

School Accountability Report Card

School Year 2017-18

(Published during 2018-19)

Mission High School

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Calif.School ID #: 3834082

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

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

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

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Mission High School is a truly diverse school that utilizes Anti-Racist Teaching as the lens through which we nurture and develop a connected and unified community by building strong personal relationships between faculty and students to support each student to be academically successful and socially motivated. As part of our SIG Transformation Plan we have identified 3 schoolwide goals which build the foundation of our work here at MHS:

1. Analyzing Student Work
2. Family Engagement
3. Post-Secondary Success.

Using this 3 point plan, through the lens of Anti-Racist Teaching, allows us to develop very focused and intentional programs and supports for all of our students. In addition Mission has identified a schoolwide literacy strategy that each teacher in all subject areas utilize in order to create a common academic language and common high expectations for all of our students.

Mission High School staff's approach to teaching and learning is founded on the following theory: if we provide literacy instruction through an anti-racist teaching lens that is school-wide, uniform, systematic and standards-based to our students in a way that continually takes into account and responds to all of their academic and affective strengths and needs, their achievement will accelerate. For the past five years the staff at Mission High School has made strategic efforts to close the achievement gap between African American, Latino, and EL students and their counterparts through an anti-racist teaching initiative. From the start, we have seen anecdotal results. In 2010, we saw results in our API score in an increase of 72 points. Over the past three years we have seen a 97 point gain in our API. We believe that the way to success is through success. Thus, we take this opportunity to continue building upon our strengths in order to further increase the achievement of all our students, including our African American, Latino, and EL students.

Student Enrollment By Grade Level (School Year 2017-18)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	213
10	284
11	318
12	302
Ungraded Sec	0
Total Enrollment	1117

Student Enrollment By Group (School Year 2017-18)

Student Enrollment by Group (School Year 2017-18)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	13.9
American Indian or Alaska Native	0.5
Asian	10.7
Filipino	3.8
Hispanic or Latino	53
Pacific Islander	1
White (Not Hispanic)	10.7
Two or More Races	2.1
Socioeconomically Disadvantaged	61.3
English Learners	39.5
Students with Disabilities	18.4
Foster Youth	1.2

Section A (Conditions of Learning) begins on next page.

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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	76	81	79	3165
Without Full Credential	10	7	14	310
Teaching Outside Subject Area of Competence	7	6	8	91

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	8	6	8
Vacant Teacher Positions	1	2	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			<ul style="list-style-type: none"> - 1st Floor Entrance/Hallways: Missing ceiling panels at various locations. Missing some stair signs at exits. - 1st Floor Stairwells: Damaged and loose wall cover at staircase H. - 2nd Floor Hallways: Missing ceiling panels at various locations. Missing some stair signs at exits. - 3rd Floor Hallways: Missing ceiling panels at various locations. Missing some stair signs at exits. - 4th Floor Hallway: Missing ceiling panels at various locations. Missing some stair signs at exits.
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			<ul style="list-style-type: none"> - 1st Floor Entrance/Hallways: Various ceiling lights out of order and missing covers. Various holding door magnets out of order. - 1st Floor Stairwells: Various holding door magnets out of order. - 2nd Floor Hallways: Various ceiling lights out of order and missing covers. Various holding door magnets out of order. - 2nd Floor Stairwells: Various holding door magnets out of order. - 3rd Floor Hallways: Various ceiling lights out of order and missing covers. Various holding door magnets out of order. - 3rd Floor Stairwells: Various holding door magnets out of order. - 4th Floor Hallway: Various ceiling lights out of order and missing covers. Various holding door magnets out of order. - 4th Floor Stairwells: Various holding door magnets out of order.
Restrooms/Sinks/Fountains	X			<ul style="list-style-type: none"> - 2nd Floor Boy's Toilets: One toilet out of order. - 1st Floor Entrance/Hallways: One fountain out of order next to room 125. - Cafeteria: Two kitchen sinks leaking from drain and pipes. - 4th Floor Hallway: Plugged fountain drain next to rm 408.
Safety: Fire and Hazardous Materials	X			<ul style="list-style-type: none"> - 1st Floor Entrance/Hallways: Various emergency exit lights out of order. - 2nd Floor Hallways: Various emergency exit lights out of order. - 3rd Floor Hallways: Various emergency exit lights out of order. - 4th Floor Hallway: Various emergency exit lights out of order.
Structural: Damage, Roofs	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary		X		
Inspection Date	Fall 2018			

Additional Comments: 1. Some emergency exit lights out-of-order at various locations. 2. Some missing stair and restroom signs at various locations. 3. Various holding door magnets out of order. 4. Missing ceiling panels at various locations. 5. Out of order ceiling lights and missing ceiling light covers at various locations.

