STEAM

School Accountability Report Card

Board Approved on February 6, 2018

La Mesa Spring Valley Schools

Science, Technology, Engineering, Arts, and Math Academy at La Presa

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 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 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 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)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	Science, Technology, Engineering, Arts, and Math Academy at La Presa
Street	1001 Leland St.
City, State, Zip	Spring Valley, Ca, 91977-4819
Phone Number	619-668-5720
Principal	Michael J Allmann, Principal
E-mail Address	michael.allmann@lmsvschools.org
Web Site	www.lmsvsd.org/steamacademy
County-District-School (CDS) Code	37681970132431

Last updated: 1/29/2018

School Description and Mission Statement (School Year 2017-18)

The STEAM Academy at La Presa is dedicated to the development of the academic and social needs of our students. With the support of our families and community, we are committed to cultivating the values of innovation, respect, discipline, and STEAM Academy "Pride" in all of our students. Our entire school maintains a focus around the curricular areas of Science, Technology, Engineering, Arts, and Math.

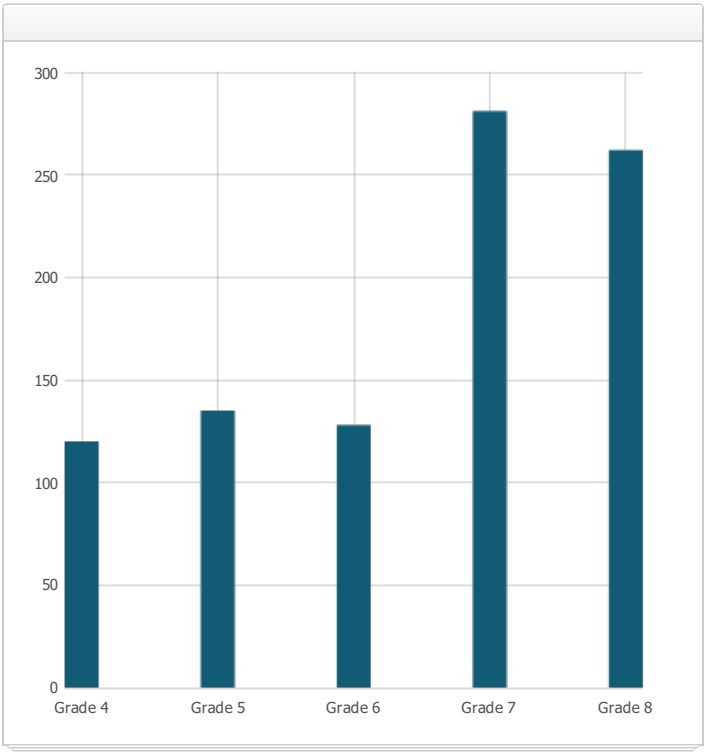
The STEAM Academy Program in grades 4-6 is structured around a team of teachers at each grade level who share a group of students throughout the day. One teacher works with students in Language Arts and Social Studies while their team partner is able to focus on Math and Science. All 4th – 6th grade teachers engage students in a STEAM period centered around 21st century learning skills.

Our 7th and 8th grade students follow an 80-minute block schedule. In this schedule, students attend four 80-minute periods of Humanities, Science, Math, and Elective or PE courses a day along with a 30-minute Innovation or Advisory Support class period.
With our 80-minute block scheduling, teachers are able to teach an in-depth curriculum to our benchmark (proficient and PACE) students while providing remediation and support for our strategic and intensive (two years or more below-grade level) students. Students are placed in language arts and math class specifically suited to their academic needs. By using data gathered from multiple assessment tools, students are able to move between levels based on teacher-developed criterion. Students and parents can access student progress on a daily basis by using our Jupiter Grading System on-line.
Students are scheduled in innovation classes based on STEAM program components in Engineering, Technology/Media, Biomedical, or the Arts. However, for students who need intervention, they are instead placed in an Advisory Support classes in order to provide academic intervention in Math, Language Arts, English Language Development, and study skills when needed.
In addition to a rigorous academic program targeted for the diverse needs of our students, we are also able to offer a variety of pathway elective courses such as media/technology, engineering/robotics, biomedical, band, choir, and dance.
Our STEAM Academy at La Presa has a targeted education program for students designated at CELDT (California English Language Development) levels 1 and 2. In this program, students are taught English Language Development (ELD) with an alternative curriculum using the most effective GLAD and SDAIE strategies. A minimum of 30 minutes of English Language Development (ELD) instruction is targeted for all students with CELDT levels 1-5.
The master schedule at our STEAM Academy provides common prep times between teachers of particular content levels. This 80-minute prep time each day allows the regular exchange of effective instructional and assessment practices.

