

Kempton Street Literacy Academy School Accountability Report Card

Board Approved on February 7, 2017

La Mesa Spring Valley Schools

Kempton Street Literacy Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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/fq/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](#) 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)

District Contact Information (School Year 2016-17)	
District Name	La Mesa-Spring Valley
Phone Number	(619) 668-5700
Superintendent	Brian Marshall
E-mail Address	brian_marshall@lmsvschools.org
Web Site	www.lmsvschools.org

School Contact Information (School Year 2016-17)	
School Name	Kempton Street Literacy Academy
Street	740 Kempton St.
City, State, Zip	Spring Valley, Ca, 91977-5017
Phone Number	619-668-5870
Principal	Wendy Newmark, Principal
E-mail Address	wendy.newmark@lmsvschools.org
County-District-School (CDS) Code	37681976038467

Last updated: 7/11/2017

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

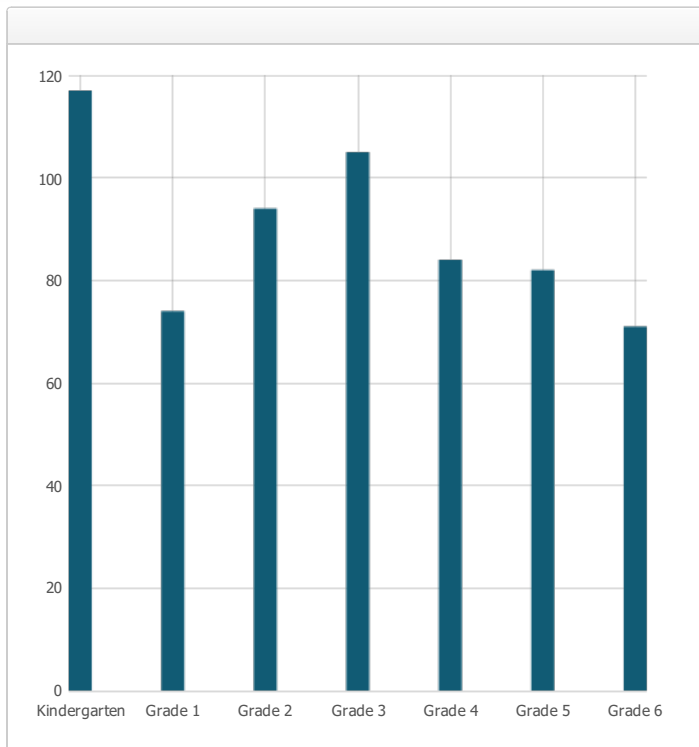
Our mission is to inspire students to become lifelong learners and equip them to become active agents of change in our world. We have high expectations for all students, actively partnering with families to promote high levels of academic performance, build personal responsibility, and develop cooperation in a positive, safe, and caring environment that fosters appreciation for and values individual, linguistic, and cultural diversity.

Kempton Literacy Academy is committed to results. Our motto is: Believe and Achieve. We set high goals for our students and create supportive and responsive instructional programs that accommodate the needs of and ensure achievement for all students. Learning is relevant, contextual, and actively monitored. Students set goals and monitor their learning. We are also proud to offer an alternative primary language program that fosters bi-literacy in grades 1 – 3 for native Spanish speakers and a Spanish Dual Immersion Program in our Kindergarten for students of language abilities.

Last updated: 7/11/2017

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

Grade Level	Number of Students
Kindergarten	117
Grade 1	74
Grade 2	94
Grade 3	105
Grade 4	84
Grade 5	82
Grade 6	71
Total Enrollment	627



Last updated: 7/11/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	10.7 %
American Indian or Alaska Native	0.0 %
Asian	1.0 %
Filipino	2.9 %
Hispanic or Latino	78.1 %
Native Hawaiian or Pacific Islander	1.1 %
White	4.3 %
Two or More Races	1.9 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96.3 %
English Learners	56.1 %
Students with Disabilities	11.5 %
Foster Youth	0.6 %

