

Parkway Middle School

School Accountability Report Card

Board Approved on February 7, 2017

La Mesa Spring Valley Schools

Parkway Middle

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	Parkway Middle
Street	9009 Park Plaza Dr.
City, State, Zip	La Mesa, Ca, 91942-3400
Phone Number	619-668-5810
Principal	Mary Beason, Principal
E-mail Address	mary.beason@lmsvschools.org
County-District-School (CDS) Code	37681976038558

Last updated: 1/24/2017

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

Parkway is a comprehensive middle school in La Mesa for grades 7-8. Our 674 students are known as Parkway Patriots. We have a strong tradition of academic excellence coupled with an integrated character education program. Parkway teachers work in Professional Learning Communities (PLCs) by subject areas, Language Arts, Math, History, Science, Special Education, Physical Education and Unified Arts. Together, each PLC provides many activities to promote the academic and social/emotional growth of all students. Each department PLC works together to ensure student success and offers intervention and enrichment opportunities. Additionally, each department PLC team meets weekly to discuss students' academic successes and needs, review assessment data and share best practices for daily instruction. The core content areas (Language Arts, Math, History and Science) are supported by physical education, yearlong electives (Band, Spanish, Yearbook, ASB and Media), and one semester cycles classes (forensics, drama, technology, art, and music exploration). A strong PACE Program (Programs for Acceleration, Challenge and Enrichment) for gifted identified students includes cluster classes in Language Arts and leveled math classes. Intervention classes in Language Arts and Math offer support for students needing extra time to learn. Also, our Study Skills classes support students with study skills, time management, note taking and organization. English Language Development (ELD) classes are offered for our students who are second language learners to support them in learning English. Common Core State Standards are implemented in Math and Language Arts to better prepare students for California Common Core State Testing in the 16-17 school year. Our counselor provides additional class lessons in social skills, study skills, goal setting and organization. Students enjoy participating in clubs and learn lifelong skills through our ASB leadership class. Parkway also offers morning Homework Club, Monday through Friday from 8:00-8:55. At Homework Club students receive free tutoring for all subject areas. A Parkway math teacher attends Homework Club each day to provide specific tutoring for 7th and 8th grade math concepts.

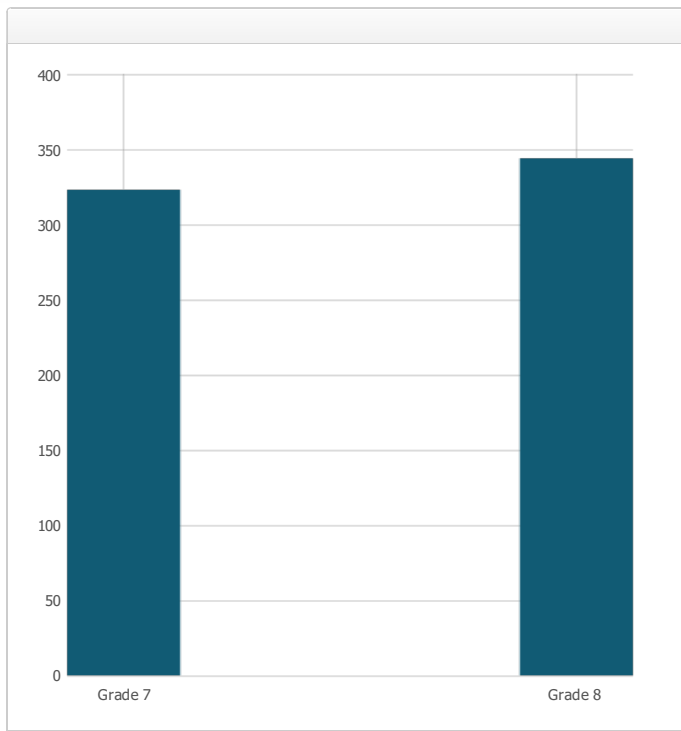
Parkway Middle School Mission:

To address the unique needs of the early adolescent, Parkway Middle School provides high standards of academic and behavioral excellence in settings that promote personal commitment and success.

