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Grades 9-12

# MOUNTAIN VIEW HIGH SCHOOL

**School Accountability Report Card**  
Reported Using Data from the 2020-21 School Year  
Published During 2021-22  
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## El Monte Union High School District

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## About This School

### School's Mission and Vision Statement

Mountain View administration and staff realized that the previous mission and vision statements needed an increased emphasis on post-secondary education. Therefore, we revised our mission and vision statements and created College Wednesdays to promote a college-going culture. Mindful of the Common Core State Standards, departments collaboratively drafted the new mission and vision statements; stakeholders then had opportunities for input and revisions. The Viking Leadership Committee (VLC) made the final approval of the new mission and vision statements.

**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 located on a spacious, well-maintained 45-acre campus in the City of El Monte, California. El Monte is located in the San Gabriel Valley at the southeastern portion of the El Monte Union High School District, 12 miles east of downtown Los Angeles and 10 miles southeast of Pasadena. Historically known as "The End of the Santa Fe Trail," El Monte is now a residential, commercial, and industrial city nestled in eastern Los Angeles County. MVHS is one of five comprehensive high schools within the El Monte Union High School District (EMUHSD) and serves students from the cities of El Monte and South El Monte.

The district and site staffs are committed to understanding and helping all students achieve. As part of its mission, EMUHSD has adopted the phrase "Community Committed to College and Career"; additionally, MVHS is committed to developing a "Career and College-Going Culture." The Mountain View staff understands that the responsibility to provide equal access and opportunities for all students. This is an ongoing process that requires reflection on instructional practices that address the learning needs of all students, program offerings fulfilling the school's and District's missions, and adequate support to meet student goals.

## SCHOOL ACCOUNTABILITY REPORT CARD

Students transition from Kranz Intermediate School and Madrid Middle School, part of the Mountain View School District. The high school receives 50% of the students from each middle school. In addition, MVHS has several noteworthy alumni. These alumni include former South El Monte City Council member Angelica Garcia, former El Monte City School District Board Member Bobby Salcedo, and actress/model Emily Rios. Lastly, the Federal government recognized Marisol Heredia, the first female Hispanic killed in Afghanistan, by renaming El Monte's Post Office after her. Also noteworthy are our eighteen alumni, approximately 20% of our entire staff, who currently works at MVHS: 9 certificated and 11 classified.

### Student Enrollment by Grade Level (2020-21)

Grade Level	Enrollment
Grade 9	340
Grade 10	359
Grade 11	335
Grade 12	320
<b>Total Enrollment</b>	<b>1354</b>

### Student Enrollment by Subgroup (2020-21)

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
Asian	6.2%
Black or African American	0.1%
Filipino	0.3%
Hispanic or Latino	92.9%
Two or More Races	0.1%
White	0.4%
English Learners	30.7%
Foster Youth	0.6%
Homeless	3.3%
Migrant	2.7%
Socioeconomically Disadvantaged	94.9%
Students with Disabilities	16.5%

### Teacher Preparation and Placement (2019-20)

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

### 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 (2019-20))

Authorization/Assignment	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
<b>Total Teachers Without Credentials and Misassignments</b>	

#### Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA (2019-20))

Authorization/Assignment	Number
Credentialed Teachers Authorized on Permit or Waiver	
Local Assignment Options	
<b>Total Out-of-Field Teachers</b>	

### Class Assignments (2019-20)

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

**(Teacher data not available at the time of publication)**

**SCHOOL ACCOUNTABILITY REPORT CARD**
**Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2021-22)**

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 6, 2021.

