

Mountain Vista High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Mountain Vista High School
Street	1901 Clinton St.
City, State, Zip	Madera, CA 93638
Phone Number	(559) 674-4580
Principal	Matt Tobin
Email Address	MatthewTobin@maderausd.org
School Website	https://www.madera.k12.ca.us/mvhs
Grade Span	
County-District-School (CDS) Code	20-65243-2030138

2025-26 District Contact Information

District Name	Madera Unified School District
Phone Number	559.675.4500
Superintendent	Todd Lile
Email Address	toddlile@maderausd.org
District Website	www.madera.k12.ca.us

2025-26 School Description and Mission Statement

Principal's Message

As we begin the 2025–2026 school year, I am filled with pride and gratitude for the opportunity to continue serving as your Principal. This past year has been a testament to the resilience, dedication, and spirit of our students, staff, and families, and I am eager to build on that momentum as we move forward together.

At Mt. Vista, our mission remains clear: to provide a safe, supportive, and challenging learning environment where every student can thrive. We are committed to fostering both academic excellence and personal growth by encouraging our students to explore their passions, persevere through challenges, and develop the skills that will serve them well beyond high school.

This year, we will continue to align our work with the Madera Unified Graduate Profile, ensuring our students are prepared not only for college and careers, but also for life as engaged, responsible, and compassionate members of society. By emphasizing collaboration, critical thinking, and character, we are equipping our students to succeed in an ever-changing world. I am excited to watch our Senior Class of 2026 take on the Graduate Profile Showcase in March! I know they will do a great job at showcasing what they have learned in their four years of high school!

I look forward to partnering with our talented staff, supportive families, and amazing students to make this school year meaningful and impactful. Together, we will celebrate successes, overcome challenges, and create lasting memories as a Mt. Vista community.

With gratitude and excitement,

Matt Tobin
Principal
Mt. Vista High School

Mountain Vista High School graduates will be expected to R.O.A.R.:

RESPECT - Respect self, others, property, and environment.

ORGANIZATION - Organize time, obligations, and goal attainment through preparation and planning.

ACCOUNTABILITY - Aware of how our decisions and actions impact others and influence our ability to meet goals and expectations.

RESPONSIBILITY - Responsibility for all obligations, including our obligation to live up to our potential.

2025-26 School Description and Mission Statement

Vision

Mountain Vista High School's vision for students is to show measurable growth toward on-time graduation along with college and career readiness by demonstrating their R.O.A.R (Respect, Organization, Accountability, Responsibility).

Mission Statement

We believe in providing students with a safe and positive learning environment that fosters their academic and social-emotional growth, instilling a growth mindset that inspires them to have confidence in their ability to be successful in school and in life.

School Profile (School Year 2025-2026)

Mountain Vista is a continuation high school that serves the Madera Unified School Districts' 10th-12th grade students. The enrollment capacity of the school is 170.

Mountain Vista is a place for students who are not successful in a traditional high school setting to reconnect to school and focus on recovering credits. The reasons for this lack of success at the comprehensive schools are varied. Some students have engaged in behaviors that negatively impacted their learning and academic progress such as poor attendance. A small percentage of Mountain Vista's student population committed expellable offenses at the comprehensive high school sites and were sent to Mountain Vista on suspended orders. However, the majority of Mountain Vista students are voluntary transfers and have been referred to Mountain Vista because they have failed classes and are behind in graduation credits.

To meet the needs of students behind in credits, Mountain Vista High School runs a variable credit program. Students earn credits every three-week term. At the end of each term, if a student is passing a course with 60% or better they will earn 1 credit in that class. This credit earning system allows students the possibility of earning 6 credits per class per semester. Additionally, 1.5 credits can be earned for completing a grade level standards based performance task in each course taken. This allows students to earn up to 45 credits per semester within a regular day program. Students are also able to recover credits by taking extra courses outside the normal day through our 7th Period traditional in person courses or through Edgenuity, which is an online program that offers a variety of courses. Edgenuity courses are available during the normal school hours as well for credit recovery.

