

Mare Island Health and Fitness 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 | Mare Island Health and Fitness Academy |
| Street | 400 Rickover St |
| City, State, Zip | Vallejo, CA 94591 |
| Phone Number | 707556-8560 |
| Principal | Tamara Madson |
| Email Address | tmadson@vcusd.org |
| School Website | https://www.vcusd.org/mihfa |
| County-District-School (CDS) Code | 48705816051437 |

2023-24 District Contact Information

| | |
|-------------------------|--------------------------------------|
| District Name | Vallejo City Unified School District |
| Phone Number | (707) 556-8921 |
| Superintendent | William Spalding |
| Email Address | wspalding@vcusd.org |
| District Website | vcusd.org |

2023-24 School Description and Mission Statement

Welcome to Mare Island, where there are many things which make our school a special place to learn. We are a choice school for Health & Fitness, and our mission is to inspire students, staff, and families alike to attain excellence in intellectual, physical, and emotional fitness. We serve students in K-8, and have a beautiful, quiet setting where students have PE every day and go on walks every morning before the day starts. Each year we set goals and meet in grade levels to review student progress and adjust instruction to best meet the needs of our students. We have systems in place to regularly inform families about student progress and to provide ideas and support for families to help students at home. We provide a challenging program to all students in a caring way, with support systems for all levels. We work with many partners in the community to support our mission and vision. Some of our partners include Touro University, Kaiser Permanente and Club Stride. We have a library clerk who keeps our library open daily. The ASES grant funds our Expanded Learning Program for daily after school academic and enrichment activities. We offer after school tutoring through our LCAP funds. The district provides services such as Hey Tutor company and other vendors as available to support student learning.

Focus for Improvement

Language Development and Application and Reading Comprehension

In analyzing and selecting worthy text (using a literary anchor text and supplementing informational texts) and in using a structured approach, students will be able to read closely to determine meaning and cite specific textual evidence to support conclusions drawn from the text for independent and proficient reading.

Students will build background knowledge.

Students will practice daily in oral and written form with academic vocabulary.

Writing: Daily Evidence-based Writing

Based on texts that are relevant topics or that have direct application to their own lives to increase deeper comprehension and greater engagement, students will be able to produce clear, coherent, evidence-based writing appropriate to task, purpose, and audience. Students will build writing fluency in three genres over an extended period of time.

Daily writing prompts will be connected to previously read text or mathematical thinking.

Students will use technology to communicate their responses and strengthen their keyboarding skills.

Math: Problem Solving and Explaining Answers

Students will make sense of problems, persevere in solving those using models and explain, argue or critique their answers using academic vocabulary in response to questions and tasks that require strategic and extended thinking (DOK levels 3 and 4).

2023-24 School Description and Mission Statement

Students will practice problem solving in a collaborative nature. Students will use manipulative's in their every day exploration.

Homework is at the discretion of the teacher. Homework is given for various reasons: when students need to practice newly taught skills, review formerly grasped skills, develop independent study habits, or extend and supplement curriculum. Students are encouraged to read daily for 20 minutes.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 35 |
| Grade 1 | 60 |
| Grade 2 | 35 |
| Grade 3 | 56 |
| Grade 4 | 43 |
| Grade 5 | 36 |
| Grade 6 | 56 |
| Grade 7 | 50 |
| Grade 8 | 56 |
| Total Enrollment | 427 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 44.5% |
| Male | 55.5% |
| American Indian or Alaska Native | 0.5% |
| Asian | 0.9% |
| Black or African American | 20.4% |
| Filipino | 3.7% |
| Hispanic or Latino | 65.6% |
| Native Hawaiian or Pacific Islander | 0.5% |
| Two or More Races | 3% |
| White | 4.9% |
| English Learners | 34.2% |
| Foster Youth | 0.9% |
| Homeless | 0.9% |
| Socioeconomically Disadvantaged | 85% |
| Students with Disabilities | 13.6% |

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) | 11.40 | 70.81 | 341.50 | 65.59 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 6.21 | 19.20 | 3.69 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 2.20 | 13.66 | 61.10 | 11.74 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 16.70 | 3.21 | 12115.80 | 4.41 |
| Unknown | 1.50 | 9.32 | 82.00 | 15.75 | 18854.30 | 6.86 |
| Total Teaching Positions | 16.10 | 100.00 | 520.70 | 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) | 15.10 | 85.04 | 378.20 | 71.26 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.10 | 6.67 | 22.40 | 4.23 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.10 | 0.56 | 64.60 | 12.18 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.30 | 1.74 | 29.90 | 5.64 | 11953.10 | 4.28 |
| Unknown | 1.00 | 5.88 | 35.40 | 6.69 | 15831.90 | 5.67 |
| Total Teaching Positions | 17.80 | 100.00 | 530.70 | 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 | 2.00 | 0.10 |
| Misassignments | 0.20 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 2.20 | 0.10 |