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
<b>Language Arts</b>	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	2017	Yes	0%
<b>Mathematics</b>	Integrated Math 1, 2, 3 – Houghton Mifflin Harcourt	Pilot	Yes	0%
	Precalculus-Graphing & Data Analysis	2001	Yes	0%
	Calculus-A Complete Course	2001	Yes	0%
	Finite Mathematics: An Applied Approach, 11 <sup>th</sup> Ed.	2017	Yes	0%
	Mathematics for Business and Personal Finance	2017	Yes	0%
<b>Science</b>	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)	2006	Yes	0%
	Physics-Principles & Problems	2002	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	2012	Yes	0%
	Earth Science-California Edition	2006	Yes	0%
<b>History-Social Science</b>	World History: The Modern Era	2018	Yes	0%
	The Americans	2018	Yes	0%
	Pearson, U.S. History	2018	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, Psychology and You	2000	Yes	0%
	Psychology, Psychology in Everyday Life	1995	Yes	0%
		2017	Yes	0%
<b>English Language Development</b>	Edge Fundamentals, Edge, Level A & B	2011	Yes	0%
<b>Foreign Language</b>	Spanish 1, 1X, 2, 2X, 3, & 4 AP	1984-2008	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%
<b>Health</b>	Health	2007	Yes	0%
	Comprehensive Health (Goodheart-Wilcox)	1997	Yes	0%
<b>Science Lab Equipment (9-12)</b>			Yes	0%

## SCHOOL ACCOUNTABILITY REPORT CARD

### Instructional Materials (2021-22)

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 provides support for implementing the State Content Standards and frameworks. Textbooks, materials, and office supply levels are adequately maintained for classroom activities. Also, many staff members have written and received grants and funding from local agencies and business partners for classroom materials or project implementation. However, funds for enrichment activities such as field trips or materials for special projects are almost exclusively reserved for students participating in special programs such as TPA or AVID programs. Teachers use available funds to maintain and run their classes consistent with departmental goals.

### School Facilities

#### School Facility Conditions and Planned Improvements

The buildings and classrooms of the 48-year-old campus are in good condition. The facilities were built in 1970-71 on forty-

five acres of land. There are ten permanent brick masonry buildings and ten temporary classrooms well-spaced throughout the campus. There are 79 classrooms, a Library/Media Center, Career Center, eight multi-media labs, a band room, and a choir room. The campus has a 4,000-seat lighted football stadium, lighted baseball and softball fields, six tennis courts, a gymnasium, and two weight rooms. The gym is used for physical education classes, special events, and assemblies. The campus, including all restrooms and buildings, is ADA compliant. Five on-campus parking lots hold a total of 550 parking spaces. E-rate money has provided the funds necessary to improve technology. All classrooms and offices are air-conditioned, and some have newly tiled floors. The campus has undergone several projects, which have added significantly to the pleasant atmosphere. Planned modernization of buildings A, B, and K are scheduled within the next few years. A new stadium complete with an all-weather track, snack bars, restrooms, and stands will be breaking ground in the summer of 2022. The baseball and softball fields will be updating their backstops and fencing with new up-to-date netting.

#### 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.

#### School Facility Good Repair Status (School Year 2021-22)

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 16, 2021.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	<b>Good</b>	More than one room sewer smell.
<b>Interior:</b> Interior Surfaces	<b>Good</b>	One RR etching on mirrors. One room replace flooring. Two rooms ceiling tile missing. One room needs painting. Two rooms needs carpet replaced. More than one room loose ceiling tiles.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	<b>Good</b>	Two rooms spray for roaches. One room rodent problem.
<b>Electrical:</b> Electrical	<b>Good</b>	More than one room electrical covers missing. One room light out. Two RRs remove extra light fixtures.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	<b>Fair</b>	Two rooms faucet leaking. More than one room faucet needs to be replaced. More than one room sinks need to be replaced. More than one RR replace toilet seats One RR toilet leaks. One RR fan exhaust inoperable.
<b>Safety:</b> Fire Safety, Hazardous Materials	<b>Good</b>	No repairs needed at the time of inspection.
<b>Structural:</b> Structural Damage, Roofs	<b>Good</b>	No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	<b>Good</b>	Door closures need adjustment in several rooms.
<b>Overall Rating:</b>	<b>Good 95.21%</b>	

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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).

