

Loma 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	Loma Elementary School
Street	10355 Loma Lane
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 668-5862
Principal	Beth Rackliffe
Email Address	elizabeth.rackliffe@lmsvschools.org
School Website	https://www.lmsvschools.org/loma/
County-District-School (CDS) Code	37-68197-6098446

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

Loma Elementary is a gem on top of the hill. A small school of 300 students hidden away high above Monte Vista High School. Loma is much like a family where the principal, teachers, and staff all work together as they get to know each and every student. The school is safe, secluded, and remains completely secure throughout the school day making this an ideal place for parents to send their children. As a member of the No Excuse University network, we believe that each and every child is capable of greatness, and we will support them on their path to excellence.

Teachers at Loma Elementary work across grade levels to support students and meet both the intervention and enrichment needs of each student. In grades 3 through 6, teachers pair to provide departmentalized instruction for each student. The sharing of students across teachers allows targeted English language arts and math instruction to meet students where they are and move them where they need to be. All upper grade teachers share students for PE instruction allowing students to have weekly focuses on team sports, fitness boot camp, yoga, and many more exciting activities.

Loma provides quality, common core based instruction utilizing Wonders curriculum, Math Expressions, and College Preparatory Math (CPM) (6th grade math). Reading groups target each student at their reading level and math teachers support students with in-class math interventions. Every English Learner has targeted small group instruction to support their English acquisition. For those students who would benefit from added English support, we are excited this year to offer targeted English Learner support through our intervention provider two days a week. Through the use of Guided Language Acquisition Design (GLAD) strategies, each student receives differentiated learning in a smaller group than offered in the general education class. Likewise, we offer math intervention to those students who need support with computational skill acquisition. Our math intervention support provider assesses each student individually and through the use of manipulatives, games, and collaborative lessons builds mathematical understanding.

This year, we are excited to introduce iReady and one-to-one devices to the great instruction we already offer. Through the use of this differentiated, computer-based program, students are able to receive remediation in pre-requisite skills or soar to future grade level tasks. Teachers closely monitor students' success and help students set personal goals for their own learning and achievements.

Lastly, we believe in supporting the whole student. Our school-based social worker leads exciting class and group lessons on friendship building, self-esteem, and anti-bullying. Our new recess model provides students with group activities to build peer

2021-22 School Overview

relationships while having fun on the playground in a safe, supervised environment. Finally, each student is a member of a college and works as a team in our college of the week competition. Loma Scholars enjoy weekly rewards such as movies, ice cream, and picnic Friday. There is something fun going on at Loma everyday. We would love for you to be a part of it.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	38
Grade 2	41
Grade 3	50
Grade 4	35
Grade 5	41
Grade 6	48
Total Enrollment	293

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.2
Asian	1.7
Black or African American	9.6
Filipino	3.4
Hispanic or Latino	63.5
Two or More Races	7.2
White	14.7
English Learners	31.7
Foster Youth	0.7
Homeless	3.8
Socioeconomically Disadvantaged	78.8
Students with Disabilities	17.7

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		Fix flush valves and replace loose faucet.
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	302	291	96%	4%	19%
Female	147	142	97%	3%	20%
Male	155	149	96%	4%	17%
American Indian or Alaska Native	8	8	100%	0%	38%
Asian	9	9	100%	0%	33%
Black or African American	35	34	97%	3%	6%
Filipino	13	13	100%	0%	38%
Hispanic or Latino	191	183	96%	4%	13%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	35	33	94%	6%	40%
White	114	108	95%	5%	20%
English Learners	103	101	98%	2%	9%
Foster Youth	3	3	100%	0%	0%
Homeless	15	14	93%	7%	27%
Military	30	30	100%	0%	30%
Socioeconomically Disadvantaged	238	230	97%	3%	17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	52	50	96%	4%	6%

