

Parkway Sports and Health Science Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Parkway Sports and Health Science Academy
Street	9009 Park Plaza Drive
City, State, Zip	La Mesa, CA 91941
Phone Number	(619) 668-5810
Principal	Daniel Root
Email Address	daniel.root@lmsvschools.org
School Website	https://www.lmsvschools.org/parkway/
Grade Span	6-8
County-District-School (CDS) Code	37-68197-6038558

2024-25 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	www.lmsvschools.org

2024-25 School Description and Mission Statement

Parkway Sports and Health Science Academy is a comprehensive middle school in La Mesa for grades 6, 7, and 8. Our 900 students enjoy an amazing learning and community environment. We have a strong tradition of academic excellence coupled with a school-wide focus on social-emotional wellness, kindness to others and career/college readiness.

During the transition from Parkway Middle School to Parkway Academy we developed a mission statement that reads, "Parkway Sports and Health Science Academy is a school community focused on creating strong academic identities, student wellness, and a culture of thinking and deep learning." We also crafted an instructional focus statement that reads, "We will

2024-25 School Description and Mission Statement

increase the frequency and depth of the interactions students are having with informative text to improve reading comprehension.”

Starting in 2022-2023, Parkway Middle School transformed into Parkway Sports & Health Science Academy. Parkway Academy continues to offer academically rigorous, traditional curriculum in Language Arts, Math, History, Science and PE. Yet, Parkway Academy added an expansive selection of new elective courses focused on health, science and sports, and each student will get two elective classes.

These changes are related to the connection Parkway is building with the Grossmont Union High School District and the robust Career and Technical Education Pathways that are offered at the various high schools in our community. Parkway has created direct links to innovative courses offered at the high schools that allow Parkway students to explore the diversity of future opportunities at colleges and in careers to engage them in deeper learning and the development of relevant skills.

Parkway Academy utilizes Restorative Practices to teach students how to make amends and restore relationships with their peers and teachers. Teachers and staff are also implementing Multi-Tiered Systems of Support and Positive Behavior Intervention Support to create appropriate systems and structures of support. Parkway teachers work in Professional Learning Communities (PLCs) in subject areas: Language Arts, Math, History, Science, Special Education, Physical Education, and Unified Arts. Together, each PLC provides many activities to promote the academic and social/emotional growth of all students. Each department PLC works together to ensure student success and offers intervention and enrichment opportunities. Additionally, each department PLC team meets weekly to discuss students’ academic successes and needs, review assessment data, and share best practices for daily instruction.

The Parkway Academy Counselors and Social Worker provide additional class lessons in social skills, study skills, goal setting, and organization. Students enjoy participating in California Junior Scholarship Federation (CJSF) and Builders Club, both community service and leadership clubs, and learn lifelong skills. Parkway also has a group of students known as the Safe School Ambassadors who help promote mental health and emotional stability school wide.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	53
Grade 7	311
Grade 8	326
Total Enrollment	690

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.9
Male	56.8
Non-Binary	0.3
American Indian or Alaska Native	0.1
Asian	2.9
Black or African American	8.3
Filipino	2
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	1
Two or More Races	9.3
White	32.8
English Learners	9
Foster Youth	0.3
Homeless	1.7
Migrant	0.4
Socioeconomically Disadvantaged	51.4
Students with Disabilities	15.8

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	84.47	449.90	90.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	2.53	5.60	1.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.50	1.73	12115.80	4.41
Unknown/Incomplete/NA	3.70	13.01	27.10	5.49	18854.30	6.86
Total Teaching Positions	28.90	100.00	494.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.10	89.00	463.10	93.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.20	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.10	5.30	1.07	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.30	1.07	11953.10	4.28
Unknown/Incomplete/NA	2.40	8.90	21.30	4.30	15831.90	5.67
Total Teaching Positions	27.00	100.00	496.10	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	85.61	443.10	89.27	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.40	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	3.78	17.10	3.45	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.60	1.14	11746.90	4.23
Unknown/Incomplete/NA	3.10	10.58	28.50	5.74	14303.80	5.15
Total Teaching Positions	29.30	100.00	496.40	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.70	0.50	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.70	0.50	1.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70	3.4	2.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	2.9

