

# Mar Vista Senior High

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Mar Vista Senior High
<b>Street</b>	505 Elm Ave.
<b>City, State, Zip</b>	Imperial Beach, Ca, 91932-2027
<b>Phone Number</b>	619-628-5700
<b>Principal</b>	Richard Carreon
<b>E-mail Address</b>	richard.carreon@sweetwaterschools.org
<b>Web Site</b>	<a href="http://mvh.sweetwaterschools.org/">http://mvh.sweetwaterschools.org/</a>
<b>CDS Code</b>	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 2017-18)

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 63% 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 2016-17)

Grade Level	Number of Students
Grade 9	405
Grade 10	403
Grade 11	420
Grade 12	445
<b>Total Enrollment</b>	<b>1,673</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	4.9
Hispanic or Latino	75.9
Native Hawaiian or Pacific Islander	0.4
White	10.8
Two or More Races	5.7
Socioeconomically Disadvantaged	60.7
English Learners	21.2
Students with Disabilities	13.3
Foster Youth	0.3

**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.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	64	74	82	
Without Full Credential	2	4	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	1	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	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
<b>Foreign Language</b>	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
<b>Health</b>	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
<b>Visual and Performing Arts</b>	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
<b>Science Laboratory Equipment (grades 9-12)</b>	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.

**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 2017-2018 school year, there are no modernization / expansion or new construction projects planned.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			506: AC Issues Copy room: AC not working Media: 2-AC not working
<b>Interior:</b> Interior Surfaces	X			507: Window does not close properly

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	
				Cafeteria: Need paint/ceiling tiles/ windows are not closing properly Library: Interior water damage Restroom Girls: Vent not working
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			501: Window does not close properly
<b>Electrical:</b> Electrical	X			207: Two sinks are ot working/ need fire blanket
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Repair bathroom sinks.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		207: Two sinks are ot working/ need fire blanket 211: 13-loose roof tiles close to entry door. 302: Roof water damage 309: Water comes in through air vent when it rains 310: 13-water damage roof tiles 311: 13-water damage roof tiles 312: 13-water damage roof tiles 313: 13-water damage roof tiles 314: 13-water damage roof tiles 400 CL: light covers 412: Window does not close properly 500 CL: Door step/ ceiling tiles 603: Ceiling covers 606: Ceiling covers 608: Ceiling covers 710: Ceiling covers 711: Ceiling covers 805: Ceiling covers 806: Ceiling covers 807: Ceiling covers 808: Ceiling covers Boys restroom: Ceiling covers Cafeteria: Cafeteria: Need paint/ceiling tiles/ windows are not closing properly Library: Interior water damage MPR: Water Damage
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cafeteria: Need paint/ceiling tiles/ windows are not closing properly

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 2017				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	49	45	53	53	48	48
Mathematics (grades 3-8 and 11)	17	16	31	32	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	418	406	97.13	45.32
Male	234	229	97.86	40.17
Female	184	177	96.2	51.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	17	94.44	64.71
Hispanic or Latino	307	299	97.39	40.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	55	96.49	65.45
Two or More Races	23	23	100	56.52
Socioeconomically Disadvantaged	263	255	96.96	42.35
English Learners	107	101	94.39	22.77
Students with Disabilities	60	60	100	20
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	418	405	96.89	15.8
<b>Male</b>	234	228	97.44	15.35
<b>Female</b>	184	177	96.2	16.38
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	18	16	88.89	18.75
<b>Hispanic or Latino</b>	307	300	97.72	12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	57	55	96.49	36.36
<b>Two or More Races</b>	23	22	95.65	13.64
<b>Socioeconomically Disadvantaged</b>	263	256	97.34	13.28
<b>English Learners</b>	107	102	95.33	5.88
<b>Students with Disabilities</b>	60	60	100	6.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	50	40	53	49	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Programs (School Year 2016-17)**

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 2016-17)**

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

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

UC/CSU Course Measure	Percent
<b>2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission</b>	97.31
<b>2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	47.75

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>9</b>	4.4	39.9	43.3

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 State priority: Parental Involvement (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 2017-18)

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

- English Learners Advisory Committee (ELAC)
- Parent/Teachers/Students Association (PTSA)
- Booster Organizations
- School Site Council (SSC)
- Parent Strength Base Training
- 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	9.3	9.8	6.2	7.5	6.2	6.3	11.5	10.7	9.7
Graduation Rate	81.17	82.28	83.93	82.46	84.62	82.79	80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	87.27	83.04	87.11
Black or African American	80	83.41	79.19
American Indian or Alaska Native	0	45.45	80.17
Asian	100	94.25	94.42
Filipino	100	94.23	93.76
Hispanic or Latino	87.54	81.14	84.58
Native Hawaiian/Pacific Islander	100	88.46	86.57
White	80	86.41	90.99
Two or More Races	91.18	88	90.59
Socioeconomically Disadvantaged	86.85	79.52	85.45
English Learners	71.64	62.12	55.44
Students with Disabilities	66.67	52.38	63.9
Foster Youth	100	61.11	68.19

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	6.0	3.7	2.9	5.7	4.6	4.2	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2003-2004	2008-2009
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	19
<b>Percent of Schools Currently in Program Improvement</b>	N/A	76

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

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	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	22	44	11	31	22	43	14	26	21	48	13	30
Mathematics	11	33	3	3	12	37	2	5	14	31	4	4
Science	22	18	36	3	23	18	38	1	20	23	35	1
Social Science	22	42	9	32	22	39	16	27	21	43	19	23

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 2016-17)**

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 2015-16)**

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	\$83,046
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$82,770
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 2016-17)**

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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
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 2016-17)**

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	2	N/A
Foreign Language	7	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	7	N/A
All courses	35	38.3

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 and 2016 - 2017 school years, Mar Vista High staff participated in a variety of professional development days. Staff also participated in district provided cohort and zone training's (English, Mathematics, Science, and Social Science), special education training's, ELD Strategies training's, Structured English Immersion training's and VAPA training's. 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 training's. All staff participated in Professional Development days focused on brain based learning lead by Ernie Mendes.

For the 2017 - 2018 school years, SUHSD added additional professional development days in which teachers attended a variety of training's that were presented by SUHSD staff who were experts in those fields. Mar Vista High School administration provided training's to it's staff on restorative practices and utilizing the learning team 5 stage cycle during PLC's. Representatives from each department, classified, and administration took part in the district wide site leadership team training's that focused on quality first instruction and dynamic PLC's. Teachers participating in quarterly learning walks in which teachers observed other teachers and then debriefed what they learned. Mar Vista High teachers are being trained in Google classroom and with the support of our blended learning specialist. Math teachers are being trained and supported in college preparatory mathematics.