

# Maryland Avenue Elementary School

## 2020-21 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Maryland Avenue Elementary School
<b>Street</b>	5400 Maryland Avenue
<b>City, State, Zip</b>	La Mesa, CA 91942
<b>Phone Number</b>	(619) 668-5744
<b>Principal</b>	Stephanie Starr
<b>Email Address</b>	stephanie.starr@lmsvschools.org
<b>School Website</b>	<a href="https://www.lmsvschools.org/marylandavenue/">https://www.lmsvschools.org/marylandavenue/</a>
<b>County-District-School (CDS) Code</b>	37-68197-6038525

## 2021-22 District Contact Information

<b>District Name</b>	La Mesa-Spring Valley School District
<b>Phone Number</b>	(619) 668-5700
<b>Superintendent</b>	David Feliciano
<b>Email Address</b>	info@lmsvsd.net
<b>District Website Address</b>	www.lmsvschools.org

## 2021-22 School Overview

Maryland Avenue Elementary is a 2020 California Distinguished School awardee. This recognition is reflective of excellent teaching, learning, collaboration, and a highly successful school climate.

Maryland Avenue is a wonderful learning community with a tradition of excellence where children are the most important people. Parents, families, staff, and community join in partnership and work in harmony to ensure that all children succeed. We partner in educating, nurturing, and supporting our students. We wholeheartedly believe that relationships precede learning; the connection between teachers/staff and students/families is the foundation of student well-being and student achievement.

With this foundation, 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. 20 classroom teachers, together with Specialized Academic Instructors, Speech-Language Pathologists and a reading specialist, create successful learning experiences for each of the 500 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 (What I Need) time 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.

## 2021-22 School Overview

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 PeaceBuilder 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 supported in their path to success.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	60
Grade 2	60
Grade 3	78
Grade 4	57
Grade 5	56
Grade 6	53
<b>Total Enrollment</b>	<b>462</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	3.2
Black or African American	6.3
Filipino	2.4
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	1.1
Two or More Races	10.4
White	39.4
English Learners	6.9
Foster Youth	1.1
Homeless	1.1
Socioeconomically Disadvantaged	47.2
Students with Disabilities	21.2

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
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	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015  Supplemental/Intervention Instructional Materials: Cambrium Learning, Read Well McGraw-Hill, Flex Literacy McGraw-Hill, Wonder Works  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	Yes	0
<b>Mathematics</b>	TK – 5th, Houghton Mifflin-Harcourt, Math Expressions - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019  Supplemental Instructional Materials: Moby Max	Yes	0
<b>Science</b>	TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007 6th - 8th, Holt, Rinehart & Winston, Holt California Science - Year Adopted 2007  Supplemental Instructional Materials: K-6th, Studies Weekly, Science Weekly	Yes	0
<b>History-Social Science</b>	K - 6th, Studies Weekly, Studies Weekly - Year Adopted 2020 7th – 8th, National Geographic, World History & US History - Year Adopted 2019	Yes	0
<b>Foreign Language</b>	6th – 8th, Prentice Hall, Realidades - Year Adopted 2004	Yes	0

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

June 2021

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

## 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).

#### 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.

## 2020-21 Local Assessment Test Results in ELA by Student Group (iReady)

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
<b>All Students</b>	433	406	94%	6%	37%
<b>Female</b>	187	181	97%	3%	44%
<b>Male</b>	246	225	91%	9%	32%
<b>American Indian or Alaska Native</b>	9	9	100%	0%	33%
<b>Asian</b>	17	16	94%	6%	53%
<b>Black or African American</b>	42	36	86%	14%	24%
<b>Filipino</b>	12	12	100%	0%	33%
<b>Hispanic or Latino</b>	159	144	91%	9%	31%
<b>Native Hawaiian or Pacific Islander</b>	8	7	88%	13%	13%
<b>Two or More Races</b>	67	62	93%	7%	45%
<b>White</b>	249	236	95%	5%	40%
<b>English Learners</b>	42	42	100%	0%	19%
<b>Foster Youth</b>	8	6	75%	25%	50%
<b>Homeless</b>	7	5	71%	29%	14%
<b>Military</b>	15	13	87%	13%	20%
<b>Socioeconomically Disadvantaged</b>	204	190	93%	7%	28%
<b>Students Receiving Migrant Education Services</b>	4	4	100%	0%	0%
<b>Students with Disabilities</b>	90	68	76%	24%	9%

\*At or above the grade-level standard in the context of the local assessment administered.



