Mar Vista Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Mar Vista Academy
Street	1267 Thermal Ave., San Diego, CA 92154
City, State, Zip	San Diego, CA 92154-2802
Phone Number	619-628-5100
Principal	Sasha Scott
Email Address	sasha.scott@sweetwaterschools.org
School Website	mva.sweetwaterschools.org
County-District-School (CDS) Code	37684116059786

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Students at Mar Vista Academy and in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

Mar Vista Academy provides a safe and secure learning environment that contributes to our students' academic success. Mar Vista Academy is dedicated to an "extended family" approach in which the personal needs of our students and their families are a primary concern.

The mission of Mar Vista Academy is to engage, educate and empower each student to thrive in a global community.

As a community of learners, the staff of Mar Vista Academy understands that learning is a life-long process that requires all of us to reflect on our own practice, learn from each other and strive to improve our instruction every day. We understand that our students' success is, in large part, shaped by the learning experiences we create for our students. In order to better serve our students we will institute weekly Professional Learning Community meetings that will be focused on the following essential questions:

- What do we want students to learn? (Planning and pacing instruction)
- How will we know if they have learned it? (Collect data)
- What do we do if they do not learn it? (Intervention)
- What do we do if they do learn it? (Enrichment)

Mar Vista Academy is committed to ensuring that our students develop their academic language and literacy skills.

We recognize that a student's ability to read and write at grade level is the determining factor in their success in middle school and beyond. We also understand that it is our responsibility to explicitly teach reading, writing, and critical thinking skills in all core content area classes. Through our collective focus on Academic Literacy our students will be better prepared to meet the demands of successfully completing their high school A-G requirements. We know that our students' success in high school, college and the world of work is based on their ability to think critically, solve problems, communicate effectively (in both written and verbal form) and collaborate with others. The essential skills listed above require us to provide our students with instruction

2023-24 School Description and Mission Statement

that is based on the utilization of assignments and tasks that infuse these skills in all content areas.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	276
Grade 8	276
Total Enrollment	552

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	51.8%
American Indian or Alaska Native	0.4%
Asian	0.2%
Black or African American	4.2%
Filipino	7.2%
Hispanic or Latino	71.4%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	3.8%
White	10.9%
English Learners	31.9%
Foster Youth	0.4%
Homeless	2.9%
Migrant	0.2%
Socioeconomically Disadvantaged	87.3%
Students with Disabilities	20.5%

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)	18.60	64.35	1140.10	69.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	1.10	2.50	0.15	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.00	0.37	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.34	57.40	3.48	12115.80	4.41
Unknown	9.90	34.17	443.50	26.88	18854.30	6.86
Total Teaching Positions	29.00	100.00	1649.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	91.80	1443.50	85.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	24.50	1.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	56.80	3.36	11953.10	4.28
Unknown	2.10	8.20	151.70	8.98	15831.90	5.67
Total Teaching Positions	26.20	100.00	1689.00	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.2	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.9	3

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

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

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

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0.0

	consistent with the textbook cycle in 2017-2018. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/		
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math I (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http:// curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at http://www.opsc.dgs.ca.gov/.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings
The school has an administration building, an adaptive room, 46 classrooms and 8 relocatable classrooms, and a library. The main campus was built in 1961. Additions were constructed in 1968, 1970, 1999 and 2000. Six portable classrooms were constructed in 1970. Fifteen permanent classrooms were constructed in 1968 and 1970.

The school opened in 1961 with an administration building, 24 classrooms, a gym and a library.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report	11/08/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			chipped paint on wall. Work order submitted, Insulation blocking air vent (duct taped shut); 7-bare lightbulbs. Work orders submitted, Missing ceiling tile/stained ceiling tiles Work order submitted, Door needs to be replaced. Work order submitted and addressed- awaiting funding, 4-carpet has dirty odor; 11-peeling paint on lockers Work orders submitted, Back door won't open. Work order submitted, Floor tiles broken, wall damage, peeling paint, cracked ceiling tiles/holes in tile Work orders submitted, stained ceiling tile, doors damaged Work order submitted, door closer broken,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			sink not operating Work order submitted, two leaky sinks,

