Mar Vista High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Mar Vista High School
Street	505 Elm Ave, Imperial Beach CA, 91932
City, State, Zip	Imperial Beach, Ca, 91932-2027
Phone Number	619-628-5700
Principal	Teresa Kramer
Email Address	Teresa.kramer@sweetwaterschools.org
School Website	http://mvh.sweetwaterschools.org/
County-District-School (CDS) Code	37684113733953

2023-24 District Contact Information

District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Moises Aguirre, Ed. D
Email Address	moises.aguirre@sweetwaterschools.org
District Website	www.sweetwaterschools.org/

2023-24 School Description and Mission Statement

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 1250 students participate in a variety of programs including the Distinguished Honor NJROTC Program and the Golden Bell Award-Winning Poseidon Academy. The school's mission focuses on preparing students to capitalize on various opportunities following graduation. Key to this mission is enhancing students' proficiency in academic language and ongoing involvement of family members in students' academic progress. The school has an extensive Advanced

2023-24 School Description and Mission Statement

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 swimming pool in the district is housed at MVH and has been newly renovated, and students participate in numerous extracurricular activities beyond the traditional school day. The campus is active from 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. More than one in five MVH students are identified English Learners and more than 68% 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.

MVH Vision Statement:
Our vision at Mar Vista High School is to empower students with critical thinking skills, a global perspective, and core values—honesty, perseverance, and compassion—so they may be prepared to contribute to a rapidly changing world.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	325
Grade 10	350
Grade 11	359
Grade 12	342
Total Enrollment	1,376

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.8%
American Indian or Alaska Native	0.5%
Asian	0.6%
Black or African American	2.3%
Filipino	5.4%
Hispanic or Latino	68.6%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	3.5%
White	18%
English Learners	22%
Foster Youth	0.1%
Homeless	2.3%
Migrant	0.4%
Socioeconomically Disadvantaged	78.8%
Students with Disabilities	15%

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.

2020-21 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)	42.70	68.46	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	1.28	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.22	57.40	3.48	12115.80	4.41
Unknown	18.70	30.02	443.50	26.88	18854.30	6.86
Total Teaching Positions	62.40	100.00	1649.70	100.00	274759.10	100.00

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.

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)	54.90	86.48	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	1.58	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.16	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	1.26	56.80	3.36	11953.10	4.28
Unknown	6.60	10.52	151.70	8.98	15831.90	5.67
Total Teaching Positions	63.40	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.80	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.80	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80
Local Assignment Options	0.10	0.00
Total Out-of-Field Teachers	0.10	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.3	2.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.4	2.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0

	consistent with the textbook cycle in 2017-2018. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	10/18/22

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			Work order submitted to have carpet replaced,
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			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Work order submitted to fix roof overhang, Light in patio out, work order submitted, WO for gutter down spout submitted,

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.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	57	50	50	48	47	46
Mathematics (grades 3-8 and 11)	17	15	26	26	33	34

2022-23 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 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.

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	316	297	93.99	6.01	49.83
Female	143	137	95.80	4.20	54.74
Male	173	160	92.49	7.51	45.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	15	93.75	6.25	93.33
Hispanic or Latino	211	196	92.89	7.11	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	62	60	96.77	3.23	60.00
English Learners	60	57	95.00	5.00	3.51
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	241	94.14	5.86	48.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	37	84.09	15.91	16.22

2022-23 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 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.

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	316	296	93.67	6.33	14.53
Female	143	136	95.10	4.90	10.29
Male	173	160	92.49	7.51	18.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	16	15	93.75	6.25	33.33
Hispanic or Latino	211	195	92.42	7.58	9.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	62	60	96.77	3.23	25.00
English Learners	60	57	95.00	5.00	3.51
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	240	93.75	6.25	14.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	37	84.09	15.91	0.00

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. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.85	19.51	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	610	578	94.75	5.25	19.51
Female	284	273	96.13	3.87	16.18
Male	326	305	93.56	6.44	22.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	12	85.71	14.29	8.33
Filipino	38	32	84.21	15.79	50.00
Hispanic or Latino	417	400	95.92	4.08	13.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	28.00
White	103	98	95.15	4.85	32.65
English Learners	102	94	92.16	7.84	4.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	485	462	95.26	4.74	18.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	74	58	78.38	21.62	0.00

2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education(CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Mar Vista High School offers programs in four industry sectors: Arts, Media & Entertainment (Design, Visual and Media Arts), Engineering & Architecture (Engineering Technology), Health Science & Medical Technology (Patient Care) and Public Services (Emergency Response). In addition, there is a California Partnership Academy – Poseidon Academy (Engineering Technology). The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education, and establishes business partnerships.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	567
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.66
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	43.95

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	50%	46%	47%	48%	55%

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.