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 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, Scholastic, Pre-K on my Way - Year Adopted 2022 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, Scholastic, Pre-K on my Way - Year Adopted 2022 K – 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, Scholastic, Pre-K on my Ways Year Adopted, 2022 K-5th, Carolina, Carolina 3D Science - Year Adopted 2023 6th - 8th, Amplify Education Inc, Amplify - Year Adopted 2022	Yes	0
History-Social Science	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K - 5th, Studies Weekly, Studies Weekly - Year Adopted 2020	Yes	0

	6th – 8th, National Geographic, World History & US History - Year Adopted 2019		
Foreign Language	6th – 8th, Vista Higher Learning, Senderos - Year Adopted 2023	Yes	0
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

Principal, custodians, and maintenance department work collaboratively to continuously inspect the facilities on a regular basis. Work orders are generated when needed, and maintenance is performed as required. An annual FIT report is conducted each year to ensure that the facilities are safe and conducive to learning. Schools also receive annual visits from the Fire Marshall. Fire extinguishers and fire alarm systems are inspected annually as well.

Year and month of the most recent FIT report October 2024

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	A work order has been created in the districts work order tracking system. These items will be addressed and corrected before the 25/26 inspections. Safety concerns will be addressed immediately.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		A work order has been created in the districts work order tracking system. These items will be addressed and corrected before the 25/26 inspections. Safety concerns will be addressed immediately.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		A work order has been created in the districts work order tracking system. These items will be addressed and corrected before the 25/26 inspections. Safety concerns will be addressed immediately.
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).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	49	47	46	46	47
Mathematics (grades 3-8 and 11)	30	32	36	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	698	676	96.85	3.15	49.18
Female	297	288	96.97	3.03	55.24
Male	399	386	96.74	3.26	44.68
American Indian or Alaska Native	--	--	--	--	--
Asian	21	19	90.48	9.52	76.47
Black or African American	57	56	98.25	1.75	39.29
Filipino	14	13	92.86	7.14	69.23
Hispanic or Latino	304	295	97.04	2.96	40.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	66	64	96.97	3.03	56.25
White	228	221	96.93	3.07	58.64
English Learners	65	54	83.08	16.92	7.55
Foster Youth	--	--	--	--	--
Homeless	15	13	86.67	13.33	30.77
Military	37	35	94.59	5.41	50.00
Socioeconomically Disadvantaged	366	348	95.08	4.92	42.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	117	112	95.73	4.27	10.71

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	698	678	97.13	2.87	32.30
Female	297	290	97.64	2.36	28.97
Male	399	386	96.74	3.26	34.72
American Indian or Alaska Native	--	--	--	--	--
Asian	21	19	90.48	9.52	57.89
Black or African American	57	55	96.49	3.51	21.82
Filipino	14	14	100.00	0.00	35.71
Hispanic or Latino	304	295	97.04	2.96	24.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	66	64	96.97	3.03	39.06
White	228	223	97.81	2.19	42.60
English Learners	65	61	93.85	6.15	6.56
Foster Youth	--	--	--	--	--
Homeless	15	13	86.67	13.33	15.38
Military	37	35	94.59	5.41	25.71
Socioeconomically Disadvantaged	366	352	96.17	3.83	24.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	117	108	92.31	7.69	6.48

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	27.92	31.23	27.76	32.49	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	318	98.45	1.55	31.23
Female	137	136	99.27	0.73	26.47
Male	185	181	97.84	2.16	35.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	33	33	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	147	144	97.96	2.04	22.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	24.00
White	98	97	98.98	1.02	45.83
English Learners	30	30	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	7.14
Socioeconomically Disadvantaged	173	169	97.69	2.31	22.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	66	97.06	2.94	15.15

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96.54%	96.54%	96.54%	96.54%	96.54%

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.

