

Pittsburg Unified School District

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24



Marina Vista Elementary School

Grades Pre-K-5
CDS Code 07-61788-0116863

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www.pittsburg.k12.ca.us/marinavista



Principal's Message

The doors to Marina Vista opened on September 2, 2008. This beautiful, state-of-the-art facility includes a full gymnasium/multipurpose room and artificial-turf field. We are a 1:1 school in which each classroom has access to a mobile class set of Chromebooks for each student, which provides opportunities for our scholars to become 21st century learners. Our highly qualified teachers are dedicated to providing standards-based lessons using effective strategies that will enable our students to become career and college ready.

At the time of this update, the CAASPP scores have not been finalized and uploaded to the CA Dashboard. Our goal for the 2023-24 school year is to continue to improve our student achievement in both English language arts and math with the Common Core State Standards. We will increase our proficiency rates in both English language arts and math by at least 2%.

In order to meet our goal, we will focus on:

- Whole group First Best Instruction
- Small group instruction through Universal Access
- English language development (ELD)/ Academic Language Development (ALD) rotations using our newly adopted Amplify Science Curriculum
- The utilization of online programs and applications to support reading and math (iReady, Imagine Learning, & RAZ Kids)
- Implementing daily social-emotional learning curriculum, PurposeFull People
- Developing student use and experience with technology and various applications/platforms in which to collaborate and complete and submit oral presentations to build students' abilities in listening and speaking standards

We have established two leadership teams to focus on the development of our academic goals as well as our culture and climate goals at Marina Vista. Our Equity Team meets monthly to create various ways to honor and award students through positive behavior incentives, monthly student recognition assemblies, student council, spirit days and family nights. We also meet monthly to focus on building our cultural proficiency as a staff and to work on our implementation of Restorative Practices in order to foster strong classroom communities for our students.

School Mission Statement

At Marina Vista Elementary School, we are committed to working with all stakeholders to build a strong foundation for our students in order to prepare them to become 21st-century learners and college and career ready.

School Vision Statement

Our school embraces the diversity and culture of the Pittsburg community. Our teachers and staff support, encourage and challenge each other as well as our students. Our goal is to create students who are young scholars with high academic achievement who possess strong leadership, communication and collaboration skills, and who use critical-thinking skills to problem solve in daily life. Students will be well versed in the use of technology as a tool to generate and locate information, create new ideas and enhance knowledge.

Parental Involvement

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet monthly to review progress and monitor the Single Plan for Student Achievement. All meetings are open to the public. The school holds monthly family-night activities, which include both educational and social events. This year, we will host literacy, STEAM, PE and Mindfulness nights to inform our parents of what we are teaching and how we are teaching it so they can assist their students with their homework at home. Parent support is evident at Back-to-School Night, Jump Rope for Heart, Open House, Discovery Days and Field Day. Classroom volunteers chaperone field trips and assist with daily school activities. We welcome all our parents to become volunteers. The Marina Vista Ospreys Booster Club meets monthly and provides many opportunities for parent participation. The parent club has worked in partnership with the staff, teachers and parents to continually build a sound community between our school and families.

Pittsburg Unified School District hired a parent family liaison in connection with the board's Goal #3 to increase parent engagement and involvement.

For more information on how to become involved, please contact our main office (925) 473-2490.



Believe with all your heart. Achieve with all your might. Succeed beyond your dreams!



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

It is the mission of Pittsburg Unified School District (PUSD) to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community, and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

