

Mar Vista Senior High

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Mar Vista Senior High
Street	505 Elm Ave.
City, State, Zip	Imperial Beach, Ca, 91932-2027
Phone Number	619-628-5708
Principal	Richard Carreon
E-mail Address	richard.carreon@sweetwaterschools.org
Web Site	http://mvh.sweetwaterschools.org/
CDS Code	37684113733953

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2016-17)

Located in Imperial Beach, California, Mar Vista High School has served students in grades 9-12 from the local community since 1950. Today more than 1550 students participate in a variety of programs including the Distinguished Honor NJROTC Program and the Golden Bell Award-Winning Poseidon Academy. MVH is an Advancement by Individual Determination (AVID) National Demonstration Site, and the school considers its mission focused on preparing students to capitalize on various opportunities following graduation. Key to this mission are the goals of enhancing students' proficiency in academic language as well as the ongoing involvement of family members in students' academic progress. The school has an extensive Advanced Placement Program and in 2008 its AP Spanish Language program earned accolades from the College Board for having some of the best results in the country. The only two swimming pools in the district are housed at MVH, and students participate in numerous extracurricular activities beyond the traditional school day. The campus is active from before 7 a.m. to well after 6 p.m. every day. A variety of supplemental funding sources complement the regular school program, and students are exposed to college-preparatory work at all levels. A state California Academic Partnership Project (CAPP) grant supports growth in rhetorical reading and writing and a Federal Gear Up grant supports members of the Class of 2011 through team-teaching in mathematics as well as through tutorial support. More than one in four MVH students are identified English Learners and more than 66% of MVH students are eligible for free- or reduced-priced lunches.

MVH Mission Statement:

Mar Vista High: We're for each other.

A coastal community honoring equity, integrity, and hard work where we learn to love and love to learn.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	376
Grade 10	422
Grade 11	426
Grade 12	432
Total Enrollment	1,656

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	4.2
Hispanic or Latino	76.1
Native Hawaiian or Pacific Islander	0.4
White	10.4
Two or More Races	6.2
Socioeconomically Disadvantaged	69.6
English Learners	19.9
Students with Disabilities	12.6
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	65	64	74	1847
Without Full Credential	1	2	4	89
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	1

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.3	3.7
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 2015-2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based.	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 20014-15. High school texts for Integrated Math 1, Integrated Math 2 and Integrated Math 3 were approved by the Board of Trustees as being standards based. Textbooks for higher level math courses were adopted 2000-01.	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based.	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based.	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list.	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based.	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees.	Yes	0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, 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, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Age of School Buildings

The school has an administration building, 78 classrooms, a multipurpose room, 2 gyms and a library. Of the 78 classrooms, 23 are relocatables. The main campus was built in 1952. Additions were constructed in 1952, 1953, 1957, 1958, 1959, 1960, 1961, 1962, 1966, 1973, 1985, 1987, 1988, 1989, 1999, 2000, 2001, 2003 and 2010.

The school opened in 1952 with an administration building, 28 classrooms, a gym and a library.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

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 and at the district office. The school administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district budgeted \$3,533,950 for the deferred maintenance program. This represents 1% of the district's general fund budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization / expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X	X		

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	30	49	47	53	44	48
Mathematics	21	17	29	31	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	424	336	79.3	48.5
Male	11	223	174	78.0	39.1
Female	11	201	162	80.6	58.8
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Filipino	11	22	19	86.4	73.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	11	331	266	80.4	45.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	38	28	73.7	46.4
Two or More Races	11	23	16	69.6	75.0
Socioeconomically Disadvantaged	11	296	229	77.4	47.4
English Learners	11	61	46	75.4	10.9
Students with Disabilities	11	49	32	65.3	9.7
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	424	337	79.5	17.4
Male	11	223	176	78.9	17.8
Female	11	201	161	80.1	16.9
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Filipino	11	22	20	90.9	45.0
Hispanic or Latino	11	331	266	80.4	14.8
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	38	28	73.7	21.4
Two or More Races	11	23	16	69.6	25.0
Socioeconomically Disadvantaged	11	296	229	77.4	14.5
English Learners	11	61	48	78.7	
Students with Disabilities	11	49	31	63.3	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	11	--	--	--	--
Foster Youth	11	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53	50	40	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	424	397	93.6	39.8
Male	235	219	93.2	42.5
Female	189	178	94.2	36.5
Filipino	18	18	100.0	33.3
Hispanic or Latino	314	291	92.7	34.4
White	55	53	96.4	62.3
Two or More Races	24	24	100.0	66.7
Socioeconomically Disadvantaged	276	258	93.5	34.9
English Learners	90	84	93.3	10.7
Students with Disabilities	62	55	88.7	16.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

