Mountain View High School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Mountain View High School
Street	3535 Truman Ave.
City, State, Zip	Mountain View, CA 94040-4559
Phone Number	650.940.4600
Principal	David Grissom
Email Address	david.grissom@mvla.net
Website	www.mvla.net/MVHS/
County-District-School (CDS) Code	43696094334728

Entity	Contact Information
District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Nellie Meyer
Email Address	nellie.meyer@mvla.net
Website	www.mvla.net

School Description and Mission Statement (School Year 2019-20)

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, Mountain View High School was ranked by Niche (an online research group that investigates schools) #34 amongst all public schools in the state of California. The school has an attractive facility that is conducive to high-level learning and achievement. Mountain View High School 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 has a current enrollment of 2,158 students. 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. We value student voice and strive to treat students with respect as they progress on their journey as young adults.

Mountain View High School's Vision Statement states:
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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	582
Grade 10	505
Grade 11	488
Grade 12	487
Total Enrollment	2,062

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	21.7
Filipino	2.6
Hispanic or Latino	23.2
Native Hawaiian or Pacific Islander	0.3
White	39.8
Two or More Races	10
Socioeconomically Disadvantaged	17.2
English Learners	8.3
Students with Disabilities	10.6
Foster Youth	0.1
Homeless	0.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	104	129	131	271
Without Full Credential	0	1	2	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	2	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

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
Science Laboratory Equipment (grades 9-12)	Excellent		0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

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 current phase of construction is the addition of two buildings to include 20 new classrooms and lab space intended for Robotics, Engineering and Computer Science. The second phase of construction will include a new Administration building, cafeteria and student wellness center.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: April 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	83	79	83	50	50
Mathematics (grades 3-8 and 11)	71	71	69	69	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	488	430	88.11	11.89	82.94
Male	251	222	88.45	11.55	77.27
Female	237	208	87.76	12.24	88.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	96	88	91.67	8.33	90.91
Filipino	15	14	93.33	6.67	85.71
Hispanic or Latino	122	100	81.97	18.03	56.12
Native Hawaiian or Pacific Islander					
White	183	159	86.89	13.11	93.71
Two or More Races	62	59	95.16	4.84	89.83
Socioeconomically Disadvantaged	103	82	79.61	20.39	51.25
English Learners	63	42	66.67	33.33	32.50
Students with Disabilities	53	47	88.68	11.32	31.91
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	488	425	87.09	12.91	71.39
Male	251	220	87.65	12.35	70.78
Female	237	205	86.50	13.50	72.06

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	96	85	88.54	11.46	90.59
Filipino	15	14	93.33	6.67	50.00
Hispanic or Latino	122	98	80.33	19.67	35.42
Native Hawaiian or Pacific Islander					
White	183	160	87.43	12.57	81.88
Two or More Races	62	59	95.16	4.84	83.05
Socioeconomically Disadvantaged	103	81	78.64	21.36	32.10
English Learners	63	41	65.08	34.92	21.95
Students with Disabilities	53	46	86.79	13.21	15.91
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

Career Technical Education Programs (School Year 2018-19)

We offer two Engineering (STEAM) Academies, a Hospitality Program, and an Academy of Communication, Arts, and Technology (Freestyle). We continue to offer a high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards. The following CTE program sequences are offered: Engineering Technology (I & II), Robotics (I & II), Culinary Arts (I & II), Digital Media (I & II), Design (I & II), Film Production (I & II), and Animation (I &II). Members of our CTE advisory committees are actively involved in working with students on career plans and serve as guest speakers in classes on a fairly regular basis. Our advisory consists of representatives from all of our offered CTE industries from regional and local companies such as Google, Adobe, NVIDIA, and The Computer History Museum.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	354
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	72.4

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	95.93
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	62.87

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	7.8	21.1	60.6

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Mountain View High School 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:
MVHS Parent Teacher Student Association: 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.

School Site Council: A group parents, students, staff and administration who oversee implementation of the school's Single Plan for Student Achievement. 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 for each separate group that is represented.

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

MVHS Instrumental Music Parents Association: 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.

MVHS Sports Boosters: They 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.

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

Tea Time: Supports parents of Chinese background on ways to support their students. They share school information and provide parenting skills.

Robotics: The robotics team educates and inspires students in the fields of science and technology through its participation in the FIRST (For Inspiration and Recognition of Science and Technology) 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 STEM (science, technology, engineering, and math) 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.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	2	1.6	1.1	1.4	2.2	1.1	9.7	9.1	9.6
Graduation Rate	96	95.5	94.6	96.3	94.1	92.9	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.2	2.5	2.1	2.4	2.5	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

MVHS is surrounded by high-priced, single family homes. The school enjoys open communications and positive relationships with other schools and agencies, and communications between staff and students is open and friendly. Student, staff & parents feel welcomed and supported on the campus. The 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. Very little criminal activity in the neighborhood during school hours, minimal complaints from the community, and strong attendance rates put Mountain View HS in the top 5% of Schools in Santa Clara County. 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.

MVHS's Safe School Plan gets reviewed and completed with staff and students yearly. It was last updated on March 20, 2019. The Safety Plan is made available upon request.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	58	26	9	21	57	35	5	20	65	43	
Mathematics	21	48	33	5	23	44	33	8	22	47	36	8
Science	26	13	44	4	27	12	48	3	26	14	45	8
Social Science	25	17	51	7	25	18	43	13	23	24	59	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	286.4

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.2
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,815	$2,789	$12,026	$200,086
District	N/A	N/A	$15,608	$132,580

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-25.9	40.6
State	N/A	N/A	$7,506.64	$88,538.00
Percent Difference - School Site and State	N/A	N/A	46.3	77.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 many different support services for students with varying academic 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. We provide a wide array of alternative programs which include among others a Young Parents Program, summer school Bridge Program, Middle College Program, College Now Program, Alta Vista Continuation High School, Alta Vista Opportunitiy for Freshmen, 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 Program
- EIA
- Class Size Reduction
- Counseling Grant
- Mental Health Grant
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Special Education
- Staff Development
- Eleventh Grade Counseling

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$82,819	$52,466
Mid-Range Teacher Salary	$131,787	$87,373
Highest Teacher Salary	$156,497	$109,803
Average Principal Salary (Elementary)	$0	$
Average Principal Salary (Middle)	$0	$142,025
Average Principal Salary (High)	$216,072	$153,904
Superintendent Salary	$290,419	$241,221
Percent of Budget for Teacher Salaries	35%	33%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	14	N/A
Fine and Performing Arts	3	N/A
Foreign Language	8	N/A
Mathematics	10	N/A
Science	25	N/A
Social Science	15	N/A
All courses	75	50.6

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Professional Development at MVHS is infused into bi-monthly department coordinator meetings and 3-4 monthly department meetings with the whole school invited to once a semester Leadership meetings. Department Coordinator meetings act as an advisory council and also includes opportunities for Coordinator training and support to lead their departments in the Data Team and Course Collaboration processes. 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 Staff, our WASC coordinator, and Department Coordinators meet monthly to review school-wide data and to set objectives in accordance with WASC objectives.

During the last 18 months, the Mountain View High School staff and community has been involved in the WASC process and specifically developing its 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: EL, Special Ed and Latino 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.

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