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	• Exterior sidewalk is cracked/uneven. Work order submitted, Wood beam on exterior showing rot, roof overhang showing crack/some deterioration Work order submitted, 4-floor tiles separating/some missing; 14-concrete uneven/extreme trip hazard; 14-exterior tree in quad lifting concrete and bricks Work orders submitted, asphalt trip hazard Work order submitted, hole in fence outside of 804 Work order submitted,

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	26	50	48	47	46
Mathematics (grades 3-8 and 11)	14	13	26	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	517	498	96.32	3.68	26.46
Female	253	247	97.63	2.37	28.86
Male	263	250	95.06	4.94	23.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	43.48
Filipino	35	35	100.00	0.00	65.71
Hispanic or Latino	367	351	95.64	4.36	19.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00	8.00	30.43
White	55	55	100.00	0.00	32.73
English Learners	157	146	92.99	7.01	5.48
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	461	449	97.40	2.60	24.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	101	98	97.03	2.97	6.12

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	517	508	98.26	1.74	13.02
Female	253	251	99.21	0.79	9.60
Male	263	256	97.34	2.66	16.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	25	24	96.00	4.00	8.33
Filipino	35	35	100.00	0.00	42.86
Hispanic or Latino	367	360	98.09	1.91	8.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	16.67
White	55	55	100.00	0.00	20.00
English Learners	157	156	99.36	0.64	4.49
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	461	455	98.70	1.30	12.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	101	98	97.03	2.97	3.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.08	9.09	25.00	25.05	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	253	247	97.63	2.37	9.31
Female	128	126	98.44	1.56	7.14
Male	125	121	96.80	3.20	11.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	9.09
Filipino	14	14	100.00	0.00	28.57
Hispanic or Latino	179	174	97.21	2.79	6.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	15.38
White	28	28	100.00	0.00	7.14
English Learners	73	73	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	244	239	97.95	2.05	9.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	5.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97%	92%	98%	94%	95%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents can support the school's programs by getting involved in parent committees such as the School Site Council, Parent Principal Advisory Committee , School Advisory Committee (Title I),and the English Learner Advisory Committee. Our parents are also invited to attend the various meeting on campus like Coffee with the Principal, Content Specific Curriculum night and any other event showcasing the accomplishments of our students. During the COVID-19 pandemic, our parent meetings continued virtually as we wanted to model for our students that even though we were not physically present, our work of supporting and informing our parents was very important. Since returning from the pandemic, our parents continue to be invited to the various meetings both in-person and virtually to allow parents to select the venue that is most comfortable for them.

Parents serve the campus by assisting in the library, participating in the AVID Club, and, of course, as chaperones for field trips and other off-campus events. We also have parent volunteers helping in our copy room, parent resource center, main office and our MVA garden.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	608	594	188	31.6
Female	296	288	98	34.0
Male	311	305	90	29.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	1	1	0	0.0
Black or African American	25	25	6	24.0
Filipino	41	41	4	9.8
Hispanic or Latino	440	428	152	35.5
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	23	23	7	30.4
White	65	63	19	30.2
English Learners	207	204	69	33.8
Foster Youth	3	3	1	33.3
Homeless	17	16	11	68.8
Socioeconomically Disadvantaged	538	529	171	32.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	123	121	53	43.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	9.87	19.08	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.16	0.00	0.00	0.07	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	19.08	0
Female	14.19	0
Male	23.79	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	28	0
Filipino	9.76	0
Hispanic or Latino	19.09	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	34.78	0
White	16.92	0
English Learners	19.32	0
Foster Youth	0	0
Homeless	35.29	0
Socioeconomically Disadvantaged	19.52	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	25.2	0

2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. Part of our plan is also shared with our School Site Council - November 14

Key Elements of the Plan :
Develop Site Safety Binder (to be distributed to all school staff)
Train all staff on emergency procedures during the school year's first staff meeting
Comply with 3 in 1 safety drills and other drills as needed
Identify strategies and programs that provide safety on campus
Cyber bullying

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	35	13	5	11
Mathematics	44	8	2	13
Science	26	5	18	
Social Science	28	6	4	11

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	11	13	2
Mathematics	27	5	8	7
Science	25	4	17	
Social Science	28	4	5	10

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	13	6	7
Mathematics	26	6	9	6
Science	26	4	17	0
Social Science	28	5	7	8

