



# Marina Vista Elementary School

50 East 8th Street Pittsburg, CA 94565 ▪ [www.pittsburg.k12.ca.us/marinavista](http://www.pittsburg.k12.ca.us/marinavista)

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

*Education Protects Imagination!*



## Pittsburg Unified School District

2000 Railroad Avenue Pittsburg, CA 94565 ▪ [www.pittsburgusd.net](http://www.pittsburgusd.net)

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## Principal's Message

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

Our goals for the 2025-26 school year are to:

### Improve English Learner Proficiency in ELA and Math

- Increase the percentage of English learners (ELs) meeting or exceeding standards in ELA and Math by 10% by the end of the 2025-26 school year, ensuring greater equity in academic achievement.

### Reduce Suspension Rates and Increase School Climate Support for Vulnerable Student Groups

- Reduce the suspension rate for students with disabilities, English learners, and homeless students by 50% by the end of the 2025-26 school year to ensure equitable access to supportive school environments. Marina Vista Elementary will focus on collaboration to establish a clear and cohesive Multi-Tiered System of Supports (MTSS) model to meet the needs of our scholars.

### Increase Early Literacy and Math Proficiency for K-3 Students

- Increase the percentage of K-3 students meeting or exceeding benchmarks in early literacy and math foundational skills by 15% by the end of the 2025-26 school year, with a particular focus on socioeconomically disadvantaged and African American students.
- Marina Vista will increase grade-level collaboration during the school day through pullout, professional development and walk-throughs to plan instruction utilizing culturally relevant instruction such as academic discourse between scholars.

To meet our goals, we will focus on:

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

We have established an Instructional Leadership Team (ILT) to focus on the development of our academic goals and an Equity team at Marina Vista. We honor and award students through positive behavior incentives, monthly student recognition assemblies, student council, spirit days, and family nights. We also meet monthly to focus on building our cultural proficiency as a staff and to work on our implementation of Restorative Practices and culturally relevant instruction in order to foster strong classroom communities for our students.

## School Mission Statement

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

## School Vision Statement

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

## School Accountability Report Card

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

## District Mission Statement

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

## Governing Board

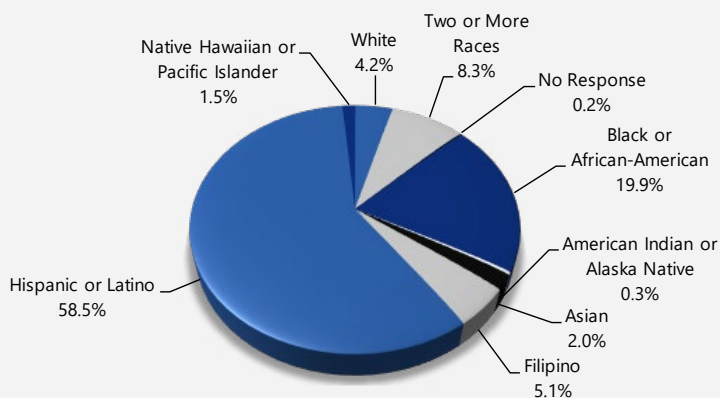
Mr. Heliodoro Moreno, President  
Ms. Taylor Sims, Vice President  
Mr. George Miller, Trustee  
Mr. De'Shawn Woolridge, Trustee  
Ms. Destiny Briscoe, Trustee



## Enrollment by Student Group

The total enrollment at the school was 612 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