Last updated: 1/24/2017

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

Grade Level	Number of Students
Grade 7	323
Grade 8	344
Total Enrollment	667



Last updated: 1/24/2017

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

Student Group	Percent of Total Enrollment
Black or African American	6.9 %
American Indian or Alaska Native	0.1 %
Asian	3.7 %
Filipino	3.1 %
Hispanic or Latino	37.0 %
Native Hawaiian or Pacific Islander	1.3 %
White	41.4 %
Two or More Races	6.3 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.5 %
English Learners	7.0 %
Students with Disabilities	9.1 %
Foster Youth	0.6 %

Last updated: 1/24/2017

A. Conditions of Learning

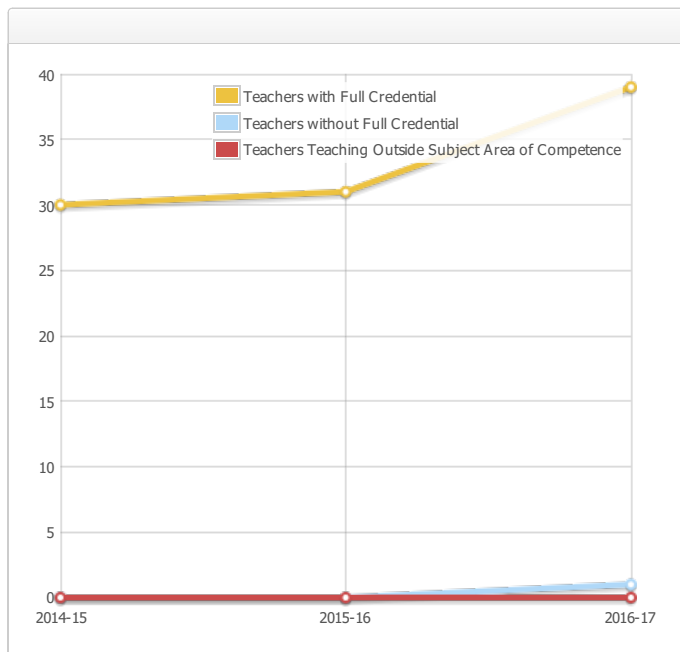
State Priority: Basic

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

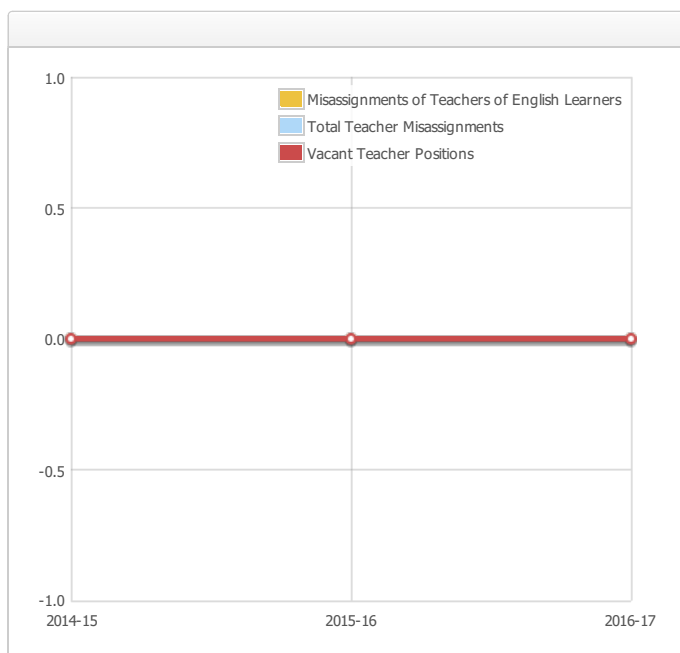
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	31	39	624
Without Full Credential	0	0	1	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/24/2017

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: 1/24/2017

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: 1/24/2017

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	Holt Rinehart Winston - Literature & Language Arts (adopted 2003, not most recent) Intervention English Language Arts National Geographic - Inside (adopted 2009) English Language Development Holt Rinehart Winston - Holt English Language Development Program (adopted 2011)		0.0 %
Mathematics	The College Board - SpringBoard Mathematics (adopted 2013)	Yes	0.0 %
Science	Holt Rinehart Winston - Holt California Science (adopted 2007)	Yes	0.0 %
History-Social Science	Glencoe McGraw-Hill - Discovering Our Past (adopted 2006) <ul style="list-style-type: none"> • 7th - Medieval and Early Modern Times • 8th - The American Journey to World War 1 	Yes	0.0 %
Foreign Language	Spanish Prentice Hall - Realidades (adopted 2004)	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			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: 1/24/2017

