

Mountain View High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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/
Grade Span	9-12
County-District-School (CDS) Code	43696094334728

2025-26 District Contact Information

District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Eric Volta
Email Address	eric.volta@mvla.net
District Website	www.mvla.net

2025-26 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 the #6 best public high school in the Bay Area and #26 in California by Niche, an online research group that investigates schools. The school has a well-maintained and 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, Honors, and Dual Enrollment 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, a Health Careers Pathway, and a Business Pathway to prepare students for their

2025-26 School Description and Mission Statement

future college and career goals. We also offer a number of Dual Enrollment courses in partnership with a local Community College.

MVHS has a current enrollment of 2,205 students (as of CBEDS day, October 2024). Parents and the 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	538
Grade 10	540
Grade 11	500
Grade 12	609
Total Enrollment	2,187

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	52.6
Non-Binary	1
American Indian or Alaska Native	0
Asian	28.2
Black or African American	1.4
Filipino	2.2
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.3
White	33.8
English Learners	5.7
Foster Youth	0.1
Homeless	1.3
Socioeconomically Disadvantaged	13.3
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.

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)	114.4	94.02	225	93.75	234405.2	84
Intern Credential Holders Properly Assigned	1.6	1.36	1.6	0.69	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	0.66	2	0.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	1.27	5	2.1	11953.1	4.28
Unknown/Incomplete/NA	3.2	2.66	6.2	2.62	15831.9	5.67
Total Teaching Positions	121.7	100	240	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	111.7	96.05	223.7	93.58	231142.4	83.24
Intern Credential Holders Properly Assigned	1	0.86	1.9	0.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	0.86	2.8	1.21	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	0.49	3.6	1.52	11746.9	4.23
Unknown/Incomplete/NA	2	1.74	6.8	2.85	14303.8	5.15
Total Teaching Positions	116.3	100	239	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	107.2	94.1	221.9	94.65	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	1.65	2.8	1.23	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.18	2.3	1.01	12112.8	4.34
Unknown/Incomplete/NA	4.6	4.06	7.2	3.11	13705.8	4.91
Total Teaching Positions	114	100	234.4	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.5	0
Misassignments	0.80	0.4	1.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	1	1.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.5	0
Local Assignment Options	1.10	0	0.2
Total Out-of-Field Teachers	1.50	0.5	0.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	0.3	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.4	0.3	0.4

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

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

Year and month in which the data were collected		August 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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

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

School Facility Conditions and Planned Improvements

The safety, cleanliness, and quality of the school facilities are of the highest priority. Our facilities are maintained by professional and committed staff who can address both immediate and longer-term maintenance and facility needs. MVHS is committed to providing safe, clean, high-quality classrooms and work spaces for all students and staff.

Since 2021, the school campus has undergone significant construction that includes multiple new buildings to support enrollment growth and needs. The addition of the 700 and 800 wings include 20 new classrooms and lab space intended for Robotics, Engineering, and Computer Science. A new Auxiliary Gym opened in the 2022-23 school year, and a new Student Services Building that includes an expanded cafeteria, dining commons, and other student services (Administration, Attendance, Registrar, School Counselors, Therapists, Service Providers, and 4 classrooms), opened In August of 2023.

More recently, the 500 wing underwent a classroom renovation project that included lighting, HVAC, and structural improvements. This renovation project continued in both the 100 and 200 wings, the latter of which reopened for use in August 2025. Packard Hall, our instrumental music space, underwent modernization in Summer of 2025, and the Performing Arts

School Facility Conditions and Planned Improvements

Complex, which includes an expanded Choir classroom, Acting classroom, and Scene Shop for our Theater program, opened for use in August 2025. The 300 and 400 wings are currently under construction under the same project scope; completion is anticipated in Summer 2026. Once these wings are completed, MVHS’s classroom modernization project will be finalized. Removal of the portable classrooms adjacent to the stadium are scheduled to be removed in Summer 2026.

Renovations on the Big and Small Gyms, internal Weight Room, and restrooms will begin in Summer 2026 and include the addition of a lobby/foyer and updated lighting and HVAC systems. Additionally, the football field will be re-turfed and the track resurfaced in Summer 2026.