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

In November of 2006, Mission High was named a San Francisco Landmark; a distinction long-overdue as stated by members of SF Landmark's Board! Mission has recently completed work after three years of intensive construction. The construction includes extensive renovation designed to provide accessibility to all areas of the building for full participation in all programs for students with special needs. We have also upgraded many areas of the building including restrooms, elevators and stairwells to comply with fire/life/safety codes and we have renovated our Art Deco Auditorium, which may be the most beautiful High School auditorium in San Francisco.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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 pupils 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.

California Assessment of Student Performance and Progress Results for All Students

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	37	28	55	55	48	50
Mathematics (grades 3-8 and 11)	16	14	50	50	37	38

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.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	306	257	83.99	28.23
Male	183	149	81.42	23.45
Female	123	108	87.8	34.95
African American	38	30	78.95	7.14
American Indian/Alaskan	--	--	--	--
Asian	35	32	91.43	25.81
Filipino	13	11	84.62	45.45
Hispanic or Latino	166	139	83.73	24.26
Pacific Islander/Hawaiian	--	--	--	--
White	27	23	85.19	61.9
Two or More Races	--	--	--	--
Economically Disadvantaged	186	157	84.41	28
English Learners	168	140	83.33	9.49
Students with Disabilities	44	31	70.45	16.67
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 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	249	80.58	14.46
Male	184	146	79.35	11.64
Female	125	103	82.4	18.45
African American	39	27	69.23	14.81
American Indian/Alaskan	--	--	--	--
Asian	36	29	80.56	51.72
Filipino	14	12	85.71	25
Hispanic or Latino	165	132	80	3.03
Pacific Islander/Hawaiian	--	--	--	--
White	27	25	92.59	24
Two or More Races	--	--	--	--
Economically Disadvantaged	187	154	82.35	12.34
English Learners	167	132	79.04	7.58
Students with Disabilities	47	28	59.57	3.57
Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Math 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 that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administrated operationally during the 2018-19 school year. The California Alternative Assessment (CAA) for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and will be field-tested in 2018-19.

Career Technical Education Programs

The section provides information about the Career Technical Education (CTE) programs.

Career Technical Education at SFUSD provides opportunities for high school students to explore and gain experience in high-wage high-demand careers, while preparing them for post-secondary education, training or entry into the workforce. CTE Pathways offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered on industry-standard project-based learning that develops student's professionalism and industry-specific skillset. Teachers work with industry advisory boards and post-secondary partners to embed work-based learning into a curriculum that aligns to college and career outcomes.

SFUSD's model includes rigorous academics, integrated technology, work-based learning and comprehensive support services. This provides avenues for students to draw rich, real-world connections across content areas and see the relevance in their day-to-day learning.

We continue to increase the capacity of CTE teachers, counselors and administration, along with local community-based organizations to ensure that non-traditional populations have full access to the Pathways and are set up for success. Specific attention is paid during the recruitment process to support enrollment of populations underrepresented in particular career sectors.

Students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in paid summer fellowships and build their professional network. Through standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, persist to graduation and obtain a postsecondary credential, degree or apprenticeship.

The CTE Advisory Committee is chaired by Gary Freund, representing both Cal State East Bay University and the Hospitality/Tourism Advisory Board. The chairs of each of the 7 industry-specific advisory boards serve in a representative capacity on the CTE Advisory Committee.

Career Technical Education Participation (School Year 2017-18)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
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Number of Pupils	230
Percent of pupils completing a CTE program and earning a high school diploma	82%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	96
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	46

State Priority: Other Pupil Outcomes

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

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5			
Grade 7			
Grade 9	22.3	21.3	19

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

C. Engagement

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

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate	5.9	7.5	10.4	7	7.6	13.1	10.7	9.7	9.1
Graduation Rate	79.9	82.2	71.3	84.9	86.5	73.1	82.3	83.8	82.7

Completion of High School Graduation Requirements (School Year 2016-17)

One-Year Rate

Group	Graduating Class of 2016		
	School %	District %	State %
All Students	81	84	89
African American	80	69	82
American Indian or Alaska Native	100	72	83
Asian	76	93	95
Filipino	50	85	93
Hispanic or Latino	81	74	87
Pacific Islander	100	91	89
White (not Hispanic)	92	89	92
Two Or More Races	83	92	91
Socioeconomically Disadvantaged	90	88	89
English Learners	73	71	57
Students with Disabilities	60	65	67
Foster Youth		74	74

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.