The Career Technical Education Program at Mar Vista High is committed to provide students with challenging opportunities in which they attend in rigorous academic courses while preparing them in career pathway programs that are the fastest-growing industry sectors in the country. Mar Vista High School offers the following programs: Information Technology, Media Arts, Maritime Technology and Health Science. Students enrolled in the Health Science pathway take the Medical Biology and Medical Chemistry courses that meet their high school graduation requirements.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	470
% of pupils completing a CTE program and earning a high school diploma	4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	15%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.09
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	35.8

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	2.9	37.2	49.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents have the opportunity to participate in a variety of committees:

- School Advisory Committee (Title I)
- English Learners Advisory Committee (ELAC)
- Parent/Teachers/Students Association (PTSA)
- Booster Organizations
- School Site Council
- MVPAC - Mar Vista Parent Advisory Committee
- Monthly Coffee with the Principal

Parent Training Opportunities

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	7.90	9.30	9.80	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	82.23	81.17	82.28	83.16	82.46	84.62	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	83	82	86
Black or African American	71	81	78
American Indian or Alaska Native	100	94	78
Asian	100	94	93
Filipino	100	94	93
Hispanic or Latino	80	80	83
Native Hawaiian/Pacific Islander	100	93	85
White	85	81	91
Two or More Races	89	89	89
Socioeconomically Disadvantaged	61	51	66
English Learners	59	60	54
Students with Disabilities	41	38	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.8	6.0	3.7	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Mar Vista High Comprehensive School Safety Plan is reviewed by our Safety Committee annually. Disaster and evacuation drills are scheduled throughout the school year. The staff is reminded of the importance of keeping safety issues and concerns present in how we do business on a daily basis; both at school and at home. This communication is completed at staff meetings, via e-mail and hard copy information sheets. We routinely share safety issues with students via Public Address announcements. Parents are also notified via mail.

Key elements of the Plan:

- Develop Site Safety Binder for all school staff
- Train all staff on emergency procedures during 1 full day inservice or during the school year's first staff meeting

- Comply with 3 in 1 safety drills
- Assess current crime in school
- Identify strategies and programs that provide safety on campus
- Ensure that all staff have their own Disaster Preparedness Plans in place
- Practicum training for all staff

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	41	16	29	22	44	11	31	22	44	11	31
Mathematics	22	40	15	28	11	33	3	3	11	33	3	3
Science	23	17	38	2	22	18	36	3	22	18	36	3
Social Science	21	43	12	30	22	42	9	32	22	42	9	32

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.6	360
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	2	N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

General Operations – salaries, services, materials, and support to the general education program funded through ADA.

State Funded Programs – the site supports many of our initiatives through such state programs but not limited to Advancement Via Individual Determination (AVID), California High School Exit Exam Intensive Instruction and Services, Economic Impact Aid / State Compensatory Education (EIA/SCE), Economic Impact Aid / English Learner Program (EIA/EL), Gifted and Talented Education (GATE), High School Supplemental School Counseling Program (AB1802), School and Library Improvement Block Grant (SLIBG), School Safety and Violence Prevention (AB1113), High School Tobacco-Use Prevention Education (TUPE).

Federal Programs under “ESSA” – this funding assists MVH to focus on the specifics-mathematics and literacy-as well as assisting with our English Learner population through Title I and Title III.

Other Programs / Grants – MVH also supports many of our more specific programs through grants such as the 21st Century Grant, Expository Literacy Grant, Mathematics Science Teacher Initiative (MSTI) Grant, Motivation & Maintenance Grant, and Poseidon Grant.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	8	N/A
Fine and Performing Arts	1	N/A
Foreign Language	5	N/A
Mathematics	4	N/A
Science	6	N/A
Social Science	13	N/A
All courses	39	42

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

For the 2015-2016 school years, Mar Vista High staff participated in a variety of professional development days. Staff also participated in district provided cohort and zone trainings (English, Mathematics, Science, and Social Science), special education trainings, ELD Strategies trainings, Structured English Immersion trainings and VAPA trainings. Mar Vista High also provided our staff with pull-out days for specific core departments during the school year. Finally, staff was provided opportunities to attend a variety of other professional development opportunities: AVID Summer Institute, Expository Reading & Writing training, Power of Discovery – STEM training, Infinite Campus training, AP By the SEA trainings. All staff participated in Professional Development days focused on brain based learning lead by Ernie Mendes.

Similar Professional Development was provided for the 2014-2015 school year and is continuing for the 2016-17 school year.