Year and month of the most recent FIT report	December 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	81	80	77	78	47	48
Mathematics (grades 3-8 and 11)	68	68	65	67	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	497	467	93.96	6.04	79.66
Female	239	225	94.14	5.86	82.22
Male	255	239	93.73	6.27	76.99
American Indian or Alaska Native	0	0	0	0	0
Asian	146	138	94.52	5.48	91.30
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	112	108	96.43	3.57	56.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	62	95.38	4.62	93.55
White	157	143	91.08	8.92	83.22
English Learners	22	18	81.82	18.18	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	69	87.34	12.66	47.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	40	86.96	13.04	42.50

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	497	473	95.17	4.83	68.22
Female	239	228	95.40	4.60	65.64
Male	255	242	94.90	5.10	70.25
American Indian or Alaska Native	0	0	0	0	0
Asian	146	139	95.21	4.79	90.65
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	112	110	98.21	1.79	32.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	65	63	96.92	3.08	83.87
White	157	145	92.36	7.64	72.41
English Learners	22	21	95.45	4.55	9.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	79	71	89.87	10.13	23.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	41	89.13	10.87	22.50

CAASPP Test Results in Science for All Students

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

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

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	64.16	66.11	64.86	60.71	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	571	481	84.24	15.76	66.11
Female	260	217	83.46	16.54	67.28
Male	306	260	84.97	15.03	65.38
American Indian or Alaska Native	0	0	0	0	0
Asian	144	125	86.81	13.19	77.60
Black or African American	--	--	--	--	--
Filipino	12	11	91.67	8.33	54.55
Hispanic or Latino	125	103	82.40	17.60	21.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	46	86.79	13.21	84.78
White	227	190	83.70	16.30	80.00
English Learners	31	24	77.42	22.58	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	13	72.22	27.78	53.85
Socioeconomically Disadvantaged	79	66	83.54	16.46	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	39	78.00	22.00	28.21

2024-25 Career Technical Education Programs

In Mountain View Los Altos Union High School District, in just 3 years, we have expanded our Career and Technical Education (CTE) offerings from 4 to 8 of the 15 industry sectors recognized in California. Within those sectors, we have grown from 8 pathways to a total of 19 districtwide. For the 2025–2026 school year, we added a new pathway at Los Altos High School in Fashion and Interior Design. In addition, we are in the planning stages for Agri-Science and Sports Medicine pathways, which are slated to launch in 2026–2027 pending board approval.

Alongside this growth, we continue to prioritize Dual Enrollment in partnership with Foothill College through our CCAP agreement. This year, we are offering 26 dual enrollment courses districtwide, 12 of which are directly tied to CTE. One highlight is our Commercial Art Pathway, where students can complete a sequence of courses that earns them a 14-unit Certificate of Achievement in Graphic Design from Foothill College, fully transferable toward an AA degree which then matriculates to a BA and many of our UCs and CSUs.

To strengthen our work, we are proud recipients of the CCAP Dual Enrollment Opportunities Grant (Round 2), which supports new articulation efforts, particularly in our Business Management Pathway. As part of this pathway, we are also launching Future Business Leaders of America (FBLA), a Career Technical Student Organization (CTSO) that will give students hands-on leadership, competition, and networking opportunities aligned with business careers. Our additional focus this year is on expanding access to industry-recognized certifications and strengthening pathways following recent personnel transitions.

2024-25 Career Technical Education Programs

We also continue to celebrate signature programs that showcase the depth of MVLA CTE. Our award-winning Robotics Pathway competes at the highest levels and has earned numerous distinctions. Our Culinary Pathway leads community engagement through events such as “Feed Me Fridays,” and this year will host our CTE Industry Partner Celebration with a gourmet brunch and tours of our classrooms and facilities. At Freestyle Academy, students in the Arts, Media, and Entertainment sector pursue four unique pathways integrated with English courses, creating an immersive industry-aligned high school experience, and our Animation Pathway is now dual enrolled.

At Alta Vista High School, our continuation school, we have expanded CTE exploratory offerings from 4 to 6 industry sectors this year, thanks to our GSPP Grant award, and are implementing our first dual enrollment English 12 course—the first such course offered at any of our three high schools.