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

Mission High is a very safe school. Come see for yourself! Our hallways are empty during class time because every student is in class and students feel safe at Mission. Mission is a truly safe, communal, supportive environment that works to take care of each other. In fact, when we went through our WASC Accreditation Process in 2006, "safety" was one of the most highly rated assets of our school as viewed by the outsider evaluators and also through student and parent surveys!

We have six security guards strategically placed throughout the building and we work very closely with SFPD and the School Resource Officer Program with one officer on campus almost every day. The Small Learning Communities have provided students with an adult ally in the school that they can talk to about any issues or problems that arise.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	2.08	3.13	3.02	1.28	1.6	1.65	3.65	3.65	3.51
Expulsions	0	0.08	0	0.01	0.01	0	0.09	0.09	0.08

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

This section provides information about opportunities for parents to become involved with school activities.

Mission is continuing to implement our Secondary School Redesign to personalize the school so that students know they are part of a caring and supportive "team" of teachers and support staff committed to their academic success and social development. Parents and guardians will be able to easily access Teams through a Common Planning Time 3 times each week. Communication with parents and caregivers is critical, especially in the 9th grade to ensure high school success. Mission High holds parent orientation, back-to-school nights, and many other parent information events throughout the year. Mission High also welcomes parents to participate in our School Site Council, English-Language Advisory Council and other groups, such as our BSU and OLE clubs. We have two full-time parent liaisons to assist parents in their efforts to get involved in our school community.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Eric Guthertz

415-241-6240

Section D (Other SARC Information) begins on next page.

Section 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.

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2015-16			Avg Class Size	2016-17			Avg Class Size	2017-18		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	37	31	1	18	38	34		18	47	30	
Math	21	22	23	3	21	21	27	1	22	19	30	
Science	23	13	27		23	15	22	1	23	15	23	
Social Science	23	20	30		23	21	32		23	18	33	1

Academic Counselors and Other Support Staff (School Year 2017-18)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	7	160.142857142857
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,747	\$188	\$5,558	\$71,563
District	----	----	\$5,558	\$71,563
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,125	\$80,764
Percent Difference - School Site and State	----	----	-22%	-11%

Types of Services Funded (Fiscal Year 2017-18)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

In addition to our comprehensive secondary education program designed to keep students in competitive standing for entrance into prestigious four year colleges and universities, we have many support programs as well.

We have a fully functioning Wellness Center that contracts with dozens of Community Based Organizations in the city to provide support for students and their families. We have secured funding for an afterschool program that provides an array of activities for students to engage in after school and keep students off the street. We also have a immensely popular and fast growing Athletic Scholars Advancement Program (ASAP) that provides summer academic enrichment opportunities for students at college campuses all over the United States! ASAP serves any athlete at MHS which now includes well over half of the student body.

In addition, we are one of only two high schools to receive the QEIA grant which allows us to have small class sizes for all of our students from 9th -12th grade and ensures that all of our faculty are highly trained and receive numerous hours of Professional Development yearly.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at:

<http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
-----------------	------------------------	---

Beginning Teacher Salary	\$45,658	\$47,903
Mid-Range Teacher Salary	\$74,799	\$74,481
Highest Teacher Salary	\$93,655	\$98,269
Average Principal Salary (Elementary)	\$114,693	\$123,495
Average Principal Salary (Middle)	\$121,529	\$129,482
Average Principal Salary (High)	\$124,451	\$142,414
Superintendent Salary	\$310,000	\$271,429
Percent of Budget for Teacher Salaries	30	35
Percent of Budget for Administrative Salaries	7	5

Advanced Placement Courses (School Year 2017-18)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	2	----
Fine and Performing Arts	1	----
Foreign Language	4	----
Mathematics	4	----
Science	1	----
Social Science	0	----
All Courses	12	19.8

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.