2024-25 Opportunities for Parental Involvement

At Parkway Sports and Health Science Academy, parents are our partners in the education of students. Communication is paramount to building strong relationships with the community, and there are a variety of ways we promote this. Parents may communicate with teachers daily through email or Jupiter Grades. Every teacher has voicemail and email. Blackboard ConnectEd "all call" phone calls, newsletters, and report cards are other vehicles to support strong communication between home and school. Our weekly news broadcast, website, monthly calendar, and information hotline keep everyone current on the events and daily activities at school. We also have Instagram and a weekly Parent Newsletter for updates on activities.

Parents are welcome in the classrooms, as office helpers, and at all celebrations. There are many opportunities through parent/teacher conferences, Back-To-School Night, and Open House when parents are involved on campus. Parent education nights often include the whole family.

Parkway PTSA is active in supporting programs and clubs by providing resources and materials. Our School Site Council (SSC) is constructed of elected parents and staff representatives who meet throughout the year to oversee the school improvement program. Our English Learner Advisory Committee (ELAC), made up of parents and Parkway's Principal, work together to ensure there are opportunities for parents and students who are second language learners. ELAC gives input on instructional practices and budget expenditures to ensure English learner students are supported in learning English in all of their classes.

Campus Tours are provided and the Principal believes in an "open-door" policy. We want parents to know their children are in good hands. Parents interested in volunteer opportunities can contact our School Office (619) 668-5810.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	736	722	168	23.3
Female	318	311	72	23.2
Male	416	409	95	23.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	21	4	19.0
Black or African American	65	63	21	33.3
Filipino	14	14	2	14.3
Hispanic or Latino	319	311	85	27.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	66	14	21.2
White	237	235	39	16.6
English Learners	75	71	26	36.6
Foster Youth	--	--	--	--
Homeless	17	16	7	43.8
Socioeconomically Disadvantaged	392	380	120	31.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	127	122	39	32.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.07	5.02	9.78	2.77	3.14	2.9	3.17	3.6	3.28
Expulsions	0	0	0	0.04	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.78	0.00
Female	5.35	0.00
Male	12.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.35	0.00
Black or African American	23.08	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	5.49	0.00
English Learners	10.67	0.00
Foster Youth	0.00	0.00
Homeless	17.65	0.00
Socioeconomically Disadvantaged	12.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

In La Mesa-Spring Valley School districts, each site creates a Comprehensive School Safety Plan (CSSP). Site plans outline 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 emergency response. These plans are approved by the School Site Council (by December) and later by the La Mesa-Spring Valley School Board of Education (by February).

2024-25 School Safety Plan

Each school site has one teacher appointed as the school's Safety Lead. This person attends bi-monthly safety meetings and professional developments with the district's Chief Safety Officer and implements safety initiatives at their sites, in collaboration with site administration. The Safety Lead supports the creation of the site's CSSP and is a member of the larger safety team on each site. The safety team is responsible for periodically conducting hazard and vulnerability assessments of the campus, setting goals and action steps relative to the district Safety Standards, engaging in a Safety Standards Self Assessment, and creating school-wide safety plans and protocols that are detailed in the CSSP.

Lastly, La Mesa-Spring Valley continues to focus on the safety of staff and students in our district through facilities and infrastructure initiatives. Increased measures for campus safety are also being implemented as part of a series of Facilities Master Plan improvements including but not limited to extensions of current fencing, securing locked gates, implementing single points of entry to campus, and initiating remote entry controlled by office staff at each school site in the district. Such added measures are added to the CSSP, where relevant.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22	13	15	1
Mathematics	23	10	15	1
Science	28	1	17	2
Social Science	28	2	15	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26	7	15	5
Mathematics	26	6	12	7
Science	31	1	9	12
Social Science	32	2	5	12

