

Highlands Elementary School

2020-21 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Highlands Elementary School
Street	3131 S. Barcelona Street
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 668-5780
Principal	Jon McEvoy
Email Address	jon.mcevoy@lmsvschools.org
School Website	https://www.lmsvschools.org/highlands/
County-District-School (CDS) Code	37 68197 6038459

2021-22 District Contact Information

District Name	La Mesa-Spring Valley School District
Phone Number	(619) 668-5700
Superintendent	David Feliciano
Email Address	info@lmsvsd.net
District Website Address	www.lmsvschools.org

2021-22 School Overview

Highlands Elementary School has served generations of Spring Valley families dating back to the 1950's. Our school currently serves approximately 525 students in transitional kindergarten through sixth grade and is a whole-school Federally Funded Title I school.

Highlands is proud to be a part of the nation-wide No Excuses University network. We believe in setting high expectations for each of our students and remain focused on creating a safe, supportive learning environment where all students can be successful in meeting their goals. Staff and students see their learning through the lens of a growth mindset and learn to persevere through challenges. No Excuses University is founded on creating six exemplary systems: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention. These systems of excellence all fall under the umbrella of College Readiness. It is our belief that every student should be taught in a way that prepares them to attend college if they so choose.

Highlands staff is highly dedicated and passionate about using the very best teaching strategies and resources and is committed to implementing the Professional Learning Communities model and mindset. Staff collaborate on a regular basis within and between grade level teams, and as a whole staff; attend a variety of district and site-based professional development opportunities; and are eager to implement research-based programs that focus on specific student needs. Staff use technology to support learning and student engagement, and are trained on how to best incorporate technology into classroom instruction. Students are guided in discovering their strengths, values, and interests in order to help them find their own best pathway to college and/or career.

Highlands provides a wide array of academic support programs for children who require special assistance in mastering academic standards. Our Specialized Academic Instructors serve approximately 80 students, and our speech and language pathologists work with students with IEP speech and language goals. Our English Language Learner program assists students who need extra support with language acquisition and educational support. Our academic support program also includes a full-time, credentialed teacher who works with groups of students on specific and targeted skills. These groups are flexible, programs used are research-based, and data is tracked on a regular basis. Our before and after school programs extend the learning day for students in need of academic interventions, homework help, and/or time on computers.

2021-22 School Overview

During the 2021-2022 school year, the system of excellence Highlands staff will be most focused on is Data. We are excited about the District's adoption of the iReady computer diagnostic. This valuable data will provide us with what each individual student excels at, and what skills they need to develop.

Highlands staff not only cares about every child's academic achievement, but also their social and emotional development. We embrace the 6 Pillars of Character (Character Counts!) and highlight the character traits each month. Our school-wide discipline plan is followed by all staff and is based on the practices of Restorative Justice. Students can earn Rockin' Hawk awards that emphasize character and academic growth. For our students who need some extra support with social/emotional needs, we have a full-time social worker. The social worker meets with individual students and small groups needing social skill development. Highlands is also dedicated to Social Emotional Learning through the use of the Sanford Harmony curriculum.

Highlands Elementary School takes pride in creating a safe environment where students are engaged in using high level thinking skills as they master California State Standards. Our Highlands Hawks help each other, show kindness to others, persevere with school work, and are ready to take on any challenge as they prepare themselves for college and careers.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	79
Grade 2	76
Grade 3	83
Grade 4	70
Grade 5	66
Grade 6	72
Total Enrollment	523

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	14.1
Filipino	1.7
Hispanic or Latino	55.8
Native Hawaiian or Pacific Islander	1.5
Two or More Races	9
White	17
English Learners	18.2
Homeless	2.1
Socioeconomically Disadvantaged	73.6
Students with Disabilities	14.3

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK, Houghton Mifflin-Harcourt, Journeys - Year Adopted 2009 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015 Supplemental/Intervention Instructional Materials: Cambrium Learning, Read Well McGraw-Hill, Flex Literacy McGraw-Hill, Wonder Works English Language Development TK, Hampton Brown, Avenues - Year Adopted 2011 K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009	Yes	0

Mathematics	TK – 5th, Houghton Mifflin-Harcourt, Math Expressions - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019 Supplemental Instructional Materials: Moby Max	Yes	0
Science	TK-5th, Pearson Scott-Foresman, California Science - Year Adopted 2007 6th - 8th, Holt, Rinehart & Winston, Holt California Science - Year Adopted 2007 Supplemental Instructional Materials: K-6th, Studies Weekly, Science Weekly	Yes	0
History-Social Science	K - 6th, Studies Weekly, Studies Weekly - Year Adopted 2020 7th – 8th, National Geographic, World History & US History - Year Adopted 2019	Yes	0
Foreign Language	6th – 8th, Prentice Hall, Realidades - Year Adopted 2004	Yes	0

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.