Finally, we continue to strengthen partnerships with the South Valley Metropolitan Education District, our regional ROP, through an MOU that allows MVLA students to access pathways not currently offered within the district, such as Fire Science, Construction Trades, and Electric Vehicle Automotive Technology. To sustain and expand these opportunities, we actively pursue additional funding through competitive grants.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	754
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	96.3

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	96.58
Graduates Who Completed All Courses Required for UC/CSU Admission	83.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94	94	92	93	94

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>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 our school website and browse through the myriad parent organizations under the Parent/Students tab.</p> <p>Some of our groups include but are not limited to:</p> <p>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.</p> <p>Latino Parent Organization (LPO): This bilingual group meets to support all aspects of Latin(x) student success. Parents support the planning of cultural events and also receive information about financial aid, college planning, social services, and study skills.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>School Site Council (SSC): Parents, students, staff, and administration oversee the implementation of the school's Single Plan for Student Achievement (SPSA) as well as the Safety Plan. The committee oversees the distribution of funds, conducts research into school issues, and provides support for continuous school improvement. Elections are held at the beginning of</p>

2025-26 Opportunities for Parental Involvement

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.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	3.4	1.8	2.9	3.3	2.6	3	8.2	8.9	8
Graduation Rate	93.3	96.1	94.9	93.9	93.9	94.7	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	584	554	94.9
Female	266	249	93.6
Male	313	300	95.8
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	144	141	97.9
Black or African American	--	--	--
Filipino	13	12	92.3
Hispanic or Latino	130	116	89.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	54	53	98.1
White	231	221	95.7
English Learners	67	59	88.1
Foster Youth	0.0	0.0	0.0
Homeless	21	16	76.2
Socioeconomically Disadvantaged	126	117	92.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	58	45	77.6

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2265	2221	198	8.9
Female	1053	1027	99	9.6
Male	1191	1173	94	8.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	624	619	31	5.0
Black or African American	33	32	3	9.4
Filipino	50	49	2	4.1
Hispanic or Latino	514	493	72	14.6
Native Hawaiian or Pacific Islander	15	11	2	18.2
Two or More Races	273	270	27	10.0
White	755	746	61	8.2
English Learners	159	147	35	23.8
Foster Youth	--	--	--	--
Homeless	38	37	12	32.4
Socioeconomically Disadvantaged	381	362	55	15.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	251	243	42	17.3

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.26	1.1	1.1	1.97	1.1	1.22	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	0.85	0.00
Male	1.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.06	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.11	0.00
Native Hawaiian or Pacific Islander	33.33	0.00
Two or More Races	0.37	0.00
White	0.13	0.00
English Learners	5.66	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.94	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.79	0.00

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

2025-26 School Safety Plan

At Mountain View High School, we are dedicated to fostering a safe and supportive community where students can thrive emotionally, physically, and academically. Mountain View High School is a student-oriented school where student achievement, safety, and well-being guides our decision making. MVHS has a reputation as a welcoming and safe place for young people where student voice is valued and students are treated with respect as they progress on their journey to adulthood. The MVHS staff focuses on meeting the academic needs of all of our students while supporting their social and emotional needs.

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. Our graduation rate is extremely high. 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. Three rotating School Resource Officers (SRO) from the Mountain View Police Department (MVPD) provide additional campus supervision, work with students with family issues, provide counseling and resource referrals, and serve as role models and mentors. There are campus safety liaisons who assist in the supervision of the campus, assist in activities, direct visitors, and ensure that students are in class. Each campus safety liaison 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. MVHS perform multiple safety drills, including fire, earthquake, and Run, Hide and Defend. Each classroom is equipped with adequate emergency supplies in the event of a disaster.