Teachers use an instructional model and strategies that engage students in the learning process and help students develop conceptual understanding. Mountain Vista also offers several extra-curricular activities and organizations for students such as Student Leadership and a year-long competitive sports program where students compete against other similar schools in Madera County.

Mountain Vista High School completed a full WASC self-study in Spring of 2022. The school was awarded a 6-year accreditation with a 1-day mid cycle review. The mid-cycle review will be conducted This means that Mountain Vista's program has been examined and approved by the Western Association of Schools and Colleges. The school will be conducting another full WASC self-study in the Spring of 2028.

Mountain Vista was recognized with a Model Continuation High School award in 2018. The process to earn this award included a written application and a multiple-day visit.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	5
Grade 11	74
Grade 12	83
Total Enrollment	162

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37
Male	63
American Indian or Alaska Native	1.9
Black or African American	2.5
Hispanic or Latino	92
Two or More Races	0.6
White	3.1
English Learners	31.5
Foster Youth	0.6
Homeless	1.9
Migrant	1.2
Socioeconomically Disadvantaged	96.3
Students with Disabilities	6.2

A. Conditions of Learning **State Priority: Basic**

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.3	79.62	850.5	83.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	28.2	2.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	59	5.79	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.6	20.31	23.7	2.33	11953.1	4.28
Unknown/Incomplete/NA	0	0	57.5	5.64	15831.9	5.67
Total Teaching Positions	13	100	1019	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.4	73.81	834.8	80.77	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	38.2	3.7	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	4.36	49.5	4.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.6	20.42	37.7	3.65	11746.9	4.23
Unknown/Incomplete/NA	0.1	1.25	73.1	7.08	14303.8	5.15
Total Teaching Positions	12.8	100	1033.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	75.17	853.2	81.35	230039.4	100
Intern Credential Holders Properly Assigned	0	0	41.9	4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	2.48	43.5	4.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.9	22.28	41.3	3.94	12112.8	4.34
Unknown/Incomplete/NA	0	0	68.7	6.56	13705.8	4.91
Total Teaching Positions	13.3	100	1048.8	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.3
Misassignments	0.00	0.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.5	0.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.60	2.6	2.9
Total Out-of-Field Teachers	2.60	2.6	2.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.1	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	0	0

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

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

Madera Unified held a public hearing on September 23, 2025, and determined through Resolution No.15-2025/26 that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks/instructional materials used in the school the most current available. Textbooks and instructional materials approved for use by the state are reviewed by a selection committee of teachers and administrators and a recommendation is made to the School Board for their approved use at the local level. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

July 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English I & Enhanced English I (9th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English II & Honors English II (10th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>English III & Honors English III (11th): StudySync California Edition w/Designated ELD Adopted May 24, 2016 McGraw Hill Book Co., 2016</p> <p>AP Language (11th): Language of Composition: Reading, Writing, Rhetoric Adopted July 17, 2007 Bedford/St. Martin's, 2008</p> <p>The Bedford Reader Adopted March 28, 2000 Bedford/St. Martin's, 11th Edition, 2012</p> <p>Expository Reading & Writing Course (ERWC) (12th): Expository Reading & Writing Course, Third Edition Adopted May 26, 2009 California State University Online Press, 2019</p>	0.0%