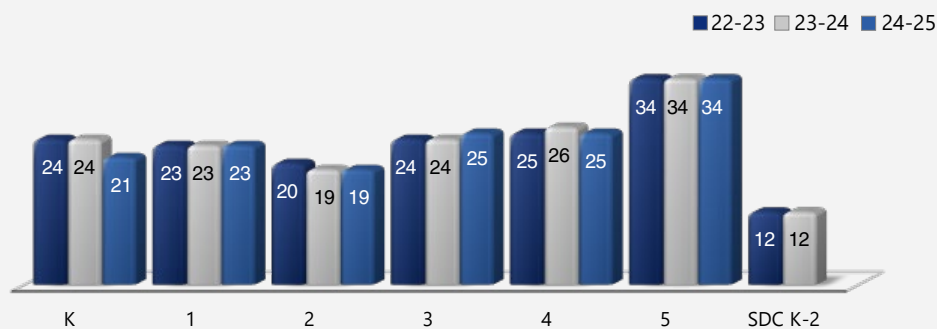
### Demographics (2024-25 School Year)



## Class Size Distribution

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

### Average Class Size (Three-Year Data)



### Number of Classrooms by Size (Three-Year Data)

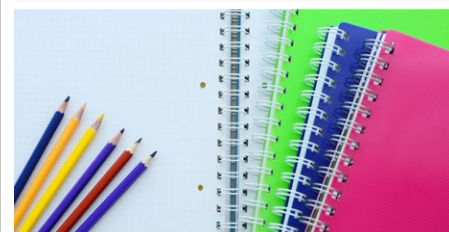
	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		3			3		2	2	
1		4			4			4	
2	4			4			4		
3		4			4			4	
4		4			4			3	
5			3			3			3
SDC Self-contained K-2	1			1					

## Enrollment by Student Group

### Demographics

#### 2024-25 School Year

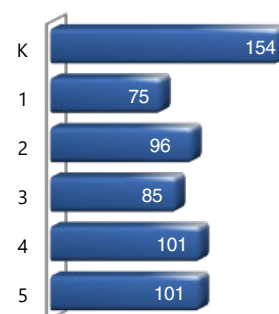
Female	48.90%
Male	51.10%
Non-Binary	0.00%
English Learners	26.10%
Foster Youth	0.20%
Homeless	5.90%
Migrant	0.00%
Socioeconomically Disadvantaged	84.00%
Students with Disabilities	11.10%



## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

### Enrollment by Grade



## Suspensions and Expulsions

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

Suspension and Expulsion Rates (Three-Year Data)									
	Marina Vista ES			Pittsburg USD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>Suspension rates</b>	5.00%	1.60%	1.40%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
<b>Expulsion rates</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

## Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.40%	0.00%
<b>Female</b>	0.90%	0.00%
<b>Male</b>	1.80%	0.00%
<b>Non-Binary</b>	0.00%	0.00%
<b>American Indian or Alaska Native</b>	0.00%	0.00%
<b>Asian</b>	0.00%	0.00%
<b>Black or African American</b>	2.10%	0.00%
<b>Filipino</b>	0.00%	0.00%
<b>Hispanic or Latino</b>	0.80%	0.00%
<b>Native Hawaiian or Pacific Islander</b>	0.00%	0.00%
<b>Two or More Races</b>	3.60%	0.00%
<b>White</b>	3.60%	0.00%
<b>English Learners</b>	1.70%	0.00%
<b>Foster Youth</b>	0.00%	0.00%
<b>Homeless</b>	2.40%	0.00%
<b>Socioeconomically Disadvantaged</b>	1.40%	0.00%
<b>Students Receiving Migrant Education Services</b>	0.00%	0.00%
<b>Students with Disabilities</b>	2.30%	0.00%

## Board Goals

### 1. Student Achievement

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

### 2. Powerful Instruction

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

### 3. Outstanding Staff

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

### 4. Quality Learning Environment

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

### 5. High-Performing, Accountable Organization

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

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## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test (2024-25 School Year)					
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	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
5	100.00%	100.00%	100.00%	99.00%	100.00%

## Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	657	643	216	33.60%
Female	323	316	96	30.40%
Male	334	327	120	36.70%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	14	14	4	28.60%
Black or African American	140	135	50	37.00%
Filipino	31	31	9	29.00%
Hispanic or Latino	376	371	122	32.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	56	54	23	42.60%
White	28	26	3	11.50%
English Learners	176	175	51	29.10%
Foster Youth	❖	❖	❖	❖
Homeless	42	41	21	51.20%
Socioeconomically Disadvantaged	566	552	191	34.60%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	86	84	35	41.70%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

## Board Goals

*Continued from page 4*

- Commitment to the environment through sustainable and green practices

### 6. Meaningful Collaboration, Partnership and Parental Engagement

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

## Types of Services Funded

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

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

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Statewide Assessments

**Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).



## CAASPP Test Results in Science for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Marina Vista ES		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	16.00%	21.21%	15.87%	16.31%	30.73%	32.33%

## CAASPP Test Results in ELA and Mathematics for All Students

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

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Marina Vista ES		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	34%	34%	28%	33%	46%	48%
Mathematics	27%	20%	15%	17%	34%	37%

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

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

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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

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

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	101	99	98.02%	1.98%	21.21%
<b>Female</b>	53	52	98.11%	1.89%	19.23%
<b>Male</b>	48	47	97.92%	2.08%	23.40%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	14	12	85.71%	14.29%	25.00%
<b>Filipino</b>	❖	❖	❖	❖	❖
<b>Hispanic or Latino</b>	67	67	100.00%	0.00%	16.42%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or More Races</b>	❖	❖	❖	❖	❖
<b>White</b>	❖	❖	❖	❖	❖
<b>English Learners</b>	27	27	100.00%	0.00%	3.70%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	❖	❖	❖	❖	❖
<b>Military</b>	13	12	92.31%	7.69%	33.33%
<b>Socioeconomically Disadvantaged</b>	89	87	97.75%	2.25%	20.69%
<b>Students Receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	11	11	100.00%	0.00%	18.18%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
<b>All students</b>	277	271	97.83%	2.17%	34.32%
<b>Female</b>	138	135	97.83%	2.17%	36.30%
<b>Male</b>	139	136	97.84%	2.16%	32.35%
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	❖
<b>Asian</b>	❖	❖	❖	❖	❖
<b>Black or African American</b>	52	50	96.15%	3.85%	34.00%
<b>Filipino</b>	13	13	100.00%	0.00%	30.77%
<b>Hispanic or Latino</b>	175	174	99.43%	0.57%	31.03%
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	❖
<b>Two or More Races</b>	18	17	94.44%	5.56%	47.06%
<b>White</b>	❖	❖	❖	❖	❖
<b>English Learners</b>	78	75	96.15%	3.85%	10.67%
<b>Foster Youth</b>	❖	❖	❖	❖	❖
<b>Homeless</b>	15	15	100.00%	0.00%	6.67%
<b>Military</b>	32	31	96.88%	3.12%	38.71%
<b>Socioeconomically Disadvantaged</b>	246	241	97.97%	2.03%	34.02%
<b>Students Receiving Migrant Education services</b>	❖	❖	❖	❖	❖
<b>Students with Disabilities</b>	31	31	100.00%	0.00%	6.45%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

## Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

## Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	277	274	98.92%	1.08%	20.07%
Female	138	136	98.55%	1.45%	16.91%
Male	139	138	99.28%	0.72%	23.19%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	52	50	96.15%	3.85%	18.00%
Filipino	13	13	100.00%	0.00%	46.15%
Hispanic or Latino	175	175	100.00%	0.00%	14.29%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	18	17	94.44%	5.56%	41.18%
White	❖	❖	❖	❖	❖
English Learners	78	78	100.00%	0.00%	3.85%
Foster Youth	❖	❖	❖	❖	❖
Homeless	15	15	100.00%	0.00%	0.00%
Military	32	31	96.88%	3.12%	19.35%
Socioeconomically Disadvantaged	246	243	98.78%	1.22%	19.34%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	31	31	100.00%	0.00%	0.00%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