Last updated: 7/11/2017

A. Conditions of Learning

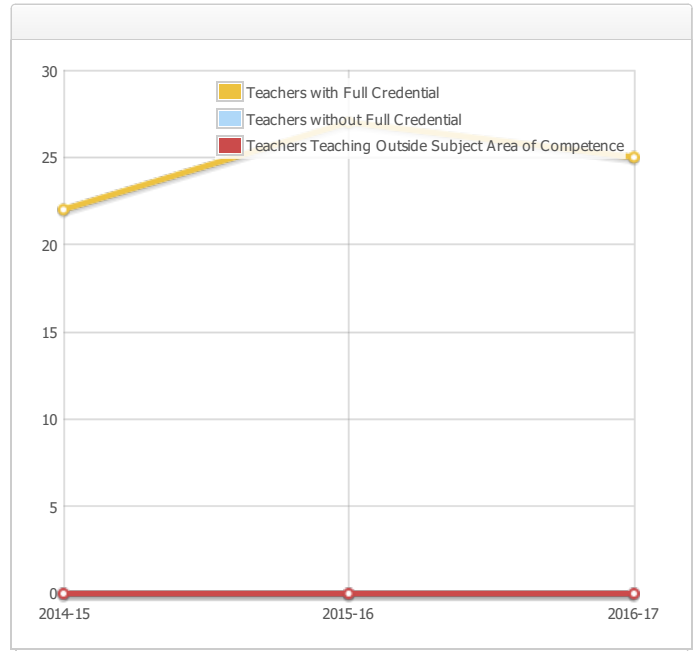
State Priority: Basic

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

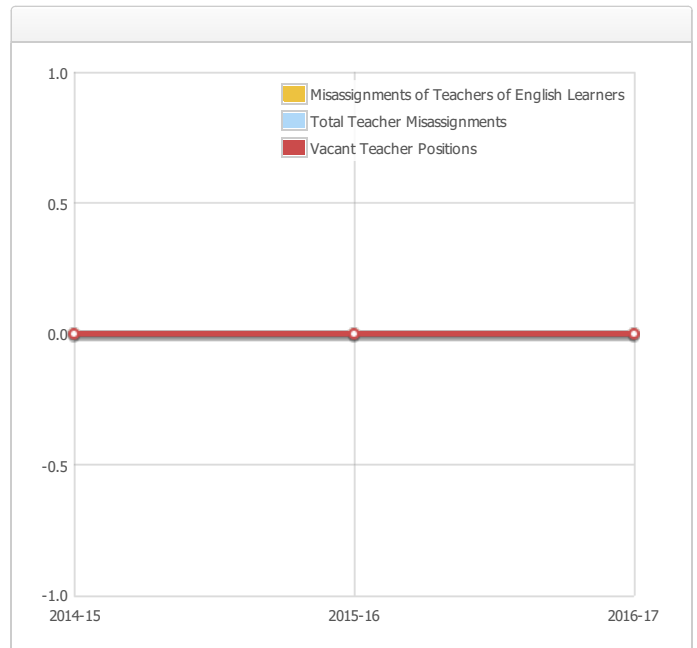
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	27	25	624
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 7/11/2017

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	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.

Last updated: 7/11/2017

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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

Last updated: 7/11/2017

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

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Houghton Mifflin Harcourt - Journeys (adopted 2013)</p> <ul style="list-style-type: none"> Transitional Kindergarten - Common Core Edition, Vol. 1 & 2 <p>McGraw-Hill - Wonders (adopted 2016)</p> <ul style="list-style-type: none"> Kindergarten - 3rd grade <p>English Language Development</p> <p>Hampton Brown - Avenues (adopted 2003, not most recent)</p> <ul style="list-style-type: none"> Transitional Kindergarten - Level A <p>McGraw-Hill - Wonders - English Language Development Program (adopted 2016)</p>		0.0 %
Mathematics	Houghton Mifflin Hartcourt - Math Expressions (adopted 2014)	Yes	0.0 %
Science	Pearson Scott-Foresman - California Science (adopted 2006)	Yes	0.0 %
History-Social Science	<p>Pearson Scott-Foresman - History - Social Science for California (adopted 2006)</p> <ul style="list-style-type: none"> Kindergarten - Learn & Work 1st - Time & Place 2nd - Then & Now 3rd - Our Community 	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts	<p>SRA - Art Connections (adopted 2008)</p> <p>Pearson Scott-Foresman - Making Music (adopted 2008)</p>	Yes	0.0 %
Science Lab Eqpmt	N/A	N/A	0.0 %

(Grades 9-12)

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

Last updated: 7/11/2017

School Facility Conditions and Planned Improvements

This school is inspected continuously throughout the year by the Maintenance and Operations Department staff. Work orders are generated and repairs and/or maintenance is performed as required.

Inspection Date: August 29, 2016

Last updated: 7/11/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Replace lens cover & ceiling tiles, tighten toilets, repair drinking fountains & repair 1 stall door. Repair laminate.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2016

Overall Rating	Good
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Last updated: 7/11/2017

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					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	24.0%	27.0%	44.0%	50.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	17.0%	17.0%	37.0%	39.0%	34.0%	36.0%

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.