Last updated: 12/21/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 4	120
Grade 5	135
Grade 6	128
Grade 7	281
Grade 8	262
Total Enrollment	926



Last updated: 1/11/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	10.6 %
American Indian or Alaska Native	0.3 %
Asian	1.5 %
Filipino	4.3 %
Hispanic or Latino	67.5 %
Native Hawaiian or Pacific Islander	1.0 %
White	10.6 %
Two or More Races	4.2 %
Other	0.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	82.0 %
English Learners	27.1 %
Students with Disabilities	12.4 %
Foster Youth	0.4 %

Last updated: 1/11/2018

A. Conditions of Learning

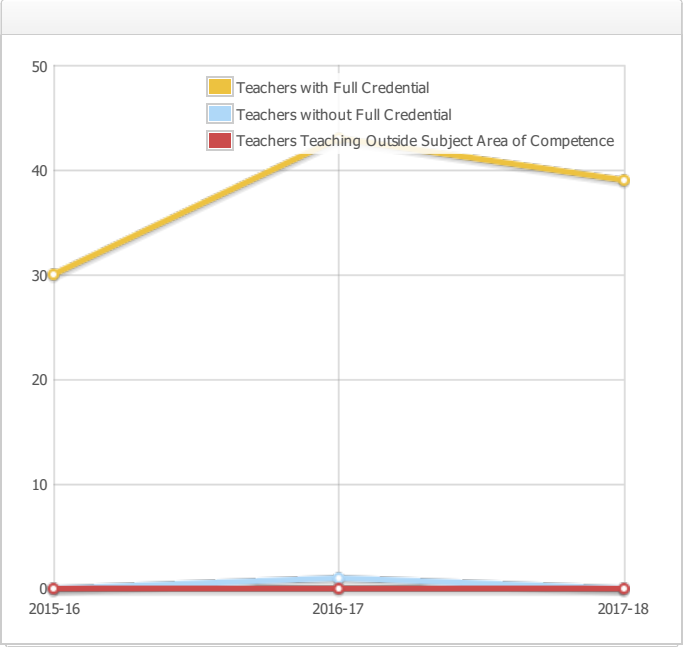
State Priority: Basic

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

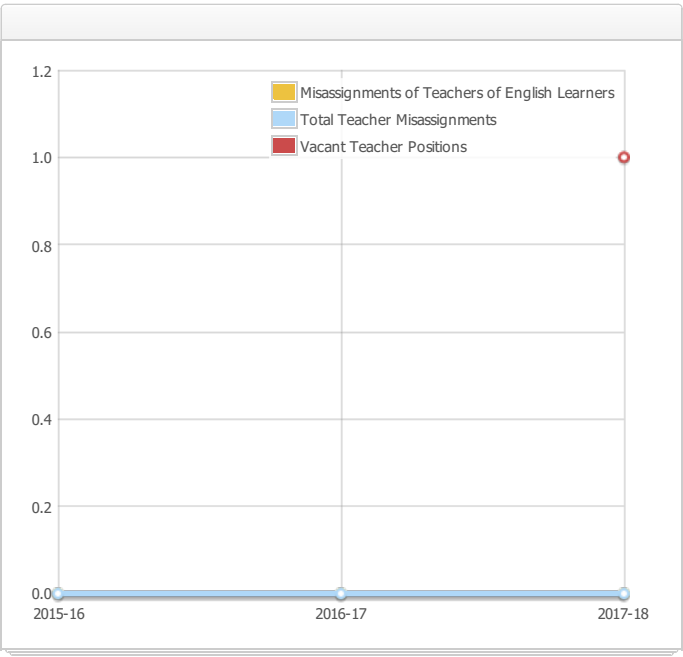
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	43	39	527
Without Full Credential	0	1	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/20/2018

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			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.