	<p>AP Literature (12th): Perrine’s Literature: Structure & Sense Adopted March 28, 2000 Harcourt Brace, 10th Ed., 2009</p> <p>English 1A Dual Enrollment (12th) The Blair Reader: Exploring Issues and Ideas Pearson, 9th Edition, 2016</p>	
Mathematics	<p>Integrated Math I & Enhanced Integrated Math I (9th): Springboard Mathematics – Integrated Mathematics I Adopted April 29, 2014 The College Board, 2014</p> <p>Integrated Math II & Enhanced Integrated Math II (10th): Springboard Mathematics – Integrated Mathematics II Adopted April 29, 2014 The College Board, 2014</p> <p>Integrated Math III & Honors Integrated Math III (11th): Springboard Mathematics – Integrated Mathematics III Adopted April 29, 2014 The College Board, 2014</p> <p>Mathematical Reasoning With Connections (MRWC) (12th): Mathematical Reasoning with Connections, 1st Edition Adopted March 26, 2019 California State University Online Press, 2019</p> <p>Statistics & Probability (12th): Understanding Statistics, 8th Edition Adopted May 14, 2006 Houghton Mifflin Harcourt, 2006</p>	0.0%
Science	<p>The Living Earth/AG Biology (9th): Biology: The Living Earth Savvas, 2020 Board Approved: May 27, 2025</p> <p>Chemistry in the Earth Systems/Honors Chemistry in the Earth Systems/Agriculture Chemistry (10th): Chemistry Adopted April 12, 2005 Prentice Hall, 2005 Online supplemental: Biozone: Chemistry in the Earth Systems, 2019</p> <p>Physics of the Universe (11th): Honors Physics, 6th Edition Adopted May 14, 2006 Pearson Prentice Hall 2005 Online supplemental: Biozone: Physics of the Universe, 2019</p>	0.0%
History-Social Science	<p>World History (10th): California World History: The Modern World Pearson, 2019 Board Approved: May 8, 2018</p> <p>US History (11th):</p>	0.0%

	California United States History: The Twentieth Century Board Approved: May 8, 2018	
	Civics (American Government) (12th): California Magruder's American Government Pearson, 2019 Board Approved: May 8, 2018	
	Economics (12th): California Economics: Principles in Action Pearson, 2019 Board Approved: May 8, 2018	
Foreign Language	9th-12th French 1-3 Holt McDougal Bien dit!	0.0%
Health	9th-12th Health Glencoe/McGraw Hill Intro to Health Science	0.0%
Visual and Performing Arts		0.0%
Science Laboratory Equipment (grades 9-12)	Living Earth: Microscopes Rock ID Kit Digital Scales Table Range Beakers Test Tubes Hot Water Baths Water Test kit Land Form kit Seismic Fault kit Goggles Chemistry & Physics: Microscopes Digital Scales Food Nutrient analysis Kits 10 lb scale Beakers (assorted sizes) Graduated Cylinders (assorted sizes) Test tubes Test tube stands Test tube holders Goggles Petri dishes Eye Droppers Plastic tubing	0.0%

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

School Facility Conditions and Planned Improvements

Mountain Vista High School is located at a community park facility owned by the city of Madera. Although the Madera Unified School District does not own the site, it maintains the school which is a group of buildings and portables separated from the park by a fence. In 2009, Madera Unified completed a renovation of the Mountain Vista campus which included renovations to the office, staff room, counseling offices, and existing classrooms. The 2009 renovation also added 6 portable classrooms. New concrete slabs, outdoor seating, and fencing were also a part of the renovation.

To house 170 students the Mountain Vista High School campus has 5 regular classrooms and 6 portables. One classroom has been renovated to include lab safety equipment. There is not currently a library, nor a designated computer lab. Students at

School Facility Conditions and Planned Improvements

Mountain Vista High each have a Chromebook assigned to them that they take home and bring to school on a daily basis. All classroom space is used for teaching the courses in the master schedule.

In August of 2015, Madera Unified School District worked out an agreement with the City of Madera to renovate the gym that is adjacent to Mountain Vista with a renewal of the floors and paint of the interior. In the summer of 2016, both the school and the adjacent gym had their exteriors painted. Mountain Vista has use of the gym on an as-needed basis. In addition, Madera Unified School District purchased portable cafeteria-style tables so that students could eat in the gym during the winter months. In the Fall of 2022, the gym floors were renewed once again to provide the safety of students while actively participating in Physical Education.