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	10	19	1
Mathematics	24	8	20	2
Science	29	2	19	3
Social Science	29	2	14	6

2023-24 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	345

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$8,248.89	\$2,196.86	\$6,052.03	\$89,573.32
District	N/A	N/A	\$5,067.48	\$96,958
Percent Difference - School Site and District	N/A	N/A	17.7	-7.9
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-56.1	-7.3

Fiscal Year 2023-24 Types of Services Funded

Special Education
 Title II Part A - Improving Teacher Quality
 Title III Part A - Limited English
 Lottery - Instructional Materials
 CTE - Strong Workforce Grant

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$64,735	\$58,553
Mid-Range Teacher Salary	\$87,102	\$93,924
Highest Teacher Salary	\$120,345	\$119,489
Average Principal Salary (Elementary)	\$153,802	\$149,898
Average Principal Salary (Middle)	\$170,154	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$255,979	\$270,432
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional learning in La Mesa-Spring Valley School District (LMSVSD) continues evolving to cultivate the 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. In response to student

Professional Development

performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to literacy and the needs of English learners.

Central to our professional learning in 2023-24 was our focus on improving students' ability to comprehend complex informational text through the use of powerful practices: collaborative conversations, short constructed responses, and close reading. Principals and their site Instructional Leadership Team (ILTs) continued their work with the quality indicators and the Framework for Powerful Learning to bring professional learning around the powerful practices back to their sites. Principals and ILT teams met monthly with teachers for a two-hour Site Learning Day (SLD) session to engage in this work. Sites also learned to apply the Cycle of Professional Learning, which includes training, safe practice, observing colleagues, receiving feedback, reading professional literature, looking at student work and data, and monitoring, measuring, and modifying when necessary. Through this cycle of professional learning, teachers refine their approach, promoting stronger student comprehension of informational text.

Building on the foundation of professional learning communities (PLCs), teachers extend their SLD work through weekly team meetings. These sessions, either by grade level or within discipline areas, focus on analyzing student data and sharing strategies to support every student's learning needs. By continually engaging in the Cycle of Professional Learning, teachers observe one another and provide ongoing feedback within PLCs throughout the year.

Alongside site-based professional learning, our 2023-24 Blended Professional Development program offered a mix of required and self-selected courses. Each teacher is responsible for completing at least four hours of professional development outside their regular workday. This included a two-hour required session focused on literacy and an additional two hours of self-selected courses from a variety of offerings. To further personalize professional learning, Lead Teachers were chosen to present literacy-focused sessions, ensuring each teacher receives a literacy course customized for their grade level or subject area. LMSVSD educators are enthusiastic about growing their skills, and the district is committed to supporting them with valuable tools, strategies, and training.

Additional individual professional development opportunities will be planned and offered by Teachers on Special Assignment, Coordinators, Lead Teachers, social workers, and/or administrators for the 2023-34 school year. Some examples of course offerings included:

Evidence-Based Practices

Collaborative Conversations about the Mathematical Practices

CPM Math

Tools for Testing

Amplify: Writing in Science

Amplify: Supporting English Learners in Science

Amplify: Supporting Diverse Learners in Science

Carolina Science

AI Tools for Every Classroom

EduProtocols

Consequences That Work!

Brain Development in Young Children

Powerful Practices for Designated ELD

SEL Through Movement

Unlocking Synergy: Elevating Collaborative Conversations

Centers, Rotations, and Literacy Stations

Number Talks and Writing Throughout the Day

Fluency Without Fear: Math Facts

As we continue to support the professional learning of our educators, the LMSVSD Staff website continues to be enhanced to include pacing guides, essential standards, quick links for tutorials with Google Classroom and other Learning Management Systems, online curriculum support, and more. The site also includes tools and information for supporting Multilingual English Learners and Special Education students, as well as providing differentiation resources for the content areas.

LMSVSD believes in continuous learning, and we will ensure high-quality professional learning for all our staff.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	3.5	3.5

