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Grades 9-12

MOUNTAIN VIEW HIGH SCHOOL

School Accountability Report Card Reported Using Data from the 2023-24 School Year Published During 2024-25

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About This School

School's Mission and Vision Statement

Mountain View High School's administration and staff recognized the need to strengthen the focus on post-secondary education within the school's mission and vision. In response, the team embarked on a thoughtful process to revise the mission and vision statements, aligning them with a renewed emphasis on cultivating a college-going culture. *College Wednesdays* were introduced to further support this initiative, encouraging staff and students to actively promote the pursuit of higher education.

Guided by the Common Core State Standards, departments collaborated to draft the new mission and vision statements, ensuring they reflected the school's commitment to preparing students for college and career readiness. Stakeholders, including teachers, staff, parents, and students, were provided opportunities to review the drafts, share feedback, and suggest revisions. This inclusive process ensured broad community support and alignment with the school's goals.

The Viking Leadership Committee (VLC) ultimately reviewed and approved the final mission and vision statements, cementing them as a cornerstone of Mountain View High School's dedication to fostering a future-focused educational environment.

Mission: *Mountain View High School engages students in a relevant and rigorous curriculum to ensure that all students have an equal opportunity to achieve post-secondary success.*

Vision: *Mountain View High School students will be self-directed learners and powerful communicators who possess the knowledge and skills necessary for achieving college and career readiness.*

MVHS Learning Outcomes

The Viking Leadership Committee developed, and staff approved the following five outcomes. The MVHS Learning Outcomes better align with the district's Community Committed to College and Career vision.

Communication. *Vikings communicate clearly and effectively for a variety of purposes and audiences.*

Collaboration. *Vikings collaborate to accomplish academic and extracurricular tasks.*

Critical Thinking. *Vikings think critically to learn and apply skills across disciplines.*

Creativity. *Vikings problem-solve creatively and innovate new ways to get things done.*

Citizenship. *Vikings positively and responsibly engage in their communities.*

School Description

Mountain View High School (MVHS) is on a spacious, well-maintained 45-acre campus in El Monte, California. In the southeastern portion of the El Monte Union High School District (EMUHSD), El Monte lies in the San Gabriel Valley, approximately 12 miles east of downtown Los Angeles and 10 miles southeast of Pasadena. Historically referred to as "The End of the Santa Fe Trail," El Monte has evolved into a thriving residential, commercial, and industrial city in eastern Los Angeles County. MVHS is one of five comprehensive high schools within EMUHSD and serves students from El Monte and South El Monte.

The district and MVHS staff are steadfast in their commitment to understanding and supporting all students in achieving their full potential. EMUHSD's mission, reflected in the phrase "Community Committed to College and Career," aligns with MVHS's dedication to fostering a "Career and College-Going Culture." The MVHS team recognizes its responsibility to provide equitable access

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and opportunities for every student. This commitment involves continuous reflection on instructional practices to meet diverse learning needs, program offerings that support the school's and District's missions, and adequate resources to help students achieve their goals.

Students primarily transition to MVHS from Twin Lakes and Parkview Middle Schools, part of the Mountain View School District. The high school welcomes approximately 90% of the student population from each feeder school. MVHS also takes pride in its distinguished alumni, who have made significant contributions to their communities and beyond. Notable alumni include former South El Monte City Council Member Angelica Garcia, former El Monte City School District Board Member Bobby Salcedo, actress and model Emily Rios, and Cris Abrego, founder of 51 Minds Entertainment and CEO of Endemol Shine North America. The school also honors Marisol Heredia, the first Hispanic female soldier killed in Afghanistan, with the renaming of El Monte's Post Office in her memory by the federal government.

A testament to the school's legacy is the presence of 20 alumni among its current staff—10 certificated and ten classified members. This represents approximately 13% of the MVHS staff, underscoring the lasting impact and strong community ties that Mountain View High School fostered.