Last updated: 7/11/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	96	92.3%	22.9%
Male	56	53	94.6%	17.0%
Female	48	43	89.6%	30.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	80	92.0%	20.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	93	93.0%	21.5%
English Learners	57	50	87.7%	12.0%
Students with Disabilities	--	--	--	--
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 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.

Last updated: 7/11/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	77	95.1%	18.2%
Male	48	47	97.9%	21.3%
Female	33	30	90.9%	13.3%
Black or African American	16	15	93.8%	26.7%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	54	96.4%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	76	95.0%	18.4%
English Learners	41	37	90.2%	8.1%
Students with Disabilities	15	15	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 7/11/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	76	95.0%	36.8%
Male	42	38	90.5%	31.6%
Female	38	38	100.0%	42.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	56	94.9%	30.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	73	96.1%	37.0%
English Learners	27	24	88.9%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 7/11/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	67	95.7%	31.8%
Male	39	37	94.9%	16.7%
Female	31	30	96.8%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	53	94.6%	32.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	66	95.7%	32.3%
English Learners	25	23	92.0%	9.1%
Students with Disabilities	14	14	100.0%	7.1%
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 7/11/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	99	95.2%	22.2%
Male	56	53	94.6%	22.6%
Female	48	46	95.8%	21.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	83	95.4%	19.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	95	95.0%	23.2%
English Learners	57	53	93.0%	17.0%
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 7/11/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	81	80	98.8%	7.5%
Male	48	48	100.0%	6.3%
Female	33	32	97.0%	9.4%
Black or African American	16	16	100.0%	6.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	55	98.2%	5.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	79	98.8%	7.6%
English Learners	41	40	97.6%	--
Students with Disabilities	15	15	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 7/11/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	80	78	97.5%	18.0%
Male	42	40	95.2%	22.5%
Female	38	38	100.0%	13.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	58	98.3%	19.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	74	97.4%	18.9%
English Learners	27	26	96.3%	--
Students with Disabilities	--	--	--	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 7/11/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	68	97.1%	20.6%
Male	39	38	97.4%	10.5%
Female	31	30	96.8%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	54	96.4%	20.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	67	97.1%	20.9%
English Learners	25	24	96.0%	4.2%
Students with Disabilities	14	14	100.0%	--
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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 7/11/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	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)	47.0%	29.0%	27.0%	67.0%	62.0%	57.0%	60.0%	56.0%	54.0%

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.

Last updated: 7/11/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	80	78	97.5%	26.9%
Male	42	40	95.2%	35.0%
Female	38	38	100.0%	18.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	58	98.3%	25.9%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	74	97.4%	27.0%
English Learners	27	26	96.3%	7.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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.

Last updated: 7/11/2017

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.8%	18.2%	13.6%

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.

Last updated: 7/11/2017

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 2016-17)

Kempton Literacy Academy is committed to actively partnering with parents. We believe that collaboration and mutual support between home and school is the key to student success. Therefore we offer many avenues for parent involvement and parent education. PTA works with staff to support classroom instruction through volunteers and fundraising. SSC (School Site Council) meets on a monthly basis addressing governance. ELAC (English Learner Advisory Committee) meets on a monthly basis and offers several services to educate and empower families. Adult English Classes are offered through Grossmont Adult Education on campus and school and district personnel offer frequent parent education classes on a variety of topics relating to both school and home issues.