The Safe School Plan is reviewed and updated annually in a collaborative effort between MVHS Administration, staff, students, parents/families, the City of Mountain View and MVPD and MVFD. The 2025-26 plan will be reviewed, finalized, and approved by the School Site Council in February of 2026 and will be submitted to the MVLA School Board for approval in March 2026. The current Safety Plan is available on the MVHS Website.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- Schoolwide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The proposed goals for the 2025-26 school year are:

GOAL #1 /Safe Physical Climate Goal:

Mountain View High School will be a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive. Opportunity for improvement: Addressing necessary additions or refinements to MVHS safety and security infrastructure and emergency protocols and procedures (e.g. - emergency procedures/drills, security cameras, access control system, safe routes to and from school)

GOAL #2 /Safe Social Climate Goal:

Mountain View High School students and staff will thrive together in an environment of mutual respect, personal accountability and a commitment to excellence. Opportunity for improvement: Addressing student behaviors and needs that impact success in school (e.g. -drug usage, school culture, student wellness including mental health).

Our Comprehensive School Safety Plan addresses current safety conditions and school climate while proposing strategies for continuous improvement. By focusing on proactive measures and collaboration, the plan ensures a nurturing environment that supports both personal growth and academic success. The 2025-26 MVHS Safety Plan will address the needs of our students, staff, and community as we work to achieve the adopted school vision of providing a safe, equitable and collaborative learning environment for all students.

The effectiveness of our comprehensive approach is demonstrated by measurable improvements in key areas and our ongoing commitment to enhancing student well-being. These efforts will be detailed in the sections that follow, as are our areas of focus

and those in need of improvement or refinement.

School Connectedness

Mountain View High School is committed to promoting connectedness, engagement, and belonging among its students. School connectedness reflects their feelings of belonging, safety, and support, while meaningful participation highlights their active engagement on campus through leadership opportunities, activities, and collaboration with peers and staff. Together, those elements create an environment where students feel valued, supported, and a part of the school community.

California Healthy Kids Subcategory

School Connectedness

2024-25 SY - 71%

2025-26 SY - 76%

Academic Motivation

2024-25 SY - 70%

2025-26 SY - 73%

Caring Adult Relationships

2024-25 SY - 70%

2025-26 SY - 73%

High Expectations

2024-25 SY - 79%

2025-26 SY - 82%

Meaningful Participation

2024-25 SY - 34%

2025-26 SY - 38%

MVHS continues to make gains in all subcategories related to School Connectedness and exceeds the state average in all domains. The school has focused on initiatives and activities including co-teaching, the Spartan Spot (wellness center), peer mentorship and support through Spartan Start (9th grade and transfer orientation), various awareness weeks (Mental Health Awareness Week, Culture Week), and student advisories (Principal’s Advisory Board, MVHS Athletic Council, ASB) to continue efforts to improve School Connectedness for all students.

Suspension and Expulsion Rates

Suspension rates have steadily declined over the past three years, highlighting the impact of restorative practices and proactive interventions.

2022-23 1.3%

2023-24 1.1%

2024-25 1.1%

However, despite consistently low suspension rates overall, Long-Term English Learners, African-American students, English Learners, Students with Disabilities, Hispanic Students, and Socioeconomically Disadvantaged Students at MVHS in the 2024-25 SY had suspension rates from 3-9% higher than the school wide average. This remains an area of focus for the MVHS Administration to move toward more equitable discipline outcomes for students.

MVHS has not had any student expulsions within the last five years.

Safety and School Climate

California Healthy Kids Subcategory

Have Not Experienced Harassment at MVHS

2024-25 SY - 75%

2025-26 SY - 78%

Have Not Experienced Mean Rumors at MVHS

2024-25 SY - 79%
2025-26 SY - 82%

Do Not Fear Getting Beaten Up at MVHS
2024-25 SY - 93%
2025-26 SY - 93%

Have Not Used Illegal Substance While at School
2024-25 SY - 98%
2025-26 SY - 99%

Perceived School Safety
2024-25 SY - 83%
2025-26 SY - 84%

Data from the 2025-26 California Healthy Kids Survey indicates that a large majority of students at MVHS perceive the school as a safe place both physically and emotionally. To address the gaps related to harassment and rumors spreading, MVHS has increased visibility of harassment policies to students in common spaces, as well as to clarify avenues for reporting such incidents. Campus Safety Liaisons have regular and consistent routes for monitoring campus and conduct regular safety checks of less trafficked campus locations. The MVHS Administration has sought student feedback through ASB and the Principal’s Advisory Board regarding safety issues, which has led to the addition of IP speakers and security cameras for additional coverage of our campus.