## Textbooks and Instructional Materials

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

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

### Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
<b>Reading/language arts</b>	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5)	2017
<b>Mathematics</b>	Illustrative Math, Imagine Learning (K-5)	2024
<b>Science</b>	Amplify Education, Amplify Science (K-5)	2022
<b>History/social science</b>	History/Social Science for California, Scott Foresman (K-5)	2006

## Quality of Textbooks

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

### Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes

## Professional Development

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

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

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

### Professional Development Days (Three-Year Data)

	2023-24	2024-25	2025-26
<b>Number of school days dedicated to staff development and continuous improvement</b>	3	3	3

✧ Not applicable.

## Availability of Textbooks and Instructional Materials

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

### Percentage of Students Lacking Materials by Subject

#### 2025-26 School Year

<b>Reading/language arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History/social science</b>	0%
<b>Visual and performing arts</b>	0%
<b>Foreign language</b>	✧
<b>Health</b>	✧

## Currency of Textbooks

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

### Currency of Textbooks

#### 2025-26 School Year

<b>Data collection date</b>	9/10/2025
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## School Safety

The school safety plan is reviewed and updated annually and addresses the school's response to earthquakes, fires, intruders, chemical spills and other natural disasters. Fire drills are conducted each month, and drills for earthquakes, intruders and shelter in place are conducted annually. The plan also includes two action components. We provided CPR and automated external defibrillator (AED) training for the staff in the fall of 2009. Marina Vista has had an upgrade of our surveillance system. All old cameras on the Marina Vista campus have been replaced and the server has been updated to increase safety and visibility school wide for staff.

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

The school safety plan was last reviewed, updated and discussed with the school faculty in February 2026.

## School Facility Good Repair Status

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

School Facility Good Repair Status (2025-26 School Year)	
Items Inspected	Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)	Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness	Good
<b>Electrical:</b> Electrical systems	Fair
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains	Fair
<b>Safety:</b> Fire safety, emergency systems, hazardous materials	Fair
<b>Structural:</b> Structural condition, roofs	Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds	Good
<b>Overall summary of facility conditions</b>	Good
<b>Date of the most recent FIT report</b>	8/19/2025

## Deficiencies and Repairs

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

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
<b>Interior</b>	Room 14 - Ceiling tile has a water stain. Repairs complete.
<b>Cleanliness</b>	Room 100-19, 13, 5, 46, 47, 14 Unsecured items are stored too high. Repairs complete.
<b>Electrical</b>	Room 100-05 One light diffuser is missing; Room K1 - One light panel is out; Room 100-46 Switch plate is broken. Repairs complete.
<b>Restrooms/fountains</b>	Room 100-24, 05, 02, 06, 28, 29 Menstrual products are not readily available. Room 100-42 Room has a strong odor. Room 100-46 Faucet handle is broken. Room 100-23 Drinking fountain handle is broken. Room 100-28 One toilet is loose at base. Room 100-28 One toilet leaks at fitting. Room 100-29, 28 One toilet is loose at base. Repairs complete.
<b>Safety</b>	Room 13 - Plug in air freshener; Room 9, 14 - Improperly stored cleaning supplies; Room 18 - Fire sprinklers is covered in debris; Room 13, 9, 5, K2, K1, 23, 18, 14, 8 - Fire extinguisher is missing. Work Order has been placed for repair.

## Parental Involvement

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

Pittsburg Unified School District have provided each site with site Community Schools Coordinators to in connection with the board's Goal #3 to increase parent engagement and involvement.

For more information on how to become involved, please contact our main office (925) 473-2490 to connect with Community Schools Coordinator Kelly Johnson.

