

Mar Vista Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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 <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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Mar Vista Academy
Street	1267 Thermal Ave.
City, State, Zip	San Diego, Ca, 92154-2802
Phone Number	619-628-5100
Principal	Thomas J. Winters, Principal
E-mail Address	thomas.winters@sweetwaterschools.org
Web Site	
CDS Code	37684116059786

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Description and Mission Statement (School Year 2016-17)

Students at Mar Vista Academy and in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

Mar Vista Academy provides a safe and secure learning environment that contributes to students' academic success. Mar Vista Academy is dedicated to an "extended family" approach in which the personal needs of our students and their families are a primary concern.

The mission of Mar Vista Academy is to engage, educate and empower each student to thrive in a global community.

As a community of learners, the staff of Mar Vista Academy understand that learning is a life-long process that requires all of us to reflect on our own practice, learn from each other and strive to improve our instruction every day. We understand that our students' success is, in large part, shaped by the learning experiences we create for our students. In order to better serve our students we will institute weekly Professional Learning Community meetings that will be focused on the following essential questions:

- What do we want students to learn? (Planning and pacing instruction)
- How will we know if they have learned it? (Collect data)
- What do we do if they do not learn it? (Intervention)
- What do we do if they do learn it? (Enrichment)

Mar Vista Academy is committed to ensuring that our students develop their academic literacy skills.

We recognize that a student's ability to read and write at grade level is the determining factor in their success in middle school and beyond. We also understand that it is our responsibility to explicitly teach reading, writing, and critical thinking skills in all core content area classes. Through our collective focus on Academic Literacy our students will be better prepared to meet the demands of successfully completing their high school A-G requirements. We know that our students' success in high school, college and the world of work is based on their ability to think critically, solve problems, communicate effectively (in both written and verbal form) and collaborate with others. The essential skills listed above require us to provide our students with instruction that is based on the utilization of assignments and tasks that infuse these skills.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	445
Grade 8	443
Total Enrollment	888

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.2
American Indian or Alaska Native	0.6
Asian	0.3
Filipino	6.1
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	0.2
White	6.6
Two or More Races	4.7
Socioeconomically Disadvantaged	80.2
English Learners	31.6
Students with Disabilities	14.4
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	40	42	53	1847
Without Full Credential	3	3	2	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	3	1

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.2	3.9
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

Textbooks and instructional materials for all content areas were adopted and approved by the Sweetwater Union High School District (SUHSD) Board of Education. SUHSD continues to transition to the California State Standards/Common Core State Standards. In alignment with CA State Standards/Common Core and state adoption process, SUHSD adopted Middle School Math textbooks in 2014: Core Connections: Student: Course 2 and Core Connections: Student: Course 3 for 7th Grade and 8th Grade, respectively. Additionally, Core Connections: Student: Integrated 1 was adopted in 2015 for Compacted Math course. Mar Vista Middle School students have since been assigned these textbooks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhd.k12.ca.us/	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Visual and Performing Arts	Textbooks and instructional materials w were adopted consistent with the textbook cycle as follow s: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The school has an administration building, an adaptive room, 46 classrooms and 8 relocatable classrooms, and a library. The main campus was built in 1961. Additions were constructed in 1968, 1970, 1999 and 2000. Six portable classrooms were constructed in 1970. Fifteen permanent classrooms were constructed in 1968 and 1970.

The school opened in 1961 with an administration building, 24 classrooms, a gym and a library.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1% of the district's general fund budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization, expansion or new construction projects planned.

For the 2015-16 school year, there are no modernization, expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	25	31	47	53	44	48
Mathematics	9	14	29	31	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	470	440	93.6	29.1
	8	445	435	97.8	32.7
Male	7	241	220	91.3	23.4
	8	232	227	97.8	25.0
Female	7	229	220	96.1	34.7
	8	213	208	97.7	41.1
Black or African American	7	15	14	93.3	21.4
	8	17	17	100.0	29.4
American Indian or Alaska Native	7	--	--	--	--
Asian	7	--	--	--	--
Filipino	7	19	19	100.0	52.6
	8	34	32	94.1	62.5
Hispanic or Latino	7	367	346	94.3	25.9
	8	348	340	97.7	28.0
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	7	35	32	91.4	31.3
	8	28	28	100.0	39.3
Two or More Races	7	24	22	91.7	54.5
	8	18	18	100.0	61.1
Socioeconomically Disadvantaged	7	371	349	94.1	26.1
	8	334	328	98.2	29.1
English Learners	7	155	143	92.3	2.8
	8	123	119	96.8	5.2
Students with Disabilities	7	67	64	95.5	7.8
	8	58	55	94.8	5.5
Students Receiving Migrant Education Services	7	--	--	--	--
	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 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.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	472	442	93.6	16.9
	8	444	438	98.7	11.1
Male	7	241	219	90.9	16.6
	8	232	227	97.8	10.6
Female	7	231	223	96.5	17.2
	8	212	211	99.5	11.5
Black or African American	7	15	14	93.3	14.3
	8	17	17	100.0	
American Indian or Alaska Native	7	--	--	--	--
Asian	7	--	--	--	--
Filipino	7	19	19	100.0	42.1
	8	34	32	94.1	40.6
Hispanic or Latino	7	369	347	94.0	13.3
	8	347	343	98.8	9.1
Native Hawaiian or Pacific Islander	7	--	--	--	--
White	7	35	32	91.4	22.6
	8	28	28	100.0	7.1
Two or More Races	7	24	23	95.8	36.4
	8	18	18	100.0	11.1
Socioeconomically Disadvantaged	7	372	352	94.6	15.2
	8	334	331	99.1	10.1
English Learners	7	156	144	92.3	2.1
	8	123	121	98.4	0.8
Students with Disabilities	7	67	65	97.0	4.8
	8	58	55	94.8	1.9
Students Receiving Migrant Education Services	7	--	--	--	--
	8	--	--	--	--
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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 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.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	38	24	24	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	445	428	96.2	24.3
Male	233	222	95.3	24.8
Female	212	206	97.2	23.8
Black or African American	17	17	100.0	23.5
Filipino	34	32	94.1	50.0
Hispanic or Latino	348	337	96.8	20.2
White	28	27	96.4	40.7
Two or More Races	18	15	83.3	33.3
Socioeconomically Disadvantaged	334	325	97.3	22.8
English Learners	124	119	96.0	8.4
Students with Disabilities	58	54	93.1	20.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.2	22.3	32.3