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 - May 5, 2016

Last updated: 1/24/2017

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	Fair	Tighten toilet and sink faucet. Repaired drinking fountains
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
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Last updated: 1/24/2017

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)	62.0%	63.0%	44.0%	50.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	45.0%	50.0%	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: 1/24/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	348	337	96.8%	63.2%
Male	192	186	96.9%	61.3%
Female	156	151	96.8%	65.6%
Black or African American	18	15	83.3%	40.0%
American Indian or Alaska Native	--	--	--	--
Asian	13	12	92.3%	66.7%
Filipino	15	15	100.0%	60.0%
Hispanic or Latino	141	137	97.2%	56.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	132	98.5%	74.2%
Two or More Races	25	24	96.0%	54.2%
Socioeconomically Disadvantaged	132	128	97.0%	53.1%
English Learners	25	23	92.0%	21.7%
Students with Disabilities	38	35	92.1%	11.4%
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: 1/24/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	338	330	97.6%	63.3%
Male	187	182	97.3%	57.1%
Female	151	148	98.0%	71.0%
Black or African American	31	31	100.0%	32.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	116	113	97.4%	54.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	141	97.2%	73.1%
Two or More Races	20	19	95.0%	79.0%
Socioeconomically Disadvantaged	134	129	96.3%	46.5%
English Learners	14	13	92.9%	--
Students with Disabilities	22	22	100.0%	9.1%
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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Last updated: 1/24/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	347	336	96.8%	48.2%
Male	192	185	96.4%	49.7%
Female	155	151	97.4%	46.4%
Black or African American	18	15	83.3%	20.0%
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.0%	61.5%
Filipino	15	15	100.0%	66.7%
Hispanic or Latino	141	136	96.5%	36.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	133	131	98.5%	61.8%
Two or More Races	25	24	96.0%	41.7%
Socioeconomically Disadvantaged	132	128	97.0%	35.2%
English Learners	25	24	96.0%	16.7%
Students with Disabilities	38	35	92.1%	8.6%
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: 1/24/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	337	330	97.9%	52.7%
Male	186	182	97.9%	48.4%
Female	151	148	98.0%	58.1%
Black or African American	31	31	100.0%	25.8%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	116	113	97.4%	46.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	144	141	97.9%	60.3%
Two or More Races	20	19	95.0%	57.9%
Socioeconomically Disadvantaged	133	129	97.0%	37.2%
English Learners	13	13	100.0%	--
Students with Disabilities	22	22	100.0%	4.6%
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.

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: 1/24/2017

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)	88.0%	81.0%	73.0%	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: 1/24/2017

**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	338	330	97.6%	73.0%
Male	187	182	97.3%	74.2%
Female	151	148	98.0%	71.6%
Black or African American	31	31	100.0%	35.5%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	116	113	97.4%	70.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	141	97.2%	78.7%
Two or More Races	20	19	95.0%	84.2%
Socioeconomically Disadvantaged	134	130	97.0%	59.2%
English Learners	14	14	100.0%	7.1%
Students with Disabilities	22	21	95.5%	23.8%
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: 1/24/2017

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
7	14.1%	26.7%	34.4%

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: 1/24/2017

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)

At Parkway Middle School, parents are our partners in the education of students. Communication is our watchword and there are a variety of ways we promote this. Parents may communicate with teachers daily through the student agenda, email or Jupiter Grades. Every teacher has voice mail and email. ConnectEd "all call" phone calls, newsletters, and report cards are another vehicle to support strong communication between home and school. Our daily news broadcast, website, monthly calendar, and information hotline keep everyone current on the events and daily activities at school. Parents are welcome in the classrooms, as office helpers and at all celebrations. There are many opportunities through parent/teacher conferences, Back-To-School Night and Open House when parents are involved on campus. Parent education nights often include the whole family. Parkway PTSA is active in supporting programs and clubs by providing resources and materials. Our School Site Council is comprised of elected parents, students and staff representatives who meet throughout the year to oversee the school improvement program. Our English Learner Advisory Board (ELAC) made up of parents and Parkway's principal, work together to ensure there are opportunities for parents and students who are second language learners. ELAC gives input on instructional practices and budget expenditures to ensure English Learner students are supported in learning English in all of their classes. Campus Tours are provided and the principal believes in an "open-door" policy. We want parents to know their children are in good hands.

