

Marine View 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	Marine View Middle School
Street	5682 Tilburg
City, State, Zip	Huntington Beach, CA 92647
Phone Number	(714) 846-0624
Principal	Sara Schaible
Email Address	sschaible@ovsd.org
School Website	marine.ovsd.org
County-District-School (CDS) Code	30-66613-6029631

2022-23 District Contact Information

District Name	Ocean View School District
Phone Number	(714) 847-2551
Superintendent	Dr. Michael Conroy
Email Address	mconroy@ovsd.org
District Website Address	www.ovsd.org

2022-23 School Overview

Marine View Middle School Goals

- Provide the highest quality educational programs which will give all students the opportunity to realize their full intellectual, physical, creative, emotional and social potential;
- Promote consistent and quality employee performance to maximize professional growth and accountability;
- Strengthen the educational partnership between schools, students, families and community; and
- Ensure the use of appropriate technologies to enhance and extend the delivery of curricula and prepare students for processing information in the future.

Guiding Principles

- Each student is unique and has varied gifts and abilities that the school must help him/her to develop to the fullest extent possible.
- Educational excellence and equity must be ensured for each student.
- Each staff member must play a significant role in the school's total guidance program.
- The dignity of each person and respect for each person must be preserved.
- Continuous school improvement must emphasize literacy skills, academic rigor, and exploratory study in academics and fine arts.
- Curriculum must be flexible and adaptable to fit the diverse needs of middle school students.
- The educational program should be the shared responsibility of the school, the home, and the student.

District & School Profile

Marine View Middle School is located in the western region of Huntington Beach and serves students in grades six through eight following a traditional calendar. The Ocean View School District is located in western Orange County and serves over 7,500 students from prekindergarten through eighth grade. Ocean View School District is dedicated to educational excellence and the continuous academic growth of all students, which supports its motto: "Today's Ocean View, Where Achievement and Relationships Matter."

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	191
Grade 7	185
Grade 8	199
Total Enrollment	575

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.6
Male	46.4
American Indian or Alaska Native	0.3
Asian	4.7
Black or African American	0.9
Filipino	1.0
Hispanic or Latino	45.6
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.7
White	41.0
English Learners	15.1
Foster Youth	0.2
Homeless	8.0
Migrant	0.0
Socioeconomically Disadvantaged	53.2
Students with Disabilities	11.5

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.50	63.42	268.50	83.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.31	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	3.18	5.50	1.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	14.92	16.70	5.18	12115.80	4.41
Unknown	4.80	18.40	31.30	9.70	18854.30	6.86
Total Teaching Positions	26.00	100.00	323.00	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	3.80	
Total Out-of-Field Teachers	3.80	

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.

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)	1.60	
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

All textbooks used in the core curriculum are aligned with the California Content Standards and Frameworks per the adoption process outlined by the state. Once the State Board of Education adopts standards-based instructional materials, the District field tests materials and then adopts according to Board Policy. There are sufficient materials at each school that are used to support core instruction. The adoption cycle has been adhered to and newly adopted materials are readily accessible to all students. All schools use adopted materials and site-specific supplemental resources.

Year and month in which the data were collected	10/2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync Adoption Year 2017	Yes	0
Mathematics	Houghton Mifflin Harcourt Big Ideas Math Adoption Year 2015 McGraw-Hill Glencoe Math: Algebra 1/Geometry Adoption Year 2015	Yes	0
Science	McGraw-Hill California Inspire Science Adoption Year 2021	Yes	0
History-Social Science	Glencoe/McGraw-Hill Glencoe Discovering Our Past Adoption Year 2006	Yes	0
Foreign Language	Pearson Prentice Hall Realidades - Level I Adoption Year 2007	Yes	0

School Facility Conditions and Planned Improvements

In the 2021-2022 school year, Marine View returned to a fully-modernized school site. November of 2016, the Ocean View School District (OVSD) passed Measure R, a general obligation bond, in the amount of 169 million dollars. This is the first bond ever passed in the 143 year history of OVSD. The bond program is designed to transform the aging fleet of 1960/1970 era schools into modern, contemporary learning environments. Construction started in late June of 2018 and is anticipated to take approximately eight years to complete ending somewhere in the 2024/2025 school year.

The District currently embraces a systematic approach to maintaining the current facilities to ensure that all schools are clean, safe, and provide an inspirational educational environment for our students to learn, grow, and be challenged. District maintenance and site custodial staff work in a coordinated manner to ensure that the repairs and operational items necessary to keep the schools in good condition are completed in a timely manner. A comprehensive work order system is utilized by school and District staff to communicate both routine and non-routine maintenance requests. Emergency repairs are given the highest priority.

From an operational perspective, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One full-time day custodian and one or two part-time evening custodian(s) are assigned to each school site. The day custodian is responsible for:

- Lunch area setup/cleanup
- General grounds maintenance
- Grounds keeping
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Office area cleaning

School Facility Conditions and Planned Improvements

- Restroom cleaning

The principals are in continual communication with the Maintenance and Operations Supervisors and custodial staff concerning maintenance and school safety issues.