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 9	283
Grade 10	310
Grade 11	273
Grade 12	326
Total Enrollment	1192

Student Enrollment by Group (2023-24)

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
Non Binary	0.0
American Indian or Alaska Native	0.0
Asian	4.8
Black or African American	0.3
Filipino	0.6
Hispanic or Latino	93.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.3
English Learners	26.7
Foster Youth	0.9
Homeless	8.6
Migrant	2.5
Socioeconomically Disadvantaged	95.3
Students with Disabilities	19.0

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	0.0	0.0	0.0
Misassignments	1.6	0.1	3.1
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.6	0.1	3.1

Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	1.0	0.8	1.4
Total Out-of-Field Teachers	1.0	0.8	1.4

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9	0.6	4.0
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	0.2	0.2

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Teacher Preparation and Placement (2020-21)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	57.6	89.1	337.3	90.0	228,366.1	83.1
Intern Credential Holders Properly Assigned	2.0	3.1	5.0	1.3	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	2.5	5.8	1.6	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	1.7	8.4	2.3	12,115.8	4.4
Unknown	2.3	3.7	18.0	4.8	18,854.3	6.9
Total Teaching Positions	64.7	100.0	374.6	100.0	274,759.1	100.0

Teacher Preparation and Placement (2021-22)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.7	94.67	338.2	91.61	234,405.2	84.0
Intern Credential Holders Properly Assigned	1.0	1.56	4.0	1.08	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.1	0.1^	6.7	1.82	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	1.39	12.0	3.25	11,953.1	4.28
Unknown	1.3	2.16	8.2	2.29	15,831.9	5.67
Total Teaching Positions	64.2	100.0	369.2	100.0	279,044.8	100.0

Teacher Preparation and Placement (2022-23)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.6	92.2	345.1	89.44	231142.4	100.0
Intern Credential Holders Properly Assigned	0.0	0.0	4.0	1.06	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.1	4.8	11.2	2.92	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	2.22	13.2	3.44	11746.9	4.23
Unknown	0.5	0.76	12.1	3.14	14303.8	5.15
Total Teaching Positions	65.7	100.0	385.8	100.0	277698.0	100.0

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024-25)

In accordance with Education Code Section 60422(a) and 60119, the Governing Board certifies that each pupil in the district, in kindergarten through grade twelve, has been provided with a standards-aligned textbooks or basic instructional materials in each of the areas listed below as of October 2, 2024. Our high schools offer students updated textbooks aligned to the California State content standards. Students receive a copy of the text to use for the semester in core areas (English, math, social science, science). In addition, for Advanced Placement Courses, textbooks approved by the AP Central (College Board) are recognized by the District as District Approved. The following is a list of some of the most current adopted textbooks.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Literature-McDougal Littell	2011	Yes	0%
	Literature & Language Arts-Holt	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2004	Yes	0%
	English 4P, The Alchemist	2017	Yes	0%
	Journalism: Publishing Across Media	2016	Yes	0%
	Study Sync w/ Designated ELD Units	2022	Yes	0%
Mathematics	Integrated Math 1, 2, 3 – Houghton Mifflin Harcourt	2016	Yes	0%
	Precalculus-Graphing & Data Analysis	2001	Yes	0%
	Calculus-A Complete Course	2001	Yes	0%
	Finite Mathematics: An Applied Approach, 11 th Ed.	2017	Yes	0%
	Mathematics for Business and Personal Finance	2017	Yes	0%

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Quality, Currency, and Availability of Textbooks and Instructional Materials (2024-25) - Continued

