English Learners	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%	0%	0%

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tq/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	100.00%	0.00%	0.00%
9	23.50%	13.20%	8.80%

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	N/A	2	1
Similar Schools	N/A	6	6

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	B	-17	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			29
Native Hawaiian or Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			18
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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

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

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	139	636	18,271	832	4,683,676	778
Black or African American	22	522	750	779	317,856	696
American Indian or Alaska Native	1		56	777	33,774	733
Asian	2		1,369	927	398,869	898
Filipino	1		850	886	123,245	859

Hispanic or Latino	70	610	5,700	765	2,406,749	729
Native Hawaiian or Pacific Islander	0		50	836	26,953	764
White	42	724	9,085	859	1,258,831	845
Two or More Races	1		403	864	76,766	836
Socioeconomically Disadvantaged	89	593	3,263	729	2,731,843	726
English Learners	15	583	2,448	708	1,521,844	707
Students with Disabilities	2		2,150	591	521,815	595

Adequate Yearly Progress

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

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

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

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

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	No	Yes
Met Participation Rate - Mathematics	No	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	N/A	*
First Year of Program Improvement	N/A	0
Year in Program Improvement	N/A	0
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

*District data was not available at the time of SARC reporting.

PI, Mission View is ASAM school, and does not accept Title I funds.

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	122.2	51.7	71.1	2.5	2.2	2.4	4.9	5.7	4.6
Graduation Rate			45.76	95.04	95.40	97.01	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

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

Group	Graduating Class of 2011		
	School	District	State
All Students	12.5% of Total population or 36 students	N/D	N/D
Black or African American	0.6% of Total population or 2 students	N/D	N/D
American Indian or Alaska Native	0.0%	N/D	N/D
Asian	0.0%	N/D	N/D
Filipino	0.0%	N/D	N/D
Hispanic or Latino	7.9% of Total population or 23 students	N/D	N/D
Native Hawaiian or Pacific Islander	0.0%	N/D	N/D
White	3.8% of Total population or 11 students	N/D	N/D
Two or More Races	0.3% of Total population or 1 student	N/D	N/D
Socioeconomically Disadvantaged	7.9% of Total population or 23 students	N/D	N/D
English Learners	3.8% of Total population or 11 students	N/D	N/D

Students with Disabilities	0.6% of Total population or 2 students	N/D	N/D
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Note: "N/D" means that no data were available to the CDE or LEA to report.

Percentages were calculated from a total population of 288 students.

Career Technical Education Programs (School Year 2010–11)

The purpose of MVPS' Career Technical Educational Program is to provide students with relevant career education in preparation for the working world, while earning elective credits. MVPS recognizes that part-time jobs can give students needed supplementary income, valuable work experience, and enhanced self-esteem.

The training program, called Work Experience Education of WEE, is designed to help students develop job skills and learn about career opportunities following the Work Experience Education Framework and Content Standards for California Public Schools.

Also ten weeks of computer courses, that cover basic computer literacy skills (hardware, software & internet) have recently been offered to MVPS students. More advanced computer courses are in the developmental stages.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	93
Percent of pupils completing a CTE program and earning a high school diploma	10%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

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

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	**100.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	**0.0%

** Mission View Public Charter has many A-G approved courses which all students take.

Since we do not offer a complete A-G list of courses, 0.0% of our students graduate completing ALL UC/CSU required courses.

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	

Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	0.0%

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

MVPS does have a professional development plan. Several days per year are designated as in-service days and usually these trainings are provided on site. These trainings are paid and often are done by in-house presenters; however, depending on the topic, on occasion there are some paid trainers hired. This year we planned extensive technology training for our teachers to support our students. In addition, MVPS hold staff meetings every Monday for 1.5 hours. PD is often discussed, planned and or offered on these days.

Mission View Public

School Accountability Report Card, 2010-2011

William S. Hart Union High

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