Marina Village Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 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.

2022-23 School Contact Information

School Name	Marina Village Middle School
Street	1901 Francisco Dr
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	916-933-3993
Principal	Levi Cambridge
Email Address	lcambridge@rescueusd.org
School Website	http://www.marinamustangs.com
County-District-School (CDS) Code	09619786103527

2022-23 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website Address	www.rescueusd.org

2022-23 School Overview

"The Rescue Union School District, working cooperatively with parents and community, will educate all students to their highest potential, preparing them to understand and appreciate the past, adapt to the ever-changing present, and make responsible decisions for the future."

Marina Village Middle School is located north of Highway 50 in El Dorado Hills. The school is 40 years old. It is a sixth/seventh/eighth-grade school with an enrollment of 736 students on campus. Marina Village is one of seven schools in the District. Marina Village has a trimester schedule that provides students with more enrichment choices than on a semester schedule. Progress reports are posted online shortly after the middle of each trimester. Grades are posted online at the end of each trimester and hard copies are available upon request.

Marina Village has established a reputation for academic excellence. There are grade requirements for participating in extracurricular activities. The staff has high expectations for quality work from students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers.

Students with special needs are provided special help through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading, and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. Class sizes are small to allow for individual attention. Additional support is provided by a school counselor, a health office nurse, a district nurse (1 day per week), a district psychologist (4 days per week), and a county speech/language specialist (2 days per week). Services include academic counseling, crisis intervention, and referrals to outside agencies. Tutorial instruction is available before school, during lunch periods when school is in session for a full day, and after school through the Homework Club program for those students in need of extra help. A mandatory assignment to Homework Club is provided for students who are academically failing. Marina Village teachers work closely with the support staff.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	232
Grade 7	241
Grade 8	272
Total Enrollment	745

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.5
Asian	8.5
Black or African American	0.9
Filipino	3.4
Hispanic or Latino	14.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	4.3
White	68.1
English Learners	1.3
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	7.5
Students with Disabilities	12.1

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)	26.40	92.01	159.00	95.95	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	2.78	2.20	1.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.74	1.80	1.09	12115.80	4.41
Unknown	1.00	3.47	2.60	1.57	18854.30	6.86
Total Teaching Positions	28.70	100.00	165.70	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.80	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	0.50	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

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

Year and month in which the data were collected	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	
Science	AMPLIFY Grade 6 STEMSCOPES Grades 7-8	Yes	
History-Social Science	Grades 6-8: TCI	Yes	

School Facility Conditions and Planned Improvements

School buildings and grounds at Marina Village provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

The Rescue School District custodial and maintenance personnel work hard to keep the campus clean, safe, and in good working order. A district deferred maintenance program is in place to repair or replace major areas of the campus, such as roofs, blacktops, carpets, and heating/air conditioning units.   All efforts are made to ensure building safety, cleanliness, and adequacy. The school has built an outdoor science classroom that is maintained by students through elective classes and community service opportunities. Improvements to the landscaping and parking lot have been completed and continue to be improved by our garden/campus beautification coordinator.

The latest improvements include storage units for our student leadership program and Marina Ohana Committee programs. They also include a full remodel of the school gym, adding a new wood floor, two new scoreboards, new record boards, and painting the gym interior. The District has also completed the remodel of the main office in order to provide a private health office space, an additional security exit, and a larger conference room. The latest completed improvement in 2018 was a new two-story building that facilitates two new science classrooms, a new Project Lead the Way classroom, and approximately 9 general education classrooms.

Year and month of the most recent FIT report	12/27/2022

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	CARPETS/GYM FLOORING/CAFETERIA FLOORING
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		TILES NEED REPLACEMENT
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		LEAKING ROOFS/MPR WALL PEELING
External:		X		

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				

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

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	73	N/A	70	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	N/A	60	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	743	724	97.44	2.56	73.48
Female	359	347	96.66	3.34	79.25
Male	384	377	98.18	1.82	68.17
American Indian or Alaska Native	--	--	--	--	--
Asian	64	63	98.44	1.56	84.13
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	72.00
Hispanic or Latino	105	103	98.10	1.90	58.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	91.43
White	501	485	96.81	3.19	73.81
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	13	13	100.00	0.00	69.23
Socioeconomically Disadvantaged	60	60	100.00	0.00	63.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	91	84	92.31	7.69	30.95

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	743	723	97.31	2.69	59.75
Female	359	347	96.66	3.34	59.37
Male	384	376	97.92	2.08	60.11
American Indian or Alaska Native	--	--	--	--	--
Asian	64	63	98.44	1.56	76.19
Black or African American	--	--	--	--	--
Filipino	25	25	100.00	0.00	56.00
Hispanic or Latino	105	103	98.10	1.90	48.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	35	100.00	0.00	68.57
White	501	484	96.61	3.39	59.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	60	60	100.00	0.00	48.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	91	84	92.31	7.69	26.19

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	50	--	51.52	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	266	97.08	2.92	50
Female	133	128	96.24	3.76	50.78
Male	141	138	97.87	2.13	49.28
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100	0	65
Black or African American	--	--	--	--	--
Filipino	11	11	100	0	36.36
Hispanic or Latino	45	43	95.56	4.44	37.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100	0	66.67
White	182	176	96.7	3.3	51.7
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100	0	47.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	26	86.67	13.33	19.23