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	345

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8736.11	538.14	8197.97	87,617.00
District	N/A	N/A	9754.53	$91,566
Percent Difference - School Site and District	N/A	N/A	-17.3	-1.1
State	N/A	N/A	$7,607	$97,850
Percent Difference - School Site and State	N/A	N/A	-3.0	-5.1

Fiscal Year 2022-23 Types of Services Funded

General Operations - services, materials, and support to the general education program

Title I - supplemental support in language arts and math for socioeconomically disadvantaged students

LTELS and STELS (Long Term English Learners and Short Term English Learners) - supplemental support for English Learner students

Before and After School Programs - instructional and recreational opportunities for students at school before and after school hours open to all students on campus

Special Projects - monies from agencies (e.g., federal, state) earmarked for specific services to support all students on campus

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,003	$57,234
Mid-Range Teacher Salary	$82,293	$95,467
Highest Teacher Salary	$107,730	$122,669
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$157,167	$153,476
Average Principal Salary (High)	$167,100	$173,198
Superintendent Salary	$260,000	$277,572
Percent of Budget for Teacher Salaries	32.97%	31.17%
Percent of Budget for Administrative Salaries	4%	4.46%

Professional Development

In each of the last three years, Mar Vista Academy staff participated in four staff development (non-instructional) days. For the past three years, Mar Vista Academy teachers have participated in Professional Learning Communities (PLCs) that meet on a weekly basis. PLCs were created to inform and improve instruction through determining Essential Learnings, developing Common Formative Assessments, and assessing student work to develop strategies for re-teaching in order to ensure student attainment of instructional content standards.

For the 2018-19 school year, Mar Vista Academy continues to refine and build on helping students with Academic Literacy through the continuous collaboration of the Professional Learning Communities. Several staff members took part in the professional development offered during the summer with focus on Building on Academic Literacy. Each core content class was represented. At the beginning of the 2018-19 school year, each teacher had an opportunity to l shared strategies with other colleagues in the same content area as well as had an opportunity to develop a common lesson reinforcing the importance of Academic Literacy across content areas.

For the 2019-20 school year, Mar Vista Academy had the opportunity to provide time for teachers during the summer through Curriculum Camp. Teachers met to plan and incorporate strategies to support all learners. The focus continues to be Building on Academic Literacy and support for Social Emotional Learning through Restorative Practices. Throughout the school year, teachers will be given the opportunity to continue with content specific pullouts to continue to provide time for planning and implementation of strategies to support the academic growth of all of our students. Although our year was interrupted by the COVID-19 pandemic, our teachers had an opportunity to meet virtually as we tried to keep the routines of school as normal as possible.

For the 2020-2021 school year, Mar Vista Academy began the school year via distance learning. All of our staff and students were provided an electronic device and several students were given hot spots to be able to have the opportunity to connect to school. The entire first semester was virtual. Our district and our school site provided opportunities for teachers to become more familiar with technology, especially the communication piece with our students and their families. Our lessons strengthened in terms of social emotional learning (SEL). Our students and teachers were more aware of the changes to our current educational setting as it was completely virtual. Mid semester two, our district gave us permission to open our school for a small cohort of students with in-person learning.

For the 2021-2022 school year, Mar Vista Academy was focused on reintegrating students post-pandemic back into a regular learning environment. Many of the students had not attended the campus since March of 2020, so this was a big focus for our campus.

For the 2022-2023 school year, Mar Vista Academy continues to refine and build on helping students with Academic Literacy

Professional Development

through the continuous collaboration of the Professional Learning Communities and utilization of Achieve 3000 schoolwide. In addition, as a response to the high need for social-emotional development and well-being, we have implemented an advisory period into our schedule this year. This is an opportunity for students to make connections, not only with their peers, but more importantly, with their teachers every day. Each teacher's advisory class is comprised of students who they have in another class at some point during the day. The goal is for advisory to foster relationships with students and provide the opportunity for students to feel connected.

For the 2023-2024 school year, Mar Vista Academy's focus is on implementing student structured interactions, in-class interventions and improving our Professional Learning Communities (PLCs). Teachers at Mar Vista Academy are receiving professional development in these areas via Faculty meetings and Professional Development Days. In addition, Mar Vista Academy continues to focus on improving school climate and culture via the offering of numerous in-school and after-school activities that engage, empower, and educate our students.

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

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