# Mar Vista Elementary School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

## General Information about the School Accountability Report Card (SARC)

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|---|---|
| **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.<br><br>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/<br><br>For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/<br><br>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. |

## 2022-23 School Contact Information

| | |
|---|---|
| School Name | Mar Vista Elementary School |
| Street | 6860 Soquel Drive |
| City, State, Zip | Aptos, CA 95003 |
| Phone Number | (831) 761-6177 |
| Principal | Stephanie Monroe & Shari Gallegos |
| Email Address | Stephanie_Monroe@pvusd.net |
| School Website | https://mar-pajaro-ca.schoolloop.com/ |
| County-District-School (CDS) Code | 44-69799-6049738 |

## 2022-23 District Contact Information

| | |
|---|---|
| District Name | Pajaro Valley Unified School District |
| Phone Number | (831) 786-2100 |
| Superintendent | Dr. Michelle Rodriguez, Superintendent |
| Email Address | michelle_rodriguez@pvusd.net |
| District Website Address | www.pvusd.net |

## 2022-23 School Overview

Located behind Fire Station #1 in Aptos, our small school of 365 students in grades TK-6 welcomes visitors into a safe, nurturing community surrounded by evergreen trees and landscaped grounds. Mar Vista is a neighborhood school, but 25 percent of our students are from other parts of Santa Cruz County. In a county with declining enrollment, we are proud that so many families choose our school and welcome the diversity that our students bring. Our parent club, Mar Vista Parents (MVPs), helps build this sense of community by encouraging families to volunteer in classrooms & the library, care for our grounds & gardens, and participate in barbecues, festivals, bingo nights, campus beautification days, and student recognition events.

Mar Vista Staff are dedicated to supporting students to be resilient and adaptable problem solvers, to be intellectually prepared for current and future challenges, to be joyful lifeline learners, to appreciate diverse perspectives, and to develop the knowledge and skills to maintain healthy bodies and minds.

Our school seeks to educate the whole child, and our dedicated faculty and staff work very hard to improve achievement for every student.  We are proud to see the "achievement/opportunity gap" closing as well. Teachers work closely together both in

## 2022-23 School Overview

and across grade levels to review data, identify student needs, set goals, and develop common strategies. Teachers differentiate instruction through individualized reading and math programs, and they spend extra instructional time with identified students after school.

# About this School

## 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
| --- | --- |
| Kindergarten | 58 |
| Grade 1 | 42 |
| Grade 2 | 41 |
| Grade 3 | 50 |
| Grade 4 | 57 |
| Grade 5 | 61 |
| Grade 6 | 51 |
| Total Enrollment | 360 |

## 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
| --- | --- |
| Female | 48.1 |
| Male | 51.4 |
| American Indian or Alaska Native | 0.8 |
| Asian | 2.5 |
| Black or African American | 0.3 |
| Filipino | 0.6 |
| Hispanic or Latino | 38.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 5.3 |
| White | 51.4 |
| English Learners | 9.2 |
| Foster Youth | 0.8 |
| Homeless | 1.4 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 55.3 |
| Students with Disabilities | 14.7 |

## 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) | 16.90 | 88.98 | 675.70 | 75.64 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 12.00 | 1.35 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.10 | 0.52 | 129.30 | 14.48 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 16.30 | 1.82 | 12115.80 | 4.41 |
| Unknown | 2.00 | 10.50 | 59.80 | 6.70 | 18854.30 | 6.86 |
| Total Teaching Positions | 19.00 | 100.00 | 893.30 | 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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | |
| Misassignments | 0.10 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.10 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 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) | 3.80 | |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Computers
All students have been provided a Chromebook and if necessary, a hotspot.
Each classroom has student computers, access to a printer, and the Internet. Our parent organizations and state funding have provided hardware, software, and technology training. The programs that students use vary by grade level. Each classroom has a document camera and Smart TV.

Teachers provide instruction using Bridges for Mathematics and all students in grades first through fifth have workbooks. Teachers utilize the Benchmark Advance for Reading and Writing instruction.

The Accelerated Reader, Lexia, and Khan Academy software programs dramatically increased the amount of time our students spend using technology. Students will continue to have access to web browsers, word processing, and create presentations with programs such as Google Classroom to address higher level critical thinking skills.

Textbooks
We choose our textbooks from lists that have been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report. We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2020-2021 school year.

