

Mountain View School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/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 at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	Mountain View School
Street	877 East North Ave.
City, State, Zip	Reedley, CA 93654
Phone Number	(559) 305-7080
Principal	Josh Darnell
Email Address	darnell-j@kcusd.com
School Website	https://mountainview.kcusd.com/
Grade Span	K-12
County-District-School (CDS) Code	10622651030378

2025-26 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	pack-r@kcusd.com
District Website	https://www.kcusd.com/

2025-26 School Description and Mission Statement

Mountain View School is one of five schools that form KCUSD Educational Options. The other schools are Reedley Middle College High School, Kings Canyon Online, Kings Canyon High School and Kings Canyon Adult School. Mountain View offers an independent study educational plan for K-12 students. Reasons for placement on independent study vary, as do lengths of time in the program. The majority of students are classified as high school 9-12, but MVS also serves elementary and middle school students.

As part of the independent study program, each student is assigned a teacher to guide their studies. Students are to be supervised and in their homes during school hours when not attending school. Teachers meet with students on a weekly basis and hours depend on individual student needs. Except for medical issues, students are seen at the Mountain View School Student Center in Reedley, the MVS classroom on the Orange Cove High School site in Orange Cove, or the MVS classroom on the Kings Canyon Online School site in Dunlap. KCUSD outlines the number of hours teachers must meet with each student, which varies by grade level.

Mountain View School has begun a program, Kings Canyon Learning Academy, where students come in three days a week. The students complete online classes through Edgenuity, take in person elective courses, meet with a social worker for Social Emotional Learning lessons, and receive mini lessons in English Language Arts, Math, Science and Social Studies.

It is the goal of the program to develop in every student the capacity to be a capable, productive citizen who exceed all expectations held for him or her by others. The educational goal is to either earn a high school diploma or return to their home school site.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	2
Grade 6	2
Grade 7	7
Grade 8	7
Grade 9	15
Grade 10	63
Grade 11	81
Grade 12	141
Total Enrollment	318

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.7
Male	62.3
American Indian or Alaska Native	0.3
Black or African American	0.3
Filipino	0.3
Hispanic or Latino	92.1
Two or More Races	0.6
White	6.3
English Learners	28.9
Foster Youth	0.3
Homeless	1.6
Migrant	1.3
Socioeconomically Disadvantaged	90.9
Students with Disabilities	19.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.9	13.52	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	0	0	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.14	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	12.4	85.72	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	0	0.55	10.6	2.44	15831.9	5.67
Total Teaching Positions	14.5	100	435.7	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.3	17.98	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.9	82.02	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	0	0	8.7	2.03	14303.8	5.15
Total Teaching Positions	13.2	100	431.5	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.3	6.54	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	0	0	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.7	18.04	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	15.6	75.37	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	14	3.19	13705.8	4.91
Total Teaching Positions	20.7	100	440.4	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	3.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	3.7

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	12.40	10.9	15.6
Total Out-of-Field Teachers	12.40	10.9	15.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.3	0	29.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.6	0	4.7

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

According to guidelines from the Williams Act, all students have access to all books and materials deemed necessary in order to meet graduation requirements. Instructional materials are current and approved by our governing board. A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At MVS there are sufficient textbooks and instructional adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage NY K-112014;9th Literature: Of Mice and Men, Raisin in the Sun, Book Thief, Pacemaker English Composition 2002, Education publishing Wordly Wise 9 2012, Perfection Learning Vocabu-Lit I 2002, 10th Literature: Night, AGS World Literature 2007, Jamestown Encounters 1995, Vocabu-Lit J 2002, Wordly Wise 10 2012, Perfection Learning World Classics 1987, British Classics 1987, Chillers 1997, Mexican/ American Folktales 1998, 11th Literature: To Kill a Mockingbird, Farewell to Manzanar, Refugee, AGS American Literature 2007, Perfection Learning American Classics vol 1-3 1987, 12th Literature: Great Expectations, Grapes of Wrath, AGS Exploring Literature 2007. Pacemaker AGS Basic English Composition 2008	0
Mathematics	Engage NY K-8 2014; Math Vision Project 9-11 2014; AGS Algebra 1 2004; AGS Algebra 2 2004, AGS Geometry 2005, AGS Consumer Math 2003, MCP Mathematics 2005.	0
Science	AGS Biology, 2004 Pearson Earth Science, 2007, AGS Environmental Science 2007	0
History-Social Science	World Geography Walch Publishing 2005, AGS World History 2008, Steck-Vaughn History of Our World 2003, Steck-Vaughn America's History Land of Liberty 2006, Pacemaker American Government 2001, Steck-Vaughn American Government Freedom, Rights, Responsibilities 1997, Pacemaker Economics 2001, Steck-Vaughn Economics Concepts and Applications 1992	0
Foreign Language	AMSCO Spanish is Fun A 1997, Spanish is Fun 1 2000, Spanish is Fun 2 2006, Spanish Three Years 1988, AMSCO French is Fun A 1997, AMSCO German is Fun 1 1993	0
Health	Life Skills Health, Pearson 2007	0

Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)	Our Biology labs are held at the Mountain View School site, conducted by HQT teachers. Regular lab equipment is made available at RHS & OCHS for any students who may require the completion of more extensive experiments. This laboratory equipment may include, but not be restricted to: Bunsen burners, test tubes, Scientific Charts, and additional supplemental materials.	0

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

School Facility Conditions and Planned Improvements

Mountain View School opened its school site in January, 2014. The facility was originally comprised of two main buildings: the Office and Student Center building, and the Resource Center. The office houses two secretaries, the program administrator, student advisers, and reception area for parents. The attached Student Center accommodates student/teacher meeting cubicles, a classroom, and an eating space. The Resource Center, next to the Student Center, houses student materials, textbooks, a student/teacher workstation, and a classroom. In Fall 2023, four additional rooms were added to the campus to provide additional room for student instruction. In addition to the four additional rooms, three new restrooms were added to our campus: one boys, one girls and one staff restroom, in Spring of 2024, two additional rooms were added to the campus to provide additional room for student instruction.

A new MVS/Adult School building was built/completed and occupied in March 2021. This building is located on the Orange Cove High School campus and is used for student/teacher meetings. All necessary student/teacher materials, textbooks, and supplies are housed at the new facility. In the fall of 2024, four additional classrooms were added to the site to provide additional instruction and services for students.

The Mountain View center provides a safe, clean environment for teachers, staff, parents, and students. School facilities are up-to-date and provide adequate space for the program. KCUSD administers a scheduled maintenance program to ensure that the facilities are adequately maintained.

School Facility Conditions – Facilities were updated when the relocation project was enacted.

Year and month of the most recent FIT report	10/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Ants in classroom. Eagle Shield has been contacted.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Exemplary
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	13	18	51	56	47	48
Mathematics (grades 3-8 and 11)	1	2	38	42	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	142	119	83.80	16.20	17.65
Female	50	42	84.00	16.00	23.81
Male	92	77	83.70	16.30	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	133	112	84.21	15.79	16.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	40	34	85.00	15.00	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	115	100	86.96	13.04	17.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	20	64.52	35.48	5.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	115	82.14	17.86	1.74
Female	49	42	85.71	14.29	2.38
Male	91	73	80.22	19.78	1.37
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	131	108	82.44	17.56	1.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	39	32	82.05	17.95	3.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	96	84.96	15.04	1.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	18	58.06	41.94	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	3	3.27	24.87	28.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	235	214	91.06	8.94	3.27
Female	82	76	92.68	7.32	2.63
Male	153	138	90.20	9.80	3.62
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	216	197	91.20	8.80	2.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	15	88.24	11.76	6.67
English Learners	62	58	93.55	6.45	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	205	189	92.20	7.80	1.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	44	35	79.55	20.45	2.86

2024-25 Career Technical Education Programs

Mountain View School Students have access to participating in Career Technical Education with Valley ROP (Regional Occupation Program) through our district adult school. This past year, MVS students participated in Urban Rural Fire Fighting courses and the Certified Nursing Assistant program.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	22.18
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	0	0	0	0	0

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parent involvement and communication are important to our school. Mountain View continually strives to involve parents by exchanging information that helps them to understand and support their child's efforts to meet graduation requirements or necessary achievements to return to a comprehensive school site.

Students are continually encouraged to share the weekly assignment document with parents which verifies the credits earned and the grade achieved for the week. In the event a student is not completing assignments or not attending weekly appointments, contact is made by the administration soliciting parent assistance to rectify the behavior. Parent meetings are held monthly with students not making adequate attendance to review strategies to assist with improving performance.

Parent involvement opportunities at MVS also include an invitation to the Children's Day event, Winter Christmas Student/Parent event, Spring Student/Parent Art/DIY event, participation on the MVS School Site Council and ELAC committees, and the opportunity to participate in any parent education/training workshops offered by MVS and other KCUSD schools.

