

# Mountain View High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

### 2023-24 School Contact Information

School Name	Mountain View High School
Street	3535 Truman Ave.

<b>City, State, Zip</b>	Mountain View, CA 94040-4559
<b>Phone Number</b>	650.940.4600
<b>Principal</b>	Kip Glazer
<b>Email Address</b>	kip.glazer@mvla.net
<b>School Website</b>	<a href="https://mvhs.mvla.net/">https://mvhs.mvla.net/</a>
<b>County-District-School (CDS) Code</b>	43696094334728

## 2023-24 District Contact Information

<b>District Name</b>	Mountain View-Los Altos Union High School District
<b>Phone Number</b>	650.940.4650
<b>Superintendent</b>	Nellie Meyer
<b>Email Address</b>	nellie.meyer@mvla.net
<b>District Website</b>	www.mvla.net

## 2023-24 School Description and Mission Statement

Mountain View High School (MVHS) has been recognized as one of the top high schools in America by multiple publications over the past decade. Most recently, MVHS was ranked #18 by Niche (an online research group that investigates schools) among all public schools in the state of California. The school has an attractive facility that is conducive to high-level learning and achievement. MVHS is primarily a college-preparatory school that provides a wide array of Advanced Placement and Honors courses to enable students to challenge themselves appropriately.

MVHS currently offers several Career and Technical Education pathways to meet the needs of high demand jobs. We have a strong Technology and Engineering pathway. We are currently building a Health Careers Pathway and a Business Pathway to prepare students for their future college and career goals.

MVHS has a current enrollment of 2,201 students (as of CBEDS day, October 2023). Parents and community enthusiastically support the school by volunteering, donating and participating in activities. The school has a reputation as a welcoming and safe place for young people and makes learning fun. MVHS values student voice and strives to treat students with respect as they progress on their journey as young adults.

MVHS' Vision Statement is as follows:

We at MVHS value an equitable and collaborative learning environment in which students and staff respect the diversity of our society.

We value the intellectual, emotional and physical well being of our community.

We are committed to empowering lifelong learners who can think critically, solve problems creatively, and participate ethically at MVHS and in our greater democratic society.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
<b>Grade 9</b>	474
<b>Grade 10</b>	565
<b>Grade 11</b>	561

Grade 12	620
Total Enrollment	2,220

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6%
Male	53.6%
American Indian or Alaska Native	0%
Asian	25.4%
Black or African American	1.4%
Filipino	2.3%
Hispanic or Latino	23.2%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	10.6%
White	36.7%
English Learners	8.6%
Foster Youth	0.1%
Homeless	2.1%
Socioeconomically Disadvantaged	15%
Students with Disabilities	10.8%

## 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.

## 2020-21 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)	109.20	95.45	223.60	94.54	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	0.99	2.00	0.86	11216.70	4.08

<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.17	2.70	1.17	12115.80	4.41
<b>Unknown</b>	3.80	3.37	8.10	3.43	18854.30	6.86
<b>Total Teaching Positions</b>	114.40	100.00	236.50	100.00	274759.10	100.00

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.

2021-22 Teacher Preparation and Placement						
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	114.40	94.02	225.00	93.75	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.60	1.36	1.60	0.69	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	0.66	2.00	0.83	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	1.27	5.00	2.10	11953.10	4.28
<b>Unknown</b>	3.20	2.66	6.20	2.62	15831.90	5.67
<b>Total Teaching Positions</b>	121.70	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)		
Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	1.10	0.80
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.10	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)		
Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.20	0.30

<b>Local Assignment Options</b>	0.00	1.10
<b>Total Out-of-Field Teachers</b>	0.20	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.7	0.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.5	0.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent		0
Mathematics	Excellent		0
Science	Excellent		0
History-Social Science	Excellent		0
Foreign Language	Excellent		0
Health	Excellent		0
Visual and Performing Arts	Excellent		0

## School Facility Conditions and Planned Improvements

The safety, cleanliness and adequacy of the school facility is of the highest priority. Our facilities are maintained by a professional and committed staff that is able to address immediate and longer-term maintenance and facility's needs. Recent increases in enrollment have pushed our site towards its classroom capacity, but we are still able to provide safe, clean, high-quality classrooms and work spaces for all students and staff. Our facilities have also been updated to meet COVID-19 safety guidelines that include the installation of signage, hand sanitizer stations, MERV-13 hospital grade air filters, and other specialized cleaning equipment.