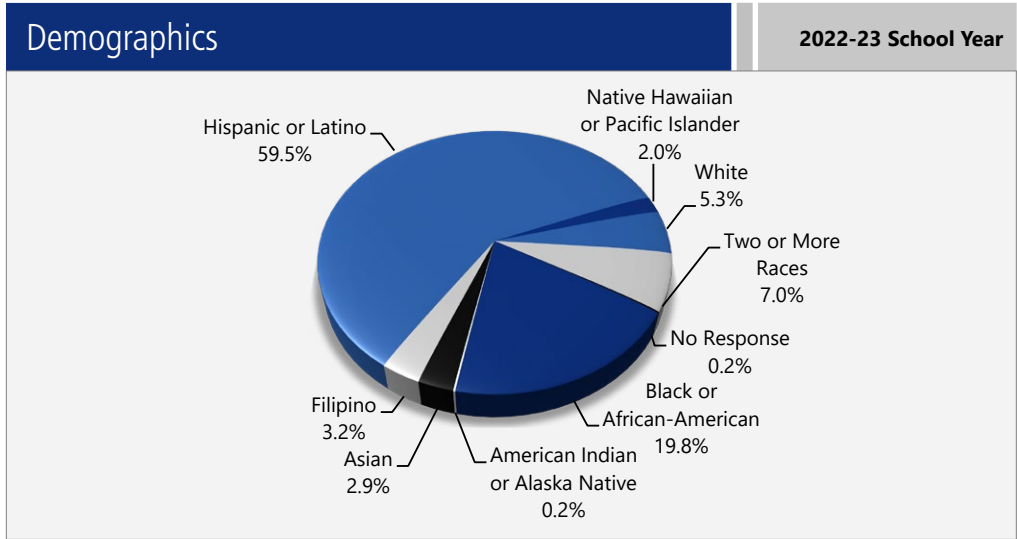
Governing Board

- Ms. Taylor Sims, President
- Ms. Heliodoro Moreno, Vice President
- Mr. George Miller, Trustee
- Mr. De'Shawn Woolridge, Trustee
- Mr. Destiny Briscoe, Trustee



Enrollment by Student Group

The total enrollment at the school was 587 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

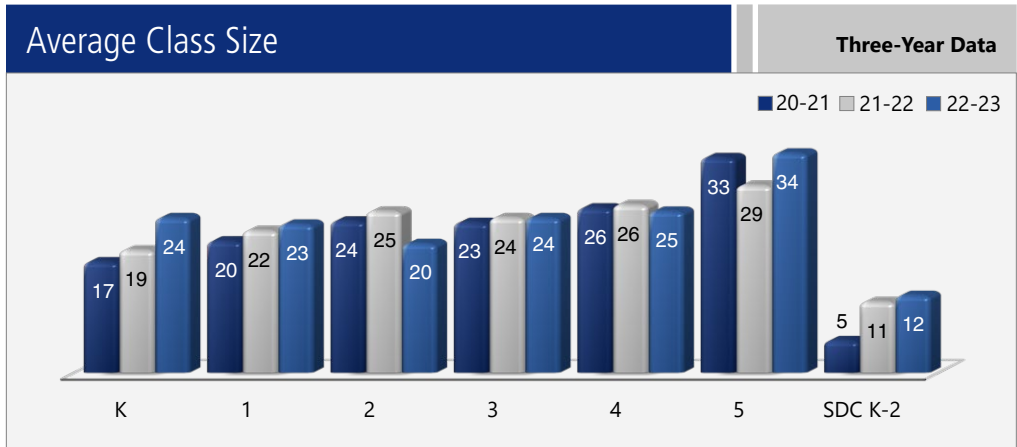


Enrollment by Student Group

Demographics		2022-23 School Year
Female		50.10%
Male		49.90%
Non-Binary		0.00%
English learners		30.30%
Foster youth		0.30%
Homeless		5.10%
Migrant		0.00%
Socioeconomically Disadvantaged		84.70%
Students with Disabilities		8.90%

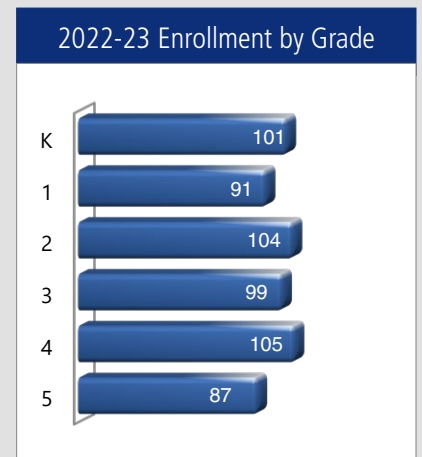
Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.



