

La Mesa Arts Academy

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/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 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 | La Mesa Arts Academy |
| Street | 4200 Parks Avenue |
| City, State, Zip | La Mesa, CA 91942 |
| Phone Number | (619) 668-5730 |
| Principal | Kelley Rabasco |
| Email Address | kelley.rabasco@lmsvschools.org |
| School Website | https://www.lmsvschools.org/lmaac/ |
| County-District-School (CDS) Code | 37 68197 0132290 |

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

La Mesa Arts Academy (also known as LMAAC) is a large urban-suburban academics and arts academy built in 1951, originally as La Mesa Junior High and later as La Mesa Middle School. In August 2014 LMAAC began as an arts academy within La Mesa Middle School and then transitioned to a full school performing arts academy for all students in grades 4-8 beginning in the 2015-16 school year. LMAAC is a public school open to students in grades 4-8 who are interested in learning the foundations of art, performing arts, and having arts infused into their academic classes. LMAAC's current enrollment is 1,093 students. It is governed by an administrative team which consists of one principal, one assistant principal, and one school counselor.

At LMAAC, we strive to support each and every student's unique academic and social-emotional needs.

Academic Supports: students receive instruction from specialists in their field including, but not limited to, math, science, language arts, history, PE, and arts classes. We use a variety of student assessment measures to determine what additional supports are needed for students to be academically successful. Based on this data, we have a variety of Response to Intervention (RTI) resources including:

- Intervention teacher: provides small group reteach and support in Language Arts and Math
- Co-taught (Special Education and General Education Teacher) offered in Language Arts and Math
- Tutoring opportunities in Math and Language Arts

Social-Emotional Supports: All students participate in the "Wildcat Way" which is our weekly broadcast focused on character education. As a school, LMAAC participates in Red Ribbon Week, Kindness Week, food and other donation drives, and regular spirit activities to promote a positive campus climate. We use our RtI to provide social-emotional interventions for students needing additional supports including:

- Individual school counseling or social worker support
- Small group counseling on topics such as anxiety, social skills, and other support groups
- Spotlight Students program where students and school staff mentors are paired
- Partnerships with City Hope, San Diego Youth Services, and other community organizations
- Referrals to outside therapy and other resources

Mission Statement: It is the goal of the LMAAC staff to create opportunities that will support the development of good character, as well as leadership skills of integrity and confidence in our students while, at the same time, presenting an academic program and arts program that prepares our students for success in future college and career choices.

2021-22 School Overview

Vision Statement: If LMAAC is to be a community of learners striving for mastery of the state's academic and arts standards, then we must commit to providing clear learning objectives to the school community, as well as a safe environment where learning can take place, and a process of assessment that affords access for students who do not show mastery and enrichment for the ones who do.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 4 | 100 |
| Grade 5 | 134 |
| Grade 6 | 163 |
| Grade 7 | 349 |
| Grade 8 | 346 |
| Total Enrollment | 1,092 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 56.7 |
| Male | 43.3 |
| American Indian or Alaska Native | 0.1 |
| Asian | 3.4 |
| Black or African American | 4.9 |
| Filipino | 0.6 |
| Hispanic or Latino | 32.4 |
| Native Hawaiian or Pacific Islander | 0.1 |
| Two or More Races | 10.3 |
| White | 48.2 |
| English Learners | 4.9 |
| Foster Youth | 0.3 |
| Homeless | 1.1 |
| Socioeconomically Disadvantaged | 32.1 |
| Students with Disabilities | 10.9 |

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

January 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 | | | |
| 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 | 1085 | 1053 | 97% | 3% | 46% |
| Female | 612 | 590 | 96% | 4% | 47% |
| Male | 472 | 462 | 98% | 2% | 45% |
| American Indian or Alaska Native | 9 | 9 | 100% | 0% | 33% |
| Asian | 36 | 35 | 97% | 3% | 53% |
| Black or African American | 62 | 59 | 95% | 5% | 24% |
| Filipino | 14 | 14 | 100% | 0% | 64% |
| Hispanic or Latino | 357 | 345 | 97% | 3% | 39% |
| Native Hawaiian or Pacific Islander | 5 | 4 | 80% | 20% | 20% |
| Two or More Races | 151 | 149 | 99% | 1% | 47% |
| White | 727 | 705 | 97% | 3% | 49% |
| English Learners | 51 | 48 | 94% | 6% | 8% |
| Foster Youth | 4 | 4 | 100% | 0% | 25% |
| Homeless | 12 | 11 | 92% | 8% | 8% |
| Military | 43 | 41 | 95% | 5% | 44% |
| Socioeconomically Disadvantaged | 350 | 340 | 97% | 3% | 35% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 120 | 116 | 97% | 3% | 12% |