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 | 0.00 | 0.30 |
| Total Out-of-Field Teachers | 0.00 | 0.30 |

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) | 19.6 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 34.7 | 0 |

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

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

| | |
|--|--------------|
| Year and month in which the data were collected | October 2023 |
|--|--------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

| | | Adoption ? | Assigned Copy |
|-------------------------------|--|------------|---------------|
| Reading/Language Arts | Houghton Mifflin Harcourt California Journeys /2017 Houghton Mifflin Harcourt California Collections /2017 | Yes | 0% |
| Mathematics | Pearson enVision Math: Common Core /2022 | Yes | 0% |
| Science | K-5th: Twig Science/2020 6-8th: Amplify Science/2020 | Yes | 0% |
| History-Social Science | Pearson myWorld /2019 National Geographic Ancient Civilizations /2019 National Geographic Medieval to Early Modern Times /2019 National Geographic American Stories /2019 | Yes | 0% |

School Facility Conditions and Planned Improvements

We have a beautiful campus that provides a great educational environment. Most of the buildings at Mare Island are about 20 years old. The facility is well maintained. The main buildings are designed with tremendous vaulted ceilings, including a two story atrium in the office building. The buildings were recently painted inside. We had additional cupboard space, electrical outlets and white boards added to classrooms during the summer of 2007. The building was painted on the outside during the summer of 2008. We have a newly constructed, large parking lot which was finished in 2005, and landscaped in the fall 2008. We have a large, fenced playground with two modern play structures and plenty of grass and blacktop for students to play on. A paved pathway was added around the perimeter of the grass. This pathway is used for morning walks and our PE classes. We have a beautiful, wood paneled multi-purpose room,. We also have a large room that has been designated as our Activity Room and each grade is able to use this space for PE on a daily basis. Classrooms and bathrooms are cleaned each night. Measure S improvements were made in 2021. The school was painted and new blinds were put in each classroom for safety reasons. A work order has been submitted to address the school facility report status "poor."

Year and month of the most recent FIT report

September 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Work Order submitted - Repairs completed |
| Interior: Interior Surfaces | X | | | Work Order submitted - Repairs completed |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Work Order submitted - Repairs completed |
| Electrical | X | | | Work Order submitted - Repairs completed |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Work Order submitted - Repairs completed |
| Safety: Fire Safety, Hazardous Materials | X | | | Work Order submitted - Repairs completed |
| Structural: Structural Damage, Roofs | X | | | Work Order submitted - Repairs completed |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Work Order submitted - Repairs completed |

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) | 19 | 24 | 28 | 27 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 10 | 10 | 18 | 17 | 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 | 292 | 288 | 98.63 | 1.37 | 23.61 |
| Female | 132 | 130 | 98.48 | 1.52 | 31.54 |
| Male | 160 | 158 | 98.75 | 1.25 | 17.09 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 63 | 62 | 98.41 | 1.59 | 17.74 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 195 | 194 | 99.49 | 0.51 | 20.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 15 | 14 | 93.33 | 6.67 | 64.29 |
| English Learners | 90 | 89 | 98.89 | 1.11 | 2.25 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 257 | 255 | 99.22 | 0.78 | 20.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 38 | 97.44 | 2.56 | 10.53 |

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 | 292 | 287 | 98.29 | 1.71 | 10.45 |
| Female | 132 | 129 | 97.73 | 2.27 | 12.40 |
| Male | 160 | 158 | 98.75 | 1.25 | 8.86 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 63 | 62 | 98.41 | 1.59 | 6.45 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 195 | 193 | 98.97 | 1.03 | 8.81 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 15 | 14 | 93.33 | 6.67 | 21.43 |
| English Learners | 90 | 88 | 97.78 | 2.22 | 1.14 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 257 | 254 | 98.83 | 1.17 | 8.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 39 | 38 | 97.44 | 2.56 | 2.63 |

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) | 6.45 | 11.24 | 14.49 | 13.35 | 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 | 89 | 89 | 100.00 | 0.00 | 11.24 |
| Female | 44 | 44 | 100.00 | 0.00 | 13.64 |
| Male | 45 | 45 | 100.00 | 0.00 | 8.89 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 23 | 23 | 100.00 | 0.00 | 8.70 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 60 | 60 | 100.00 | 0.00 | 11.67 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 27 | 27 | 100.00 | 0.00 | 3.70 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 79 | 79 | 100.00 | 0.00 | 11.39 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 9.09 |