Number of Classrooms by Size		Three-Year Data								
Grade	2020-21			2021-22			2022-23			
	Number of Students									
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+	
K	5			4					3	
1	2	3			4				4	
2		4			4		4			
3		4			4				4	
4		4			4				4	
5			3		3				3	
SDC Self-contained K-2	1			1			1			





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Marina Vista ES			Pittsburg USD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	4.20%	5.00%	0.00%	5.80%	6.10%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

Note: Data collected during the 2020–21 school year may not be comparable to later years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2022-23 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	5.00%	0.00%	
Female	4.20%	0.00%	
Male	5.70%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	5.90%	0.00%	
Black or African American	7.50%	0.00%	
Filipino	4.20%	0.00%	
Hispanic or Latino	4.00%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	6.70%	0.00%	
White	6.10%	0.00%	
English Learners	4.70%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	10.80%	0.00%	
Socioeconomically Disadvantaged	5.50%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	9.20%	0.00%	

Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
- Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
- Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology
- Diverse, current, comprehensive curriculum and materials

5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement and outcome
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Due to changes to the 2021–22 and 2022–23 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	97.8%	97.8%	97.8%	97.8%	97.8%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group					2022-23 School Year
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	647	627	288	45.90%	
Female	330	318	146	45.90%	
Male	317	309	142	46.00%	
Non-Binary	0	0	0	0.00%	
American Indian or Alaska Native	1	1	0	0.00%	
Asian	17	17	6	35.30%	
Black or African American	133	129	75	58.10%	
Filipino	24	23	4	17.40%	
Hispanic or Latino	379	369	159	43.10%	
Native Hawaiian or Pacific Islander	14	12	7	58.30%	
Two or More Races	45	43	25	58.10%	
White	33	32	11	34.40%	
English Learners	192	188	75	39.90%	
Foster Youth	5	3	0	0.00%	
Homeless	37	36	22	61.10%	
Socioeconomically Disadvantaged	550	537	250	46.60%	
Students Receiving Migrant Education Services	0	0	0	0.00%	
Students with Disabilities	76	74	42	56.80%	

Board Goals

Continued from page 4

- Commitment to the environment through sustainable and green practices

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development ELD and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

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.

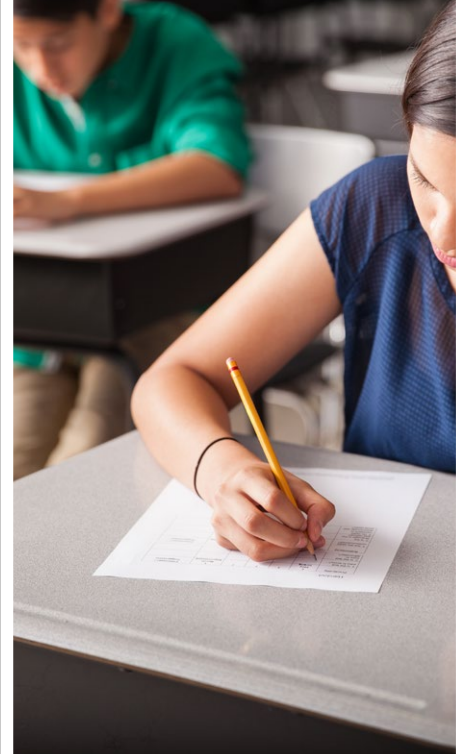


Statewide Assessments

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Marina Vista ES		Pittsburg USD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
Science	9.17%	17.65%	14.89%	16.17%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Marina Vista ES		Pittsburg USD		California	
	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	33%	35%	33%	28%	47%	46%
Mathematics	22%	26%	15%	15%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

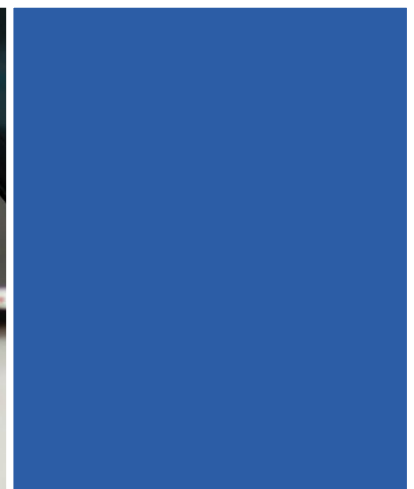
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	85	85	100.00%	0.00%	17.65%
Female	45	45	100.00%	0.00%	26.67%
Male	40	40	100.00%	0.00%	7.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	16	16	100.00%	0.00%	6.25%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	52	52	100.00%	0.00%	19.23%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	21	21	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	11	11	100.00%	0.00%	9.09%
Socioeconomically disadvantaged	75	75	100.00%	0.00%	16.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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





CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	291	283	97.25%	2.75%	34.63%
Female	153	148	96.73%	3.27%	41.89%
Male	138	135	97.83%	2.17%	26.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	60	59	98.33%	1.67%	23.73%
Filipino	12	12	100.00%	0.00%	83.33%
Hispanic or Latino	170	163	95.88%	4.12%	34.97%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	21	21	100.00%	0.00%	42.86%
White	16	16	100.00%	0.00%	31.25%
English Learners	82	77	93.90%	6.10%	12.99%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	9	81.82%	18.18%	❖
Military	31	30	96.77%	3.23%	30.00%
Socioeconomically disadvantaged	252	246	97.62%	2.38%	32.93%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	31	31	100.00%	0.00%	9.68%

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





CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	291	287	98.63%	1.37%	25.52%
Female	153	151	98.69%	1.31%	25.83%
Male	138	136	98.55%	1.45%	25.19%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	60	59	98.33%	1.67%	17.24%
Filipino	12	12	100.00%	0.00%	75.00%
Hispanic or Latino	170	167	98.24%	1.76%	22.75%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	21	21	100.00%	0.00%	33.33%
White	16	16	100.00%	0.00%	18.75%
English Learners	82	81	98.78%	1.22%	6.17%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	0.00%
Military	31	30	96.77%	3.23%	26.67%
Socioeconomically disadvantaged	252	250	99.21%	0.79%	21.69%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	31	31	100.00%	0.00%	3.33%

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





Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2023-24 School Year
Subject	Textbook	Adopted
Reading/language arts	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5)	2017
Mathematics	Go Math!, Houghton Mifflin Harcourt (K-5)	2016
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2023-24 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes	

Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days		Three-Year Data		
	2021-22	2022-23	2023-24	
Number of school days dedicated to staff development and continuous improvement	3	3	3	

◇ Not applicable.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2023-24 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	◇
Health	◇

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2023-24 School Year	
Data collection date	9/13/2023

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Facility Good Repair Status

The table shows the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2023-24 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent FIT report	8/2/2023	

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

Deficiencies and Repairs		2023-24 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Nurse Office: Walls appear to have hazards from tears and holes. Repairs completed.	November 2023
Cleanliness	Janitor 2, Janitor 100-06: Floors do not appear to have been swept in last week. Floors cleaned.	December 2023
Electrical	Room 21, 23, 28, Corridor 100-27, Restroom 100-28, staff lounge: Lights out. Repairs in progress.	In progress
Restrooms/fountains	Restroom 100-28: Toilet bowl loose. Repair completed.	November 2023

School Safety

The school safety plan is reviewed and updated annually and addresses the school’s response to earthquakes, fires, intruders, chemical spills and other natural disasters. Fire drills are conducted each month, and drills for earthquakes, intruders and shelter in place are conducted annually. The plan also includes two action components. We provided CPR and automated external defibrillator (AED) training for the staff in the fall of 2009.

All visitors must sign in and receive a visitor’s pass upon entering the school. Staff members have photo-identification badges. Parents can access the safety plan in the school office.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2023.

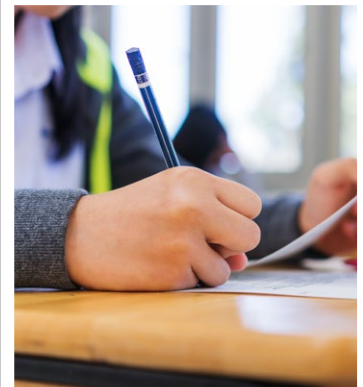
School Facilities

Marina Vista opened on September 2, 2008. It is a two-story structure with 26 classrooms, two computer labs, a science lab, library, full gymnasium/multiuse cafeteria, artificial-turf field with full lighting and two playground areas. Wrought-iron fencing encloses the entire outdoor play area. The only entrance to the school for the public is at the front of the school by the main office. Each classroom has internet access, three computers, and ceiling-mounted LCD projectors with document cameras and DVD/VCR capability. All classrooms and offices have telephones with voicemail capabilities. There are 10 office spaces to house support staff. Staff parking is located in an underground parking garage with gated code access. Exterior doors are locked and unlocked using a card-swipe system and computerized timed lock and unlock features. Video cameras are located throughout the school, allowing the administration to monitor the entire facility from a central location.

The site administrator, custodial staff (two full time, one part time) and district custodial supervisor address school cleanliness daily. Restrooms are cleaned at least twice each day. Classrooms and common areas are cleaned daily.

