



Marina Vista Elementary School MPUSD

390 Carmel Ave. • Marina, CA 93933 • (831) 392-3580 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Monterey Peninsula Unified School District

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District Governing Board

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Mr. Tom Jennings, Clerk Vice
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Dr. Jon Hill
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**Assistant Superintendent Human
Resources**
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**Associate Superintendent Business
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**Chief of Communications and
Engagement**

School Description

Principal's Message

Painted on the front wall of our school, our theme, "Together We Can Make a Difference," exemplifies our belief. We value the partnerships between parents, staff, students, and our community. Each group has a role with the common focus: All students will be successful learners. It is through reading, math, science, social studies and "Smart Time" that children develop important character traits such as courage, confidence, and creativity. These traits contribute to student academic success in all subject areas.

Our staff is committed to inspiring all students to be life long learners. Any student that needs help in understanding specific academic subject, is assisted in Response to Intervention (RTI) and small group instruction. These models provide opportunities for each child to receive instruction at their personal level. Through these models and our creative scheduling, teachers give a more focused approach to meet students' needs. Every week teachers collaborate to plan, assess, and implement teaching practices to improve student achievement in language arts and math. We also have English Language Development each day dedicated to advancing a child's speaking, listening, reading, and writing skills.

One of our school's favorite program aimed at literacy is Monterey County Reads. The program trains and sponsors volunteer readers for first to third grade students, providing the one-to-one reading help that benefits struggling readers. In other subject areas, teachers engage and broaden the English language and cultural experience so students widen their vocabulary for a better understanding of their surroundings.

Marina Vista Elementary puts grade level Common Core Standards first. We support the research that comes from the United States Department of Education and the California Department of Education. We believe, like our associate institutions, in focusing on teaching children all grade level standards and skills they need to succeed at work, at home, and in the community. We applaud those that have given their time in support of our students, and welcome you to join us. When people work together not only do our children prosper, but so does humanity.

Cristy Campanaro
Principal

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	57
Grade 2	59
Grade 3	70
Grade 4	71
Grade 5	84
Total Enrollment	439

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.5
American Indian or Alaska Native	1.1
Asian	8.2
Filipino	5.2
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	2.7
White	11.4
Two or More Races	0.5
Socioeconomically Disadvantaged	85.9
English Learners	52.6
Students with Disabilities	11.8
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Marina Vista Elementary School MPUSD	15-16	16-17	17-18
With Full Credential	20	24	22
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	508
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Marina Vista Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit www.mpusd.net for details.

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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Some classrooms have paint chipping; water stains on ceiling tiles; dry rot on ramp; torn window screen
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	30	33	40	38	48	48
Math	21	20	27	27	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	75	68	90.7	22.1
Male	36	31	86.1	22.6
Female	39	37	94.9	21.6
Hispanic or Latino	48	45	93.8	22.2
Socioeconomically Disadvantaged	65	60	92.3	18.3
English Learners	33	31	93.9	3.2
Students with Disabilities	21	17	81.0	5.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	27	22	45	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.3	23	17.6

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	218	96.04	32.57
Male	116	110	94.83	24.55
Female	111	108	97.3	40.74
Black or African American	12	10	83.33	50
American Indian or Alaska Native	--	--	--	--
Asian	14	11	78.57	45.45
Filipino	--	--	--	--
Hispanic or Latino	154	152	98.7	30.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96	20.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	189	95.94	31.75
English Learners	152	147	96.71	32.65
Students with Disabilities	41	37	90.24	16.22
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	227	220	96.92	20.45
Male	116	111	95.69	18.92
Female	111	109	98.2	22.02
Black or African American	12	10	83.33	10
American Indian or Alaska Native	--	--	--	--
Asian	14	13	92.86	38.46
Filipino	--	--	--	--
Hispanic or Latino	154	151	98.05	18.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100	28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	191	96.95	20.42
English Learners	152	149	98.03	21.48
Students with Disabilities	41	37	90.24	10.81
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Our school's annual plan and budget approvals are made by our School Site Council, which includes parent members which, meets 4 times a year. In addition, we have an English Learner Advisory Committee (ELAC) to help parents of students learning English feel welcome and promote involvement at our school. The ELAC meets four times a year.

Our PTA meets monthly and provides outstanding support to our students and staff. The PTA is very active and has helped fund our assemblies, and supports many other activities. New members in all these groups are always needed and all meetings are open to the public. Parents are also encouraged to volunteer in their child's classroom or in the office during the school day. All volunteers are required to attend training and receive a volunteer handbook to guide their work.

Volunteers are always welcome to help in the classroom. You can contact our office at (831) 392-3580, we would love to have any volunteers assist our students.

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.

School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

Student/Parent Handbooks are available in our office and online at mpusd.k12.ca.us, giving information on the school and safety rules. Staff members monitor our playground and campus before school, after school, and during recess. Our positive reinforcement and discipline policies curtail fighting and harassment. We routinely go over playground safety rules with students, and we practice fire and earthquake drills monthly. We update our Safety Plan at the beginning of each year and this year will be revising the plan to reflect the District Safety Plan.

PBIS (Positive Behavioral Interventions and Supports) team meets regularly to evaluate site safety and students' behavior to support a safe and positive environment for our staff and students.

Parents have been informed about how to respond to school emergencies. Our staff and students practice emergency drills and evacuation every month. Our staff is trained in various crisis and emergency management process and procedures.

We also have a Crisis Management Plan in place for every staff in case of an emergency.

Each year, the school along with the School Site Council reviews and adopts a Comprehensive School Safety Plan. This plan details specifics on how the school, staff and students will respond during any emergency.

We participate in Safe Routes to School, which teaches our parent and students how to come to school safely everyday.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.4	0.4	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	21	25		2		4	2	4			
1	24	22	19			3	3	3				
2	24	22	23				3	3	2			
3	22	24	20			1	3	3	3			
4	29	26	19		1	1	2	1	2		1	
5	32	21	17		2	3	2	2	3			
Other	10			3								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Teachers participate in professional development each year to improve their teaching skills and to extend their knowledge of the subjects in math, language arts and English language development. We are focusing on first best practices, Positive Behavior Interventions and Supports, small group instruction and guided reading. At Marina Vista Elementary, you will see the amount of time each year we set aside for their continuing education and professional development.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,762	\$313	\$4,449	\$62,955
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-57.0	-3.5
Percent Difference: School Site/ State			-38.6	-16.8

* Cells with ♦ do not require data.