

Murray Manor Elementary School Site Council

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

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.

2022-23 School Contact Information

School Name	Murray Manor Elementary School Site Council
Street	8305 El Paso Street
City, State, Zip	La Mesa, CA 91942
Phone Number	(619) 668-5865
Principal	Robert Myrick
Email Address	robert.myrick@lmsvschools.org
School Website	https://www.lmsvschools.org/murraymanor/
County-District-School (CDS) Code	37-68197-6038533

2022-23 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

2022-23 School Overview

For decades, Murray Manor has had the great honor to serve the families in the city of La Mesa. It is not out of the norm to encounter generations of families who have attended Murray Manor, which is a great source of pride. Our school currently serves approximately 600 students in transitional kindergarten through sixth grade. Murray Manor, in partnership with students, families, staff, and the community, creates a learning environment that focuses on academic excellence, building a lifelong love of learning, valuing diversity, and developing strong character.

Murray Manor's staff is dedicated to academic excellence and continuous improvement. Our staff engages in Cycles of Professional Learning to improve instruction and positively impact student learning. Each week teachers work in Professional Learning Communities that include the general education teachers, special education teachers, and the instructional data support teacher to analyze data from state and district assessments. Additionally, we utilize formative assessments in both math and English-language arts to help guide instruction. These collaborations ensure that all of the instructional experts provide input regarding extra time, support, and equity for all of our learners. Additionally, our staff attends a variety of district and site-based professional development opportunities to improve instruction and student learning.

Creating an environment that is welcoming, safe, and positive is something that the Murray Manor staff deeply values. The weekly "Mustang Mantra" lessons support character developed and provide positive inspirations including, but not limited to, kindness, respect, inclusiveness, and a growth mindset. Additionally, as a staff, we focus on establishing clear and consistent expectations for behavior throughout the campus by utilizing positive reinforcement and restorative practices. Our mission is to educate, inspire, and develop students of character who have a positive impact on the lives of others.

Family commitment is an integral and historic part of the success of Murray Manor School. Our families have multiple ways to become more involved with our campus. However, as with any successful relationship, it is believed that this begins with positive, on-going communications between home and school. Murray Manor parents receive weekly communications from school administration, as well as invitations to monthly coffee hours with the principal and school social worker. Parent education is provided via our school social worker who creates timely, relevant lessons based on both immediate needs of the school community and, often, by parent request. Parents are also invited to be a part of the school decision-making process by attending School Site Council (SSC) meetings, English Learners Advisory Committee (ELAC), and/or Parent Teacher Association (PTA) meetings.

2022-23 School Overview

Murray Manor is a recognized California Distinguished School. Accolades such as this reflect the elements of Murray Manor for which we are most proud: rigorous and targeted academics supported by a dynamic staff, as well as the adoption of a school culture that encourages inclusiveness, risk-taking, courage, and a growth mindset.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	94
Grade 2	94
Grade 3	85
Grade 4	69
Grade 5	71
Grade 6	67
Total Enrollment	557

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.0
Asian	4.7
Black or African American	4.7
Filipino	1.6
Hispanic or Latino	34.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	11.0
White	42.9
English Learners	7.4
Foster Youth	0.0
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	46.1
Students with Disabilities	17.8

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)	23.50	93.63	449.90	90.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.39	3.50	0.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.98	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	0.00	0.00	27.10	5.49	18854.30	6.86
Total Teaching Positions	25.10	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)						
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 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
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.70	

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
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	Yes	0

	K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009		
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, Pearson Scott-Foresman, California Science - Year Adopted 2007 6th - 8th, Amplify Education Inc, Amplify - Year Adopted 2022 Supplemental Instructional Materials: K-6th, Studies Weekly, Science Weekly	Yes	0
History-Social Science	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 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

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 are inspected annually as well.

Year and month of the most recent FIT report August 2022

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		Install toilet bolt caps. Adjust drinking fountain water pressure.
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		

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).
4. **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.

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.

LMSV administered the i-Ready diagnostic assessment to its students in lieu of the statewide summative assessment in 2021.