Year and month of the most recent FIT report

August 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace sink and tighten toilets.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

2020-21 Local Assessment Test Results in ELA by Student Group (iReady)

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	513	502	98%	2%	23%
Female	249	244	98%	2%	23%
Male	264	258	98%	2%	23%
American Indian or Alaska Native	9	9	100%	0%	11%
Asian	12	12	100%	0%	25%
Black or African American	112	108	96%	4%	15%
Filipino	18	18	100%	0%	33%
Hispanic or Latino	288	283	98%	2%	19%
Native Hawaiian or Pacific Islander	9	6	67%	33%	22%
Two or More Races	70	69	99%	1%	37%
White	228	225	99%	1%	23%
English Learners	110	108	98%	2%	15%
Foster Youth	3	3	100%	0%	0%
Homeless	15	13	87%	13%	7%
Military	25	25	100%	0%	16%
Socioeconomically Disadvantaged	377	369	98%	2%	19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	76	73	96%	4%	7%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group (iReady)

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Subject	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	513	503	98%	2%	13%
Female	249	246	99%	1%	10%
Male	264	257	97%	3%	16%
American Indian or Alaska Native	9	9	100%	0%	11%
Asian	12	12	100%	0%	33%
Black or African American	112	109	97%	3%	12%
Filipino	18	18	100%	0%	17%
Hispanic or Latino	288	285	99%	1%	11%
Native Hawaiian or Pacific Islander	9	6	67%	33%	0%
Two or More Races	70	69	99%	1%	27%
White	228	225	99%	1%	11%
English Learners	110	109	99%	1%	1%
Foster Youth	3	3	100%	0%	0%
Homeless	15	13	87%	13%	0%
Military	25	25	100%	0%	8%
Socioeconomically Disadvantaged	377	369	98%	2%	11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	76	72	95%	5%	3%

*At or above the grade-level standard in the context of the local assessment administered.

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Highlands Elementary provides numerous opportunities for parents to be involved in the school and in their child's education. Highlands has an "open door" policy where parents are encouraged to volunteer in classrooms. Highlands has a dedicated and active Parent Teacher Association (PTA) that meets once per month and provides enriching activities. PTA coordinates activities throughout the year.

Parents are invited to participate in the School Site Council (SSC) and English Language Advisory Committee (ELAC); and we encourage all parents to attend Back-to-School Night, Parent-Teacher Conferences, and Open House. Recently we have been offering both in-person and virtual events.

If you are interested in becoming involved with school activities or volunteering your time please call our School Office Manager, Courtney Lanier, at (619) 668-5780. Highlands welcomes and values our community members.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	572	561	139	24.8
Female	272	267	70	26.2
Male	300	294	69	23.5
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	0	0.0
Black or African American	90	89	26	29.2
Filipino	9	9	0	0.0
Hispanic or Latino	316	312	88	28.2
Native Hawaiian or Pacific Islander	8	8	3	37.5
Two or More Races	47	47	4	8.5
White	97	91	18	19.8
English Learners	119	117	38	32.5
Foster Youth	3	1	1	100.0
Homeless	16	16	13	81.3
Socioeconomically Disadvantaged	456	449	127	28.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	89	88	26	29.5

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	4.79	0.00	4.64	0.52	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.40	2.27	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
TK/K	0	0	0	0
K	26	0	4	0
K/1	0	0	0	0
1	28	0	3	0
1/2	0	0	0	0
2	25	0	3	0
2/3	0	0	0	0
3	24	0	3	0
3/4	26	0	1	0
4	30	0	2	1
4/5	0	0	0	0
5	35	0	0	1
5/6	32	0	1	0
6	35	0	0	2
Other	0	0	0	0

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	23	0	1	0
TK/K	0	0	0	0
K	26	0	4	0
K/1	0	0	0	0
1	27	0	3	0
1/2	0	0	0	0
2	28	0	3	0
2/3	0	0	0	0
3	28	0	2	0
3/4	28	0	1	0
4	35	0	0	2
4/5	0	0	0	0
5	35	0	0	2
5/6	31	0	1	0
6	35	0	0	1
Other	0	0	0	0