#### SARC Reporting in the 2020–2021 School Year Only

- Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:
  - Aligned with CA CCSS for ELA and mathematics;
  - Available to students in grades 3 through 8, and grade 11; and
  - Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative

Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Taking and Completing a State-Administered Assessment

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
ELA/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

**Note:** The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

**Note:** The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**SCHOOL ACCOUNTABILITY REPORT CARD**
**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 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	324	N/T	N/T	N/T	N/T
Female	157	N/T	N/T	N/T	N/T
Male	167	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	N/T	N/T	N/T	N/T
Asian	17	N/T	N/T	N/T	N/T
Black or African American	0	N/T	N/T	N/T	N/T
Filipino	-	N/T	N/T	N/T	N/T
Hispanic or Latino	303	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	N/T	N/T	N/T	N/T
Two or More Races	-	N/T	N/T	N/T	N/T
White	-	N/T	N/T	N/T	N/T
English Learners	79	N/T	N/T	N/T	N/T
Foster Youth	-	N/T	N/T	N/T	N/T
Homeless	-	N/T	N/T	N/T	N/T
Military	0	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	310	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	-	N/T	N/T	N/T	N/T
Students with Disabilities	51	N/T	N/T	N/T	N/T

**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 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	324	N/T	N/T	N/T	N/T
Female	157	N/T	N/T	N/T	N/T
Male	167	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	N/T	N/T	N/T	N/T
Asian	17	N/T	N/T	N/T	N/T
Black or African American	0	N/T	N/T	N/T	N/T
Filipino	-	N/T	N/T	N/T	N/T
Hispanic or Latino	303	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	N/T	N/T	N/T	N/T
Two or More Races	-	N/T	N/T	N/T	N/T
White	-	N/T	N/T	N/T	N/T
English Learners	79	N/T	N/T	N/T	N/T
Foster Youth	-	N/T	N/T	N/T	N/T
Homeless	-	N/T	N/T	N/T	N/T
Military	0	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	310	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	-	N/T	N/T	N/T	N/T
Students with Disabilities	51	N/T	N/T	N/T	N/T

**Note:** N/T values indicate that this school did not test students using the CAASPP for ELA.

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

**SCHOOL ACCOUNTABILITY REPORT CARD**
**Local Assessment Test Results in ELA by Student Group—Illuminate Broad Coverage Assessment  
Grade Eleven (2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	324	284	87.6	12.4	0
Female	156	138	88.4	11.6	0
Male	168	146	86.9	13.1	0
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	303	265	87.4	12.6	0
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	75	69	92	8	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	309	273	88.3	11.7	0
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	44	88	12	0

**Local Assessment Test Results in Mathematics by Student Group—Illuminate Broad Coverage Assessment Grade  
Eleven (2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	324	262	80.8	19.2	1.9
Female	156	127	81.4	18.6	2.4
Male	168	135	80.3	19.7	1.5
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100	100	16.7
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	303	242	79.8	20.2	0.8
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	75	60	80	20	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	309	251	81.2	18.8	2
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	50	29	58	42	0

\*At or above the grade-level standard in the context of the local assessment administered.

**Note:** LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

**Note:** LEAs/schools will populate double dashes (--) in this 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:** In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

**SCHOOL ACCOUNTABILITY REPORT CARD**
**Local Assessment Test Results in ELA by Student Group—Illuminate Broad Coverage Assessment  
Grade Eleven (2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
District Wide	2035	1701	83.5	16.5	1.5
Female	991	855	86.2	13.8	2.5
Male	1044	847	81.1	18.9	0.6
American Indian or Alaska Native	--	--	--	--	--
Asian	394	380	96.4	3.6	5.5
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1598	1301	81.4	18.6	0.3
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	13	76.4	23.6	7.7
English Learners	325	234	72	28	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1892	1589	83.9	16.1	1.3
Students Receiving Migrant Education Services	32	--	--	--	--
Students with Disabilities	284	190	66.9	33.1	0