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents can support the school's programs by getting involved in parent committees such as the School Site Council, Parent Principal Advisory Committee, School Advisory Committee (Title I), and the English Learner Advisory Committee.

Parents also serve as campus volunteers during the school day. Parents serve the campus by volunteering to assist the nurse with clerical duties, assisting in the library, participating in the AVID Club, and, of course, in the classroom. In addition, parents serve as chaperones for field trips and other off-campus events.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	13.2	10.0	5.9	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan for the 2011-12 school year:

Develop Site Safety Binder (to be distributed to all school staff)

Train all staff on emergency procedures during 3-day inservice or during the school year's first staff meeting

Comply with 3 in 1 safety drills

Assessment of current crime in school

Identify strategies and programs that provide safety on campus

Cyberbullying - Facebook

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	20	6	20	26	18	8	16				
Mathematics	29	7	11	17	27	7	13	12				
Science	26	7	26	2	26	6	27	1				
Social Science	31	6	5	19	29	7	7	16				

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.2	401.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.8	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5212.0	\$518.0	\$4694.0	\$78759.0
District	N/A	N/A	\$1742.0	\$79,715
Percent Difference: School Site and District	N/A	N/A	169.5	
State	N/A	N/A	\$5,677	\$77,824
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

- General Operations - services, materials, and support to the general education program
- Gifted and Talented - specialized learning assistance for students with great ability, achievement, or potential
- Title I - supplemental support in language arts and math for socioeconomically disadvantaged students
- LEP (Limited English Proficient) - supplemental support for English Learner students
- Before and After School Programs - instructional and recreational opportunities for students at school before and after school hours
- Special Projects - monies from agencies (e.g., federal, state) earmarked for specific services

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

In each of the last three years, Mar Vista Academy staff participated in four staff development (non-instructional) days. For the past three years, Mar Vista Academy teachers have participated in Professional Learning Communities (PLCs) that meet on a weekly basis. PLCs were created to inform and improve instruction through determining Essential Learnings, developing Common Formative Assessments, and assessing student work to develop strategies for re-teaching in order to insure student attainment of instructional content standards.

2013 -2014 represented the inaugural year of Mar Vista Academy and the staff was actively engaged in refining their skills in three main areas: Academic Literacy Development, the infusion of technology in their classes and preparing for the instructional shifts required to meet the demands of the Common Core. In the area of Academic Literacy Development, teachers worked in weekly PLC's, District Cohort Meetings, and Pull-out Meetings to design instructional experiences that develop students' ability to read, write and think critically. In the area of technology infusion, the staff had numerous workshops (after school trainings, Faculty Meetings, and during weekly PLC meetings) around iPad apps like Notability. Teachers were also provided several trainings around the use of the Learning Management System Canvas and the online grading system Jupiter Grades. In preparation for the implementation of the Common Core teachers were provided training around the use of performance tasks. It should also be noted that prior to the start of the school year the entire staff came together for a three day workshop around developing the school's mission and vision as well as shaping a plan for many of the school's academic and support programs.

For the 2014-15 school year, Mar Vista Academy staff continued to deepen their understanding of instructional strategies and pedagogy that develop our students' Academic Literacy Skills. All teachers participated in weekly Professional Learning Communities where they planned lessons, analyzed student work and refined their instructional practice as a result of collaborating with colleagues. Mar Vista Academy teachers actively participated in the SUHSD Curriculum Zone trainings that occurred three times throughout the school year. In addition to these district training opportunities, there were regular workshops held on the campus during monthly faculty meetings and after school professional learning workshops. These workshops focused on utilizing research based reading and writing strategies in all core content area classes. The teaching staff also participated in several trainings around infusing technology in their instructional repertoire. These trainings were based on the SAMR (Substitution, Augmentation, Modification and Redistribution) model. Through these trainings teachers were able to infuse applications like Explain Everything, iMovie, and Notability in their teaching and provide students engaging, rigorous and standards based lessons.

For the 2015-2016 school year, Mar Vista Academy staff continued to focus our professional learning around the academic literacy needs of our students. Through the work of the Instructional Leadership Team (ILT) we refined our Professional Learning Community processes to ensure that we analyzed student work and used that analysis to create lessons and tasks that addressed student misconceptions and skill deficiencies. In addition to the work done by the ILT, the AVID Site Team provided several workshops around the AVID Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies that teachers used in all CORE subject areas. Mar Vista Academy teachers actively participated in the SUHSD Curriculum Zone trainings that occurred three times throughout the school year. In the area of technology, the staff was provided opportunities to learn how to use Google Classroom and Google Drive as a method to infuse technology in their classroom instruction. Several staff members took the lead in getting trained in Restorative practices and shared their learning about the powerful uses of Restorative Circles with students in their classrooms.