



Maryland Avenue Elementary School

5400 Maryland Avenue • La Mesa, CA 91942 • 619.668.5744 • Grades K-6

Kelli Maringer, Principal

kelli.maringer@lmsvschools.org

<https://www.lmsvschools.org/marylandavenue/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



La Mesa-Spring Valley School District

4750 Date Avenue
La Mesa, CA 91942-9214
(619) 668-5700
www.lmsvschools.org

District Governing Board

Dr. Emma Turner, Board President
Rebecca McRae, Board Vice President
Chardá Fontenot, Clerk
Megan Epperson, Board Member
Jim Long, Board Member

District Administration

David Feliciano
Superintendent
Jennifer Nerat
Asst. Superintendent, Business Services
Tina Sardina
Asst. Superintendent, Human Resources
Guido Magliato
Asst. Superintendent, Learning Support
Deann Ragsdale
Asst. Superintendent, Student Supports
Meg Jacobsen
Executive Director, Innovation & Engagement
Valerie Ranum
Director, Business Services
Jill Whittenberg
Director, Child Nutrition
Xavier Thomas
Director, Classified Personnel
Seth Boomgarden
Director, Fiscal Services
Camille Antaky
Director, Information Technology
Jason Brust
Director, Maintenance, Operations & Facilities
Cara Lawler
Director, Technology & Learning Resources
Nick Richard
Director, Transportation

About the SARC

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, 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 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.

School Description

The Maryland Avenue School community works together to create a caring and supportive environment that challenges students to achieve academic success and become confident, productive citizens. We are committed to providing a challenging and enriching education that assists students in developing the skills necessary to read well, think clearly, communicate effectively, compute accurately, value and appreciate diversity, and work to find creative solutions to complex challenges. 22 classroom teachers, together with Specialized Academic Instructors, Speech-Language Pathologists and a reading specialist, create successful learning experiences for each of the 520 children within our learning community of preschool through sixth grade.

Our comprehensive academic program, designed to meet diverse instructional needs, is developed by teams of grade-level teachers to maximize student achievement and is aligned with District Performance and California State Standards. Professionals within our school work collaboratively to ensure individual student needs are met, students are supported with their learning, and experience success at school. Ongoing analysis of student performance data allows staff to look critically at programs and practices and adjust instruction to maximize student growth and mastery of standards. Student support at Maryland Avenue includes differentiated instruction for PACE (Programs for Acceleration, Challenge, and Enrichment), EL (English learners), and at-risk students. Oasis Reading Tutors, intervention groups, and enrichment activities ensure that the needs of every child are met. In addition, we provide WIN time (What I Need) to support students of all ability levels as well as reading intervention and English Language Development (ELD) interventions through our Intervention teacher. Ongoing teacher coaching and professional growth opportunities keep educators current in their knowledge and application of best practices. Through meetings of grade-level teams, staff, and School Site Council (SSC), recommendations and decisions are made to support students in their pursuit of academic excellence.

The combined efforts of highly qualified school staff, actively involved parents, and a supportive community ensure children at Maryland Avenue experience success each and every day. Maryland Avenue School's Peace Builder program supports our students in becoming productive, caring citizens by working to build the self-confidence of students and increase their abilities to solve interpersonal problems peacefully. Our fee-based preschool program, Smart Steps, begins the child's educational experience and sets the stage for future academic success. A variety of after-school enrichment classes provide additional opportunities for students to advance their skills and develop their interests. Through our comprehensive instructional programs and our commitment to every child learning every day, students are met with success.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	87
Grade 2	76
Grade 3	86
Grade 4	73
Grade 5	54
Grade 6	47
Total Enrollment	506

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.1
American Indian or Alaska Native	0.4
Asian	3.6
Filipino	2.6
Hispanic or Latino	36.4
Native Hawaiian or Pacific Islander	0.4
White	38.9
Two or More Races	9.7
Socioeconomically Disadvantaged	43.7
English Learners	8.9
Students with Disabilities	20.4
Foster Youth	1
Homeless	1.6

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

Teacher Credentials for Maryland Avenue Elementary School	17-18	18-19	19-20
With Full Credential	24	26	22
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for La Mesa-Spring Valley School District	17-18	18-19	19-20
With Full Credential	♦	♦	516
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Maryland Avenue Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 K – 3rd, McGraw-Hill, Maravillas - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015</p> <p>Supplemental Instructional Materials: Cambrium Learning, Read Well - Year Adopted 2013 McGraw-Hill, Flex Literacy - Year Adopted 2017 McGraw-Hill, Wonder Works - Year Adopted 2016</p> <p>English Language Development TK, Hampton Brown, Avenues - Year Adopted 2011 K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>TK – 5th, Houghton Mifflin-Harcourt, Expressions - Year Adopted 2015 6th College Board, Springboard - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019</p> <p>Supplemental Instructional Materials: Moby Max - Year Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007 6th – 8th, Holt, Rinehart & Winston, Holt California Science - Year Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>TK – 5th, Pearson Scott-Foresman, History-Social Science for California - Year Adopted 2006 6th, Glencoe McGraw-Hill, Discovering our Past - Year Adopted 2006 7th – 8th, National Geographic, World History & US History - Year Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>6th – 8th, Prentice Hall, Realidades - Year Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Maryland Avenue's campus is surrounded by perimeter fencing. All gates are locked during school hours requiring all visitors to check in at the front office. The school is kept clean by 2 custodians. Ongoing maintenance is used to keep facilities in good condition. Examples of recent maintenance is touch up paint on exterior walls, repair of rain gutters, and plumbing repairs. Each year our school is inspected and receives a FIT report.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	64	53	50	50	48
Math	41	44	40	38	38	37