## School Facility Conditions and Planned Improvements

The school campus is currently under construction as the district is currently in the process of building multiple new buildings to support enrollment growth and needs. The addition of two buildings to include 20 new classrooms and lab space intended for Robotics, Engineering and Computer Science opened in the 2021-22 school year. The Auxiliary Gym opened in the 2022-23 school year, and the new Student Services Building that includes a cafeteria opened In August of 2023.

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	84	83	82	47	46
<b>Mathematics</b> (grades 3-8 and 11)	71	68	69	67	33	34

### 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	568	497	87.50	12.50	84.10
Female	270	235	87.04	12.96	88.94
Male	293	257	87.71	12.29	79.38
American Indian or Alaska Native	--	--	--	--	--
Asian	138	128	92.75	7.25	92.19
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	100.00
Hispanic or Latino	128	109	85.16	14.84	50.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	36	83.72	16.28	97.22
White	228	194	85.09	14.91	93.30
English Learners	43	32	74.42	25.58	6.25
Foster Youth	--	--	--	--	--
Homeless	14	9	64.29	35.71	--
Military	17	15	88.24	11.76	80.00
Socioeconomically Disadvantaged	95	79	83.16	16.84	55.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	46	79.31	20.69	45.65

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	568	493	86.80	13.20	68.36
Female	270	233	86.30	13.70	68.67
Male	293	255	87.03	12.97	67.84
American Indian or Alaska Native	--	--	--	--	--
Asian	138	129	93.48	6.52	89.15
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	55.00
Hispanic or Latino	128	103	80.47	19.53	30.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	35	81.40	18.60	77.14
White	228	196	85.96	14.04	74.49
English Learners	43	32	74.42	25.58	9.38
Foster Youth	--	--	--	--	--
Homeless	14	9	64.29	35.71	--
Military	17	15	88.24	11.76	60.00
Socioeconomically Disadvantaged	95	76	80.00	20.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	45	77.59	22.41	20.00

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	72.54	68.22	68.70	68.45	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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<b>All Students</b>	579	418	72.19	27.81	67.46
<b>Female</b>	256	187	73.05	26.95	65.24
<b>Male</b>	320	230	71.88	28.12	69.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	137	101	73.72	26.28	83.17
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	10	83.33	16.67	--
<b>Hispanic or Latino</b>	131	100	76.34	23.66	36.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	70	48	68.57	31.43	81.25
<b>White</b>	217	150	69.12	30.88	76.00
<b>English Learners</b>	43	35	81.40	18.60	8.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	11	8	72.73	27.27	--
<b>Military</b>	33	23	69.70	30.30	60.87
<b>Socioeconomically Disadvantaged</b>	79	65	82.28	17.72	27.69
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	34	60.71	39.29	14.71

## 2022-23 Career Technical Education Programs

In Mountain View Los Altos Union High School District, in just a few short years, we have increased our Career and Technical Education sector offerings from 4 to now 7 of the 15 sectors available in California. Within those 7 sectors, we have grown from offering 8 pathways to 19 total pathways in MVLA. For the 2024-2025 School year, we added 2 new pathways in digital communications, one at each of our comprehensive high schools, based on Santa Clara County's industry demands and student interest.

In addition to our tremendous growth in CTE, we are starting to focus on implementing Dual Enrollment courses with our CCAP partner Community College, Foothill College. Starting next school, we will have 4 CTE Courses that will feature Dual Enrollment Credit from Foothill College upon completion of the CTE course within the respective pathway. We were the recipient of a CCAP Dual Enrollment Opportunities grant to support and implement this work. Our second focus this year will be on adding more industry standard certifications. We have added 4 new certifications in our Engineering Technology Pathway, and hope to add more as we consult with our advisory committee community members to find the best and most highly sought out certifications in the field.