Marina Vista has a portable classroom on our campus to house our preschool program. The portable is very spacious and has a self-contained bathroom.

Over the 2015 summer break, solar panels were installed on the field to coincide with the district’s energy plan. The solar panels help the site to reduce energy and also provide shade on hot days.





Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

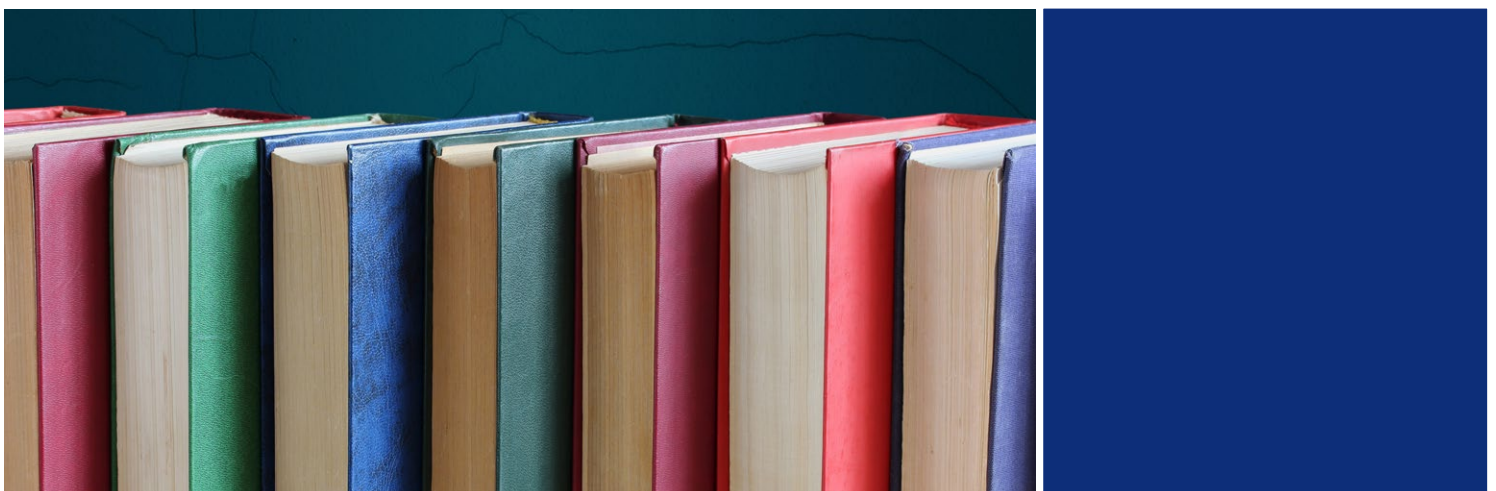
Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.8	96.5%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	15.9	3.0%	12,115.8	4.4%
Unknown	1.0	3.5%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	28.8	100.0%	521.5	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
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)	28.1	95.7%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.2	0.7%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
Unknown	1.0	3.4%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	29.3	100.0%	529.0	100.0%	279,044.8	100.0%

Note: The data in these tables 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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
	2020-21	2021-22
Authorization/Assignment		
Permits and Waivers	0.0	0.2
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.2



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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
	2020-21	2021-22
Indicator		
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	625:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	1.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	1.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
	2020-21	2021-22
Indicator		
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2021-22 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2021-22 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$56,179	\$54,190
Midrange teacher salary	\$83,896	\$85,111
Highest teacher salary	\$104,258	\$104,998
Average elementary school principal salary	\$141,149	\$132,492
Average middle school principal salary	\$150,465	\$140,986
Average high school principal salary	\$164,739	\$153,884
Superintendent salary	\$247,200	\$255,502
Teacher salaries: percentage of budget	33.42%	32.09%
Administrative salaries: percentage of budget	6.08%	5.25%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2021-22 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Marina Vista ES	\$9,711	\$87,423
Pittsburg USD	\$10,825	\$85,780
California	\$7,607	\$87,362
School and district: percentage difference	-10.3%	+1.9%
School and California: percentage difference	+27.7%	+0.1%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2021-22 Fiscal Year	
Total expenditures per pupil	\$11,134
Expenditures per pupil from restricted sources	\$1,422
Expenditures per pupil from unrestricted sources	\$9,711
Annual average teacher salary	\$87,423



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of January 2024.