Last updated: 1/20/2018

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

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts McGraw-Hill – Wonders (Adopted 2016) • 4th-6th McGraw-Hill – StudySync (Adopted 2017) • 7th-8th Intervention English Language Arts National Geographic – Inside (Adopted 2009) Houghton Mifflin – Portals (Adopted 2009)		0.0 %
Mathematics	Houghton Mifflin Harcourt – Math Expressions (Adopted 2015) The College Board – SpringBoard Mathematics (Adopted 2013)		0.0 %
Science	Pearson Scott-Foresman – California Science (Adopted 2006) Holt Rinehart Winston – Holt California Science (Adopted 2007)		0.0 %
History-Social Science	Pearon Scott-Foresman – History-Social Science for California (Adopted 2006) • 4th – Our California • 5th – Our Nation Glencoe McGraw-Hill – Discovering Our Past (Adopted 2006) • 6th – Ancient Civilizations • 7th – Medieval and Early Modern Times • 8th – The American Journey to World War 1		0.0 %
Foreign Language	McGraw-Hill – Wonders – English Language Development Program (Adopted 2016) McGraw-Hill – StudySync – English Language Development Program (Adopted 2017) Spanish Prentice Hall –Realidades (Adopted 2004)		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	SRA – Art Connections (Adopted 2008) Pearson Scott-Foresman – Making Music (Adopted 2008)		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2018

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.

Last updated: 1/11/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: May 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	Good	
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: May 2016

Overall Rating	Good

Last updated: 1/11/2018

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	44%	39%	50%	50%	48%	48%
Mathematics (grades 3-8 and 11)	42%	36%	39%	38%	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.

Last updated: 1/11/2018

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	928	899	96.88%	39.04%
Male	505	488	96.63%	35.25%
Female	423	411	97.16%	43.55%
Black or African American	98	94	95.92%	27.66%
American Indian or Alaska Native	--	--	--	
Asian	16	16	100.00%	50.00%
Filipino	41	39	95.12%	74.36%
Hispanic or Latino	621	603	97.10%	32.34%
Native Hawaiian or Pacific Islander	--	--	--	
White	103	100	97.09%	67.00%
Two or More Races	37	36	97.30%	55.56%
Socioeconomically Disadvantaged	794	772	97.23%	34.84%
English Learners	413	394	95.40%	24.37%
Students with Disabilities	119	119	100.00%	--
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.

Last updated: 1/11/2018

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	926	905	97.73%	35.91%
Male	504	491	97.42%	37.88%
Female	422	414	98.10%	33.57%
Black or African American	98	97	98.98%	20.62%
American Indian or Alaska Native	--	--	--	
Asian	16	16	100.00%	50.00%
Filipino	41	39	95.12%	66.67%
Hispanic or Latino	619	606	97.90%	30.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	103	100	97.09%	62.00%
Two or More Races	37	36	97.30%	44.44%
Socioeconomically Disadvantaged	792	778	98.23%	30.33%
English Learners	412	401	97.33%	25.19%
Students with Disabilities	119	119	100.00%	--
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.

Last updated: 1/11/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	60.0%	0.0%	57.0%	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.

Last updated: 1/11/2018

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 2016-17)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	19.1%	27.5%	23.7%
7	19.8%	17.9%	34.1%

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: 1/11/2018

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)

At our STEAM Academy we invite and encourage parental support. During "Back to School Night" and our "Open House", parents are actively recruited to become participants on our various leadership teams such as PTA and School Site Council. Classroom volunteers are always welcome with schedules and arrangements made through our STEAM Academy office. Our STEAM Academy has a very active English Learner Advisory Committee (ELAC) group that meets a minimum of four times a year to discuss issues pertinent to their child's success, as well as parent education opportunities. Once a year, parents are invited and encouraged to attend Parent/Teacher/Student conferences in order to meet and discuss student progress and/or concerns of either teacher or parents.

