

Mountain View Learning Academy

Grades K-8
CDS Code 37-67967-6109953

Yvette Maier
Principal
ymaier@alpineschools.net

8770 Harbison Canyon Road
Alpine, CA 91901
(619) 659-2854

<https://sites.google.com/a/alpineschools.net/mountain-view-learning-academy>



Alpine Union School District

2001 Tavern Road Alpine, CA 91901 ▪ www.alpineschools.net

Richard Newman, Ed.D., Superintendent ▪ rnewman@alpineschools.net ▪ (619) 445-3236



Principal's Message

Mountain View Learning Academy is nestled in the beautiful hills of Alpine on Harbison Canyon Road. Our program is like a charter school. We offer on-site classes up to three days a week. These classes focus on the following personalized learning plans: writing, math, algebra, social studies, hands-on science, the visual arts, performing arts and physical education. Extracurricular opportunities include student council, Spanish, dance and engineering.

When students are not on site, they are working at home on their individually designed lesson plans. Our highly experienced staff works with parents to design lesson plans that meet the student's academic needs as well as the state standards. All of our teachers are state certified, and our program is fully accredited.

In addition to the on-site classes and individually designed lesson plans, we offer fabulous field trips. These field trips are educational and fun for the whole family. In the past, we have visited Sea World, Birch Aquarium, Eagle Mine, Old Town, Mission San Juan Capistrano, Julian Wolf Encounter, Riley's Farm, Chula Vista Nature Center, Natural History Museum, the Space Theatre and much more.

School Mission Statement

Mountain View Learning Academy is a long-term, hybrid, K-8 Independent Study program (Mountain View Home-School). Independent study is considered an alternative means of delivering instruction to students, typically via the parent, within the home setting. On-site classes and regularly scheduled field trips are part of the fabric of Mountain View Home-School. The scope and sequence of the curriculum at Mountain View is intended to keep pace with that which is occurring within the other schools within the Alpine Union School District. This educational option provides students and families with the opportunity for increased parental involvement and hands-on learning.

Parental Involvement

Mountain View Learning Academy is, by definition, a partnership between a supervising teacher and parents that involves collaboration on an ongoing basis. Bimonthly meetings are held to generate assignments and evaluate previously assigned work. Parental involvement is encouraged as far as participating in regularly scheduled field trips and volunteering for teaching or assisting in enrichment classes.

For more information on how to become involved, contact Principal Yvette Maier at (619) 445-2977 or ymaier@alpineschools.net.

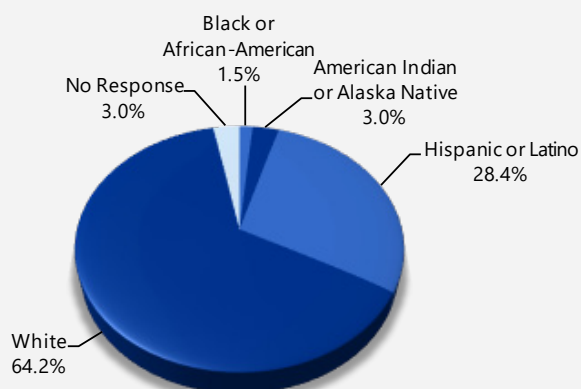


Enrollment by Student Group

The total enrollment at the school was 67 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	19.40%
English learners	0.00%
Students with disabilities	10.40%
Foster youth	0.00%
Homeless	0.00%

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Beliefs

Our Alpine Union School District believes:

Education is the foundation of a democratic society.

Each person has value.

Everyone in the community shares responsibility for the educational success of all children.

We have high expectations that challenge each individual to reach his or her potential.

Effective communication fosters good human relations.

All individuals deserve to be and feel safe. Safety optimizes the learning environment.

We value and live by the highest ethical standards of respect, integrity, honesty and fairness.

Educating our children is an investment in the future.



Board of Trustees

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Class Size Distribution

Mountain View Learning Academy is a homeschool program, therefore there are no traditional grade level classes. An average caseload has been 25 students for the past three years.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		9/26/2019
Date of the most recent completion of the inspection form		9/26/2019

School Facilities

Mountain View is located on the campus of Shadow Hills Elementary School and has access to the library, auditorium and computer lab. The classrooms and office are all in portables. The Shadow Hills campus was built in 1960 with the portables added later. The buildings are in adequate condition. The district maintenance crew addresses these issues. The Shadow Hills custodial staff maintains facilities. A part-time custodian vacuums the rooms are once per week. The district crew promptly addresses safety issues that arise.

The Shadow Hills campus has one teacher on duty to supervise the crosswalk in the parking lot before school. A student supervisor is on duty 30 minutes before school and supervises students while they wait in the lunch area for the first bell to ring. At that time students leave the lunch area and proceed to their classrooms. The three teachers at Mountain View supervise lunch, recess and dismissal.

