

Mountain View High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School 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	Kip Glazer
Email Address	kip.glazer@mvla.net
School Website	https://mvhs.mvla.net/
County-District-School (CDS) Code	43696094334728

2022-23 District 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
District Website Address	www.mvla.net

2022-23 School Overview

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 #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. 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.

Mountain View High School is currently offering additional 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. 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 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	570
Grade 10	565
Grade 11	575
Grade 12	606
Total Enrollment	2,316

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	53.8
American Indian or Alaska Native	0.2
Asian	23.7
Black or African American	1.6
Filipino	2.5
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.8
White	38.0
English Learners	8.5
Foster Youth	0.1
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	13.5
Students with Disabilities	10.5

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	1.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
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

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.

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 next phase of construction includes a new Auxiliary gym, Student Services building and cafeteria.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	83	N/A	83	N/A	47
Mathematics (grades 3-8 and 11)	N/A	71	N/A	69	N/A	33

2021-22 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	585	375	64.10	35.90	82.84
Female	252	159	63.10	36.90	86.62
Male	330	214	64.85	35.15	79.91
American Indian or Alaska Native	--	--	--	--	--
Asian	136	92	67.65	32.35	90.11
Black or African American	--	--	--	--	--
Filipino	11	8	72.73	27.27	--
Hispanic or Latino	142	87	61.27	38.73	54.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	47	68.12	31.88	91.49
White	214	134	62.62	37.38	94.74
English Learners	48	23	47.92	52.08	17.39
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	49	29	59.18	40.82	75.86
Socioeconomically Disadvantaged	76	48	63.16	36.84	47.92
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	58	38	65.52	34.48	27.03

2021-22 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	585	364	62.22	37.78	71.43
Female	252	156	61.90	38.10	69.23
Male	330	207	62.73	37.27	73.43
American Indian or Alaska Native	--	--	--	--	--
Asian	136	84	61.76	38.24	89.29
Black or African American	--	--	--	--	--
Filipino	11	9	81.82	18.18	--
Hispanic or Latino	142	88	61.97	38.03	29.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	48	69.57	30.43	91.67
White	214	127	59.35	40.65	84.25
English Learners	48	29	60.42	39.58	13.79
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	49	30	61.22	38.78	60.00
Socioeconomically Disadvantaged	76	52	68.42	31.58	26.92
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	58	39	67.24	32.76	17.95

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	72.54	NT	68.7	28.5	29.47

2021-22 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
All Students	569	295	51.85	48.15	72.54
Female	270	132	48.89	51.11	72.73
Male	295	161	54.58	45.42	72.05
American Indian or Alaska Native	--	--	--	--	--
Asian	127	82	64.57	35.43	90.24
Black or African American	--	--	--	--	--
Filipino	15	7	46.67	53.33	--
Hispanic or Latino	137	61	44.53	55.47	27.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	69	38	55.07	44.93	81.58
White	214	101	47.2	52.8	82.18
English Learners	49	28	57.14	42.86	0
Foster Youth	--	--	--	--	--
Homeless	12	5	41.67	58.33	--
Military	48	26	54.17	45.83	50
Socioeconomically Disadvantaged	78	42	53.85	46.15	23.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	17	38.64	61.36	29.41

2021-22 Career Technical Education Programs

In Mountain View Los Altos Union High School District, we currently offer 4 out of the 15 industry sectors available in California. Within those 4 sectors, we currently offer 8 pathways. For the 2023-2024 School year, we added 3 new unique industry sectors, based on Santa Clara County's industry demands and student interest. This addition resulted in tremendous growth of our CTE programs bringing our district total to 7 sectors, with a total of 15 unique pathways district-wide, respectively.

Some of the new pathways that will be offered for the 23'-24' school year include; Software and Systems Development, Engineering and Design, Games and Simulation, Mental and Behavioral Health, Architectural Design, Business Management, Design, Visual and Media Arts in the Commercial Arts, and we have expanded our (WEE) Work Experience Education Program.

Additionally, we still have our Robotics program, which competes regularly and has won many awards. We have a robust Culinary Program that 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 of 4 unique pathways, encompassed with an aligned English Curriculum for an industry-immersive, unique high school experience.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	436
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	73.1
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.25
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	85.10

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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
Grade 9	99	99	99	99	91

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.

2022-23 Opportunities for Parental Involvement

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: Parents, students, staff and administration oversee implementation of the school's School Plan for Student Achievement 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.

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 School Plan for Student Achievement (SPSA). The committee also provides input to the Local Control Accountability Plan 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: 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.

LPO (Latino Parent Organization): 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

2022-23 Opportunities for Parental Involvement

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.

MTC: The Tutorial Center works with the Mentor Tutor Connection (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 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.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		6.6	2.6		52.9	2		8.9	7.8
Graduation Rate		89.8	94.2		43	95.3		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	586	552	94.2
Female	276	266	96.4
Male	306	282	92.2
American Indian or Alaska Native	--	--	--
Asian	127	126	99.2
Black or African American	--	--	--
Filipino	15	15	100.0
Hispanic or Latino	146	121	82.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	58	58	100.0
White	222	214	96.4
English Learners	61	43	70.5
Foster Youth	--	--	--
Homeless	12	7	58.3
Socioeconomically Disadvantaged	132	113	85.6
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	53	41	77.4

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2470	2384	280	11.7
Female	1118	1080	142	13.1
Male	1333	1286	135	10.5
American Indian or Alaska Native	5	5	3	60.0
Asian	568	554	26	4.7
Black or African American	43	39	2	5.1
Filipino	60	60	7	11.7
Hispanic or Latino	612	585	140	23.9
Native Hawaiian or Pacific Islander	8	8	2	25.0
Two or More Races	240	228	22	9.6
White	920	891	77	8.6
English Learners	258	248	68	27.4
Foster Youth	5	3	2	66.7
Homeless	50	47	20	42.6
Socioeconomically Disadvantaged	388	372	105	28.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	280	260	68	26.2

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.93	1.11	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.09	1.46	0.06	1.75	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.46	0.00
Female	1.25	0.00
Male	1.58	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.18	0.00
Black or African American	0.00	0.00
Filipino	1.67	0.00
Hispanic or Latino	3.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.25	0.00
White	0.54	0.00
English Learners	5.04	0.00
Foster Youth	0.00	0.00
Homeless	6.00	0.00
Socioeconomically Disadvantaged	4.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.36	0.00

2022-23 School Safety Plan

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. Students, 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. 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.

MVHS's 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 2021-22 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	56	40	5
Mathematics	24	44	32	15
Science	27	11	61	
Social Science	26	14	57	8

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

2021-22 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	282.44

2021-22 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)	8.2
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	3.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$16,615	\$3,067	\$12,447	\$151,206
District	N/A	N/A	\$17,143	\$145,192
Percent Difference - School Site and District	N/A	N/A	-31.7	4.1
State	N/A	N/A	\$6,594	\$94,126
Percent Difference - School Site and State	N/A	N/A	61.5	46.5

2021-22 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)
- MVLA Foundation

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$88,066	\$55,947
Mid-Range Teacher Salary	\$140,135	\$90,080
Highest Teacher Salary	\$166,410	\$117,121
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$146,364
Average Principal Salary (High)	\$229,761	\$164,633
Superintendent Salary	\$315,356	\$261,984
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	50.4
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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	3
English	11
Fine and Performing Arts	3
Foreign Language	10
Mathematics	14
Science	26
Social Science	20
Total AP Courses Offered Where there are student course enrollments of at least one student.	87

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.

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 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: English 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	10