Contact Person: Wendy Newmark, principal, 668-5870, ext: 4499

State Priority: Pupil Engagement

Last updated: 7/11/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

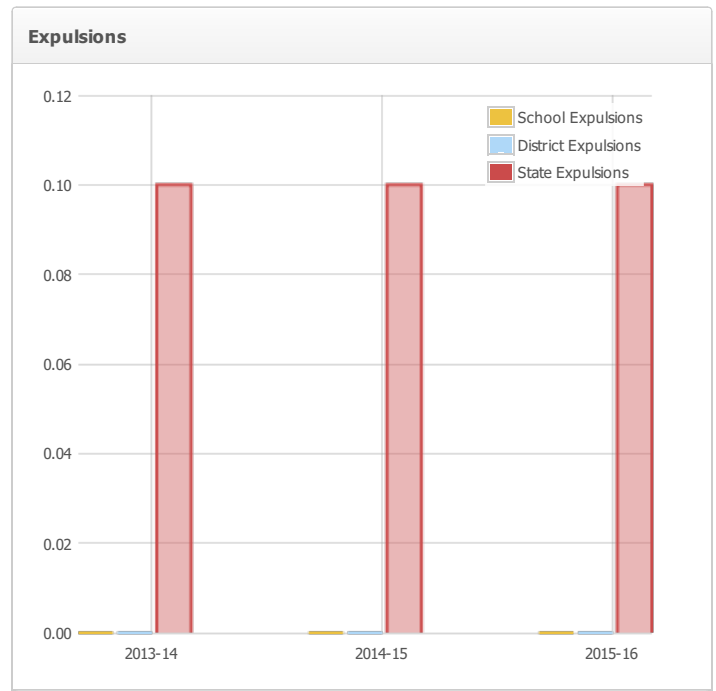
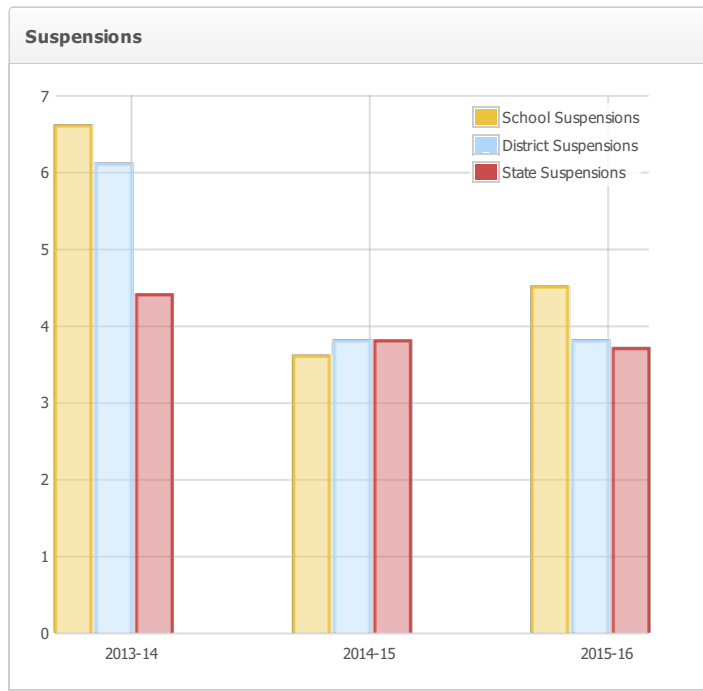
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.6	3.6	4.5	6.1	3.8	3.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 7/11/2017

School Safety Plan (School Year 2016-17)

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 Educations. 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 Counsel for review and acceptance prior to submission to the Board of Education.

CSSP was presented to School Site Council in December 2016.

Last updated: 7/11/2017

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	2006-2007	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	60.0%

Note: Cells with NA values do not require data.

Last updated: 7/11/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.0	0	4	0	27.0	0	3	0	26.0	0	4	0
1	31.0	0	2	0	31.0	0	2	0	27.0	0	1	0
2	29.0	0	4	0	30.0	0	3	0	29.0	0	2	0
3	28.0	0	4	0	30.0	0	4	0	31.0	0	3	0
4	35.0	0	0	1	34.0	0	1	2	33.0	0	1	1
5	35.0	0	1	2	32.0	0	2	0	34.0	0	2	0
6	28.0	0	4	1	32.0	0	1	2	36.0	0	0	2
Other	0.0	0	0	0	0.0	0	0	0	28.0	0	4	1

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

Last updated: 7/11/2017

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.8	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.8	N/A
Resource Specialist (non-teaching)	3.0	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.

Last updated: 7/11/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5061.0	\$282.7	\$4778.3	\$74237.0
District	N/A	N/A	\$4875.9	\$78693.0
Percent Difference – School Site and District	--	--	-2.0%	-6.2%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	-15.8%	-2.1%

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

Last updated: 7/11/2017

Types of Services Funded (Fiscal Year 2015-16)

