

Maryland Ave School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data *is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT)* that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Maryland Avenue Elementary	District Name	La Mesa-Spring Valley
Street	5400 Maryland Ave	Phone Number	(619) 668-5700
City, State, Zip	La Mesa, CA 91942	Web Site	www.lmsvsd.k12.ca.us
Phone Number	(619) 668-5744	Superintendent	Brian Marshall
Principal	Laura Hollis, Principal	E-mail Address	brian.marshall@lmsvsd.k12.ca.us
E-mail Address	laura.hollis@lmsvsd.k12.ca.us	CDS Code	37681976038525

School Description and Mission Statement (School Year 2010–11)

The Maryland Avenue School community works together to create a caring and supportive environment that challenges students to achieve academic success and become self-confident, concerned, 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. Eleven classroom teachers, together with special education staff and instructional specialists, create successful learning experiences for each of the 430 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 State Content 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 GATE, EL (English Learners), and at-risk students. Oasis Reading Tutors, Student Helpers, intervention groups, and enrichment activities ensure that the needs of every child are met. 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, 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.

Opportunities for Parental Involvement (School Year 2010–11)

Maryland Avenue School strongly encourages and supports parental involvement through:

- **Art Docents** – Volunteers using district art prints and curriculum provide fine arts instruction to classroom groups of students.
- **English Language Acquisition Committee** – A group of bilingual parents who meet bi-annually to receive information on special programs and services.
- **Parent Volunteering Opportunities** – Parents serve as volunteers in the classrooms, on field trips and throughout our school programs and activities.
- **Parents and Projects**- Parents volunteer each Friday to complete projects for teachers, enhancing the learning experiences in the classrooms.
- **Watch Dogs**- Fathers and grandfathers volunteer in various ways, creating a sense of security and providing positive male 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** – An elected group of parents and staff meets quarterly to study the effectiveness of curriculum and instruction, and make recommendations for allocating site funds.

Contact Person for Parent Volunteers: Yvette Brown, 619-668-5744

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students
Kindergarten	54
Grade 1	55
Grade 2	47
Grade 3	48
Grade 4	53
Grade 5	56
Total Enrollment	313

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	8.9%
American Indian or Alaska Native	0.0%
Asian	3.5%
Filipino	2.2%
Hispanic or Latino	31.0%
Native Hawaiian or Pacific Islander	0.6%
White	47.0%
Two or More Races	6.7%
Socioeconomically Disadvantaged	45.7%
English Learners	19.8%
Students with Disabilities	8.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	2	**	**	19.3	3	**	**	27.0	**	2	**
1	20.0	2	**	**	22.0	**	3	**	21.3	3	**	**
2	19.7	3	**	**	22.5	**	2	**	28.0	**	1	**
3	20.0	3	**	**	22.5	**	2	**	29.0	**	2	**
4	25.5	**	2	**	33.0	**	1	1	36.0	**	**	1
5	30.0	**	2	**	34.0	**	**	1	36.5	**	**	2
Other	**	**	**	**	**	**	**	**	11.7	3	**	**

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

III. School Climate

School Safety Plan (School Year 2010–11)

Current site Comprehensive School Safety Plans (CSSP) are received by the District each year and are approved by the La Mesa-Spring Valley School Board of Education. Each 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. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Council for review and acceptance prior to submission to the Board of Education.

CSSP presented to School Site Council: December 2011

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	22	44	21	1,676	2,753	1,275
Expulsions	0	0	0	0	7	2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