**Local Assessment Test Results in Mathematics by Student Group—Illuminate Broad Coverage Assessment Grade  
Eleven (2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
District Wide	2035	1699	83.4	16.6	11.6
Female	991	862	86.9	13.1	11.2
Male	1044	843	80.74	19.26	12
American Indian or Alaska Native	--	--	--	--	--
Asian	394	379	96.1	3.9	38.8
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1598	1294	80.9	19.1	3.7
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	13	76.4	23.6	0
English Learners	325	234	72	28.0	2.1
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	1892	1586	83.8	16.2	10.7
Students Receiving Migrant Education Services	32	--	--	--	--
Students with Disabilities	284	179	63	37.0	1.1

\*At or above the grade-level standard in the context of the local assessment administered.

**Note:** LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

**Note:** LEAs/schools will populate double dashes (--) in this 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.



**SCHOOL ACCOUNTABILITY REPORT CARD**
**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	
	2019-2020	2020-2021	2019-2020	2020-2021	2019-2020	2020-2021
	N/A	N/T	N/A	N/T	N/A	28.72%

**Note:** The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

**Note:** For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2020-21)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	N/T	N/T	N/T	N/T
Female	136	N/T	N/T	N/T	N/T
Male	170	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	N/T	N/T	N/T	N/T
Asian	29	N/T	N/T	N/T	N/T
Black or African American	0	N/T	N/T	N/T	N/T
Filipino	—	N/T	N/T	N/T	N/T
Hispanic or Latino	276	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	N/T	N/T	N/T	N/T
Two or More Races	0	N/T	N/T	N/T	N/T
White	0	N/T	N/T	N/T	N/T
English Learners	72	N/T	N/T	N/T	N/T
Foster Youth	0	N/T	N/T	N/T	N/T
Homeless	0	N/T	N/T	N/T	N/T
Military	0	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	293	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	—	N/T	N/T	N/T	N/T
Students with Disabilities	46	N/T	N/T	N/T	N/T

**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
- Health Science and Medical Technology with a career pathway to Patient Care, and Health Care Operational Support Services
- 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 (2020-21)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	415
Percent of pupils completing a CTE program and earning a high school diploma	82.8%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10.8%

## SCHOOL ACCOUNTABILITY REPORT CARD

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

UC/CSU Course Measure	Percent
2020-21 Students Enrolled in Courses Required for UC/CSU Admission	97.64%
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	42.23%

### Requirements

#### **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 (2020-21)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
<b>9</b>	N/A	N/A	N/A

**Note:** Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

### 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 Marquez, Principal**

**Contact Phone Number: (626) 443-6181**

Mountain View High School offers a wide range of opportunities that encourage parental involvement with the school. Information to parents is presented in various formats—the school marquee, electronically through School Loop, mailed letters and postcards, and Blackboard—an automated system that communicates via Phone, Email, Text messaging, Facebook and Twitter. All is done to encourage parents to participate in organizations that support student education. Parents are encouraged to participate in Coffee with the Principal, Back to School Night, Open House, PTSA, graduation activities, freshman orientations, music concerts, and sporting events. A variety of committees are available to parents to become actively involved. These include the School Site Council, Viking Leadership Committee, Title I, English Language Advisory Committee, and AVID. Student Four Year Plans are reviewed with parents yearly to discuss student academic progress and future goals. Parents also can meet with the principal (in collaboration with our Community Liaison) in monthly meetings to share and discuss information regarding the school’s instructional programs, activities, and college requirements.

The parents are encouraged to come and participate in dialogue with the principal.