Attendance
Attendance data provides valuable insights into student engagement and how safe and supported they feel on campus. Over the past three years, the school’s attendance rate has remained consistent at approximately 95.5%

Despite this data point, the school remains concerned about chronic absenteeism and tardies.

Attendance Data
Unexcused absences
2022-23 - 27,687
2023-24 - 28,074
2024-25 - 26,879

Unexcused absences
2022-23 - 93,183
2023-24 - 105,891
2024-25 - 105,769

Excused absences
2022-23 - 10.8%
2023-24 - 9.9%
2024-25 - 8.08%

Tardies
2022-23 -
2023-24 - 36,414
2024-25 - 41,107

To address this issue, we have introduced new initiatives that aim to address the root causes of chronic absenteeism and improve attendance. These include an attendance and tardy system that offers accountability measures as well as expanded and systematic parent outreach. In the 2025-26 school year, MVHS is also piloting an evidence-based attendance and academic success initiative called Check&Connect out of the University of Minnesota. This program pairs chronically absent students with trusted adult mentors to identify barriers to attendance, cultivate healthy attendance patterns, and problem solve collaboratively to support more consistent school attendance. In addition, MVHS continues to expand use of Minga, a digital hall pass and tardy management program, to further systematize processes that promote on-time attendance. Attendance has and will continue to be an area of focus for MVHS, as the school fully understands that we are unable to serve and provide support for students who are not at class and in school.

Mental Health and Wellness

MVHS recognizes student mental health and wellness as a high priority, acknowledging the challenges faced by many students. Recent data highlights the scope of these challenges:

In the 2025-26 SY, 20.5% of students report experiencing chronic sadness or hopelessness; while this is a decline from 23.5% in the 2024-25 SY, it is nonetheless an area of concern.

In the 2025-26 SY, 9% of students reported that they had considered suicide; this represents a slight increase from the 8.5% who reported it in the 2024-25 SY, another area of concern.

In the 2025-26 SY, 22% of students reported social and emotional distress; while this is a decline from 25.5% in the 2024-25 SY, it remains an area of concern.

These statistics underscore the critical need for continued focus on mental health support to ensure every student feels valued, supported, and equipped to navigate these challenges.

To meet the social-emotional needs of its students, MVHS has made significant efforts to provide access to mental health resources. Efforts include accessibility of the School-Based Mental Health Referral form via classroom QR postings, the MVHS website, and MVHS.io; implementation of the Spartan Spot, MVHS’s campus wellness center; biannual student-led Mental Health Awareness Weeks, and monthly Spartan PAUSE events. These initiatives highlight MVHS’s commitment to equipping students with the resources, skills, and support they need to meet the challenges they face, develop positive coping strategies, and gain the tools they need to thrive at school and beyond.

Physical Environment

The 2025-26 California Healthy Kids Survey revealed that approximately 75% students agreed or strongly agreed that the school “is usually clean and tidy,” while another 17-20% were neutral. This data reflects MVHS’s focus on maintaining well-kept and functional learning spaces.

MVHS remains focused on continuous improvements to the physical campus environment. Classroom modernization in all wings will be completed in Summer 2026 and include improved lighting and HVAC systems, classroom audio amplification systems, and additional square footage, all of which support student and staff comfort and accessibility. The school has also focused on outdoor spaces for students to gather and host events, work collaboratively with classmates, or work independently. These include seating and landscaping in the reopened Science Quad, as well as additional picnic tables in the stadium and adjacent to the 100 wing. As part of our effort to provide safe and comfortable spaces for all students, the school has introduced multiple gender-neutral restrooms, acknowledging and celebrating the diversity of our student community. Student clubs and organizations, such as the MVHS Green Team, have spearheaded efforts for additional recycling and composting bins on campus; these efforts have included educational signage to support proper student and staff usage of these bins.

The MVHS Administration continues to collaborate and solicit input from student leadership groups to address concerns and needs related to the physical environment and safety at school.

Roles & Responsibilities of Mental Health Professionals

MVHS has 6 full-time, fully licensed mental health professionals on campus who provide short-term, school-based therapeutic support based on referrals received through an online system. These are managed by the school's intake coordinator, one of the licensed clinicians. In addition, therapists also provide crisis intervention services and referrals to outside service providers and community resources.