In closing, we continue to celebrate our award winning Robotics pathway, which competes regularly and has won many awards. Our Culinary Pathway runs community events and serves teachers every Friday for "Feed me Fridays". Our Model Academy of Communication, Arts and Technology School; Freestyle Academy, boasts an Arts Media and Entertainment Sector comprising 4 unique pathways, encompassed with an aligned English Curriculum for an industry-immersive, unique high school experience. To expand our industry sector offerings, we have implemented a "CTE" exploratory program at our Continuation School, Alta Vista High School, which features exploration of 4 different CA Industry Sectors and have partnered with our Regional ROPC center to offer pathways including, Electrical Vehicles, Emergency Responders, and other pathways we do not currently offer in MVLA.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
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Number of Pupils Participating in CTE	427
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	67.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.13
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	73.49

## 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.

## 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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
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## 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.

## 2023-24 Opportunities for Parental Involvement

MVHS welcomes and celebrates the contributions of parents and community members. There are many ways for parents to participate in our parent groups. If you'd like to volunteer or learn more, please visit <http://www.mvla.net/MVHS/Department/34-Parents> to browse through the myriad parent organizations.

Some of our groups include but are not limited to:

Parent Teacher Student Association (PTSA): The PTSA is the voice for MVHS parents, teachers and students. It provides a safe place for debate, conversation, and suggestions for improvement when issues arise on campus.

## 2023-24 Opportunities for Parental Involvement

**School Site Council (SSC):** Parents, students, staff and administration oversee implementation of the school's School Plan for Student Achievement (SPSA) as well as the Safety Plan. The committee oversees distribution of funds, conducts research into school issues, and provides support for continuous school improvement. Elections are held at the beginning of each school year.

The English Language Advisory Committee (ELAC) advises the principal and staff on programs and services for English learners and the School Site Council on the development of the SPSA. The committee also provides input to the Local Control Accountability Plan (LCAP) as well.

**Instrumental Music Parents Association (IMPA):** Parents of all student musicians are invited to support our program through various volunteer opportunities. The IMPA allows our community of music families to connect in a variety of different venues.

**Sports Boosters:** Boosters work to support all aspects of Athletics at MVHS. They communicate with the Athletic Director about programs and facilities, conduct fundraisers and hold awards banquets for students. They help to fund team equipment, athletic field and facility improvements.

**Latino Parent Organization (LPO):** This bilingual group meets to support all aspects of Latin(x) student success. Parents receive information about financial aid, college planning, social services, and study skills.

**Tea Time:** This group is a forum for Chinese families to learn about and navigate the American school system (including graduation and college requirements), to obtain support in parenting children in a multicultural environment, and in forging relationships between students and families.

**Tutorial Center:** Adult volunteers from the community, MVHS parents, retired teachers, university students are welcome to volunteer. Tutoring sessions are individual or small groups, walk-in or by appointment. The Tutorial Center is open during the school day, before school, after school and during break and lunch.

**Mentor Tutor Connection (MTC):** The Tutorial Center works with the MTC and matches mentors with students with similar interests. The mentor functions as a role model helping students develop self-esteem and supporting their goals and aspirations.

**Robotics:** The Robotics team educates and inspires students in the fields of science and technology through its participation in the For Inspiration and Recognition of Science and Technology (FIRST) competition. The Robotics team has a student mentor partnership that gives students the opportunity to work alongside mentors from industry to provide a rich and inspiring experience.

**Science Olympiad:** The MVHS Science Olympiad club educates and inspires students in all science, technology, engineering, and mathematics (STEM) disciplines through hands-on activities and learning. The club includes team members that compete at the annual Science Olympiad competition, the National Ocean Sciences Bowl, and also provides learning opportunities to explore science further.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
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<b>Dropout Rate</b>	8	2.6	3.4	6.4	2	3.3	9.4	7.8	8.2
<b>Graduation Rate</b>	91.4	94.2	93.3	92.5	95.3	93.9	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	595	555	93.3
<b>Female</b>	264	251	95.1
<b>Male</b>	328	301	91.8
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	137	134	97.8
<b>Black or African American</b>	11	10	90.9
<b>Filipino</b>	12	12	100.0
<b>Hispanic or Latino</b>	138	114	82.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	73	68	93.2
<b>White</b>	221	214	96.8
<b>English Learners</b>	54	34	63.0
<b>Foster Youth</b>	0.0	0.0	0.0
<b>Homeless</b>	17	7	41.2
<b>Socioeconomically Disadvantaged</b>	130	106	81.5
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	60	45	75.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<b>All Students</b>	2293	2262	254	11.2
<b>Female</b>	1046	1029	112	10.9
<b>Male</b>	1228	1214	138	11.4
<b>Non-Binary</b>	19	19	4	21.1
<b>American Indian or Alaska Native</b>	1	1	0	0.0
<b>Asian</b>	576	571	30	5.3
<b>Black or African American</b>	31	31	2	6.5
<b>Filipino</b>	54	53	4	7.5