## 2020-21 Local Assessment Test Results in Math by Student Group (iReady)

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
<b>All Students</b>	433	401	93%	7%	31%
<b>Female</b>	187	177	95%	5%	33%
<b>Male</b>	246	224	91%	9%	30%
<b>American Indian or Alaska Native</b>	9	9	100%	0%	44%
<b>Asian</b>	17	16	94%	6%	29%
<b>Black or African American</b>	42	36	86%	14%	17%
<b>Filipino</b>	12	12	100%	0%	33%
<b>Hispanic or Latino</b>	159	141	89%	11%	28%
<b>Native Hawaiian or Pacific Islander</b>	8	7	88%	13%	13%
<b>Two or More Races</b>	67	61	91%	9%	31%
<b>White</b>	249	233	94%	6%	35%
<b>English Learners</b>	42	40	95%	5%	12%
<b>Foster Youth</b>	8	6	75%	25%	50%
<b>Homeless</b>	7	5	71%	29%	14%
<b>Military</b>	15	13	87%	13%	20%
<b>Socioeconomically Disadvantaged</b>	204	187	92%	8%	23%
<b>Students Receiving Migrant Education Services</b>	4	4	100%	0%	0%
<b>Students with Disabilities</b>	90	68	76%	24%	8%

\*At or above the grade-level standard in the context of the local assessment administered.

### 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.

### 2021-22 Opportunities for Parental Involvement

Family and community engagement continues to be an area of importance at Maryland Avenue. Regular communication between parents, teachers, and administration is an expectation, as this partnership is the key to our students' success. Parents have multiple opportunities to be a part of the school decision making process through School Site Council and ELAC committees. Based on our 2021 Annual Parent Survey, 92% of parents report that they have a strong sense of belonging in our school community. 97% of parents report that their child feels welcome at school and that school staff are helpful and supportive. In addition to school decision making opportunities, Maryland Avenue will continue to provide families with education opportunities that support family engagement in the school community and increase family capacity to support student academic, social-emotional, and behavioral development.

Families are able to learn more about Maryland Avenue's organized opportunities for family involvement by contacting our Office Manager, Nina White, at (619) 668-5744.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	494	479	50	10.4
Female	220	213	19	8.9
Male	274	266	31	11.7
American Indian or Alaska Native	1	1	0	0.0
Asian	17	15	1	6.7
Black or African American	35	33	4	12.1
Filipino	12	12	0	0.0
Hispanic or Latino	177	172	24	14.0
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	53	51	3	5.9
White	193	189	15	7.9
English Learners	50	49	9	18.4
Foster Youth	7	6	0	0.0
Homeless	8	8	1	12.5
Socioeconomically Disadvantaged	259	255	41	16.1
Students Receiving Migrant Education Services	4	4	0	0.0
Students with Disabilities	109	106	20	18.9

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.20	1.01	4.64	0.52	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.12	2.27	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.01	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	1.82	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	8.57	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.13	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	2.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.54	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.83	0.00

## 2021-22 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.

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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
TK	0	0	0	0
TK/K	0	0	0	0
K	22	1	3	0
K/1	0	0	0	0
1	27	0	3	0
1/2	0	0	0	0
2	24	0	3	0
2/3	14	1	0	0
3	26	0	3	0
3/4	0	0	0	0
4	32	0	2	0
4/5	13	1	0	0
5	23	1	1	0
5/6	32	0	1	0
6	33	0	1	1
Other	12	1	0	0

## 2019-20 Elementary 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 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
TK	0	0	0	0
TK/K	0	0	0	0
K	26	0	2	0
K/1	22	0	1	0
1	23	0	2	0
1/2	0	0	0	0
2	27	0	3	0
2/3	0	0	0	0
3	26	0	3	0
3/4	0	0	0	0
4	27	0	2	0
4/5	0	0	0	0
5	32	0	1	0
5/6	31	0	1	0
6	30	0	1	0
Other	0	0	0	0