This school was the recipient of significant renovation/remodeling as a result of the District receiving local bond funds and state modernization. Improvements included new HVAC systems, schoolwide electrical and data infrastructure upgrades and ADA improvements.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: 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 Rating	School is in overall good condition				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	26	16	15	565
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	.60	
Social Worker	0	
Nurse	.17	
Speech/Language/Hearing Specialist	.60	
Resource Specialist (non-teaching)	.10	
Other	0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin— <i>Medallion</i> 1 st : <i>Here We Go, Let’s Be Friends, Surprises, Treasures & Wonders</i> 2 nd : <i>Adventures & Delights</i> 3 rd : <i>Rewards & Horizons</i> 4 th : <i>Traditions</i> 5 th : <i>Expeditions</i> 6 th : <i>Triumphs</i>	2009/Yes	0%
	Holt Rinehart Winston— <i>Literature & Language Arts</i>	2003/Yes	0%
Mathematics	K thru 6 th : Wright Group— <i>Everyday Math</i> : 6 th : General Math: Glencoe— <i>California Mathematics: Concepts, Skills, and Problem Solving</i>	2008/Yes	0%
Science	K thru 5 th : Pearson Scott-Foresman— <i>California Science</i> : 6 th : Holt Rinehart Winston— <i>Holt California Science</i>	2007/Yes	0%
History-Social Science	Pearson Scott-Foresman— <i>History-Social Science for California Kindergarten: Learn & Work</i> 1 st : <i>Time & Place</i> 2 nd : <i>Then & Now</i> 3 rd : <i>Our Community</i> 4 th : <i>Our California</i> 5 th : <i>Our Nation</i> 6 th : Glencoe McGraw-Hill – <i>Discovering Our Past, Ancient Civilizations</i>	2006/Yes	0%
English Language Development	Hampton-Brown— <i>Avenues</i> Houghton Mifflin – <i>Portals</i>	2004/Yes 2009/Yes	0%
Visual and Performing Arts	K – 5: SRA — <i>Art Connections</i> K – 5: Pearson Scott Foresman — <i>Making Music</i>	2008/Yes 2008/Yes	0%

All materials were selected from the most recent list of standards-based materials adopted by the State Board of Education, and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,999	\$532	\$5,467	\$78,792
District			\$5112	\$72,443
Percent Difference – School Site and District			107%	109%
State			\$5,455	\$69,419
Percent Difference – School Site and State			100%	114%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

- **ARRA Title I Part A** – Basic Grants, Low Income and Neglected
- **ARRA** – State Fiscal Stabilization Funds
- **EMHI** – Early Mental Health Initiative
- **Special Education**
- **EIA** – Economic Impact Aid
- **Title IV** – Safe and Drug Free Schools and Communities
- **Title II Part A** – Improving Teacher Quality
- **Title II Part A** – Principal Training
- **Title II Part D** – Technology
- **Title III** – Immigrant Education
- **Title III Part A** – Limited English
- **ELAP** – English Language Acquisition Program
- **LOTTERY** – Instructional Materials
- **TUPE** – Tobacco Use Prevention Education
- **Transportation Home to School**

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,704	\$41,692
Mid-Range Teacher Salary	\$63,607	\$68,251
Highest Teacher Salary	\$87,174	\$86,582
Average Principal Salary (Elementary)	\$114,589	\$108,334
Average Principal Salary (Middle)	\$112,743	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$171,000	\$180,492
Percent of Budget for Teacher Salaries	46.00%	42.00%
Percent of Budget for Administrative Salaries	5.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	68%	61%	64%	55%	56%	57%	49%	52%	54%
Mathematics	64%	63%	65%	55%	57%	58%	46%	48%	50%
Science	53%	73%	62%	60%	64%	65%	50%	54%	57%
History-Social Science	0%	0%	0%	43%	49%	52%	41%	44%	48%

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	57%	58%	65%	52%
All Students at the School	64%	65%	62%	0%
Male	61%	64%	60%	0%
Female	68%	67%	65%	0%
Black or African American	47%	53%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	60%	59%	47%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	67%	71%	64%	0%
Two or More Races	64%	57%	0%	0%
Socioeconomically Disadvantaged	66%	65%	58%	0%
English Learners	45%	50%	0%	0%
Students with Disabilities	42%	23%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.10%	25.00%	33.90%