*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	302	280	93%	7%	11%
Female	147	132	90%	10%	10%
Male	155	148	95%	5%	12%
American Indian or Alaska Native	8	8	100%	0%	13%
Asian	9	7	78%	22%	0%
Black or African American	35	34	97%	3%	6%
Filipino	13	13	100%	0%	15%
Hispanic or Latino	191	173	91%	9%	11%
Native Hawaiian or Pacific Islander	0	0	100%	0%	0%
Two or More Races	35	31	89%	11%	31%
White	114	105	92%	8%	11%
English Learners	103	96	93%	7%	6%
Foster Youth	3	3	100%	0%	0%
Homeless	15	13	87%	13%	7%
Military	30	28	93%	7%	27%
Socioeconomically Disadvantaged	238	221	93%	7%	9%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	52	49	94%	6%	4%

*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

Are you a Loma parent who wants to be more involved, or do you want to learn more about Loma before bringing your future Loma Scholar? Look no further because we are active on social media (Facebook, Instagram, Twitter, and YouTube). Monday through Thursday at 8:30am, parents can watch our Loma Broadcast. The daily broadcast provides information about upcoming events and Loma Scholar expectations. Want to know when Kona Ice will visit again? Just tune in at 8:30am and find out. Fridays our amazing student council leads the school in our ROAR rally. Student led and fun for all, parents can join our Loma Scholars in celebrating our No Excuse philosophy... we are college bound, ROAR!

2021-22 Opportunities for Parental Involvement

If you are not active on social media, our Loma website provides up-to-date information and highlights. Every Friday, a parent newsletter is posted. This newsletter provides parents important information they will need and a calendar of upcoming events. Please use our website for the most current information on schedules and contact information for staff. We also invite you to join PTA, SSC, or ELAC to help support the amazing work teachers and students are doing each and every day. Working together as a team, we know we will see great things this year at Loma! If you are interested in finding out more about these great opportunities, please give us a call in the office at (619) 668-5862 or email Karla Nicholass (karla.nicholass@lmsvschools.org).

Website: lmsvschools.org/loma

Twitter: twitter.com/LomaLMSV

Facebook: facebook.com/LomaLMSV

Instagram: instagram.com/loma_lmsv/

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	320	316	67	21.2
Female	157	155	32	20.6
Male	163	161	35	21.7
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	0	0.0
Black or African American	32	31	5	16.1
Filipino	13	11	0	0.0
Hispanic or Latino	200	200	49	24.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	22	21	4	19.0
White	46	46	8	17.4
English Learners	111	109	31	28.4
Foster Youth	2	2	0	0.0
Homeless	18	18	6	33.3
Socioeconomically Disadvantaged	262	260	63	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	59	19	32.2

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	1.94	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	1.33	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	28	0	2	0
K/1	26	0	2	0
1	28	0	1	0
1/2	27	0	1	0
2	29	0	2	0
2/3	0	0	0	0
3	24	0	1	0
3/4	0	0	0	0
4	26	0	1	0
4/5	33	0	1	1
5	34	0	0	2
5/6	34	0	0	2
6	34	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	0	0	0	0
TK/K	0	0	0	0
K	22	0	1	0
K/1	25	0	1	0
1	25	0	1	0
1/2	27	0	1	0
2	28	0	1	0
2/3	28	0	1	0
3	0	0	0	0
3/4	24	0	1	0
4	0	0	0	0
4/5	33	0	1	1
5	0	0	0	0
5/6	31	0	2	0
6	0	0	0	0
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	0	0	0	0
TK/K	0	0	0	0
K	28	0	1	0
K/1	27	0	1	0
1	27	0	1	0
1/2	0	0	0	0
2	32	0	1	0
2/3	32	0	1	0
3	29	0	1	0
3/4	0	0	0	0
4	0	0	0	0
4/5	31	0	2	0
5	0	0	0	0
5/6	32	0	1	1
6	0	0	0	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	.60
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	.4
Nurse	.20
Health Technician	.78
Speech/Language/Hearing Specialist	.6
Site Teacher on Special Assignment (Intervention, Site Subs, etc.)	0
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	\$6,798.36	\$384.13	\$6,414.23	\$81,680.79
District	N/A	N/A	\$6,694.41	\$90,729.54
Percent Difference - School Site and District	N/A	N/A	-4.3	-8.6
Percent Difference - School Site and State	N/A	N/A	-27.3	-5.0

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