## School Facilities

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

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

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

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



## Public Internet Access

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

## Teacher Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.1	95.7%	449.5	85.0%	234,405.2	84.0%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	16.0	3.0%	4,853.0	1.7%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.2	0.7%	19.7	3.7%	12,001.5	4.3%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
<b>Unknown</b>	1.0	3.4%	26.1	5.0%	15,831.9	5.7%
<b>Total Teaching Positions</b>	29.3	100.0%	529.0	100.0%	279,044.8	100.0%

### Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.8	89.2%	405.2	80.7%	231,142.4	83.2%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	16.4	3.3%	5,566.4	2.0%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1.0	3.6%	30.4	6.1%	14,938.3	5.4%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.0	3.6%	27.4	5.5%	11,746.9	4.2%
<b>Unknown</b>	1.0	3.6%	22.4	4.5%	14,303.8	5.2%
<b>Total Teaching Positions</b>	27.8	100.0%	502.1	100.0%	277,697.8	100.0%

### Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.0	88.9%	397.0	78.5%	230,039.4	82.6%
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0%	9.6	1.9%	6,213.8	2.2%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	3.0	11.1%	50.3	10.0%	16,855.0	6.0%
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.0	0.0%	27.8	5.5%	12,112.8	4.3%
<b>Unknown</b>	0.0	0.0%	20.5	4.1%	13,705.8	4.9%
<b>Total Teaching Positions</b>	27.0	100.0%	505.4	100.0%	278,927.1	100.0%

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

### Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waiver</b>	0.2	1.0	1.0
<b>Misassignments</b>	0.0	0.0	2.0
<b>Vacant Positions</b>	0.0	0.0	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.2	1.0	3.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

### Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0	1.0	0.0
<b>Local Assignment Options</b>	0.0	0.0	0.0
<b>Total Out-of-Field Teachers</b>	0.0	1.0	0.0

## Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

### Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0.0%	0.0%	8.0%
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



## Academic Counselors and School Support Staff

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

### Ratio of Pupils to Academic Counselors and School Support Staff Data

#### 2024-25 School Year

	Ratio
<b>Pupils to Academic counselors</b>	✧
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	1.00
<b>Library media teacher (librarian)</b>	1.00
<b>Library media services staff (paraprofessional)</b>	0.00
<b>Psychologist</b>	0.50
<b>Social worker</b>	0.00
<b>Nurse</b>	1.00
<b>Speech/language/hearing specialist</b>	0.50
<b>Resource specialist (nonteaching)</b>	1.00

✧ Not applicable.

## Financial Data

The financial data displayed in this SARC is from the 2022-23 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

Salary Data (2023-24 Fiscal Year)		
	Pittsburg USD	Similar Sized District
<b>Beginning teacher salary</b>	\$64,002	\$62,145
<b>Midrange teacher salary</b>	\$95,578	\$97,088
<b>Highest teacher salary</b>	\$118,776	\$120,435
<b>Average elementary school principal salary</b>	\$162,797	\$151,342
<b>Average middle school principal salary</b>	\$171,418	\$159,513
<b>Average high school principal salary</b>	\$187,679	\$177,260
<b>Superintendent salary</b>	\$281,623	\$294,804
<b>Teacher salaries: percentage of budget</b>	29.73%	29.95%
<b>Administrative salaries: percentage of budget</b>	5.88%	5.40%

## Financial Data Comparison

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

Financial Data Comparison (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Marina Vista ES</b>	\$9,286	\$96,689
<b>Pittsburg USD</b>	\$12,542	\$101,038
<b>California</b>	\$11,146	\$100,065
<b>School and district: percentage difference</b>	-26.0%	-4.3%
<b>School and California: percentage difference</b>	-16.7%	-3.4%

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that 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). Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2025.

## School Financial Data

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

School Financial Data	
2023-24 Fiscal Year	
<b>Total expenditures per pupil</b>	\$10,922
<b>Expenditures per pupil from restricted sources</b>	\$1,637
<b>Expenditures per pupil from unrestricted sources</b>	\$9,286
<b>Annual average teacher salary</b>	\$96,689



## Expenditures Per Pupil

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

## School Accountability Report Card

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