Contact for Parent Volunteers: Sue Youngflesh, School Office Manager, 619-668-5810 ext. 1197

State Priority: Pupil Engagement

Last updated: 1/24/2017

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

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

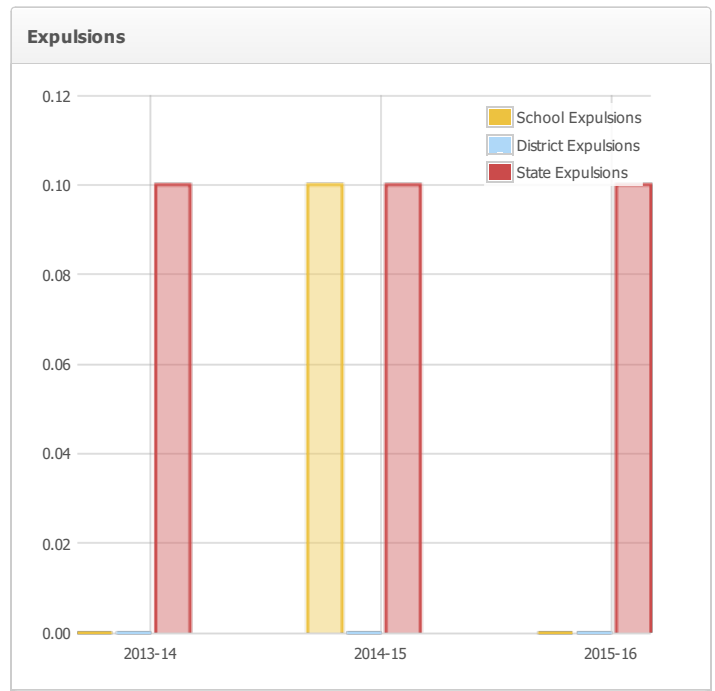
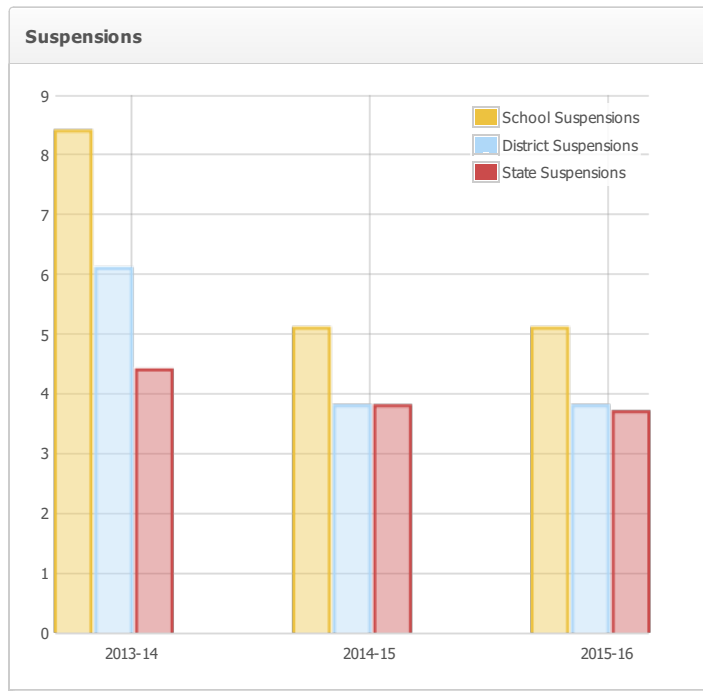
State Priority: School Climate

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	8.4	5.1	5.1	6.1	3.8	3.8	4.4	3.8	3.7
Expulsions	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/24/2017

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 November 2016.