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Science	Biology, California Edition – McDougal Littell	2011	Yes	0%
	Biology, California Edition & Prentice Hall	2011	Yes	0%
	Chemistry-Houghton Mifflin	1992	Yes	0%
	Modern Chemistry (Holt)	1972	Yes	0%
	Physics-Principles & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	1992	Yes	0%
	Earth Science-California Edition	2006	Yes	0%
History-Social Science	World History: The Modern Era	2018	Yes	0%
	The Americans	1997	Yes	0%
	U.S. History	2019	Yes	0%
	The American Pageant	1983	Yes	0%
	Magruder's American Government	2018	Yes	0%
	Economics: Principles in Action	2018	Yes	0%
	Civics in Practice: Principles of Government & Economics	2014	Yes	0%
	Psychology-Themes & Variations	2000	Yes	0%
	Psychology and You	2000	Yes	0%
	Psychology, Psychology in Everyday Life	1995	Yes	0%
Foreign Language	Spanish 1, 1X, 2, 2X, 3, & 4 AP	2017	Yes	0%
	Spanish 1P, Avancemos 1	2017	Yes	0%
	Spanish 2P, Avancemos 2	2017	Yes	0%
	Spanish 3P, Descubre 3	2017	Yes	0%
	Spanish 1X, Descubre 2	2017	Yes	0%
	Spanish 2X, Imagina	2017	Yes	0%
	French 1, 3, & 4	1997-2000	Yes	0%
	French 1P, D'accord! 1	2017	Yes	0%
	French 2P, D'accord 1	2017	Yes	0%
	French 3P, D'accord 2	2017	Yes	0%
	French 4P, D'accord 3	2017	Yes	0%
	Chinese 1, 2, & 3	2007	Yes	0%
	Chinese 1P, Zhen Bang! Book 1	2017	Yes	0%
	Chinese 2P, Zhen Bang! Book 1	2017	Yes	0%
	Chinese 3P, Zhen Bang! Book 2	2017	Yes	0%
English Language Development	Edge Fundamentals, Edge, Level A & B	2011	Yes	0%
Health	Health	2007	Yes	0%
	Comprehensive Health (Goodheart-Wilcox)	2016	Yes	0%
Science Lab Equipment (9-12)		N/A	Yes	0%

Instructional Materials

All departments are supplied with the most current standards-based textbooks and supplemental materials. These areas were provided by blended funding through SB813, Instructional Materials Fund, and lottery funds. The school benefits from several special programs that bring additional funding. Special programs such as California Partnership Academies (CPA), AVID, and Title I allow enrichment activities, including extra classroom supplies, new computers, additional library materials, and field trips. Mountain View High School makes every effort to meet the academic needs of all students. As a result, MVHS participates in the district's 1:1 Chromebook program. Every student on the MVHS campus is assigned a Chromebook to keep throughout their academic careers and provide them the necessary access to become competitive knowledgeable adults upon graduation.

The school budget is structured to support the implementation of the State Content Standards and frameworks. Adequate supplies of textbooks, materials, and office resources are maintained to support classroom activities. Additionally, many

staff members seek and secure grants and funding from local agencies and business partners to enhance their classrooms and implement innovative projects. While funding for enrichment activities, such as field trips or materials for special projects, is primarily allocated to students in particular programs like CTE, CPA, AVID, ELs, or Special Ed, teachers effectively use available resources to align their classes with departmental goals and provide meaningful learning experiences.

School Facilities

School Facility Conditions and Planned Improvements

The 53-year-old MVHS campus, built in 1970-71 on 45 acres of land, remains in excellent condition. It features ten permanent brick masonry buildings and ten temporary classrooms thoughtfully spaced across the campus. The facilities include 79 newly modernized classrooms, a Library/Media Center, a Career Center, five multimedia labs, a band room, a choir room, a culinary room, a theater and vista room, an Engineering-Zoo Crew room, an ASB commission and work room, and a versatile multi-purpose cafeteria.

