Mountain View High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

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

About This School

Contact Information (Most Recent Year)

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	David Grissom
E-mail Address	david.grissom@mvla.net
Web Site	www.mvla.net/MVHS/
Grades Served	9-12
CDS Code	43696094334728

District Contact Information	
District Name	Mountain View-Los Altos Union High School District
Phone Number	650.940.4650
Superintendent	Jeff Harding
E-mail Address	jeff.harding@mvla.net
Web Site	www.mvla.net

School Description and Mission Statement (Most Recent Year)

Recognized in U.S. News and World Report as one of the top 3% of all high schools in America in 2008 and 2009, Mountain View High School is an amazing place for students to receive their high school education. The school has an attractive facility conducive to high-level learning and achievement. Primarily a college-preparatory school, Mountain View provides a wide array of Advanced Placement and Honors courses to enable students to challenge themselves appropriately.

MVHS has a current enrollment of 1838 students. Parents and community enthusiastically support the school by volunteering, making donations, and participating in activities. Our reputation as a welcoming and safe place for young people makes learning fun. We value what students say and endeavor to treat them with respect as they progress on their journey toward adulthood. The administration, site leadership team, parents and students recently engaged in a community-wide strategic planning/goal setting process which re-affirmed our current mission statement and our core values.

Quality - Excellence of instruction and program is the district's number one priority.

Empowerment - Committement to professional and personal development of staff members.

Teamwork - Fosters collegiality, respect and cooperation among all staff and students.

Personalized, Caring Environment - Allowing students to reach their full potential by providing honest feedback, support and opportunities.

Continuous Improvement - Ongoing assessment of student progress and evaluation of effectiveness of programs and services.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	468
Grade 10	440
Grade 11	453
Grade 12	456
Ungraded Secondary	19
Total Enrollment	1,836

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.2
Asian	22.1
Filipino	3.7
Hispanic or Latino	21.6
Native Hawaiian or Pacific Islander	1
White	47.5
Two or More Races	2.3
Socioeconomically Disadvantaged	17.9
English Learners	10.5
Students with Disabilities	10.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

• Pupils have access to standards-aligned instructional materials; and

• School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	86	97	95	208
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.2	0.8
All Schools in District	99.6	0.4
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	99.6	0.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 1-15-15

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Excellent		0
Mathematics	Excellent		0
Science	Excellent		0
History-Social Science	Excellent		0
Foreign Language	Excellent		0
Health	Excellent		0
Visual and Performing Arts	Excellent		0
Science Laboratory Equipment (grades 9-12)	Excellent		0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1-30-15				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month in which data were collected: 1-30-15				
Overall Rating	**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], Science California Standards Tests); and

• The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	74	73	44
Mathematics	64	65	33

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

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	447	321	71.8	10	14	23	51
Male	11		154	34.5	12	20	26	40
Female	11		167	37.4	8	9	20	62
Black or African American	11		2	0.4	--	--	--	--
Asian	11		77	17.2	1	13	21	65
Filipino	11		15	3.4	20	33	13	33
Hispanic or Latino	11		75	16.8	31	23	23	23
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		146	32.7	3	8	25	62
Two or More Races	11		4	0.9	--	--	--	--
Socioeconomically Disadvantaged	11		66	14.8	24	32	26	17
English Learners	11		33	7.4	45	36	12	3
Students with Disabilities	11		34	7.6	35	38	21	6
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	447	326	72.9	19	16	19	46
Male	11		161	36.0	25	19	16	39
Female	11		165	36.9	13	12	22	53
Black or African American	11		2	0.4	--	--	--	--
Asian	11		77	17.2	5	8	21	66
Filipino	11		15	3.4	40	13	7	40
Hispanic or Latino	11		81	18.1	48	21	16	15
Native Hawaiian or Pacific Islander	11		2	0.4	--	--	--	--
White	11		145	32.4	8	17	21	53
Two or More Races	11		4	0.9	--	--	--	--
Socioeconomically Disadvantaged	11		71	15.9	49	21	11	18
English Learners	11		40	8.9	70	20	3	8
Students with Disabilities	11		34	7.6	56	26	12	6
Foster Youth	11		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	81	80	79	81	80	76	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	79
Male	78
Female	80
Black or African American	50
American Indian or Alaska Native	--
Asian	85
Filipino	71
Hispanic or Latino	52
Native Hawaiian or Pacific Islander	--
White	92
Two or More Races	75
Socioeconomically Disadvantaged	61
English Learners	12
Students with Disabilities	44
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	490
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	16.7

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	95.48
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	75.43

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	75	76	78	79	50	49	57	56	58
Mathematics	77	79	81	81	50	51	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	23	16	60	21	36	43
All Students at the School	22	18	59	19	37	44
Male	27	20	53	21	35	44
Female	17	17	66	17	39	43
Black or African American	18	27	55	36	64	
Asian	13	13	74	5	27	68
Filipino	29	14	57	29	29	43
Hispanic or Latino	56	22	23	53	37	11
White	10	19	72	8	40	52
Two or More Races	25	17	58	17	50	33
Socioeconomically Disadvantaged	64	14	21	53	32	15
English Learners	97		3	70	24	5
Students with Disabilities	69	18	13	64	22	14

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	5.50	30.20	51.40

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

dC. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Through active solicitation of involvement, Mountain View has established a reputation for welcoming and celebrating the contributions of parents and community members. Opportunities include but are not limited to:

Mountain View Parent Teacher Student Association – an information conduit between school and parents, offers information, conducts fundraising, provides forum for concerns, questions and problems.