Curriculum
The Common Core State Standards set grade-by-grade learning expectations for students in grades K-12 for Mathematics and for English Language Arts and Literacy. While states have had standards for more than 15 years, this set of standards is more focused on preparing students for success in college and career. They set clear, consistent and high learning goals that apply to all public schools in the state. The textbooks we use and the tests we give are based on these common core standards, and our teachers are firmly focused on them. You can find the common core state standards for each subject at each grade level on the web site of the California Department of Education (CDE).

| Year and month in which the data were collected | September 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Benchmark Advance<br/2019; My Perspectives English Language Arts Gr. 6, Pearson/2017 | Yes | 0% |
| **Mathematics** | Bridges in Mathematics (Eng. & Span.) The Math Learning Center Big Ideas Math Course 1 (Eng. & Span.), Cengage/2016 | Yes | 0% |
| **Science** | California Science, English Amplify Science | Yes | 0% |
| **History-Social Science** | Reflections: A Childs View, Harcourt Achieve; Reflections: People We Know, Harcourt Achieve; Reflections: Our Communities, Harcourt Achieve; Reflections: Making A Nation, Harcourt Achieve TCI History | Yes | 0% |
| **Foreign Language** | | | NA |
| **Health** | | | NA |

| | | | Rate | NA |
|---|---|---|---|---|
| **Visual and Performing Arts** | | | | NA |
| **Science Laboratory Equipment (grades 9-12)** | NA | | Yes | NA |

## School Facility Conditions and Planned Improvements

The oldest buildings in the Pajaro Valley Unified School District were built in the early 1900's. More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC. http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx

| **Year and month of the most recent FIT report** | 9/29/2022 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|:---:|:---:|:---:|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | | X | | Room 22: Drawers don't close properly, possible roof leak, hot and cold faucet handles are switched and lock on door is broken.<br>Library: Some book shelves are damaged and sophet is damaged.<br>Room 10: Cabnet handle is missing<br>Room 14: Ceiling tiles are damaged and outside light bulb is out.<br>Room 16: Window locks are broken, ceiling tiles are damaged and blinds are badley damaged.<br>Room 2: Locks broken on windows.<br>Room 4: carpet is ripped.<br>Room 5: Damaged sealing tile from possible roof leak.<br>Staff Lounge: Locks broken on windows and damaged ceiling tiles in work room. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | Room 21: severe ant problem and skirt is missing boards in different areas. |
| **Electrical** | X | | | Office : Door handle sticks and lights flicker<br>Room 14: Ceiling tiles are damaged and outside light bulb is out.<br>Room 3: door seal needed and 1 bad electical outlet.<br>Room 7: No locks on widows and 1 ceiling light is out. |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | Room 22: Drawers don't close properly, possible roof leak, hot and cold faucet handles are switched and lock on door is broken.<br>Room 1: Faucet doesn't turn on intermittently. |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Structural:**<br>Structural Damage, Roofs | X | | | Room 22: Drawers don't close properly, possible roof leak, hot and cold faucet handles are switched and lock on door is broken.<br>Library: Some book shelves are damaged and sophet is damaged.<br>Main Playground: Fire truck has large and gate closer needs adjustment.<br>Room 21: severe ant problem and skirt is missing boards in different areas.<br>Room 5: Damaged sealing tile from possible roof leak. |
| **External:**<br>Playground/School Grounds, Windows/Doors/Gates/Fences | X | | | Room 22: Drawers don't close properly, possible roof leak, hot and cold faucet handles are switched and lock on door is broken.<br>Main Playground: Fire truck has large and gate closer needs adjustment.<br>Office : Door handle sticks and lights flicker<br>Room 12: Window locks are broken.<br>Room 16: Window locks are broken, ceiling tiles are damaged and blinds are badley damaged.<br>Room 2: Locks broken on windows.<br>Room 3: door seal needed and 1 bad electical outlet.<br>Room 7: No locks on widows and 1 ceiling light is out. |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|

| **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).
4. **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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 40 | N/A | 28 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 36 | N/A | 17 | N/A | 33 |

## 2021-22 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 | 221 | 214 | 96.83 | 3.17 | 39.72 |
| Female | 99 | 93 | 93.94 | 6.06 | 48.39 |
| Male | 122 | 121 | 99.18 | 0.82 | 33.06 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 88 | 85 | 96.59 | 3.41 | 22.35 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 115 | 111 | 96.52 | 3.48 | 50.45 |
| English Learners | 15 | 14 | 93.33 | 6.67 | 14.29 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 118 | 114 | 96.61 | 3.39 | 25.44 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 42 | 40 | 95.24 | 4.76 | 17.50 |