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School Facility Good Repair Status (School Year 2024-25)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on November 26, 2024.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs needed at the time of inspection.
Interior: Interior Surfaces	Good	No repairs needed at the time of inspection.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No repairs needed at the time of inspection.
Electrical: Electrical	Good	Light diffuser is out in two rooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Clogged sink in one restroom.
Safety: Fire Safety, Hazardous Materials	Good	No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	Good	Roof is leaking in one room.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs needed at the time of inspection.
Overall Rating	Exemplary 99.65%	

The campus boasts state-of-the-art athletic facilities, including a 4,000-seat lighted football stadium, lighted baseball and softball fields, six tennis courts, a gymnasium, and two weight rooms. The gym is a hub for physical education classes, special events, and assemblies. In 2023, an outdoor court was built for students to play outdoor volleyball, basketball, and pickleball. Also in 2023, the school unveiled a new stadium featuring an all-weather track, snack bars, restrooms, and updated spectator stands. Upcoming improvements to the baseball and softball fields include the installation of new backstops, fencing, and netting. All restrooms and buildings on campus are ADA-compliant, ensuring accessibility for all community members.

Four on-campus parking lots provide 550 parking spaces, including designated EV charging stations. E-rate funding has significantly enhanced campus technology, ensuring all classrooms and offices are air-conditioned and equipped with modern technology. The recent modernization project upgraded several key buildings—A, B, H, M, and K—with new classroom designs, state-of-the-art science labs, and renovated girls' locker rooms.

Cleaning Process and Schedule

The district makes great efforts to ensure that all schools are clean, safe, and functional. The district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or the district office.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district office. In addition, the principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed promptly. A work order process provides efficient service, and emergency repairs are given the highest priority. As a result, regular and corrective maintenance is handled on a priority basis, and emergencies are addressed immediately.

Pupil Outcomes

State Priority: Pupil Achievement

- **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.

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CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
ELA/Literacy	48	44	59	57	46	47
Mathematics	10	13	25	28	34	35

CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	273	261	95.6	4.4	44.06
Female	133	127	95.49	4.51	51.18
Male	140	134	95.71	4.29	37.31
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	12	11	91.67	8.33	81.82
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	255	244	95.69	4.31	42.21
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	0	0	0.0	0.0	0.0
White	—	—	—	—	—
English Learners	66	57	86.36	13.64	3.51
Foster Youth	—	—	—	—	—
Homeless	32	32	100.0	0.0	34.38
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	206	201	97.57	2.43	41.79
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	61	56	91.8	8.2	5.36

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	273	267	97.8	2.2	13.48
Female	133	131	98.5	1.5	11.45
Male	140	136	97.14	2.86	15.44
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	12	11	91.67	8.33	63.64
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	255	250	98.04	1.9	10.8
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	0	0	0.0	0.0	0.0
White	—	—	—	—	—
English Learners	66	63	95.45	4.55	1.59
Foster Youth	—	—	—	—	—
Homeless	32	32	100.0	0.0	15.63
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	206	201	97.57	2.43	11.94
Students Receiving Migrant Education Services	—	—	—	—	—
Students with Disabilities	61	56	91.8	8.2	3.57

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

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CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
	13.32	14.12	25.58	28.38	30.29	30.73

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2023-24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	617	606	98.22	1.78	14.03
Female	282	277	98.23	1.77	12.27
Male	335	329	98.21	1.79	15.50
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	33	33	100.0	0.0	36.36
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	578	567	98.10	1.9	12.87
Native Hawaiian or Pacific Islander	0	0	0.0	0.0	0.0
Two or More Races	—	—	—	—	—
White	—	—	—	—	—
English Learners	139	136	97.84	2.16	1.47
Foster Youth	—	—	—	—	—
Homeless	54	54	100.0	0.0	11.11
Military	0	0	0.0	0.0	0.0
Socioeconomically Disadvantaged	482	474	98.34	1.66	14.14
Students Receiving Migrant Education Services	18	18	100.0	0.0	0.0
Students with Disabilities	106	99	93.4	6.6	5.05

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

Note: Double dashes (--) are used in the table to protect student privacy 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.