State Priority: Pupil Engagement

Last updated: 12/21/2017

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

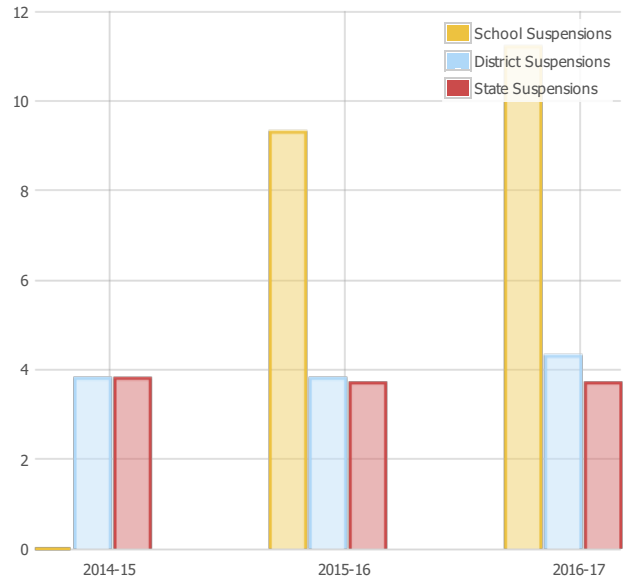
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

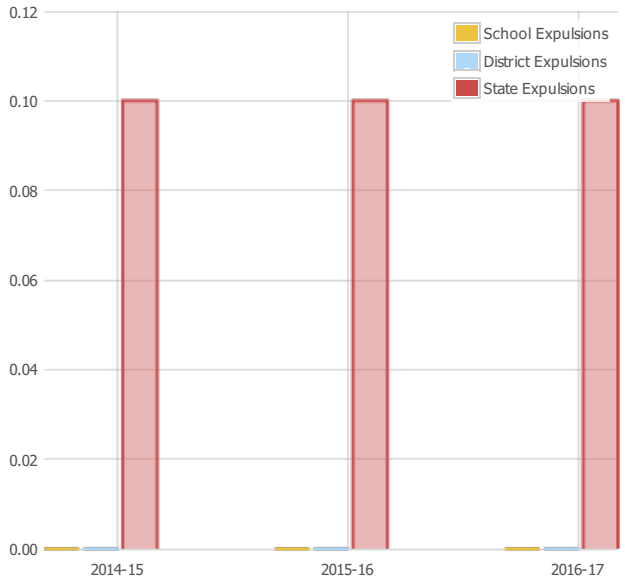
Suspensions and Expulsions

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	--	9.3%	11.2%	3.8%	3.8%	4.3%	3.8%	3.7%	3.7%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 1/11/2018

School Safety Plan (School Year 2017-18)

Current site Comprehensive School Safety Plans (CSSP) are received by the District each year and are approved by the La Mesa-Spring Valley School Board of Education. Each site's plan outlines systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and cessation. Each site has one teacher appointed as the school's Health and Safety Officer. This person and the site principal presented their School Safety Plans to their respective School Site Counsel for review and acceptance prior to submission to the Board of Education.

Last updated: 1/29/2018

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
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	31.0	0	8	0	29.0	0	24	4
5	0.0	0	0	0	23.0	3	10	0	31.0	3	11	15
6	0.0	0	0	0	28.0	3	3	8	28.0	4	24	5
Other	0.0	0	0	0	0.0	0	0	0	25.0	0	1	0

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

Last updated: 1/11/2018

Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	0.0	0	0	0	13.0	3	1	0	13.0	4	0	0
Mathematics	0.0	0	0	0	18.0	2	1	0	16.0	6	0	0
Science	0.0	0	0	0	32.0	1	9	10	30.0	2	15	8
Social Science	0.0	0	0	0	30.0	2	10	5	29.0	2	10	5

* 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.