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	7
Similar Schools	9	5	5

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-9	2	-14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		2	-13
Native Hawaiian or Pacific Islander			
White	4	7	-13
Two or More Races	N/D		
Socioeconomically Disadvantaged	0	-19	25
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	187	826	8,923	807	4,683,676	778
Black or African American	17	776	906	740	317,856	696
American Indian or Alaska Native	0		32	788	33,774	733
Asian	8		207	883	398,869	898
Filipino	4		248	878	123,245	859
Hispanic or Latino	64	810	4,014	768	2,406,749	729
Native Hawaiian or Pacific Islander	1		75	791	26,953	764
White	79	842	2,932	863	1,258,831	845
Two or More Races	14	785	503	854	76,766	836
Socioeconomically Disadvantaged	80	817	4,846	754	2,731,843	726
English Learners	43	817	2,419	733	1,521,844	707
Students with Disabilities	30	676	1,103	641	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		36.4%

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional Development is not a one-time event in La Mesa-Spring Valley. Specific professional development takes place during approximately half of the 175 days students are in school. Teacher training is also offered during student breaks and summer.

The District Instructional Focus Areas include:

1. Professional Learning Communities (PLCs) and Data Analysis
2. Student Engagement: Learning Targets, Descriptive Feedback, Marzano Strategies of summarizing and note taking, similarities and differences, and recognition, and Technology Innovations
3. Nonfiction Writing: Writing to Learn strategies
4. English Learners: ELD, Listen and Sketch, Think-Pair-Share, and Cognitive Content Dictionary
5. Students with Disabilities

Professional Development focuses on these areas, as well as fidelity to the adopted curricular programs.

PLCs: Professional learning communities of teachers at the same grade level and content area work collaboratively every Tuesday afternoon (modified student days) focusing on improving student learning. This includes a study of Essential Standards, writing SMART goals (strategic, measurable, attainable, results oriented, time bound), analyzing student assessment data, and planning interventions and enrichment for students.

Student Engagement: Ten of the modified Tuesdays are dedicated as Site Learning Days, with principals providing staff development for teachers in the areas of Learning Targets, descriptive feedback, and Marzano Strategies. Many sites in the district have purchased new technology, (e.g. iPads, iPods, SMART Boards, etc.) to increase student engagement and fluency of English learners. In addition to initial training for teachers, monthly meetings are being held for "user groups" to come together and learn new applications and strategies for using the technologies in the classroom.

Nonfiction Writing: Increased nonfiction writing has consistently been shown to have a positive effect on student learning in all content areas. During the 2011-12 and 2012-13 school years, teachers will be given the opportunity to attend *Writing to Learn* workshops focusing 1) processes and products, 2) instructional strategies for nonfiction writing, and 3) assessing nonfiction writing.

English Learners: During the 2011-12 and 2012-13 school year, the district is focusing much of the professional development on increasing learning for English learners. This includes a three-day training on ELD and SDAIE strategies.

Students with disabilities: Intervention materials for students two or more years below grade level have been adopted for both special education and general education students. Teachers providing interventions (both general education and special education) are receiving training in the use of these materials. Special education paraprofessionals are also being trained in the new materials in order to allow them to support students in their learning. Principals are receiving training in each of these programs used at their sites as well.

Fidelity to adopted curricular programs: The district adopted new English language arts and mathematics programs for the 2009-2010 school year. Due to this and the district Program Improvement status, professional development for the 09-10 and 10-11 school year focused on the implementation of these programs. All teachers attended the five day SB 472 training in both language arts and mathematics. Principals have attended the AB 430 training aligned to the adopted programs as well.

Additionally, new teachers are supported by the Beginning Teacher Support and Assessment (BTSA)/Induction program through support providers. The Peer Assistance and Review program supports teachers experiencing difficulty. Classified staff, including clerical and custodial, are given training and workshops related to the needs of their jobs.

Maryland Avenue Elementary

School Accountability Report Card, 2010-2011

La Mesa-Spring Valley

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