P.E. classes are held in the community park or in the gym depending on availability of the gym since the City of Madera Parks and Recreation Department have usage priority of the gym.

In the Fall of 2022, a wrought iron fence was installed in the front of the school and back of the school to provide an added safety measure.

In the Fall of 2024, the front office had new carpet installed and the interior was painted. In the Fall of 2025, all classrooms on campus had new carpet installed. The staff lounge/kitchen also had new flooring installed.

The school site is maintained by a one-day full-time custodian and an evening part-time custodian at Mountain Vista High School.

On a regular basis, classrooms, and facilities are inspected by the custodial staff and administration to identify needed classroom repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs.

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. The district's governing board did approve deferred maintenance projects for the school, which included maintenance and operations routine maintenance supplies, pool supplies, building repairs, equipment replacement, land improvements, and building improvements.

Year and month of the most recent FIT report

August 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs			X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	22	32	33	47	48
Mathematics (grades 3-8 and 11)	2	0	20	20	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	76	73	96.05	3.95	21.92
Female	27	26	96.30	3.70	15.38
Male	49	47	95.92	4.08	25.53
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	66	97.06	2.94	21.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	19.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	76	73	96.05	3.95	0.00
Female	27	26	96.30	3.70	0.00
Male	49	47	95.92	4.08	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	68	66	97.06	2.94	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.41	6.15	16.34	18.13	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	130	99.24	0.76	6.15
Female	49	49	100.00	0.00	4.08
Male	82	81	98.78	1.22	7.41
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	119	118	99.16	0.84	5.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	40	40	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	125	99.21	0.79	4.80
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Mountain Vista High School provides students the opportunity to take Career Technical Education courses in the Public Safety pathway. Currently, Mountain Vista offers Intro to Public Safety, Crime Scene Investigation, and Public Services Academy. Students are encouraged to take advantage of this career pathway. All Career Pathways are affiliated with a Career Technical Student Organization and student participation is a graded component of each career pathway course. All of the classes and pathway sequences can be found on <http://www.maderacte.com/>. Here you will also find what specific courses are offered at each high school, where there is Dual Credit opportunities, and which courses receive A-G designation. If a pathway is not offered at a student's home school they are eligible for a Career Academy of Special Interest Transfer to ensure equal access for students based on their interests.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	66
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	4.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Mountain Vista encourages parents and guardians to reconnect to school alongside their students. There are multiple opportunities for adults to do so at Mountain Vista High School including our School Site Council, English Learner Advisory Committee, Back to School Night, Open House, educational field trips and parent conferences. Each enables families to become more familiar with the daily operations of the school and more importantly, an opportunity to establish relationships

2025-26 Opportunities for Parental Involvement

with staff. Both Mountain Vista students and staff members have participated in LCAP meetings as well.

Mountain Vista strives towards meeting the needs of our parents. Each student and their parents/guardians has a 1-1 session with our guidance counselor where he explains credits, graduation requirements, applying for college and financial aide. Our guidance counselor also provides students with an individualized graduation plan when they enter our school. Parents also have access to student and school information through the Aeries Parent Portal, school website and through Parent Square communications.

Parent conferences are held on regular basis as a part of the school's intervention process. Struggling at-risk students who are identified by teachers, are provided with additional supports and interventions. The Family Liaison helps to coordinate parent conferences and Student Study Teams to meet the needs of our students and parents. For more information on how to become involved please contact our school at 559-675-4580.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.5	18.5	15.2	5.5	6.5	4.2	8.2	8.9	8
Graduation Rate	67.9	80.6	75.8	91.1	92.4	93.4	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	66	50	75.8
Female	27	24	88.9
Male	39	26	66.7
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	62	48	77.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	29	19	65.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	66	50	75.8
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	9	81.8