## 2021-22 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 | 221 | 215 | 97.29 | 2.71 | 36.45 |
| Female | 99 | 94 | 94.95 | 5.05 | 38.71 |
| Male | 122 | 121 | 99.18 | 0.82 | 34.71 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 88 | 85 | 96.59 | 3.41 | 24.71 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 115 | 112 | 97.39 | 2.61 | 44.14 |
| English Learners | 15 | 14 | 93.33 | 6.67 | 14.29 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 118 | 114 | 96.61 | 3.39 | 21.24 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 42 | 40 | 95.24 | 4.76 | 17.50 |

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | NT | 50.82 | 7.1 | 16.22 | 28.5 | 29.47 |

## 2021-22 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 | 62 | 61 | 98.39 | 1.61 | 50.82 |
| Female | 33 | 32 | 96.97 | 3.03 | 50 |
| Male | 29 | 29 | 100 | 0 | 51.72 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 20 | 19 | 95 | 5 | 26.32 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 32 | 32 | 100 | 0 | 59.38 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 26 | 25 | 96.15 | 3.85 | 28 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 14 | 14 | 100 | 0 | 21.43 |

## 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.

### 2021-22 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.   Due to changes to the 2021-22 PFT administration, 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 5 | 97% | 97% | 97% | 97% | 97% |

## 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.

### 2022-23 Opportunities for Parental Involvement

The Mar Vista Parent Club (MVPs) raises funds and encourages volunteers to assist in the classrooms.  The MVP's main focus is to supplement the general education program. The MVPs are an extremely active and energetic group of parents who work with the School Site Council (SSC) to raise funds that support our school plan. Our plan is focused on initiatives and programs to support academic achievement and a positive school climate. The SSC also monitors our School Plan for Student Achievement (SPSA).  Our English Language Advisory Committee (ELAC) monitors the plan and supports for English Learners and works closely with the SSC.  In addition, there are numerous opportunities for volunteering in class, on field trips and at special events during in-person learning.  The principal leads a monthly Coffee Chat where parents are encouraged to listen to and provide feedback on news about the school academic, climate and safety plan during in-person school.  We encourage participation for a PBIS parent member to represent the perspectives of our parent community and encourage other ways to participate in school decisions and activities via weekly parent newsletters.

## 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 408 | 383 | 137 | 35.8 |
| Female | 195 | 182 | 59 | 32.4 |
| Male | 212 | 200 | 78 | 39.0 |
| American Indian or Alaska Native | 3 | 3 | 1 | 33.3 |
| Asian | 11 | 9 | 1 | 11.1 |
| Black or African American | 1 | 1 | 1 | 100.0 |
| Filipino | 2 | 2 | 1 | 50.0 |
| Hispanic or Latino | 158 | 149 | 67 | 45.0 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 21 | 21 | 3 | 14.3 |
| White | 208 | 194 | 62 | 32.0 |
| English Learners | 40 | 39 | 20 | 51.3 |
| Foster Youth | 3 | 3 | 1 | 33.3 |
| Homeless | 5 | 5 | 3 | 60.0 |
| Socioeconomically Disadvantaged | 218 | 212 | 103 | 48.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 80 | 75 | 32 | 42.7 |

| C. Engagement | State Priority: School Climate |
|---|---|

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 0.23 | 3.68 | 2.45 |
| Expulsions | 0.00 | 0.02 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.98 | 0.02 | 4.40 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.12 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.98 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.89 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.63 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.96 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.38 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.25 | 0.00 |

## 2022-23 School Safety Plan

Our School Safety Plan is comprehensive. Achieving a safe and secure school involves facilities, procedures, trainings, and communication. It requires frequent audits and collaboration. We are proud of the breadth and depth of our plan. The administration, SSC, MVP, and District Assistant Superintendent review the plan annually. Parents receive a special overview of our safety plan at the beginning of each school year. Staff reviews some aspect of our safety plan monthly. Our plan incorporates all the required elements from the Santa Cruz County Safe School template.