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	18	1	0	0
TK/K	0	0	0	0
K	22	0	3	0
K/1	0	0	0	0
1	25	0	3	0
1/2	0	0	0	0
2	26	0	3	0
2/3	0	0	0	0
3	27	0	3	0
3/4	0	0	0	0
4	35	0	0	2
4/5	0	0	0	0
5	29	0	2	0
5/6	26	0	1	0
6	26	0	2	0
Other	0	0	0	0

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library and Learning Resources Technician	.65
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	1
Nurse	.20
Health Technician	.78
Speech/Language/Hearing Specialist	1
Site Teacher on Special Assignment (Intervention, Site Subs, etc.)	.8
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,153.85	\$367.74	\$5,786.11	\$91,332.83
District	N/A	N/A	\$6,694.41	\$90,729.54
Percent Difference - School Site and District	N/A	N/A	-14.6	2.5
Percent Difference - School Site and State	N/A	N/A	-37.4	6.2

2020-21 Types of Services Funded

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,081	\$52,060
Mid-Range Teacher Salary	\$74,706	\$84,043
Highest Teacher Salary	\$108,136	\$107,043
Average Principal Salary (Elementary)	\$138,462	\$133,582
Average Principal Salary (Middle)	\$151,011	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$223,665	\$240,628
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional learning in La Mesa-Spring Valley Schools (LMSVS) continues evolving to cultivate capacity and efficacy of teachers so they can ensure high levels of learning for each and every student. In recent years, professional learning has emphasized developing a common language around high quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. This work has included a deeper dive into content standards through the selection of essential standards and discussions around mastery and effective assessment, social-emotional learning and having an equity lens in all our work. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to mathematics, science, and the needs of English learners.

Our Blended Professional Development program for 2021-22 offers online professional development options while still offering face-to-face professional development. Regardless of the learning format, our LMSVS educators are eager to engage in professional development, and the district is committed to supporting them with many tools, strategies, and training.

Central to our training in 2021-22 is the book *Opening Doors* by Dr. Trudy Arriaga and Randall Lindsey. Dr. Arriaga, a former superintendent, author and speaker, launched our work on the topics of equity and cultural proficiency, what she refers to as simply "Opening Doors for All Children". Dr. Arriaga is working with LMSV and other school districts throughout the United States to support the building of culturally proficient organizations. Her leadership has focused on the core values that ensure equity, access, and opportunity for every child and their family. District employees attended her keynote address at the start of the year. Dr. Arriaga will continue to present to our staff during the 2021-22 school year, and her book will be used throughout the year to anchor our practice and approach to opening doors for all children through our work on equity and cultural proficiency.

With professional learning communities as a foundation, professional development is approached from multiple angles to ensure that it is relevant, timely, and targeted to both student and teacher needs and to capitalize on teacher expertise. Teachers meet weekly, as a grade level or discipline, to analyze student data and discuss best practices to address the needs of each and every student.

In order to customize professional learning for certificated staff this year, 16 Lead Teachers were hired in specific areas (science, math, ELD, specialized academic instruction (SAI), PE, etc.) and offered a stipend to develop at least three sessions that will be offered through our Professional Blended Learning program. The Lead Teachers will contact their job alike cohort members across the district to gather information on specific training topics of interest, and either provide the training or coordinate with an outside expert to provide it.

Professional Development

Additional individual professional development opportunities offered or planned by Teachers on Special Assignment, Lead Teachers, social workers, and/or administrators for the 2021-22 school year include the following courses:

- Build Math Minds
- Building Thinking Classrooms
- Integrated ELD through Language Function
- i-Ready: Using Data to Plan Instruction
- Math Fluency
- NGSS 101: Phenomenon Based Learning
- Pro-ACT
- Processing Grief and Loss with your Middle School Students
- Reading in the Upper Grades for Struggling Readers
- Responding to Behavior Escalation
- Trauma-Informed Care

As the school year progresses, we will continue to provide support in these and other areas to deepen our expertise in providing instruction to our students.

As we continue to support the planning and professional development of our educators, the LMSVS Staff website has developed to include pacing guides, essential standards, quarantine and Independent Study Agreement resources, quick links for tutorials with Google Classroom and other Learning Management Systems, online curriculum supports, and more. The site also includes tools and information for supporting English learners and Special Education students, and providing differentiation in the content areas.

LMSVS believes in continuous learning, and we will ensure high-quality professional learning to all of our staff in an on-going manner throughout the entire 2021-2022 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	5.5	3.5