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>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	203	196	144	73.5
Female	77	75	55	73.3
Male	126	121	89	73.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	184	178	131	73.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	61	60	47	78.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	195	188	137	72.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	15	14	10	71.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
26.57	9.72	7.39	5.03	3.91	3.94	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.42	0.93	0	0.31	0.28	0.14	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.39	0.00
Female	2.60	0.00
Male	10.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.67	0.00

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

2025-26 School Safety Plan

Safety of students and staff is a primary concern of Mountain Vista High School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and approved on October of 2025 by the School Site Council. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held three times a year. Active shooter protocols, Risk/Threats logistics and assessment protocols. Students are supervised before and after school by certificated staff, classified staff and administration. Administration, counselors and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must check in at our front office before entering our campus. In the Fall of 2022, a wrought iron fence was installed in the front of the school and back of the school to provide an added safety measure.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	27	0	0
Mathematics	19	7	2	0
Science	20	5	1	0
Social Science	16	15	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	24	2	
Mathematics	13	10	1	
Science	13	7		
Social Science	14	15	3	

2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	18	4	
Mathematics	19	6	2	
Science	15	5		
Social Science	16	12	2	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	82

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20542.47	5436.70	15105.76	94115
District	N/A	N/A	11049.71	\$87,670
Percent Difference - School Site and District	N/A	N/A	31.0	10.0
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	33.5	-3.8

Fiscal Year 2024-25 Types of Services Funded

MUSD provides programs and services to support and assist students with Core Instruction, Early Literacy, Intervention, Tutoring, Migrant, after-school programs, Special Education, English Language Development, Career and Technical Education, Supplemental Education Services, and Teacher Professional Development through the use of Title I, II, III, IV, 21st Century, Carl Perkins, Lottery, ROP, and LCFF Base, Supplemental, and Concentration funds.

Use of funds may include any or all of the following: professional development that focuses on meeting the needs of advanced students; supplemental contracts for teachers who serve GATE students beyond contract time; supplementary textbooks and supplies for Honors and Advanced Placement courses; transportation and admission for student study trips or competitions.

Title I: Federal categorical program designed to ensure that all children have an equitable opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. Title I funds can be used to supplement all areas of the curriculum except physical education and Band. Use of funds may include any or all of the following: supplemental staff to reduce class size, professional learning, supplemental academic tutors/materials, technology to support instruction, home school liaisons, parent training, parent centers, and babysitting. Local Control Funding Formula (LCFF): LCFF Supplemental and Concentration Grant Funding –Funds are intended to provide services and support for economically disadvantaged students, English Learners, and Foster Youth. Funds may be used to support instruction and professional development, implement state standards, improve school climate, or meet the social/emotional needs of students and related expenses detailed in the SPSA and the District’s supplemental and concentration funding plan (LCAP).

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,862	\$62,783
Mid-Range Teacher Salary	\$85,833	\$97,783
Highest Teacher Salary	\$109,939	\$128,020
Average Principal Salary (Elementary)	\$142,696	\$160,224
Average Principal Salary (Middle)	\$145,719	\$166,992
Average Principal Salary (High)	\$153,382	\$180,971
Superintendent Salary	\$266,200	\$313,465
Percent of Budget for Teacher Salaries	25.77%	30.05%
Percent of Budget for Administrative Salaries	4.72%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

Our school is committed to improving the performance of all students through a comprehensive professional development plan focused around our school-wide goals. Staff development days are designed to support staff to refine existing skills, learn new instructional strategies and gain knowledge needed for effective implementation of the curriculum, instruction and assessment. The Professional Learning Community process is highly valued and teachers have weekly opportunities to collaborate with their colleagues focusing on unit planning, data analysis, response to intervention academic and behavior strategies, student engagement, and English Language Development.

Professional Development

The district continues to offer a variety of professional development opportunities for staff on diverse topics. Professional Development is available through district workshops, conference attendance, and online learning. Teachers receive support from in- class coaching as well as feedback from administrators. New teachers have an assigned mentor that they work alongside with that provides coaching support and feedback.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	6	6