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 5 | 92.9 | 96.4 | 96.4 | 100 | 32.1 |
| Grade 7 | 98 | 100 | 100 | 100 | 100 |
| Grade 9 | NA | NA | NA | NA | NA |

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

Mare Island Health and Fitness Academy offers multiple ways for parents to be involved in the school. Formal involvement include sitting on the School Site Council and or the English Language Advisory Council. These two bodies hold 8-9 meetings a year looking at our academic, social, and involvement data and offering suggestions as to how best allocate our budget. In 2023-24, an Adult Class was offered on campus for our parents. It was a ESL course. The goal is to offer classes that parents are interested in to take on campus. Childcare is provided.

We also have an active PTSA which organizes fund raisers and activities throughout the year. Parents are also welcome to volunteer in the classroom and chaperone field trips. The best way for parents to become involved with MIHFA is to talk with their child's teacher, the main office, principal or any member of the staff. Our main number is (707) 556-8560. All volunteers must follow the application process.

PIQE workshops, Latino Literacy workshops and other workshops offered through our partners are offered to parents when available.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 468 | 445 | 236 | 53.0 |
| Female | 216 | 201 | 100 | 49.8 |
| Male | 251 | 244 | 136 | 55.7 |
| Non-Binary | 1 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 1 | 50.0 |
| Asian | 5 | 4 | 1 | 25.0 |
| Black or African American | 95 | 88 | 46 | 52.3 |
| Filipino | 17 | 16 | 8 | 50.0 |
| Hispanic or Latino | 302 | 293 | 158 | 53.9 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 3 | 60.0 |
| Two or More Races | 14 | 14 | 7 | 50.0 |
| White | 26 | 21 | 11 | 52.4 |
| English Learners | 160 | 153 | 85 | 55.6 |
| Foster Youth | 4 | 4 | 1 | 25.0 |
| Homeless | 12 | 10 | 3 | 30.0 |
| Socioeconomically Disadvantaged | 403 | 387 | 215 | 55.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 77 | 74 | 51 | 68.9 |

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 | 6.85 | 8.97 | 0.09 | 5.89 | 7.67 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.21 | 0.00 | 0.00 | 0.01 | 0.05 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 8.97 | 0 |
| Female | 4.17 | 0 |
| Male | 13.15 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 12.63 | 0 |
| Filipino | 5.88 | 0 |
| Hispanic or Latino | 8.28 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 7.14 | 0 |
| White | 11.54 | 0 |
| English Learners | 10 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 10.17 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 11.69 | 0 |

2023-24 School Safety Plan

Safety is a priority at Mare Island, and we understand it is more than just teaching rules and expectations for behavior. It is creating an atmosphere of caring and trust. We are a safe place where children are free to learn, grow, make mistakes, and learn from those mistakes. We have a school-wide behavior support program, which helps insure all of our students have the knowledge, skills, and support to make behavior choices that create a calm atmosphere focused on learning. This support program is based on our three school rules: Be Safe, Be Respectful, Be Responsible. We reinforce positive behavior with praise, ticket reward system, and reward visits to share with the principal. The PAX system implementation has started in the Fall 2023. Being Peaceful, Productive, Happiness and Health are the themes being incorporated in the behavior matrix. This program encourages students to be PAX leaders and promotes smooth classroom transitions. PAX students will learn to encourage to care for one another and to solve problems peacefully. Students are taught if they see anything which is potentially a danger to anyone, they should go to an adult immediately. Students also know all of the adults at school are here because we care about them and want them to be safe and focused on learning. Supervision is a key to safety. Before and after school there are adults that supervise the grounds. We also have a Site Safety person that is on duty all day every day. Recesses are supervised by teachers or noon duty supervisors at lunch. We are careful that the ratio of students to supervisors is reasonable. We have instituted several systems to improve safety at recess including, structured games and hiring companies such as Elevo. Procedures on the blacktop are practiced to encourage safe play. Our head custodian checks the grounds each morning for any potential safety hazards. Younger students travel in twos while walking around campus. Rules and expectations for behavior are reviewed on a regular basis both school-wide, and in the classrooms. Discipline is handled with reasonable consequences and counseling. The principal uses the District Discipline Matrix as a guideline. Parents are involved appropriately. Cameras have been installed on the perimeter of the campus. There are 2 cameras that are on the inside. One camera is in the MPR and one camera is in the main office. These cameras allow the principal to view situations that need more details. The cameras also provide playback mode for any other issues such as vandalism, insturders, etc. All visitors sign in at the office and receive either a volunteer or visitor pass. These procedures are reviewed regularly. Staff members are expected to redirect any adult without a visitor's or volunteer badge to the office.