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	238	235	98.74	63.83
Male	132	129	97.73	57.36
Female	106	106	100.00	71.70
Black or African American	19	19	100.00	36.84
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	54.35
White	93	93	100.00	75.27
Two or More Races	17	15	88.24	60.00
Socioeconomically Disadvantaged	128	125	97.66	52.80
English Learners	41	40	97.56	52.50
Students with Disabilities	36	36	100.00	27.78
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	238	235	98.74	43.83
Male	132	129	97.73	42.64
Female	106	106	100	45.28
Black or African American	19	19	100	15.79
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	93	100	34.41
White	93	92	98.92	54.35
Two or More Races	17	15	88.24	40
Socioeconomically Disadvantaged	128	125	97.66	33.6
English Learners	41	41	100	36.59
Students with Disabilities	36	35	97.22	11.43
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Maryland Avenue School strongly encourages and supports parental involvement through:

Engagement - Parents can be engaged in their child's education by attending Back to School Night, Parent Conferences and Open House. We also encourage parents to have regular communication with their child's teacher and read all communications sent home from school to stay informed.

Parent Volunteering Opportunities – Parents serve as volunteers in the classrooms, on field trips and throughout our school programs and activities. Parents can also volunteer in the office to complete projects for teachers, enhancing the learning experiences in the classrooms. All volunteers should fill out a volunteer form in the front office.

Run Club - Parents volunteer each morning to provide students with a morning exercise program, creating a positive healthy lifestyle and to be role models for students.

PTA – Our active and involved PTA supports Maryland Avenue students, staff, and parents in a variety of ways. The PTA Board meets monthly and provides support for school programs and activities, including assemblies, fundraisers, Family Nights, book fairs, and evening activities.

School Site Council (SSC) – An elected group of parents and staff meets quarterly to study the effectiveness of curriculum and instruction, and make recommendations for allocating site funds.

English Language Acquisition Committee (ELAC) – A group of parents who meet a minimum of five times a year to receive information on special programs and services for our students who speak/hear another language in their home. ELAC also offers parents with parent education to help support their children's education.

To learn more about getting involved please contact our Office Manager, Nina White, or our Principal, Kelli Maringer at 619.668.5744.

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.

School Safety Plan

Maryland Avenue's site Comprehensive School Safety Plans (CSSP) is submitted to the district each year in the fall and are approved by the La Mesa-Spring Valley School Board of Education. Maryland Avenue's site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Ms. Ziegler is appointed as the school's Health and Safety Officer. Together with the site principal, Ms. Ziegler presented the School Safety Plan to School Site Council in November for review and acceptance prior to submission to the Board of Education.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	1.8	3.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.3	4.0	4.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.6
Other	2.0

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	4		24	1	4		22	1	3	
1	27		3		25		3		27		3	
2	26		3		27		3		24		3	
3	20	1	2		22	1	3		26		3	
4	30		1		32		1		32		2	
5	28		2		34			1	23	1	1	
6	23	1		1	35			2	33		1	1
Other**					12	1			12	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Professional learning in La Mesa-Spring Valley continues evolving to cultivate capacity and efficacy of teachers so that they can ensure high levels of learning for each and every student. In recent years professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics and English learners.

New for the 2019-20 school year is our Blended Professional Development program which will offer online professional development options while still offering face-to-face professional development. Some of the professional learning that we will offer includes: Igniting ELD multi-year seminars where teachers learn and implement strategies for designated and integrated ELD and using formative assessment to guide standards-based instruction, Mindful Math where participants will develop deeper understandings of math teaching and how to enrich it while making the District math curriculum more accessible to their students, and ProAct, which teaches participants techniques they can use to deescalate a child's behavior. Additional professional development continues to address professional learning communities, curriculum adoptions, differentiation, special education, NGSS and effective integration of technology into instruction.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student.

The district offers workshops and multiple-day seminars, after-school workshops, online courses, and one-on-one coaching and modeling. Select teachers also attend conferences and workshops offered through outside agencies. District staff also partners with principals providing professional development at site learning days and staff meetings.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,772	\$45,741
Mid-Range Teacher Salary	\$71,738	\$81,840
Highest Teacher Salary	\$103,837	\$102,065
Average Principal Salary (ES)	\$139,958	\$129,221
Average Principal Salary (MS)	\$135,888	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$225,239	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,526.33	\$0.00	\$5,526.33	\$90,836.00
District	N/A	N/A	\$5,837.70	\$86,058.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.5	-0.4
School Site/ State	-33.1	3.7

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

- Special Education
- Title II Part A - Improving Teacher Quality
- Title III Part A - Limited English
- Lottery - Instructional Material

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).

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.