Career Technical Education Programs

Some Mountain View High School students participate in certain CTE courses including:

- Transportation with a pathway to System Diagnostic Services
- Finance and Business with a career pathway to Financial Services Business Accounting
- Information and Communication Technologies with a career pathway in Software and Systems Development: Systems Programming
- Engineering and Architecture with a career pathway to Engineering Design

Career Technical Education Participation (2023-24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	515
Percent of pupils completing a CTE program and earning a high school diploma	84
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	—

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Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2023-24 Students Enrolled in Courses Required for UC/CSU Admission	98.40
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	38.67

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

California Physical Fitness Test Results (2023-24)

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
9	95.1%	95.1%	95.1%	95.1%	96.2

Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement

Contact Person: Jose Relson L. Bañas, Principal

Contact Phone Number: (626) 443-6181

Mountain View High School provides numerous opportunities for parental involvement to strengthen the home-school connection. Information is shared with parents through various channels, including the school marquee, ParentSquare, mailed letters and postcards, Parent and StudentVue, and Synergy—an automated system that communicates via phone, email, text, Facebook, and Twitter. These efforts encourage parent participation in school-related activities and organizations supporting student education.

Parents are invited to engage in events such as Coffee with the Principal, Back-to-School Night, Open House, PTSA, AVID parent meetings, graduation activities, freshman orientation, music concerts, and sporting events. Additionally, parents can join various committees to actively contribute to the school community, including the School Site Council (SSC), Viking Leadership Committee (VLC), School Safety Committee, Title I, English Language Advisory Committee (ELAC), Multi-Tiered Systems of Support (MTSS) Committee, District English Learner Advisory Committee (DELAC), and Superintendent's Advisory Committee (SuperPAC).

Parents also meet annually to review their student's four-year academic plan, discuss progress, and set future goals. Monthly meetings with the principal, coordinated with the Community Liaison, provide a platform for parents to learn about instructional programs, school activities, and college requirements while fostering open dialogue to address concerns and share ideas.

Parents have access to various parenting workshops led by our Community Liaison. These workshops cover topics such as Teenage Relationships, A-G Requirements, Self-Awareness, how

to Talk to Your Child About Sexuality, Healthy Relationships, and Recognizing Depression and Anxiety in Teens. They are designed to provide valuable support to both parents and students. Additional resources include the Mental Health Clinic and Family Foothill Services, which assist families. The MVHS Child Welfare and Attendance Coordinator also conducts regular sessions on the importance of attendance and student engagement. These workshops are held twice a month, offering morning and afternoon sessions to accommodate parents' schedules.

Parents are always encouraged to visit or call the school to discuss their child's academic or social progress with teachers, counselors, or administrators. Mountain View High School proudly upholds an "open door" policy, fostering strong connections with parents and the broader community.

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)

School	2021-22	2022-23	2023-24
Dropout Rate	5.3	6.7	8.1
Graduation Rate	89.6	81.8	90.7
District	2021-22	2022-23	2023-24
Dropout Rate	7.9	8.2	11.8
Graduation Rate	85.4	81.0	84.7
State	2021-22	2022-23	2023-24
Dropout Rate	7.8	8.2	8.9
Graduation Rate	87.0	86.2	86.4

SCHOOL ACCOUNTABILITY REPORT CARD

Graduation Rate by Student Group (Four-Year Cohort Rate) (2023–2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	321	291	90.7
Female	152	136	89.5
Male	169	155	91.7
Non-Binary	0	0	0.0
American Indian or Alaska Native	0	0	0.0
Asian	15	12	80.0
Black or African American	0	0	0.0
Filipino	—	—	—
Hispanic or Latino	304	277	91.1
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	—	—	—
English Learners	108	86	79.6
Foster Youth	—	—	—
Homeless	41	36	87.8
Socioeconomically Disadvantaged	316	288	91.1
Students Receiving Migrant Education Services	14	14	100.0
Students with Disabilities	52	42	80.8