Parents can participate in parenting classes presented by our Community Liaison. Workshops such as teenage relationships, A-G requirements, Self Awareness, How to Talk to Your Child about Sexuality, Healthy Relationships, Recognizing Depressing, and Anxiety in Your Teens are just a sample of the wide variety of workshops designed to support our parents and students. Mental Health Clinic and Family Foothill Services are just a few of the resources our parents have at their disposal. In addition, parents are encouraged to call and/or visit the campus and discuss their child’s academic and social progress with teachers, counselors, and/or administrators. Mountain View High School takes pride in its “open door” policy to parents and the 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

#### **Graduation Rate by Student Group (Four-Year Cohort Rate) (2020–2021)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	319	268	84.0
<b>Female</b>	142	126	88.7
<b>Male</b>	177	142	80.2
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	29	28	96.6
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	0	0	0.0
<b>Filipino</b>	-	-	-
<b>Hispanic or Latino</b>	288	239	83.0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	-	-	-
<b>English Learners</b>	113	82	72.6
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	32	22	68.8
<b>Socioeconomically Disadvantaged</b>	310	261	84.2
<b>Students Receiving Migrant Education Services</b>	11	9	81.8
<b>Students with Disabilities</b>	47	36	76.6

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>.

## SCHOOL ACCOUNTABILITY REPORT CARD

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

School	2018-19	2019-20	2020-21
Dropout Rate	8.5	4.9	8.5
Graduation Rate	90.3	89.2	84.0
District	2018-19	2019-20	2020-21
Dropout Rate	11.0	5.3	8.5
Graduation Rate	83.9	84.5	84.2

State	2018-19	2019-20	2020-21
Dropout Rate	9.0	8.9	9.4
Graduation Rate	84.5	84.2	83.6

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.05%	0.0%	2.73%	0.17%	3.5%	0.0%
Expulsions	0.0%	0.0%	0.02%	0.01%	0.1%	0.0%

**Note:** Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1390	1369	69	4.6
Female	666	657	36	5.5
Male	724	712	27	3.8
American Indian or Alaska Native	85	84	0.	0.0
Asian	0	0	0	0.0
Black or African American	2	1	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	1291	1273	63	4.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	4	4	0	0.0
English Learners	436	429	25	5.8
Foster Youth	10	9	1	11.1
Homeless	65	64	4	6.3
Socioeconomically Disadvantaged	1321	1301	61	4.7
Students Receiving Migrant Education Services	37	37	2	5.4
Students with Disabilities	233	228	10	4.4

### Suspensions and Expulsions for School Year 2019-20 Only

(data collected between July through February, partial school year due to Covid-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.13%	1.75%	2.45%
Expulsions	0.0%	0.0%	0.05%

### Suspensions and Expulsions by Student Group (2020-21)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0%	0.0%
Female	0.0%	0.0%
Male	0.0%	0.0%
Non-Binary	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Asian	0.0%	0.0%
Black or African American	0.0%	0.0%
Filipino	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%
White	0.0%	0.0%
English Learners	0.0%	0.0%
Foster Youth	0.0%	0.0%
Homeless	0.0%	0.0%
Socioeconomically Disadvantaged	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%
Students with Disabilities	0.0%	0.0%

## SCHOOL ACCOUNTABILITY REPORT CARD

### School Safety

#### SB187 Safety Plan

**Date the plan was last updated:** January 20, 2021

**Date the plan was last reviewed with staff:** January 20, 2021

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 EMUHS D 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 school, passing periods, lunch, after school, and school-sponsored events. We have a drill every month, either a fire or

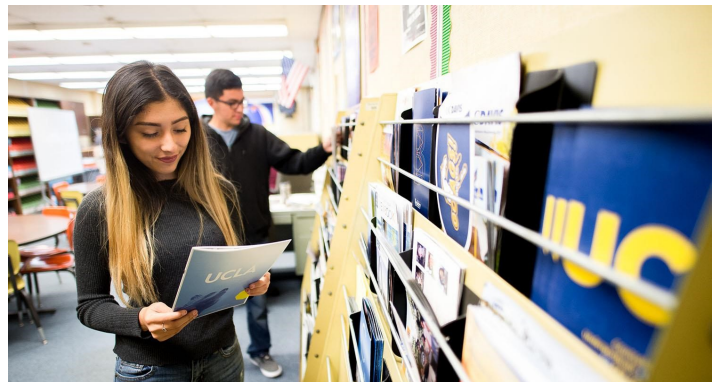
lockdown drill, and we have a disaster drill once each semester. Each classroom is equipped with a first aid kit, and the school stores adequate emergency supplies in the event of a disaster. All staff has been trained in Catapult EMS, an emergency management school support system designed to support 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.