Emergency Preparedness

Emergency preparedness remains a top priority at Mountain View High School and is an essential component of our efforts to ensure the safety of our students. To prepare staff and students to handle emergency and safety situations, the school implements the following measures:

- Fire Drills: Twice-yearly fire drills are conducted to practice evacuation procedures and ensure readiness in the event of a fire emergency. Each drill is followed by a debriefing session to evaluate performance, identify areas for improvement, and integrate those insights into plans for future drills.
- Earthquake Drill: An annual earthquake drill prepares students and staff for seismic events.
- Lockdown (Run, Hide, Defend) Drill: Ongoing collaboration with our School Resource Officers and the Mountain View Police Department includes planning for and conducting a low-intensity lockdown drill. Our partnership with MVPD also strengthens our crisis response plans and ensures alignment with law enforcement best practices.

2025-26 School Safety Plan

- **Emergency Tools and Resources:** Classrooms are equipped with basic emergency necessities, such as food, water, and first aid supplies, as well as window coverings to enhance security during emergencies. ‘
- **Ongoing Hazard Assessments and Systems Maintenance:** Conduct regular evaluations to identify and address potential safety hazards on campus and ensure all safety systems, including door locks, alarms, and communication tools are fully functional and meet standards.

These measures reflect a proactive approach to safety, ensuring that we are prepared for various emergency scenarios while continuously improving our protocols to create a safer school environment.

Anonymous Tip Options for Students

Students can use WeTip, an anonymous reporting system available to them 24 hours per day, 7 days per week, on the school’s website. This system may be used to report suspected criminal behavior, suicide ideation, bullying, and other safety concerns. WeTip is monitored both by the MVHS Administration and the WeTip staff to ensure timely response to all anonymous tips.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	40	34	16
Mathematics	28	26	42	11
Science	28	8	63	1
Social Science	28	13	54	14

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	39	30	13
Mathematics	27	19	51	8
Science	29	4	59	2
Social Science	28	19	55	10

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	241.98

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	9.1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$31,796	\$794	\$20,986	\$176,002.63
District	N/A	N/A	\$9,728	\$170,536
Percent Difference - School Site and District	N/A	N/A	73.3	3.2
State	N/A	N/A	\$11,146	\$113,595
Percent Difference - School Site and State	N/A	N/A	61.2	43.1

Fiscal Year 2024-25 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 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: 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 Supervised Studies Classes for on campus Credit Recovery.

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)

MVHS also received funds from the Mountain View Los Altos Education Foundation and other community organizations.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$101,947	\$67,238
Mid-Range Teacher Salary	\$162,224	\$106,841
Highest Teacher Salary	\$192,641	\$136,881
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$167,233
Average Principal Salary (High)	\$261,966	\$193,950
Superintendent Salary	\$362,748	\$314,304
Percent of Budget for Teacher Salaries	31.63%	29.51%
Percent of Budget for Administrative Salaries	5.18%	4.87%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	54.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	3
Foreign Language	9
Mathematics	14
Science	34
Social Science	31
Total AP Courses Offered Where there are student course enrollments of at least one student.	104

Professional Development

Professional Development at MVHS is infused into weekly Site Leadership Team (SLT) meetings and five yearly meetings that align with the MVLA District professional development plan. SLT meetings act as an advisory council and also include opportunities for Department Coordinator training around instructional leadership topics that support schoolwide goals.

MVHS teachers participate in monthly department meetings in addition to 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

Professional Development

data and to set objectives in accordance with WASC objectives.

The MVHS staff and community have 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, socio-emotional 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

Our staff work closely with the District by participating in various district-wide meetings, including an Education and Technology task force, a Wellness task force, a Multilingual Collaborative, and Course Team Collaboration workshops. Recently, the District began training all staff on Constructing Meeting strategies to support all our students, but in particular, our language learner population. Our staff considers inclusion of all students to be our top priority, and academic language production of every student as evidence of our success. With our focus on literacy, each department has worked on supporting our students to produce more academic language in context, and MVHS has provided additional professional learning opportunities to support progress in that area.

To support our instructional effort, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	7	7