2025-26 Opportunities for Parental Involvement

Parents who would like more information on how to become involved may contact Learning Director, Stacy Harder at (559) 305-7080.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	8.2	14.2	5.3	2	3.4	1.8	8.2	8.9	8
Graduation Rate	50.3	59	58.8	88.2	89.4	90.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	131	77	58.8
Female	47	34	72.3
Male	84	43	51.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	116	67	57.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	13	8	61.5
English Learners	45	23	51.1
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	129	75	58.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	25	15	60.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	447	418	153	36.6
Female	166	155	52	33.5
Male	281	263	101	38.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	407	383	144	37.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	31	27	7	25.9
English Learners	124	119	49	41.2
Foster Youth	--	--	--	--
Homeless	17	17	11	64.7
Socioeconomically Disadvantaged	405	381	144	37.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	77	27	35.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.46	1.44	2.91	5.93	6.38	5.61	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.91	0.00
Female	1.81	0.00
Male	3.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.65	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.17	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Due to the independent study design, Mountain View does not maintain a traditional school site. Mountain View School includes two main buildings and now eight classrooms between two sites. The main buildings house the administration office and independent study space. The other is a resource center for materials and small group instruction. The classrooms are used for a second program that provides in-person instruction, online classes and a room for our social worker and school counselor. Mountain View School is adequately maintained to meet all facility safety standards and is handicap accessible.

The School Safety Plan is updated annually and can be viewed upon request. The MVS CSSP was most recently board approved on February 11, 2025. The most recent update to the plan was September 18, 2025. The plan was also reviewed and discussed with faculty and students at that time. The plan includes: KCUSD philosophy, district dress code, procedures in the event of a crisis, emergency evacuation plan, emergency telephone numbers, the campus utilities map, staff guidelines for responding to loss of life, a communication tree, and child abuse reporting procedures.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	1	8	0	0
2	0	0	0	0
3	1	8	0	0
4	1	9	0	0
5	0	0	0	0
6	1	7	0	0
Other	3	16	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	1	1	0	0
2	0	0	0	0
3	0	0	0	0
4	1	7	0	0
5	0	0	0	0
6	1	3	0	0
Other	3	10	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	1	3		
Other	2	7		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	58	1	0
Mathematics	8	29	0	0
Science	6	34	0	0
Social Science	6	62	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	81		1
Mathematics	5	46		
Science	4	43		
Social Science	4	94		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	70		1
Mathematics	4	46		
Science	5	37		
Social Science	5	77		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	305

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,853.48	\$1,688.05	\$8,165.43	\$95,099.21
District	N/A	N/A	\$9,673.56	\$94,363.46
Percent Difference - School Site and District	N/A	N/A	-16.9	0.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-30.9	-5.1

Fiscal Year 2024-25 Types of Services Funded

MVS receives Title I funding to support our site with current technology to support both students and teachers. We also use Title I dollars to assist in professional development to improve instruction of students. Additional funding through Comprehensive Support and Improvement (CSI) have been utilized to improve outcomes for students in the areas of graduation and attendance. A full time academic counselor is a service now provided to MVS students, in effort to improve student graduation progress. A full time social worker was added so there are now two social workers working with the students on Social Emotional Learning. Mountain View School also partners with the CAL Safe program to provide services to our teen parents or expectant teen parents. Services typically include providing resources and connections to the community to better prepare them for parenthood. Supplemental and concentrated funds provided through the district LCAP are utilized to increase parent involvement as well as reduce suspensions and improve attendance through the use of PBIS practices. In addition, MVS receives state lottery money to assist with classroom supplies for students and conference attendance for teachers. Lastly, the Community Schools Grant supports attendance programs and socio-emotional wellness.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,919	\$62,145
Mid-Range Teacher Salary	\$88,765	\$97,088
Highest Teacher Salary	\$129,594	\$120,436
Average Principal Salary (Elementary)	\$155,455	\$151,343
Average Principal Salary (Middle)	\$167,817	\$159,514
Average Principal Salary (High)	\$186,757	\$177,261
Superintendent Salary	\$312,323	\$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional development at Mountain View School is designed to meet the professional needs of teachers relating to the independent study educational setting. Professional development takes the form of teacher trainings, specific to the unique needs consistent with our school vision and goals. The principal, teachers, classified staff, and other support personnel take part in these activities. Over the past few years, Math and English teachers attended district Professional Learning Community (PLC) sessions. In addition, full time MVS teachers have been collaborating with each other on Wednesdays from 2:30-4:30. Monthly all-inclusive staff sessions have been and will continue to be scheduled in addition to any individual staff conferences.

Professional Development

These staff meetings include opportunities for professional development and support in independent study practices. District academic coaches provide training related to technology and curriculum as needed. In addition, we have brought in outside representatives to support our use of a reading and writing computer software being used by students on two different occasions last school year. For this school year the majority of PD is in-person. However, there may be occasions when PD is provided via zoom.

Lastly, over the past five years resource personnel and administrative personnel have attended the California Consortium of Independent Study conferences for current legal, financial, and best-practices seminars.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42