### Other SARC Information

#### Academic Counselors and Other Support Staff (2020-21)

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	270.8
Library Media Teacher	1.1	
Psychologist	2.0	
Nurse	0.2	
Other (Teacher on Assignment & Bilingual Resource Teacher)	3.0	

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who work 50 percent of full-time.



### 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	2018-19				Avg. Class Size	2019-20				2020-21			
	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	18.0	49	17	21	21.0	32	21	18	19.0	37	35	1	
Mathematics	24.0	25	11	25	25.0	17	19	17	19.0	35	34		
Science	23.0	16	13	15	23.0	17	4	23	22.0	17	27	1	
Social Science	20.0	28	4	21	19.0	25	18	10	20.0	29	31		

\*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 2019-20)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$14,613	\$4,970	\$9,643	\$95,844
District			\$13,659	\$93,127
State			\$8,444	\$92,222
Percent Difference: School/District			(29%)	3%
Percent Difference: School/State			14%	4%

- **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 2020-21)

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

- Title I, Title I Migrant Education, Title IV Part-A,
- Carl Perkins
- Career Technology Incentive
- Special Education (Various Programs)
- Lottery (restricted)
- Governor's Emergency Education Relief Fund (GEER)
- School Emergency Relief Fund (ESSER)
- Coronavirus Relief Fund
- SB117 COVID19 LEA Response
- State Learning Mitigation Loss (Related to COVID19)
- LACOE School Based Testing
- Student Work Placement Program (Patient, Manufacturing, Building & Construction, and Information Technology)
- Expanded Learning Opportunity Grants
- Workforce Innovation & Opportunity
- Various Local Funds

#### Teacher & Administrative Salaries (Fiscal Year 2019-20)

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	\$56,055	\$54,687
Mid-Range Teacher Salary	\$85,871	\$92,222
Highest Teacher Salary	\$110,703	\$114,208
Average Principal Salary (High)	\$157,786	\$162,322
Superintendent Salary	\$215,388	\$258,950
Percent of District Budget		
Teacher Salaries	31.0%	32.0%
Administrative Salaries	5.0%	5.0%

#### Advanced Placement Courses (2020-21)

Subject	Number of AP Courses Offered*
English	3
Foreign Language	3
Mathematics	5
Science	1
Social Science	8
<b>Total AP Courses Offered</b>	<b>20</b>
<b>Percent of Students in AP Courses</b>	
	17.3%

\*Where there are student course enrollments.

#### Professional Development

Measure	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	2	5 (4 Optional)

The El Monte Union High School District (EMUHSD) is committed to providing quality professional development opportunities for all employees certificated and classified. The primary delivery of professional development is through a systematic cycle roll out that includes time for Learning, Planning, Practicing and Reflection (LPPR). However, staff also participates in professional development throughout the year during late start meetings, summer workshops, and release time during the day. Staff also attends 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

## SCHOOL ACCOUNTABILITY REPORT CARD

Achievement (SPSA). An annual survey is conducted throughout the district to target specific professional development during summer workshops. Evaluation data of prior professional development is used to revise and guide future activities.

To support the implementation of the Common Core State Standards, staff participate in embedded professional learning through lesson study, specifically in mathematics. Science teachers participate in targeted Next Generation Science Standards implementation training. Site and District staff have received ongoing training on the implementation of a Multi-Tiered System of Supports (MTSS).

Support is provided during implementation through a highly effective system of site and district personnel. An Instructional Coach and an English Learner Teacher-On-Special-Assignment (TOSA) is available at each comprehensive high school to provide model lessons, one-to-one coaching, and assist with lesson planning. A Teacher Technology Leader (TTL), along with four core Content Specialists, and eleven (11) Course Leads also support each site. The District provides additional support through two TOSAs who focus on assessment, data, and science.

### **About the SARC**

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 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 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.

