

Mar Vista Academy

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

| 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 | Maria Jaramillo |
| E-mail Address | maria.jaramillo@sweetwaterschools.org |
| Web Site | mva.sweetwaterschools.org |
| 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 2017-18)

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 2016-17)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 7 | 422 |
| Grade 8 | 439 |
| Total Enrollment | 861 |

Student Enrollment by Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.4 |
| American Indian or Alaska Native | 0.3 |
| Asian | 0.7 |
| Filipino | 5.6 |
| Hispanic or Latino | 77.7 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 7.2 |
| Two or More Races | 5.1 |
| Socioeconomically Disadvantaged | 79.7 |
| English Learners | 31.9 |
| Students with Disabilities | 15.6 |
| Foster Youth | 0.6 |

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 42 | 53 | 43 | 1665 |
| Without Full Credential | 3 | 2 | 2 | 128 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 3 | 1 | 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: August 2017

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 |
| 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.suhd.k12.ca.us/ | Yes | 0.0 |
| Visual and Performing Arts | Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 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.suhd.k12.ca.us/ | Yes | 0.0 |
| Science Laboratory Equipment (grades 9-12) | Not Applicable for middle schools. | 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

| 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 | | | |

| 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 | |
| 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|---|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts/Literacy (grades 3-8 and 11) | 31 | 34 | 53 | 53 | 48 | 48 |
| Mathematics (grades 3-8 and 11) | 14 | 16 | 31 | 32 | 36 | 37 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 879 | 838 | 95.34 | 34.21 |
| Male | 453 | 433 | 95.58 | 26.68 |
| Female | 426 | 405 | 95.07 | 42.22 |
| Black or African American | 27 | 23 | 85.19 | 43.48 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 45 | 44 | 97.78 | 56.82 |
| Hispanic or Latino | 678 | 650 | 95.87 | 30.09 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 68 | 66 | 97.06 | 39.39 |
| Two or More Races | 43 | 41 | 95.35 | 58.54 |
| Socioeconomically Disadvantaged | 708 | 672 | 94.92 | 30.3 |
| English Learners | 403 | 371 | 92.06 | 23.31 |
| Students with Disabilities | 154 | 148 | 96.1 | 7.43 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|-------------------------|
| All Students | 876 | 853 | 97.37 | 16.3 |
| Male | 451 | 439 | 97.34 | 13.44 |
| Female | 425 | 414 | 97.41 | 19.32 |
| Black or African American | 27 | 27 | 100 | 25.93 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 45 | 44 | 97.78 | 47.73 |
| Hispanic or Latino | 676 | 660 | 97.63 | 12.58 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 67 | 64 | 95.52 | 20.31 |
| Two or More Races | 43 | 41 | 95.35 | 26.83 |
| Socioeconomically Disadvantaged | 706 | 686 | 97.17 | 13.12 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| English Learners | 403 | 390 | 96.77 | 10 |
| Students with Disabilities | 153 | 148 | 96.73 | 2.7 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 24 | 24 | 53 | 49 | 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 16.5 | 22.3 | 23 |

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 State priority: Parental Involvement (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 2017-18)

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 serve the campus by assisting in the library, participating in the AVID Club, and, of course, as chaperones for field trips and other off-campus events.

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

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 10.0 | 5.9 | 4.5 | 5.7 | 4.6 | 4.2 | 3.8 | 3.7 | 3.6 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2017-18)

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 :

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

Identify strategies and programs that provide safety on campus

Cyberbullying

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 2017-18)

| 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 | 76 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 18 | 8 | 16 | 17 | 41 | 24 | 2 | 15 | 44 | 21 | |
| Mathematics | 27 | 7 | 13 | 12 | 27 | 7 | 17 | 8 | 26 | 8 | 14 | 10 |
| Science | 26 | 6 | 27 | 1 | 14 | 48 | 13 | | 15 | 46 | 15 | |
| Social Science | 29 | 7 | 7 | 16 | 16 | 33 | 21 | | 17 | 26 | 23 | 1 |

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 2016-17)

| 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 2015-16)

| 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 | \$83,046 |
| Percent Difference: School Site and District | N/A | N/A | 169.5 | |
| State | N/A | N/A | \$6,574 | \$82,770 |
| 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 2016-17)

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 2015-16)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,920 | \$50,221 |
| Mid-Range Teacher Salary | \$77,008 | \$83,072 |
| Highest Teacher Salary | \$100,812 | \$104,882 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$145,114 | \$128,094 |
| Average Principal Salary (High) | \$155,085 | \$146,114 |
| Superintendent Salary | \$235,000 | \$226,121 |
| Percent of Budget for Teacher Salaries | 35% | 34% |
| 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.

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.

For the 2016-17 school year, Mar Vista Academy continues to refine the focus of Professional Learning Communities with continuing to build on Academic Literacy. Student work continues to be the guide for the Professional Learning Communities as it will guide them in lesson development and placing intervention services where needed. 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.

For the 2017-18 school year, Mar Vista Academy continues to refine and build on helping students with Academic Literacy through the continuous collaboration of the Professional Learning Communities. Several staff members took part in the professional development offered during the summer with focus on Building on Academic Literacy. Each core content class was represented. At the beginning of the 2017-18 school year, each teacher had an opportunity to learn about the summer PD as colleagues shared strategies with other colleagues in the same content area as well as had an opportunity to develop a common lesson reinforcing the importance of Academic Literacy across content areas.