MVHS Band Parents – support students involved in MVHS's Marching Band. Band parents serve as chaperones at Band Camps and during competition, help maintain uniforms and instruments, prepare students for competitions, conduct fundraisers, etc.

MVHS Sports Boosters– work to support all aspects of athletics at MVHS. The Sports Boosters meet to communicate with the Athletic Director about programs and facilities, conduct fundraisers and hold awards banquets for students.

MVHS Choir Parents – support the vocal music program.

School Site Council – a group of students, staff and parents who oversee implementation of the school's Single Plan for Student Achievement. The committee oversees distribution of SIP funds, conducts research into school issues and provides support for continuous school improvement.

Voces Latinas – parents of students of Latino descent. This bilingual group meets to support all aspects of Latino student success. Parents receive information about financial aid, college planning, social services and study skills.

Cafecito - Parents of bilingual students meet monthly by language groups, e.g., Latino, Chinese to discuss school related issues and to learn how they can be better advocates for their children.

ELAC - The English Learners Advisory Council meets monthly with the school administration to communicate the desires of our parents of English Learners. One member of our group serves on the district level advisory council (DELAC).

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	2.80	3.10	3.50	3.10	2.90	2.60	13.10	11.40	11.50
Graduation Rate	95.61	95.31	93.55	94.47	94.25	94.65	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	**District**	**State**
All Students	94.48	93.94	84.6
Black or African American	100	100	76
American Indian or Alaska Native	100	100	78.07
Asian	99.02	98.48	92.62
Filipino	100	100	96.49
Hispanic or Latino	78.26	82.5	81.28
Native Hawaiian/Pacific Islander	100	77.78	83.58
White	97.01	97.49	89.93
Two or More Races	88.89	84.62	82.8
Socioeconomically Disadvantaged	72.73	78.72	61.28
English Learners	65.22	66.27	50.76
Students with Disabilities	75	80.63	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Suspensions	3.31	1.04	0.73	2.88	0.85	1.57	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The following characteristics and conditions support the statement that Mountain View HS is a school that is safe and responsive tot he needs of all students.

- There is adequate campus security to assure school safety
- The campus is surrounded by high-priced, single family homes.
- The school enjoys open communications and positive relationships with other schools and agencies, and communications between staff and students is open and friendly.
- Student, staff & parents feel welcomed and supported on the campus
- The community is very supportive of MVHS
- The school is perceived to be a safe place for kids and the school climate is positive and truly conductive to learning
- Very little criminal activity in the neighborhood during school hours, minimal complaints from the community, and strong attendance rates put Mountain View HS in the top 5% of Schools in Santa Clara County
- The vast majority of students go on to post-secondary education and training
- The drop out rate is extremely low and very few students are referred to alternative education

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate: English-Language Arts	No	No	Yes
Met Participation Rate: Mathematics	No	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	No	No	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21	53	33	6	21	53	17	18	22	48	32	6
Mathematics	23	39	28	11	23	34	35	7	22	44	36	1
Science	29	8	34	9	27	7	43	3	25	16	45	1
Social Science	27	14	43	4	26	11	46	7	25	14	57	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	351
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$14,970			$116,816.12
District	N/A	N/A		$109,318
Percent Difference: School Site and District	N/A	N/A		6.9
State	N/A	N/A	$5,348	$72,798
Percent Difference: School Site and State	N/A	N/A		60.5

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

Types of Services Funded (Fiscal Year 2014-15)

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
- EIA
- GATE
- Class size reduction
- Counseling Grant

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$67,189	$43,455
Mid-Range Teacher Salary	$106,915	$69,035
Highest Teacher Salary	$126,962	$89,886
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$176,170	$121,551
Superintendent Salary	$244,558	$158,898
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Professional Development at MVHS is infused into bi-monthly department coordinator meetings and 3-4 monthly department meetings. Department Coordinator meetings have become workshops to train coordinators to lead their departments in the Data Team process. MVHS teachers participate in ongoing weekly and half day release periods for course and grade level data teams. The focus of the Data Teams is to design common formative and summative assessments, review specific student outcomes, then choose and implement appropriate instructional strategies and re- assess student learning. Data Teams display their findings at a Gallery Walk for the community at the close of each semester. A Decision Making for Results team of teacher leaders and administration meet quarterly to review school-wide data and set objectives in accordance with WASC objectives.

In addition, teachers are learning to develop and implement academic language objectives and instructional strategies to serve the increasing population of English language learners in core classes. These activities are lead by the WASC and English Language Department Coordinators and a leadership team that includes administrators and teachers.

Furthermore, the District provides Curriculum Institute funds for staff to attend local, state and national conferences, workshops and trainings to support the school wide action plan and District goals. District funding is also available to teachers to complete National Board Certification. Five MVHS teachers are National Board Certified. The WASC coordinator and assistant principal are certified by the Leading and Learning Institute to train the staff to use a proven process to develop Common Formative Assessments (CFA) and use these assessments to work in Data Teams.