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>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-24
Suspensions	2.9	2.64	3.49
Expulsions	0.0	0.0	0.08
Rate	District 2021-22	District 2022-23	District 2023-24
Suspensions	3.36	3.93	4.01
Expulsions	0.0	0.02	0.03
Rate	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.17	3.6	3.28
Expulsions	0.07	0.08	0.07

Suspensions and Expulsions by Student Group (2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.49	0.08
Female	2.24	0.0
Male	4.57	0.15
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	1.64	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	3.65	0.08
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	3.71	0.0
Foster Youth	0.0	0.0
Homeless	5.61	0.0
Socioeconomically Disadvantaged	3.69	0.08
Students Receiving Migrant Education Services	3.33	0.0
Students with Disabilities	5.08	0.39

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1260	1227	317	25.8
Female	581	561	143	25.5
Male	678	665	174	26.2
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	61	59	6	10.2
Black or African American	—	—	—	—
Filipino	—	—	—	—
Hispanic or Latino	1179	1150	304	26.4
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	—	—	—	—
White	—	—	—	—
English Learners	377	367	124	33.8
Foster Youth	15	15	5	33.3
Homeless	107	104	34	32.7
Socioeconomically Disadvantaged	1191	1163	307	26.4
Students Receiving Migrant Education Services	30	30	3	10.0
Students with Disabilities	256	242	96	39.7

SCHOOL ACCOUNTABILITY REPORT CARD

School Safety

SB187 Safety Plan

Date the plan was last updated: 1/23/2024

Date the plan was last reviewed with staff: 2/08/2024

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures, and compliance with laws including (1) child abuse reporting, (2) disaster response, (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, (8) procedures ensuring a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted according to Ed Code Sections 35291 and 35291.5, and (10) lockdown procedures. In addition, a copy of the plan is available for inspection by the public at each school.

The staff strives to provide a safe, clean, and orderly environment that facilitates student learning and participation. MVHS is a closed campus. Students may obtain an off-campus lunch permit with parental permission and required qualifications. All visitors must first get a guest pass and sign in at the receptionist's desk in the front office. A part-time School Resource Officer (SRO) from the El Monte Police Department (EMPD) provides additional campus supervision, works with students with family issues, provides counseling and resource referrals, and serves as a role model and mentor. In addition, there are campus supervisors 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 constantly communicates with the administration, counselors, SRO, and other staff members. Administrators, counselors, teachers, SRO, and campus supervisors monitor the campus before school, passing periods, lunch, after school, and school-sponsored events.

The EMUHSD has developed a Standardized Emergency Management System (SEMS) that has become the basis for the site's school-wide plan. Administrators, counselors, teachers, SRO, and campus supervisors monitor the campus before and after school, passing periods, lunch, and school-sponsored events. We have a drill every month, either a fire or lockdown drill, and we have a disaster drill once each semester. Each classroom is equipped with a first aid kit, and the school stores adequate emergency supplies in the event of a disaster. All staff have been trained in Catapult EMS, an emergency management school support system designed to support school and staff. According to an Interim Evaluation Instrument developed by the State of California Office of Public-School Construction, the facility is maintained to ensure that it is clean, safe, and functional.

Academic Counselors and Other Support Staff

Title	Number of FTEs Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	298.0
Library Media Teacher	1.0	
Library Media Technician	1.0	
Psychologist	2.0	
Nurse	0.2	
Other (Teacher on Assignment & Bilingual Resource Teacher)	2.0	

Other SARC Information

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	11	17	17	20.0	35	20	13	19.0	34	19	14
Mathematics	22.0	16	23	8	18.0	32	18	8	17.0	38	12	10
Science	25.0	17	14	12	19.0	23	12	13	19.0	23	11	9
Social Science	24.0	23	15	18	21.0	24	13	18	18.0	29	23	8

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

SCHOOL ACCOUNTABILITY REPORT CARD

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022-23)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	\$28,441	\$9,223	\$19,218	\$119,696
District			\$24,655	\$108,949
State			\$10,771	\$105,265
Percent Difference: School/District			(22%)	10%
Percent Difference: School/State			78%	14%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

Other Funding (Fiscal Year 2023-24)

Funding is provided from some of the following special programs to supplement the core instructional program provided by the school district.