Last updated: 1/24/2017

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	Not in PI	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	60.0%

Note: Cells with NA values do not require data.

Last updated: 2/9/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	9	8	16	23.0	15	13	8	23.0	4	27	0
Mathematics	31.0	4	9	15	13.0	6	0	1	24.0	6	25	0
Science	33.0	0	7	16	32.0	0	11	11	29.0	0	24	0
Social Science	31.0	2	9	14	30.0	2	15	7	29.0	0	13	9

* 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: 2/1/2017

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	1.0	780.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	1.4	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	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.

Last updated: 1/24/2017

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	\$5699.8	\$0.0	\$5699.8	\$84993.0
District	N/A	N/A	\$4875.9	\$78693.0
Percent Difference – School Site and District	--	--	16.9%	7.4%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	0.4%	12.1%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

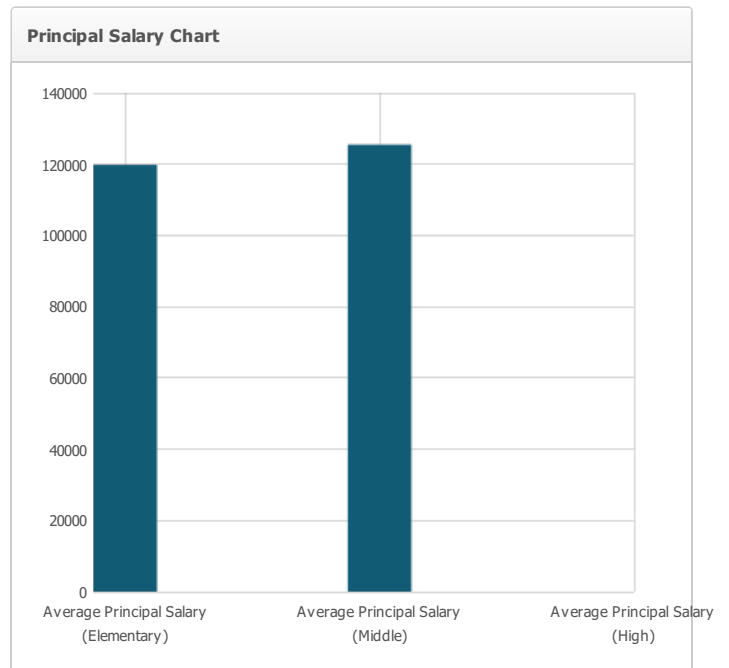
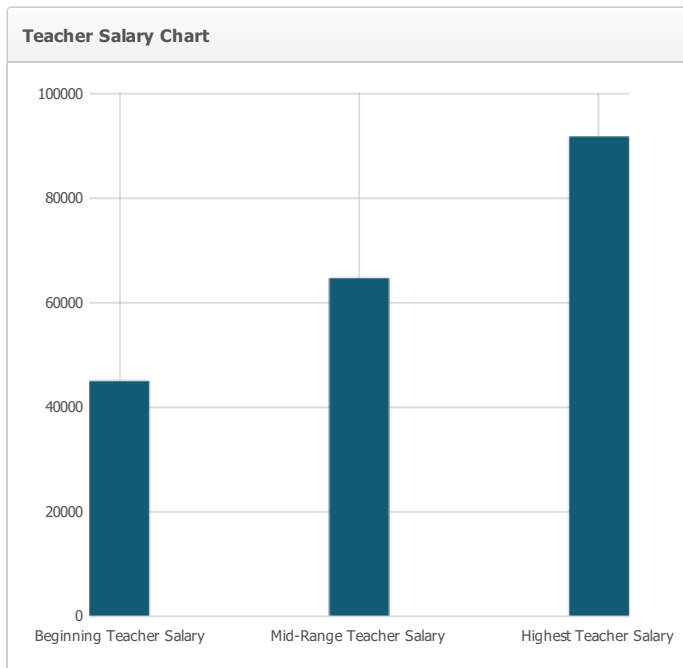
- Special Education
- Title II Part A - Improving Teacher Quality
- Title III - Immigrant Education
- Title III Part A - Limited English
- Lottery - Instructional Materials

Last updated: 1/24/2017

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: 1/24/2017

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: 1/24/2017