2023-24 Opportunities for Parental Involvement

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

- English Learners Advisory Committee (ELAC)
- District Parent Advisory Committee (DPAC)
- School Site Council (SSC)
- Safety Committee
- Coffee with the Principal
- Athletic Parent meetings (fall, winter, and spring)
- ASB Senior Parent Night
- Counseling Center Parent Nights for seniors, financial aid
- Parent Training Opportunities
*Art Classes
 *ESL Classes
 *Nutrition Classes
*Mental/Emotional Health classes
*Parent Technology Classes
*Parent Institute for Quality Education
- Parent Conferences
*Mini Cabe
 *DSS FERIA Partnership Conference
*Latinx Education Summit

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	9.9	15.2	3.5	7.6	7	5.9	9.4	7.8	8.2
Graduation Rate	85.8	80	91.3	83.8	85.5	87.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	310	283	91.3
Female	151	140	92.7
Male	159	143	89.9
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	23	21	91.3
Hispanic or Latino	218	196	89.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	15	100.0
White	41	39	95.1
English Learners	68	57	83.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	259	236	91.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	31	24	77.4

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1514	1456	310	21.3
Female	711	681	156	22.9
Male	803	775	154	19.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	0	0.0
Asian	9	8	2	25.0
Black or African American	41	40	18	45.0
Filipino	78	77	12	15.6
Hispanic or Latino	1044	995	217	21.8
Native Hawaiian or Pacific Islander	9	8	3	37.5
Two or More Races	53	52	13	25.0
White	264	261	43	16.5
English Learners	355	342	86	25.1
Foster Youth	5	5	1	20.0
Homeless	43	40	22	55.0
Socioeconomically Disadvantaged	1196	1168	260	22.3
Students Receiving Migrant Education Services	6	5	0	0.0
Students with Disabilities	230	224	73	32.6

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	9.46	3.63	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.63	0
Female	2.81	0
Male	4.36	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.88	0
Filipino	0	0
Hispanic or Latino	3.64	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.77	0
White	3.41	0
English Learners	2.54	0
Foster Youth	0	0
Homeless	4.65	0
Socioeconomically Disadvantaged	3.93	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.91	0

2023-24 School Safety Plan

The Mar Vista High Comprehensive School Safety Plan is reviewed by our Safety Committee annually. The Safety Committee meets monthly to discuss current issues and concerns, plan for upcoming events, and review sections of the safety plan. Disaster and evacuation drills are scheduled throughout the school year. The staff is reminded of the importance of keeping safety at the forefront of our priorities on a daily basis. This communication is shared 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. Our current safety plan is currently reviewed with faculty at monthly staff meetings, and with parents at SSC and Coffee with the Principal. The current safety plan was reviewed and approved at the SSC meeting on 10/17/23.

Key elements of the Plan:
- Develop Site Safety Binder for all school staff
- Monthly meetings of the Safety Committee
- Train all staff on emergency procedures during staff meetings
- Comply with 3 in 1 safety drills
- Assess current crime in school
- Identify strategies and programs that provide safety on campus
- Build a Restorative Practice program for campus and student safety
- Work collaboratively with SRO on safety protocols and planning

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	33	24	7	31
Mathematics	39	13	12	27
Science	24	11	31	1
Social Science	27	15	16	24

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	27	18	14	26
Mathematics	29	8	14	27
Science	26	6	34	
Social Science	30	7	17	27

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	28	14	21	19
Mathematics	32	7	11	25
Science	26	10	24	1
Social Science	31	5	25	18

2022-23 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	344

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8608.72	687.24	7921.48	87,617.00
District	N/A	N/A	9754.53	$91,566
Percent Difference - School Site and District	N/A	N/A	-20.7	-2.0
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	-6.4	-7.2

Fiscal Year 2022-23 Types of Services Funded

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), Economic Impact Aid / State Compensatory Education (EIA/SCE), Economic Impact Aid / English Learner Program (EIA/EL), High School Supplemental School Counseling Program (AB1802), School and Library Improvement Block Grant (SLIBG), School Safety and Violence Prevention (AB1113).

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 Project Based Learning Grant, California Partnership Academy grant for Poseidon Academy,

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,003	$57,234
Mid-Range Teacher Salary	$82,293	$95,467
Highest Teacher Salary	$107,730	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$157,167	$153,476
Average Principal Salary (High)	$167,100	$173,198
Superintendent Salary	$260,000	$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	33.9

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	3
English	7
Fine and Performing Arts	0
Foreign Language	3
Mathematics	2
Science	2
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	25

Professional Development

Mar Vista High has been focused on addressing the areas of need identified in our WASC review, specifically, student engagement, structured student interactions, academic language development, and use of technology in the classroom. At the site, teachers have been provided training in all of these areas. Additionally, MVH teachers have been participating in site and district trainings that focus on implementation of Common Core and NGSS standards, ELD Strategies, SEL, and Restorative Practices. Mar Vista High provides 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,

Professional Development

Professional Learning Communities, and AP By the SEA trainings.

Mar Vista High School administration continues to provided training's to it's staff on SEL, Restorative Practices and utilizing the 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. MVHS has implemented the positions of TOSA Professional Development Resource teacher as .2 and Restorative Practice teacher as .6 to provide on-going trainings and support for all staff.

MVHS Administration is offering ongoing professional development to support effective first instruction including software and programming trainings provided by on site staff (Delta Math, Desmos, Quizlet, Peardeck, Achieve 3000), District technology support trainings, and ELD strategies and support.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	3