Program	Number of Pupils Served	Amount
Title I	1,169	\$455,196
Carl Perkins		88,654
CAP Teacher Preparation		63,000
CAP Vista Communication		81,000
Learning Recovery Emergency Block Grant		2,122,748
Total		\$2,810,598

Teacher & Administrative Salaries (Fiscal Year 2022-23)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,448	\$62,635
Mid-Range Teacher Salary	\$100,259	\$101,698
Highest Teacher Salary	\$129,551	\$128,982
Average Principal Salary (High)	\$177,545	\$182,697
Superintendent Salary	\$258,216	\$298,748
Percent of District Budget		
Teacher Salaries	30.0	30.11
Administrative Salaries	5.0	4.78

Advanced Placement Courses (2023-24)

Subject	Number of AP Courses Offered*
English	2
Foreign Language	1
Mathematics	4
Science	3
Social Science	9
Total AP Courses Offered	19
Percent of Students in AP Courses	16.6%

*Where there are student course enrollments.



SCHOOL ACCOUNTABILITY REPORT CARD

Professional Development

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The El Monte Union High School District (EMUHSD) is committed to providing quality professional development opportunities for all certificated and classified employees. Professional development opportunities are primarily available through added days during the school year, weekly or monthly late starts, summer workshops, and release time during the day. Staff also attend conferences outside of the district.

All professional development is targeted to support the student achievement goals described in the District's Local Control and Accountability Plan (LCAP), Local Educational Agency Plan (LEAP), and each school's Single Plan for Student Achievement (SPSA). Feedback is gathered annually, and data is analyzed throughout the district to target specific professional development during summer workshops. Prior professional development evaluation data is used to revise and guide future activities.

To facilitate the implementation of the Common Core State Standards, certificated staff actively engage in embedded professional development sessions structured around cycles of inquiry. These sessions are conducted within the English, Math, Science, and Social Science departments, where collaborative analysis of student formative assessment data informs

instructional decision-making. At the same time, both site and district staff continually participate in training to enhance their knowledge of implementing a Multi-Tiered System of Support (MTSS).

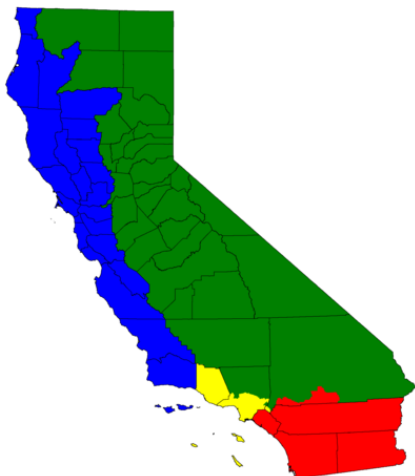
Staff at each comprehensive high school receive targeted support on implementing evidence-based practices led by site administration and an Instructional Coach. The Instructional Coach can deliver model lessons, provide one-to-one coaching, and plan lessons. Additional opportunities for professional development at each comprehensive high school are provided by a Teacher-On-Special Assignment (TOSA), which supports services specifically for English Learners. Content Specialists in Math and Science and eleven (11) Course Leads also support each site. There are two TOSA positions to support all schools: 1) focusing on disaggregating data and supporting data analysis and 2) focusing on supporting Math instruction and alignment across all sites.

Additionally, classified staff districtwide can participate in two professional development days over Winter Break. During these sessions, EMUHSD staff provide learning opportunities to strengthen workplace efficiency and service to students and families.



SCHOOL ACCOUNTABILITY REPORT CARD

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 www.cde.ca.gov/ta/ac/sa/.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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 outlined 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 completed specified college course work, be eligible for admission to the UC. These requirements 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 living outside the local 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 historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.