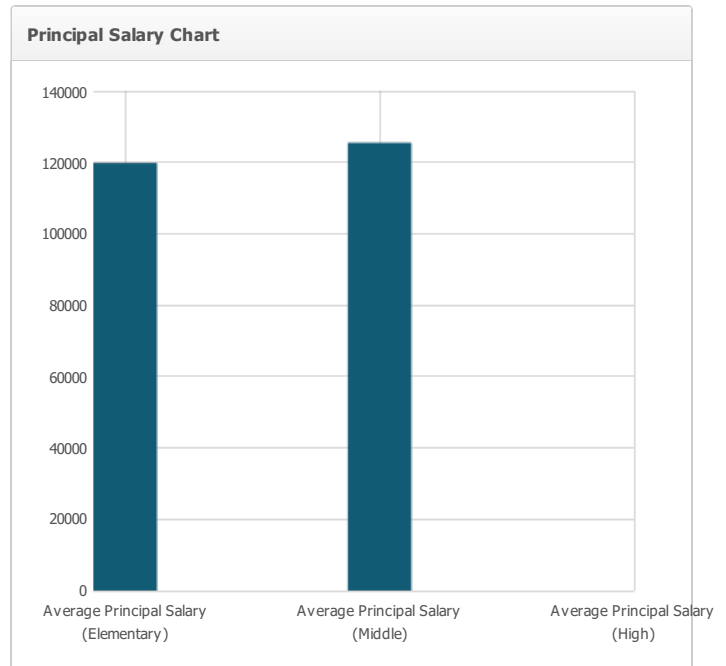
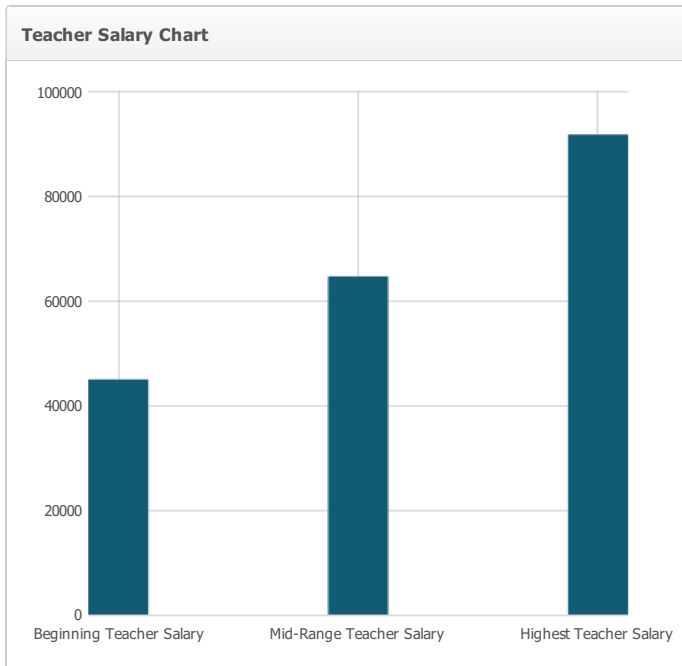
- Title I - Basic Grant
- Special Education
- ASES - After School Education and Safety
- Title II Part A - Improving Teacher Quality
- Title III - Immigrant Education
- Title III Part A - Limited English
- Lottery

Last updated: 7/11/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,906	\$44,573
Mid-Range Teacher Salary	\$64,590	\$72,868
Highest Teacher Salary	\$91,667	\$92,972
Average Principal Salary (Elementary)	\$119,833	\$116,229
Average Principal Salary (Middle)	\$125,496	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$211,182	\$201,784
Percent of Budget for Teacher Salaries	40.0%	39.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 7/11/2017

Professional Development

La Mesa-Spring Valley is in the process of making fundamental shifts by moving from professional development, a delivery of some kind of information to teachers in order to influence their practice, to professional learning focusing on students, attending to requisite knowledge and skills, engaging in systematic inquiry in to the effectiveness of practice, being explicit about underpinning theories of professionalism and engaging everyone in the system in learning.

During the most recent three years, all teachers participated in 1.5 days of professional development when school was not in session. Professional development is also offered during student breaks and summer, in which many teachers participate. Professional development is offered approximately 100 of the 180 student days. This learning is offered in a variety of ways via full day, after school, in class coaching, and conference attendance. We are also committed to Professional Learning Communities and have provided a weekly structure that allows teachers of the same grade level or discipline to meet and analyze student learning and discuss best practices to address the needs of each and every student. The California Teachers Induction Program (CTIP) support providers support new teachers, and the Peer Assistance and Review program supports teachers experiencing challenges.

For the past three years, much of the professional development has focused on the content and implementation of the California State Standards including the effective adoption of new curriculum in English language arts and mathematics. This current year, our professional learning has focused in on instructional anatomy and instructional leadership. Instructional anatomy is developing a common language for high-quality teaching and learning. Instructional leadership is developing district, principal and teacher leaders to analyze and lead for high-quality teaching and learning. Our theory of action is that if we develop a common language and deep understanding of quality teaching and define and develop instructional leaders, then each and every student, regardless of race, class, language, and disability will learn of high levels.

Last updated: 7/11/2017