Hispanic or Latino	559	540	123	22.8
Native Hawaiian or Pacific Islander	10	10	2	20.0
Two or More Races	237	237	18	7.6
White	825	819	75	9.2
English Learners	222	209	65	31.1
Foster Youth	3	3	0	0.0
Homeless	62	57	25	43.9
Socioeconomically Disadvantaged	401	387	93	24.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	266	257	72	28.0

## 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.09	1.46	1.26	0.06	1.75	1.97	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.26	0
<b>Female</b>	0.29	0
<b>Male</b>	2.12	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	3.23	0
<b>Filipino</b>	5.56	0
<b>Hispanic or Latino</b>	2.86	0
<b>Native Hawaiian or Pacific Islander</b>	0	0

<b>Two or More Races</b>	1.69	0
<b>White</b>	0.48	0
<b>English Learners</b>	4.05	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	4.84	0
<b>Socioeconomically Disadvantaged</b>	3.74	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	3.01	0

## 2023-24 School Safety Plan

MVHS is located in a quiet residential area where many students walk or bike to school. The school enjoys open communications and positive relationships with other schools and agencies, and communications between staff and students is open and friendly. Students, staff and parents feel welcomed and supported on the campus. The school community is very supportive of MVHS.

The school is perceived to be a safe place for kids and the school climate is positive and truly conducive to learning. There is very little criminal activity in the neighborhood during school hours, minimal complaints from the community, and strong attendance at MVHS. The vast majority of students go on to post-secondary education and training. The dropout rate is low and very few students are referred to alternative education. The staff strives to provide a safe, clean, and orderly environment that facilitates student learning and participation. All visitors must first obtain a guest pass and sign in at the receptionist desk in the front office. A full-time School Resource Officer (SRO) from the Mountain View Police Department (MVPD) provides additional campus supervision, works with students with family issues, provides counseling and resource referrals, and serves as a role model and mentor. There are campus security guards who assist in the supervision of the campus, assist in activities, direct visitors, and ensure that students are in class. Each campus supervisor is equipped with a walkie-talkie and is in constant communication with the administration, counselors, therapists, SRO, and other staff members. Administrators, counselors, teachers, SRO, and campus supervisors monitor the campus before school, passing periods, lunch, after school, and at school-sponsored events. We perform multiple fire drills, an earthquake evacuation drill and a Run, Hide and Defend drill every year. Each classroom is equipped with adequate emergency supplies in the event of a disaster. Due to the Coronavirus Pandemic, additional safety equipment and signage has been installed to keep the students and the staff safe.

The Safe School Plan gets reviewed and completed with staff and students yearly. The 2021-22 plan was approved in February, 2022 by the School Site Council which is composed of staff (certificated and classified), students, and parents and was approved by the MVLA School Board on April 25, 2022. The Safety Plan is available on the MVHS Website.

The MVHS Safe School Plan includes procedures and compliance with laws including:

(1) child abuse reporting, (2) disaster response (including lock down procedures), (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, and (8) procedures to ensure a safe and orderly environment for learning.

The plan also addresses new objectives designed to maintain our school goals of having a safe physical and social climate at MVHS. The objectives for the 2022-23 school year were:

GOAL #1 Identify and address/secure critical facility vulnerabilities and hazards.

GOAL #2 Identify and address surveillance camera needs and/or security devices in/or around school property to reduce the incidents of theft, violence, bullying, and vandalism as measured by discipline reports.

GOAL #3 Identify and address traffic flow and pedestrian safety concerns.

GOAL #4 Strengthen and practice crisis response plans.

