

Parkway Sports and Health Science Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/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 <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.

2025-26 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@lmsvsd.net
School Website	https://www.lmsvschools.org/parkway/
Grade Span	6-8
County-District-School (CDS) Code	37-68197-6038558

2025-26 District Contact Information

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

2025-26 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 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.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	283
Grade 7	295
Grade 8	319
Total Enrollment	897

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.8
Male	55.9
Non-Binary	0.3
American Indian or Alaska Native	0.6
Asian	3.3
Black or African American	6.7
Filipino	2.1
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	1.1
Two or More Races	9.4
White	37.1
English Learners	8.6
Foster Youth	0.3
Homeless	4
Migrant	0.2
Socioeconomically Disadvantaged	48.8
Students with Disabilities	14.5

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.

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)	24.1	89	463.1	93.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.2	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	2.1	5.3	1.07	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.3	1.07	11953.1	4.28
Unknown/Incomplete/NA	2.4	8.9	21.3	4.3	15831.9	5.67
Total Teaching Positions	27	100	496.1	100	279044.8	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.

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)	25.1	85.61	443.1	89.27	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.4	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	3.78	17.1	3.45	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.6	1.14	11746.9	4.23
Unknown/Incomplete/NA	3.1	10.58	28.5	5.74	14303.8	5.15
Total Teaching Positions	29.3	100	496.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	33.1	88.85	500.1	91.79	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3	0.55	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	2.52	17.1	3.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.2	0.59	12112.8	4.34
Unknown/Incomplete/NA	3.2	8.58	21.3	3.91	13705.8	4.91
Total Teaching Positions	37.3	100	544.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.50	1.1	0.9
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	1.1	0.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.4	2.2	0.6
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	2.9	2.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2023	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	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	0
History-Social Science	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K - 5th, Studies Weekly, Studies Weekly - Year Adopted 2020 6th – 8th, National Geographic, World History & US History - Year Adopted 2019	0

Foreign Language	6th – 8th, Vista Higher Learning, Senderos - Year Adopted 2023	0
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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 2025

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 26/27 inspections. Safety concerns will be addressed immediately.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		A work order has been created in the districts work order tracking system. These items will be addressed and corrected before the 26/27 inspections. Safety concerns will be addressed immediately.
Electrical		X		A work order has been created in the districts work order tracking system. These items will be addressed and corrected before the 26/27 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 26/27 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	50	46	48	47	48
Mathematics (grades 3-8 and 11)	32	35	37	36	35	37

2024-25 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	920	882	95.87	4.13	49.94
Female	398	382	95.98	4.02	54.33
Male	519	497	95.76	4.24	46.26
American Indian or Alaska Native	--	--	--	--	--
Asian	36	30	83.33	16.67	56.67
Black or African American	62	59	95.16	4.84	33.33
Filipino	19	19	100.00	0.00	78.95
Hispanic or Latino	361	349	96.68	3.32	38.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	91	94.79	5.21	58.24
White	332	320	96.39	3.61	61.25
English Learners	73	56	76.71	23.29	9.09
Foster Youth	--	--	--	--	--
Homeless	44	37	84.09	15.91	27.78
Military	79	75	94.94	5.06	37.33
Socioeconomically Disadvantaged	518	485	93.63	6.37	35.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	135	125	92.59	7.41	11.29

2024-25 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	920	896	97.39	2.61	34.68
Female	398	392	98.49	1.51	31.20
Male	519	501	96.53	3.47	37.40
American Indian or Alaska Native	--	--	--	--	--
Asian	36	35	97.22	2.78	34.29
Black or African American	62	58	93.55	6.45	18.97
Filipino	19	19	100.00	0.00	47.37
Hispanic or Latino	361	352	97.51	2.49	25.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	96	92	95.83	4.17	39.13
White	332	326	98.19	1.81	44.92
English Learners	73	66	90.41	9.59	6.06
Foster Youth	--	--	--	--	--
Homeless	44	42	95.45	4.55	11.90
Military	79	74	93.67	6.33	25.68
Socioeconomically Disadvantaged	518	498	96.14	3.86	22.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	135	124	91.85	8.15	4.92