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	93.8%	99.2%	100%	97.9%	99.6%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parent support of the school is very strong. Parent involvement includes, but is not limited to, Parent Teacher Club (PTC), School Site Council, Music Boosters, chaperoning dances and field trips, volunteering with the office and in classrooms, and assisting with promotion activities. Weekly updates from the principal are sent to parents by email and posted on the school website with announcements and reminders about school programs, activities, and events. Additional communication with parents regarding the school and individual students is maintained through an online grade reporting program (Jupitergrades), telephone calls, progress reports, letters, social media, conferences, press releases, special flyers, e-mail, and school website (www.marinamustangs.com).

Contact Person: Levi Cambridge, Principal
Contact Phone No. (916) 933-3993

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	771	762	123	16.1
Female	378	372	63	16.9
Male	393	390	60	15.4
American Indian or Alaska Native	4	4	2	50.0
Asian	64	63	4	6.3
Black or African American	8	8	4	50.0
Filipino	25	25	1	4.0
Hispanic or Latino	108	108	17	15.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	34	34	4	11.8
White	524	517	91	17.6
English Learners	11	10	0	0.0
Foster Youth	1	1	1	100.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	87	86	20	23.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	102	102	21	20.6

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.93	1.30	2.45
Expulsions	0.47	0.11	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.31	3.76	0.57	1.73	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.76	0.00
Female	2.38	0.00
Male	5.09	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.25	0.00
Black or African American	0.00	0.00
Filipino	4.00	0.00
Hispanic or Latino	2.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.94	0.00
White	3.44	0.00
English Learners	18.18	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.82	0.00

2022-23 School Safety Plan

Parents and students consistently provide feedback indicating that Marina Village promotes a positive learning environment and that students are challenged in all academic areas. Positive behavior and achievement are recognized in numerous ways. Staff members nominate students for "Student Recognition" at the end of every trimester. These students are acknowledged for their special achievements. Teachers provide online messaging for outstanding behavior through our parent messaging system and those students are entered into drawings for reward. Academic achievement is recognized through Honor Roll and Principal's Honor Roll awards each trimester; and the school's chapter of Honor Society. 8th-grade students are eligible for the Mustang Pride Award for academic excellence over 3 years and are awarded at 8th-grade promotion.

High expectations for student citizenship are an important part of the Marina Village climate. All students participate in a merit system that encourages appropriate behavior and results in merit deductions and disciplinary action as a consequence of poor behavioral choices. Students who complete each trimester with a full complement of merits are rewarded with an educational assembly. Students who do not qualify for the assembly may participate in alternative activities to help them to learn about personal responsibility and positive choices. The school counselor also provides presentations to all students in behavioral areas that are a concern and school-wide assemblies provide additional instruction in behavior areas such as bullying, cyber safety, substance abuse, and student interactions.

Each year the school's safety plan and discipline policy are reviewed. The policy revisions have positively influenced student behavior. This year's committee will review the existing policy and may recommend additional revisions. Marina Village has implemented several programs to improve the climate and help students feel more connected to the school and their community.

The WEB program (Where Everybody Belongs) is made up of 8th graders who plan activities with 6th graders to help them with their transition to middle school. Marina has implemented a PBIS (Positive Behavior Intervention and Supports) program to teach student behavior expectations, recognize positive choices, and provide support services for students. A variety of clubs meet after school, offering opportunities for positive social interaction, and students can create their own clubs in their areas of interest. Marina students are involved in anti-drug, anti-tobacco, environmental, and community service activities. Marina staff have also been training SEL practices and conflict resolution. Marina Village students function in a safe, positive environment. Marina Village recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate.

A Site Safety Committee meets as part of the School Site Council to update the School Safety Plan and identify areas of need. Eagle Scout projects and community outdoor workdays are scheduled to improve facilities.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	36	1	14	5
Mathematics	26	2	20	
Science	30		19	
Social Science	36	1	14	5

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	18	22	9	
Mathematics	10	42		
Science	14	30		
Social Science	19	20	10	

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	24	3	18	
Mathematics	24	4	16	1
Science	27		19	
Social Science	31	1	14	5

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	745

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,970	$2,609	$6,361	$75,107.41
District	N/A	N/A	$7,423	$79,683
Percent Difference - School Site and District	N/A	N/A	-15.4	-5.9
State	N/A	N/A	$6,594	$84,612
Percent Difference - School Site and State	N/A	N/A	-3.6	-11.9

2021-22 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,067	$51,591
Mid-Range Teacher Salary	$74,475	$79,620
Highest Teacher Salary	$97,082	$104,866
Average Principal Salary (Elementary)	$122,234	$131,473
Average Principal Salary (Middle)	$123,861	$135,064
Average Principal Salary (High)		$137,679
Superintendent Salary	$187,309	$205,661
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Early Release Professional Development/Teacher Collaboration days are scheduled each Wednesday throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop appropriate instructional practices.

At the middle schools, minimum days are provided for departmental collaboration, parent conferences, report card preparation, and middle school/high school departmental articulation.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2