We encourage excellent student behaviors through student assemblies and recognition programs. Our closed campus is clean and safe, reflecting pride in our community and ourselves. Teachers provide supervision before and after school. We conduct monthly fire drills, and twice a year we conduct earthquake, and shelter-in-place drills. We have fully implemented our bully-prevention program to help everyone know not only what is expected but also what to do when there is a problem. Once a year we conduct a school wide evacuation drill, our meeting evacuation area will be at Cabrillo College. Mar Vista utilizes Positive Behavior Interventions and Supports (PBIS) as a guiding philosophy and protocol for responding to issues of school safety, emotional wellbeing and social development. Teachers also use Sanford Harmony Social Emotional Learning Program and the district-developed Restorative Start to provide regular instruction to build empathy, caring and tolerance while building strong classroom relationships. Bully prevention strategies (Stop Walk and Talk) are explicitly taught and a bully prevention hotline number is posted in the office and the Sown to Grow program is available to students in 2ndd-6th grade to ensure students and parents know there are multiple avenues for responding to bullying situations. Each classroom conducts lessons on digital citizenship twice per year. Mar Vista also works closely with the Santa Cruz County Sheriff's office who provides consultation, lessons and trainings on school and community safety. The school has been trained in ALICE in case of an active shooter situation.

The school safety plan is posted on the school web site page. It is updated once a year in January.

| D. Other SARC Information | Information Required in the SARC |
|---|---|
| | The information in this section is required to be in the SARC but is not included in the state priorities for LCFF. |

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 17 | 4 | | |
| 1 | 24 | | 2 | |
| 2 | 20 | 2 | 1 | |
| 3 | 19 | 3 | | |
| 4 | 29 | | 2 | |
| 5 | 26 | | 2 | |
| 6 | 30 | | 2 | |
| Other | 8 | 2 | | |

## 2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 14 | 3 | | |
| 1 | 17 | 2 | | |
| 2 | 20 | 4 | | |
| 3 | 18 | 6 | | |
| 4 | 26 | | 4 | |
| 5 | 23 | | 3 | |
| 6 | 21 | | 4 | |
| Other | 13 | 4 | 1 | |

## 2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 19 | 2 | 1 | |
| 1 | 19 | 2 | | |
| 2 | 20 | 1 | 1 | |
| 3 | 24 | | 2 | |
| 4 | 26 | | 2 | |
| 5 | 29 | | 2 | |
| 6 | 25 | | 2 | |
| Other | 10 | 2 | | |

## 2021-22 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** | 0 |

## 2021-22 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | $13,399.79 | $1,325.45 | $7,216.00 | $71,093.77 |
| District | N/A | N/A | $4,858.33 | $67,516 |
| Percent Difference - School Site and District | N/A | N/A | 39.1 | 5.2 |
| State | N/A | N/A | $6,594 | $88,358 |
| Percent Difference - School Site and State | N/A | N/A | 9.0 | -21.7 |

## 2021-22 Types of Services Funded

Our parent club raised more than $70,000 last year to fund Library materials, Teacher supplies, parent/community events, Art and Music, Technology and Physical Education equipment, Science/Life Lab materials, PBIS, Professional Development and Extended Learning opportunities. Individual parents and staff members have generously donated materials, supplies, books, and student incentives. All federal and state funds are allocated through the SSC, which is composed of an equal number of parents and staff. Parents receive a complete budget plan for the school year at the School Site Council meeting and documents are posted online. Professional development and technology are ongoing focus.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | $46,666 | $54,370 |
| Mid-Range Teacher Salary | $64,722 | $82,681 |
| Highest Teacher Salary | $90,640 | $106,610 |
| Average Principal Salary (Elementary) | $101,669 | $135,283 |
| Average Principal Salary (Middle) | $107,221 | $141,244 |
| Average Principal Salary (High) | $117,462 | $152,955 |
| Superintendent Salary | $222,832 | $264,367 |
| Percent of Budget for Teacher Salaries | 26% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

## Professional Development

Our school and the district offer numerous staff development opportunities throughout the year to support our goals for increased student achievement. Staff members have regular opportunities for both training and collaboration. All teachers new to the district receive additional support and training. There are two six-hour days each year dedicated to staff training. The content of the training is developed from our School Improvement Plan. This year we continue to focus on Social Emotional Learning as well as Distance Learning. Our teachers will receive ongoing support with Benchmark Advance, SIPPS and Bridges Math Curriculum. We will also continue learning about Mindfulness and Positive Discipline within the PBIS framework.

The professional development primary focus for the 2020-21 school year is on best practices for teaching in a distance learning environment.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 4 | 3 |