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	31.23	31.45	32.49	32.58	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	322	318	98.76	1.24	31.45
Female	131	131	100.00	0.00	29.01
Male	189	185	97.88	2.12	32.97
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	38.46
Black or African American	19	19	100.00	0.00	10.53
Filipino	--	--	--	--	--
Hispanic or Latino	138	135	97.83	2.17	22.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	48.48
White	107	107	100.00	0.00	40.19
English Learners	30	28	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	7.14
Military	28	28	100.00	0.00	25.00
Socioeconomically Disadvantaged	187	183	97.86	2.14	18.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	40	93.02	6.98	2.50

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.

2024-25 California Physical Fitness Test Participation Rates

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	99.01	99.01	99.01	99.01	99.01

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.

2025-26 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. Parent Square notifications, weekly 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. Lastly, periodical "Coffee with the Principal" events allows for additional one on one communication in an unstructured format.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	981	960	212	22.1
Female	433	421	83	19.7
Male	545	536	127	23.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	6	16.7
Black or African American	68	65	14	21.5
Filipino	19	19	1	5.3
Hispanic or Latino	390	380	105	27.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	93	89	20	22.5
White	352	348	56	16.1
English Learners	101	99	39	39.4
Foster Youth	--	--	--	--
Homeless	49	49	14	28.6
Socioeconomically Disadvantaged	562	547	163	29.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	162	157	57	36.3

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.02	9.78	8.15	3.14	2.9	2.92	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.02	0.03	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.15	0.00
Female	3.93	0.00
Male	11.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.78	0.00
Black or African American	11.76	0.00
Filipino	5.26	0.00
Hispanic or Latino	10.26	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.38	0.00
White	5.97	0.00
English Learners	11.88	0.00
Foster Youth	0.00	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	11.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	20.37	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.

2025-26 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 Assistant Superintendent, Business Services 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 have been 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.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	12	18	1
Mathematics	24	11	16	3
Science	27	4	16	4
Social Science	28	2	13	7

2024-25 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

2024-25 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	1.2
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$9819.98	\$1182.01	\$8673.97	\$105,210.94
District	N/A	N/A	\$5,067.48	\$100,744
Percent Difference - School Site and District	N/A	N/A	17.7	8.2
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-21.6	8.8

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$67,324	\$61,597
Mid-Range Teacher Salary	\$90,586	\$98,902
Highest Teacher Salary	\$125,159	\$126,340
Average Principal Salary (Elementary)	\$158,880	\$158,383
Average Principal Salary (Middle)	\$174,090	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$266,218	\$288,332
Percent of Budget for Teacher Salaries	31.59%	31.29%
Percent of Budget for Administrative Salaries	5.31%	5.38%

Professional Development

La Mesa-Spring Valley School District (LMSVSD) provides ongoing professional learning to strengthen teacher capacity and ensure high levels of learning for all students. Recent efforts have focused on building collaborative cultures through Professional Learning Communities (PLCs), aligning instruction to standards, and addressing the needs of Multilingual English learners with an emphasis on literacy. In 2024-25, professional learning highlighted practices to improve students'

Professional Development

comprehension of informational text, including collaborative conversations, short constructed responses, and close reading. All teachers also engaged in districtwide training on California's new Mathematics Framework to ensure high-quality, standards-aligned math instruction across all grade levels. Instructional Leadership Teams supported principals in bringing these priorities to their sites through monthly Site Learning Day sessions, where teachers engaged in training, collaboration, and reflection on student data.

Professional learning extends beyond these sessions through weekly PLC meetings, where teachers analyze student work, share strategies, and provide feedback to colleagues. By engaging in this continuous cycle of professional learning, teachers refine their instructional practices and strengthen student outcomes in both literacy and mathematics.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	3.5	3.5