## 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
TK	24	0	1	0
TK/K	9	1	0	0
K	30	0	2	0
K/1	0	0	0	0
1	29	0	2	0
1/2	0	0	0	0
2	28	0	2	0
2/3	0	0	0	0
3	23	0	3	0
3/4	0	0	0	0
4	27	0	2	0
4/5	0	0	0	0
5	33	0	0	1
5/6	32	0	1	0
6	33	0	0	1
Other	0	0	0	0

## 2020-21 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

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library and Learning Resources Technician	.54
Library Media Services Staff (Paraprofessional)	0
Psychologist	.8
Social Worker	.4
Nurse	.20
Health Technician	.78
Speech/Language/Hearing Specialist	2
Site Teacher on Special Assignment (Intervention, Site Subs, etc.)	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,214.78	\$0.00	\$6,214.78	\$89,272.40
District	N/A	N/A	\$6,694.41	\$90,729.54
Percent Difference - School Site and District	N/A	N/A	-7.4	0.3
Percent Difference - School Site and State	N/A	N/A	-30.4	3.9

## 2020-21 Types of Services Funded

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

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>	\$58,081	\$52,060
<b>Mid-Range Teacher Salary</b>	\$74,706	\$84,043
<b>Highest Teacher Salary</b>	\$108,136	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$138,462	\$133,582
<b>Average Principal Salary (Middle)</b>	\$151,011	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$223,665	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	35%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Professional learning in La Mesa-Spring Valley Schools (LMSVS) continues evolving to cultivate capacity and efficacy of teachers so 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, social-emotional learning and having an equity lens in all our work. 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, science, and the needs of English learners.

Our Blended Professional Development program for 2021-22 offers online professional development options while still offering face-to-face professional development. Regardless of the learning format, our LMSVS educators are eager to engage in professional development, and the district is committed to supporting them with many tools, strategies, and training.

Central to our training in 2021-22 is the book *Opening Doors* by Dr. Trudy Arriaga and Randall Lindsey. Dr. Arriaga, a former superintendent, author and speaker, launched our work on the topics of equity and cultural proficiency, what she refers to as simply "Opening Doors for All Children". Dr. Arriaga is working with LMSV and other school districts throughout the United States to support the building of culturally proficient organizations. Her leadership has focused on the core values that ensure equity, access, and opportunity for every child and their family. District employees attended her keynote address at the start of the year. Dr. Arriaga will continue to present to our staff during the 2021-22 school year, and her book will be used throughout the year to anchor our practice and approach to opening doors for all children through our work on equity and cultural proficiency.

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 and to capitalize on teacher expertise. 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.

In order to customize professional learning for certificated staff this year, 16 Lead Teachers were hired in specific areas (science, math, ELD, specialized academic instruction (SAI), PE, etc.) and offered a stipend to develop at least three sessions that will be offered through our Professional Blended Learning program. The Lead Teachers will contact their job alike cohort members across the district to gather information on specific training topics of interest, and either provide the training or coordinate with an outside expert to provide it.



## Professional Development

Additional individual professional development opportunities offered or planned by Teachers on Special Assignment, Lead Teachers, social workers, and/or administrators for the 2021-22 school year include the following courses:

- Build Math Minds
- Building Thinking Classrooms
- Integrated ELD through Language Function
- i-Ready: Using Data to Plan Instruction
- Math Fluency
- NGSS 101: Phenomenon Based Learning
- Pro-ACT
- Processing Grief and Loss with your Middle School Students
- Reading in the Upper Grades for Struggling Readers
- Responding to Behavior Escalation
- Trauma-Informed Care

As the school year progresses, we will continue to provide support in these and other areas to deepen our expertise in providing instruction to our students.

As we continue to support the planning and professional development of our educators, the LMSVS Staff website has developed to include pacing guides, essential standards, quarantine and Independent Study Agreement resources, quick links for tutorials with Google Classroom and other Learning Management Systems, online curriculum supports, and more. The site also includes tools and information for supporting English learners and Special Education students, and providing differentiation in the content areas.

LMSVS believes in continuous learning, and we will ensure high-quality professional learning to all of our staff in an on-going manner throughout the entire 2021-2022 school year.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3.5	5.5	3.5