Suspensions and Expulsions

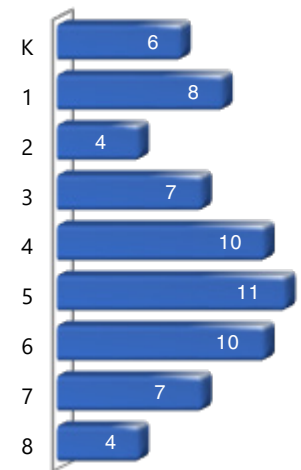
This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Mountain View LA			Alpine Union ESD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%	1.6%	1.2%	2.0%	3.6%	3.5%	3.5%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade



Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Mountain View LA		Alpine Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Mountain View LA		Alpine Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	72%	60%	59%	56%	50%	51%
Mathematics	52%	46%	40%	41%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2018-19 School Year	
Percentage of Students Meeting Fitness Standards		Mountain View LA	
		Grade 5	Grade 7
Four of six standards		✧	✧
Five of six standards		✧	✧
Six of six standards		✧	✧

✧ Not applicable.

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–8.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	54	40	74.07%	25.93%	60.00%
Male	21	17	80.95%	19.05%	52.94%
Female	33	23	69.70%	30.30%	65.22%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	13	81.25%	18.75%	53.85%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	35	25	71.43%	28.57%	64.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	13	76.47%	23.53%	53.85%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

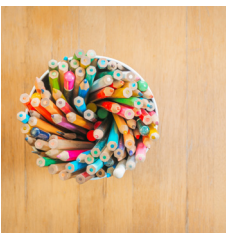




CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	54	39	72.22%	27.78%	46.15%
Male	21	17	80.95%	19.05%	58.82%
Female	33	22	66.67%	33.33%	36.36%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	12	75.00%	25.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	35	25	71.43%	28.57%	48.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	17	12	70.59%	29.41%	50.00%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





Textbooks and Instructional Materials

Textbooks are adopted according to the state-mandated textbook-adoption cycle. Instructional materials are selected from the list of state-approved textbooks that align to state standards and curriculum frameworks. A committee of teachers is selected to review and identify publishers from the approved list for piloting in classrooms. Instructional materials are piloted in classrooms across all school sites and grade levels, and teachers are provided the opportunity to review the materials and provide feedback. Parents are also invited to preview proposed instructional materials and provide feedback. Based on feedback received, a publisher is selected for adoption and brought before the governing board for approval. Instructional materials, when adopted, are provided to all students, including English learners.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
English language arts	<i>Wonders</i> , McGraw-Hill	2017
Mathematics	<i>My Math</i> , McGraw-Hill	2015
Mathematics	<i>CPM</i>	Piloting
Science	<i>Delta Education</i> , FOSS	2007
Science	<i>Focus on Science California</i> , Glencoe/McGraw-Hill	2007
Science	<i>Amplify</i>	Piloting
History/social science	<i>History Alive!</i> , Teachers' Curriculum Institute	2008
History/social science	<i>Scott Foresman History-Social Science for California</i> , Pearson	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	2019-20 School Year
Mountain View LA	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

School Safety

Mountain View Learning Academy is housed on the site of Shadow Hills Elementary School and is included in the safety plan and drills for that school. Shadow Hills Elementary School maintains a plan that outlines procedures for various emergencies. Each month the staff conducts a fire, duck-and-cover, or lockdown drill. Each fall, the district transportation department conducts a school-evacuation drill.

The school safety plan was reviewed and discussed with school faculty in September 2019.

✧ Not applicable.

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/11/2019





Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Alpine Union ESD	Mountain View LA		
Teachers	19-20	17-18	18-19	19-20
With a full credential	74	3	3	3
Without a full credential	3	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Mountain View LA		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

The district administrative team coordinates the district staff-development program. Staff-development activities include training in educational technology, various teaching strategies and subject-related in-services on Common Core State Standards. This year, three mandatory staff-development days have been made available through the district budget. In addition, teachers are released every other Wednesday for collaborative planning. In order to maintain continuing staff-development opportunities, selected staff members across the district have been offered additional paid opportunities for categorically funded staff development. Teachers may be released from classrooms to attend professional development, or they may attend meetings and trainings outside of their regular work hours, during the summer and during breaks from school. Additionally, a significant portion of staff meeting time at the site level and districtwide is dedicated to professional development. Mountain View Learning Academy teachers attend conferences and workshops on new technology needs as they arise. They also attend districtwide meetings for curriculum development.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		2	3	4



Types of Services Funded

In addition to state and local revenues received for general education, Alpine Union School District receives state and federal funds for Title I, Special Education and American Indian Education. California State Lottery funds have been allocated to support such programs as transition, curriculum and staff development, student transportation, student testing and computer support.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2018-19 School Year

	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.20
Social worker	0.10
Nurse	0.20
Speech/language/hearing specialist	0.33
Resource specialist (nonteaching)	0.33



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Alpine Union ESD	Similar Sized District
Beginning teacher salary	\$42,321	\$49,378
Midrange teacher salary	\$65,079	\$77,190
Highest teacher salary	\$93,787	\$96,607
Average elementary school principal salary	\$106,263	\$122,074
Average middle school principal salary	\$115,438	\$126,560
Superintendent salary	\$180,000	\$189,346
Teacher salaries: percentage of budget	35%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Mountain View LA	\$4,285	\$78,758
Alpine Union ESD	\$5,499	\$73,252
California	\$7,507	\$77,619
School and district: percentage difference	-22.1%	+7.5%
School and California: percentage difference	-42.9%	+1.5%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$4,732
Expenditures per pupil from restricted sources	\$447
Expenditures per pupil from unrestricted sources	\$4,285
Annual average teacher salary	\$78,758



Expenditures Per Pupil

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.

School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.