GOAL #5 Implement evidence-based protocols from CDE to support student, staff, and volunteer safety related to COVID19.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	23	54	45	4
Mathematics	25	28	55	3
Science	27	10	57	5
Social Science	28	7	59	7

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	23	53	47	4
Mathematics	25	29	55	5
Science	28	13	46	14
Social Science	29	4	64	9

## 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	23	52	46	2
Mathematics	25	28	47	7
Science	28	8	57	4
Social Science	30	9	46	21

## 2022-23 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	236.17



## 2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$25,575	\$690	\$16,855	\$152,675.62
District	N/A	N/A	\$7,885	\$152,464
Percent Difference - School Site and District	N/A	N/A	72.5	0.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	75.6	43.8

## Fiscal Year 2022-23 Types of Services Funded

MVLA offers a comprehensive program of services that is designed to accommodate students with divergent and disparate needs. We have a very strong college-preparatory program and robust support services for students with varying academic readiness levels. To provide all students the opportunity to complete high school and to be prepared for post-secondary education, training and work experience, the district operates a multitude of alternative programs, each one designed to cater to the needs of a particular group of students. These include: the Young Parents Program, summer school Bridge Program, Foothill Middle College Program, College Now Program, Virtual Independent Study Program (VISP; fully online high school), Alta Vista Continuation High School, Independent Study, Freestyle High - Academy of Communication Arts and Technology, and support classes in English and Math.

The great majority of programs and services at MVHS are provided with General Purpose dollars. MVHS does receive modest amounts of money in addition to the general fund from the following categorical programs:

Title II and Title III  
 Special Education  
 Career and Technical Education Incentive Grant (CTEIG)  
 Mountain View Los Altos Foundation

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$92,469	\$57,234
Mid-Range Teacher Salary	\$147,142	\$95,467
Highest Teacher Salary	\$174,731	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$153,476
Average Principal Salary (High)	\$241,249	\$173,198
Superintendent Salary	\$329,023	\$277,572
Percent of Budget for Teacher Salaries	34.16%	31.17%
Percent of Budget for Administrative Salaries	5.26%	4.46%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	55.3
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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	5
English	12
Fine and Performing Arts	1
Foreign Language	7
Mathematics	14
Science	29
Social Science	29
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	97

## Professional Development

Professional Development at MVHS is infused into Site Leadership Team (SLT) meetings and 3-4 monthly department meetings; all staff are invited and welcome to attend the SLT meetings. SLT meetings act as an advisory council and also includes opportunities for Department Coordinator training and support to lead their departments in the Data Team and Course Collaboration processes.

Professional Development

MVHS teachers participate in ongoing weekly course and grade level team meetings. The focus of these teams is to align curriculum and assessments, to review specific student outcomes, and to choose and implement appropriate instructional strategies. Administration, Instructional Support Team, our Western Association of Schools and College (WASC) Coordinator, and Department Coordinators meet monthly to review school-wide data and to set objectives in accordance with WASC objectives.

The Mountain View High School staff and community has been involved in the WASC process and completed a comprehensive action plan for the next six years. The five goals for improvement include:  
Strengthen the systems for effective communication among staff and between the school and the community it serves to create a supportive, sustainable and cohesive culture with a shared vision for ALL the students we serve.  
Continue to narrow the opportunity and expectation gap for critical learners including: Multilingual Learners and Special Education students.  
Continue to implement and monitor systems in place to address student and staff wellness through clinical services, socioemotional learning, MVLA policies and practices, culture building and preventative coping strategies.  
Continue to strengthen and support our Staff Teams to create rigorous, emotionally safe and culturally relevant spaces for ALL students  
Commit to using data - internal and external - to measure, reflect and make decisions regarding the social, emotional and academic needs of ALL the students we serve

Additional professional development initiatives include an Education and Technology task force, a Wellness task force, and Course Team Collaboration workshops. We have also developed a Virtual Independent Study program to support students that choose remote learning options to complete their a-g requirements. We are piloting learning platforms such as Canvas and other platforms to support student learning. Lastly, we have a schoolwide focus on literacy; each department has selected a literacy goal, and MVHS has provided professional learning opportunities to support progress in that area.

Furthermore, the District provides Curriculum Institute funds for staff to attend local, state and national conferences, workshops and training to support the school wide action plan and District goals. District funding is also available to teachers to complete National Board Certification.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	10	10