Last updated: 1/11/2018

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	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.7	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other		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: 1/29/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6409.4	$254.8	$6154.6	$83099.0
District	N/A	N/A	$5430.4	$83717.8
Percent Difference – School Site and District	N/A	N/A	12.5%	-0.7%
State	N/A	N/A	$6574.0	$78363.0
Percent Difference – School Site and State	N/A	N/A	-6.6%	5.9%

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

Last updated: 1/19/2018

Types of Services Funded (Fiscal Year 2016-17)

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 - Instructional Materials

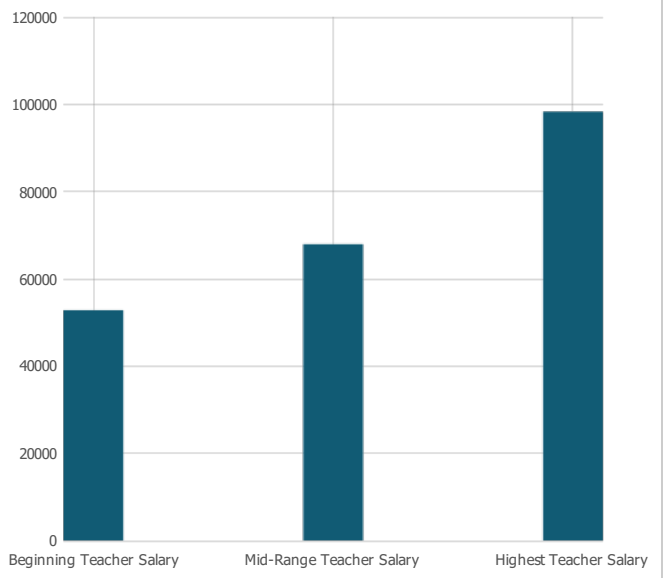
Last updated: 1/19/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

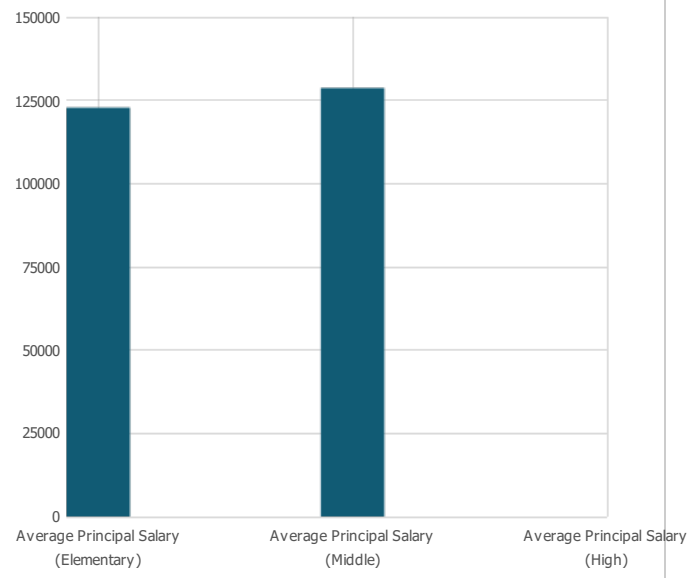
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$52,814	$48,678
Mid-Range Teacher Salary	$67,933	$78,254
Highest Teacher Salary	$98,330	$96,372
Average Principal Salary (Elementary)	$122,793	$122,364
Average Principal Salary (Middle)	$128,682	$125,958
Average Principal Salary (High)	$	$126,758
Superintendent Salary	$213,294	$212,818
Percent of Budget for Teacher Salaries	38.0%	38.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/11/2018

Professional Development

La Mesa-Spring Valley continues to make fundamental shifts in their professional learning by ensuring our learning is attending to requisite knowledge and skills needed to ensure high levels of learning for each and every student. This year, all teachers participated in an additional full day of professional learning prior to the start of school with a focus on a framework for high-quality teaching and learning, the four questions of a PLC and the 6 characteristics that make up a PLC. Professional learning is also offered during student breaks and summer and 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 (Tuesday afternoons) 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.

One Tuesday a month is also dedicated to whole staff learning. The California Teachers Induction Program (CTIP) support providers assist new teachers, and the Peer Assistance and Review program supports teachers experiencing challenges.

In recent years, professional learning 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. In the last 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, whereas 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 within a Professional Learning Community, then each and every student, regardless of race, class, language, and disability will learn at high levels. This work continues this year and we are now fully engaged in identifying power standards in both English Language Arts and Mathematics, identifying the learning targets that align to the standards, and developing common formative assessments to measure student progress in meeting the standards.

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