2023-24 School Safety Plan

The Mare Island Safety Plan is updated each year with input and approval by the School Site Council. Our plan was updated in October 2023 and reviewed with our staff. Key elements of the safety plan: disaster procedures (fire, earthquake, lockdown, medical, etc.), responsibilities, discipline procedures, child abuse reporting, and other required sections. At Mare Island we practice fire, earthquake, and lockdown drills. Our principal has also been trained in emergency preparedness.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 15 | 1 | 1 | |
| 1 | 17 | 1 | 2 | |
| 2 | 18 | 2 | 1 | |
| 3 | 19 | 1 | 1 | |
| 4 | 25 | 1 | 1 | |
| 5 | 22 | 1 | 1 | |
| 6 | 19 | 6 | 12 | |

2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 9 | 5 | 1 | |
| 1 | 9 | 3 | 1 | |
| 2 | 16 | 2 | 1 | |
| 3 | 7 | 4 | 1 | |
| 4 | 14 | 2 | 1 | |
| 5 | 13 | 3 | 1 | |
| 6 | 15 | 6 | 12 | |

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 9 | 3 | 1 | 0 |
| 1 | 15 | 2 | 2 | 0 |
| 2 | 9 | 3 | 1 | 0 |
| 3 | 19 | 1 | 2 | 0 |
| 4 | 14 | 2 | 1 | 0 |
| 5 | 18 | 2 | 0 | 0 |
| 6 | 28 | 0 | 12 | 0 |
| Other | 0 | 0 | 0 | 0 |

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 | 0 |

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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 3 |

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 | 4144 | 1921 | 2223 | 66207 |
| District | N/A | N/A | 10669 | \$77,192 |
| Percent Difference - School Site and District | N/A | N/A | -131.0 | -10.5 |
| State | N/A | N/A | \$7,607 | \$87,362 |
| Percent Difference - School Site and State | N/A | N/A | -99.1 | -28.7 |

Fiscal Year 2022-23 Types of Services Funded

Mare Island Health and Fitness Academy mission is to provide services for a well rounded student. Art, dance and music programs are implemented through our LCAP funds. Assemblies and performances are held to celebrate our students. Our school utilizes typing program, to provide our students with more practice with the keyboarding skills that they will need to be college and career ready. Tutor works offers after school tutoring in math and ELA for all grade levels. The district level funds a program called Hey Tutor. We have 3 tutors that help during the day and after school on our students academic progress. Our staff works with the after school staff to provide extra curricular programs such as robotics, art and intervention programs to engage students and increase their academic achievement.

As a Full Service Community School we have 2 Wellness Centers funded by SCOE. These centers are ran by our Academic Support Provider and our Mental Health Support Provider. These Wellness Centers are places that any student can access at any time when then need a calming area. Staff can also access Wellness Centers if needed.

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 | \$51,665 | \$54,190 |
| Mid-Range Teacher Salary | \$73,323 | \$85,111 |
| Highest Teacher Salary | \$93,101 | \$104,999 |
| Average Principal Salary (Elementary) | \$109,303 | \$132,492 |
| Average Principal Salary (Middle) | \$113,675 | \$140,987 |
| Average Principal Salary (High) | \$122,908 | \$153,884 |
| Superintendent Salary | \$248,000 | \$255,503 |
| Percent of Budget for Teacher Salaries | 25.54% | 32.09% |
| Percent of Budget for Administrative Salaries | 4.89% | 5.25% |

Professional Development

Professional development is provided for 1.5 hours every other week, in addition to two full days of professional development before school starts each year and two additional days throughout the year. There are other optional professional development opportunities offered at the district level that teachers are paid for at their hourly rate. Professional development topics on site were developed through looking at our student achievement data, and include: Common Core training in both Math and Language Arts, PBIS (Positive Behavior Intervention Systems), PAX training, Restorative Justice, Student Engagement, Edgenuity, Imagine Learning and Imagine Math and other best practices. In addition to these opportunities to learn as a group, professional development was provided through coaching, grade level professional development, and one-on-one meetings with the teacher leader and monthly walkthroughs with district officials with feedback. The principal and teacher leader provide feedback through in-class observations. Feedback is given on both formal and informal observations in writing, and in face-to-face meetings.

Evaluation/Improving Teachers – Most Recent Year
All Teachers are evaluated per the teacher contract.

Substitute Teachers – Most Recent Year

The District assigned to our site a dedicated substitute who is on site every day and available to sub for various teacher meetings such as IEP's or SST's. In addition the district supplies qualified substitute teachers to cover teacher absences.

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 | 28 | 30 | 30 |