*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 | 1085 | 1051 | 97% | 3% | 25% |
| Female | 612 | 589 | 96% | 4% | 22% |
| Male | 472 | 462 | 98% | 2% | 29% |
| American Indian or Alaska Native | 9 | 9 | 100% | 0% | 11% |
| Asian | 36 | 36 | 100% | 0% | 39% |
| Black or African American | 62 | 61 | 98% | 2% | 11% |
| Filipino | 14 | 12 | 86% | 14% | 29% |
| Hispanic or Latino | 357 | 342 | 96% | 4% | 18% |
| Native Hawaiian or Pacific Islander | 5 | 4 | 80% | 20% | 0% |
| Two or More Races | 151 | 146 | 97% | 3% | 27% |
| White | 727 | 705 | 97% | 3% | 26% |
| English Learners | 51 | 49 | 96% | 4% | 6% |
| Foster Youth | 4 | 4 | 100% | 0% | 0% |
| Homeless | 12 | 11 | 92% | 8% | 0% |
| Military | 43 | 39 | 91% | 9% | 21% |
| Socioeconomically Disadvantaged | 350 | 337 | 96% | 4% | 16% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 120 | 114 | 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

At LMAAC, we host Back to School Night in September, student-led Parent-Teacher Conferences in November, and an Open House/Multicultural Night in the Spring. Our fine and performing arts departments including arts, theatre, dance, band, and vocals present exhibits and performances several times each year where parents are invited. Additionally, we welcome and encourage many parent volunteer opportunities throughout the school year.

We offer many opportunities for parent decision-making and engagement throughout the school year. We hold four English Language Advisory Committee and five School Site Council meetings - both leadership and decision making groups made up of parent office holders. Our Parent-Teacher-Student Association (PTSA) holds monthly council meetings as well as a parent

2021-22 Opportunities for Parental Involvement

coffee for our grades 4-6 students and parents. We are financially supported by the non-profit La Mesa Arts Foundation which is made up of parents and community members. This group meets monthly.

For more information about volunteer opportunities at LMAAC, please contact us at Kelley Rabasco, Principal at LMAAC at [lmaac@lmsvsd.net](mailto:Imaac@lmsvsd.net).

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 1126 | 1112 | 53 | 4.8 |
| Female | 635 | 628 | 34 | 5.4 |
| Male | 490 | 483 | 18 | 3.7 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 39 | 39 | 1 | 2.6 |
| Black or African American | 54 | 54 | 7 | 13.0 |
| Filipino | 7 | 7 | 1 | 14.3 |
| Hispanic or Latino | 371 | 365 | 26 | 7.1 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 112 | 112 | 4 | 3.6 |
| White | 541 | 533 | 14 | 2.6 |
| English Learners | 55 | 55 | 5 | 9.1 |
| Foster Youth | 4 | 4 | 0 | 0.0 |
| Homeless | 13 | 13 | 2 | 15.4 |
| Socioeconomically Disadvantaged | 400 | 396 | 39 | 9.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 136 | 132 | 10 | 7.6 |

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 | 3.79 | 0.44 | 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 | 1.80 | 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 | 0.44 | 0.00 |
| Female | 0.16 | 0.00 |
| Male | 0.82 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 2.56 | 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 | 0.89 | 0.00 |
| White | 0.55 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.74 | 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.

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 31 | 3 | 8 | 12 |
| Mathematics | 31 | 3 | 8 | 12 |
| Science | 34 | 0 | 7 | 13 |
| Social Science | 32 | 0 | 13 | 9 |

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 37 | 3 | 9 | 15 |
| Mathematics | 33 | 3 | 6 | 14 |
| Science | 32 | 1 | 5 | 15 |
| Social Science | 32 | 1 | 8 | 12 |

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 31 | 1 | 16 | 8 |
| Mathematics | 33 | 0 | 7 | 13 |
| Science | 32 | 0 | 8 | 13 |
| Social Science | 32 | 1 | 11 | 9 |

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 | 1092 |

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) | 1 |
| Library Media Teacher (Librarian) | 0 |
| Library and Learning Resources Technician | .65 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | .7 |
| Social Worker | .4 |
| Nurse | .20 |
| Health Technician | .89 |
| Speech/Language/Hearing Specialist | 1 |
| Site Teacher on Special Assignment (Intervention, Site Subs, etc.) | 1.2 |
| 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 | \$6,281.03 | \$0.00 | \$6,281.03 | \$96,166.47 |
| District | N/A | N/A | \$6,694.41 | \$90,729.54 |
| Percent Difference - School Site and District | N/A | N/A | -6.4 | 7.7 |
| Percent Difference - School Site and State | N/A | N/A | -29.4 | 11.3 |

2020-21 Types of Services Funded

Special Education
 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.

Professional Development

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.

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 |