Year and month of the most recent FIT report

11/22/2022

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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	59	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	40	N/A	49	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	565	548	96.99	3.01	59.49
Female	308	298	96.75	3.25	63.09
Male	257	250	97.28	2.72	55.20
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	84.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	263	258	98.10	1.90	45.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	74.29
White	226	216	95.58	4.42	71.76
English Learners	87	81	93.10	6.90	12.35
Foster Youth	0	0	0.00	0.00	0.00
Homeless	46	45	97.83	2.17	33.33
Military	15	15	100.00	0.00	46.67
Socioeconomically Disadvantaged	300	291	97.00	3.00	45.70
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	66	63	95.45	4.55	12.70

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	565	551	97.52	2.48	40.47
Female	308	298	96.75	3.25	39.26
Male	257	253	98.44	1.56	41.90
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	263	257	97.72	2.28	24.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	60.00
White	226	219	96.90	3.10	53.42
English Learners	87	85	97.70	2.30	9.41
Foster Youth	0	0	0.00	0.00	0.00
Homeless	46	45	97.83	2.17	15.56
Military	15	15	100.00	0.00	46.67
Socioeconomically Disadvantaged	300	294	98.00	2.00	25.51
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	66	62	93.94	6.06	6.45

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	36.76	NT	41.88	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	190	185	97.37	2.63	36.76
Female	101	96	95.05	4.95	33.33
Male	89	89	100	0	40.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	82	96.47	3.53	14.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100	0	63.64
White	81	79	97.53	2.47	56.96
English Learners	30	28	93.33	6.67	3.57
Foster Youth	0	0	0	0	0
Homeless	16	16	100	0	6.25
Military	12	12	100	0	41.67
Socioeconomically Disadvantaged	96	94	97.92	2.08	21.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100	0	4.76

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	95.1%	95.1%	95.7%	95.7%	95.7%

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

Marine View understands the success of a child's education is achieved when the school and parents work together, especially in the middle school setting. We encourage our parents to be involved in their child's learning experience by participating in decision-making processes, monitoring Aeries gradebook and Google classrooms as well as attending and participating in school events. Parents can also stay involved with their child's education through conversations with their students; Friday message from Principal which provides weekly updates, schedules of events and guiding questions for parents to engage with students about what they are learning in school.

Parents can stay informed of upcoming events and school activities through our weekly Friday messages, school newsletters, parent conferences, school marquee, school website, email blasts, and automated communication about events and information. Our office staff is always available to answer any questions or address concerns. Parents can also get involved with our PTSA and VAPA Guild (information is provided on our school website).

Opportunities to Volunteer

- PTSA Committee Members
- VAPA Guild Committee Members
- Assisting with PTSA Activities
- Assisting with VAPA Activities/Performances
- Chaperone Field Trips
- Chaperone School Dances
- Classroom Helper
- Noon Duty Volunteer

Committees

- English Learner Advisory Council (ELAC)
- Parent Teacher Student Association (PTSA)
- School Site Council (SSC)
- VAPA Guild

2022-23 Opportunities for Parental Involvement

School Activities

- Back to School Night
- Parent Conferences
- Open House and Spring Fling
- Student Performances (concerts, shows, sports activities)
- Awards Assemblies

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	600	592	168	28.4
Female	325	322	83	25.8
Male	275	270	85	31.5
American Indian or Alaska Native	2	2	1	50.0
Asian	28	27	3	11.1
Black or African American	7	7	5	71.4
Filipino	6	6	0	0.0
Hispanic or Latino	274	271	92	33.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	34	33	3	9.1
White	244	241	62	25.7
English Learners	94	93	38	40.9
Foster Youth	3	3	3	100.0
Homeless	50	49	23	46.9
Socioeconomically Disadvantaged	323	319	117	36.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	72	32	44.4

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	3.05	0.97	2.45
Expulsions	0.00	0.00	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	0.00	2.33	0.16	1.69	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	2.33	0.00
Female	2.15	0.00
Male	2.55	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.94	0.00
White	2.05	0.00
English Learners	3.19	0.00
Foster Youth	0.00	0.00
Homeless	2.00	0.00
Socioeconomically Disadvantaged	2.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.17	0.00

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Marine View Middle School in collaboration with School Site Council, local agencies, and the District Office, to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response, procedures for safe arrival and departure from school, sexual harassment, bullying, and dress code policies. The school's most recent school safety plan was reviewed and updated on October 25, 2022.

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	27	5	10	5
Mathematics	24	5	11	4
Science	25	4	10	4
Social Science	25	3	12	3

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	14	27	7	
Mathematics	13	22	10	
Science	14	22	9	
Social Science	14	22	9	

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	20	9	11	1
Mathematics	19	10	10	1
Science	20	8	11	
Social Science	21	5	13	

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	0

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)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
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	5430.96	0	5430.96	91713.33
District	N/A	N/A	5391.21	87776.07
Percent Difference - School Site and District	N/A	N/A	0.7	4.4
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-19.3	5.0

2021-22 Types of Services Funded

In addition to general state funding, Ocean View School District receives state and federal categorical funding for special programs. Annually, the District receives categorical, special education, and support programs funds for:

Unrestricted Programs:
State Lottery

Restricted Programs:
Federal Programs
Title I-IV
Special Education Funding

State Programs:
Lottery: Instructional Materials
TUPE Grant Funding
Educator Effectiveness

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	\$43,329	\$52,641
Mid-Range Teacher Salary	\$79,772	\$83,981
Highest Teacher Salary	\$107,278	\$107,522
Average Principal Salary (Elementary)	\$131,639	\$136,247
Average Principal Salary (Middle)	\$134,322	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$244,053	\$242,166
Percent of Budget for Teacher Salaries	37%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Early release Thursdays are utilized to build teacher capacity. Additionally, non-student days are built in the calendar. The focus for the 2022-2023 school year is Multi-tiered System of Supports (MTSS) for academics, school climate, attendance, and behavior. Our Math and ELA teachers continue to participate in i-Ready training and this data continues to be reviewed and discussed whole staff throughout the year. Our school climate data is reviewed monthly during our PBIS team meetings and shared out whole school each month as well.

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	1