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.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	50	N/A	35	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	299	293	97.99	2.01	60.75
Female	143	140	97.90	2.10	65.00
Male	154	151	98.05	1.95	56.29
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	13	12	92.31	7.69	83.33
Black or African American	15	15	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	116	113	97.41	2.59	44.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	75.00
White	117	116	99.15	0.85	75.86
English Learners	33	30	90.91	9.09	30.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	17	15	88.24	11.76	66.67
Socioeconomically Disadvantaged	145	142	97.93	2.07	47.89
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	59	98.33	1.67	23.73

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	299	294	98.33	1.67	50.34
Female	143	140	97.90	2.10	47.14
Male	154	152	98.70	1.30	52.63
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	13	12	92.31	7.69	91.67
Black or African American	15	15	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	116	114	98.28	1.72	28.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	27	93.10	6.90	55.56
White	117	117	100.00	0.00	68.38
English Learners	33	33	100.00	0.00	27.27
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	17	15	88.24	11.76	60.00
Socioeconomically Disadvantaged	145	142	97.93	2.07	38.73
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	59	98.33	1.67	16.95

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	46.58	NT	32.21	28.5	29.47

2021-22 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	73	73	100	0	46.58
Female	37	37	100	0	37.84
Male	36	36	100	0	55.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100	0	25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	27	100	0	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100	0	28.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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 5	96%	96%	96%	96%	96%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2022-23 Opportunities for Parental Involvement

Parents are critical to our success at Murray Manor. We want all families to feel welcome and important. We ask that families be educational partners in their student's education. We know that learning and growing for children is impacted by an adult's attention and encouragement. We understand that there is a positive and convincing relationship between family involvement and a child's academic success. This relationship holds true across families of all economic, racial/ethnic, and educational backgrounds. By being involved, active, and working together, we will continue the tradition of excellence at Murray Manor. We understand that students who feel encouraged and cared for through positive relationships with the adults in their lives are able to achieve at high levels.

We encourage parents and families to become involved in, and outside, of school. This includes parent educational presentations, Parent/Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC) as well as other school events such as, Back to School Night, MUM PTA activities, and others. There are other parent involvement opportunities throughout the year such as Art or Garden Docent programs, and classroom volunteers. Our partnerships with City Hope, Grossmont High School, community agencies, and local businesses provide strong links to the community. Parents/Guardians are always welcome and encouraged to become involved at Murray Manor.

Parent Volunteer Information:
MUM School Office, (619) 668-5865
Meagan Albrant, MUM PTA President, (619) 668-5865

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	602	576	158	27.4
Female	283	271	73	26.9
Male	317	303	84	27.7
American Indian or Alaska Native	0	0	0	0.0
Asian	26	26	6	23.1
Black or African American	33	31	14	45.2
Filipino	11	10	3	30.0
Hispanic or Latino	204	197	72	36.5
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	61	61	14	23.0
White	261	245	47	19.2
English Learners	54	50	18	36.0
Foster Youth	0	0	0	0.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	289	277	103	37.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	119	118	46	39.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.41	2.27	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.16	0.52	2.77	0.20	3.17
Expulsions	0.00	0.00	0.00	0.04	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.16	0.00
Female	0.35	0.00
Male	1.89	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.03	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.52	0.00

2022-23 School Safety Plan

In La Mesa-Spring Valley School district, 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 (in December) and later by the La Mesa-Spring Valley School Board of Education (in February).

Each school site has one teacher appointed as the school's Safety Lead. This person attends 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. Currently, the district is beginning the implementation of the CrisisGo Emergency Response Platform to strengthen communication and consistency in the event of an emergency. 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.

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.

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
K	26		4	
1	31		3	1
2	27		3	
3	28		3	
4	29		3	
5	33			
6	36			2
Other	17	2	1	

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
K	23		4	
1	32		3	1
2	28		3	
3	30		3	
4	31		2	
5	33			
6	33			
Other	17	2	1	

2021-22 Elementary 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 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
K	21		3	
1	26		3	
2	30		3	
3	36		2	1
4	26		2	
5	29		2	
6	32		2	
Other	19	2	2	

2021-22 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

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	1.0
Speech/Language/Hearing Specialist	1.7
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$5,890.11	\$1,142.65	\$4,747.46	\$99,702.76
District	N/A	N/A	\$5,541.23	\$89,200
Percent Difference - School Site and District	N/A	N/A	-15.4	11.3
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	-56.0	14.9

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$58,705	\$52,641
Mid-Range Teacher Salary	\$75,510	\$83,981
Highest Teacher Salary	\$109,299	\$107,522
Average Principal Salary (Elementary)	\$139,926	\$136,247
Average Principal Salary (Middle)	\$151,011	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$223,665	\$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Professional learning in La Mesa-Spring Valley School District (LMSVSD) 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 of 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.

Central to our professional learning in 2022-23 is our focus on improving students' ability to comprehend complex informational text through the use of close reading. Principals and their site Instructional Leadership Team (ILTs) are learning about the quality indicators of close reading and the Framework for Powerful Learning to bring professional learning around close reading and informational text back to their sites. Principals and ILT teams meet with teachers during site learning days (SLDs) once a month for a two hour session to engage in the work. Sites are also learning to engage in the Cycle of Professional Learning by training, engaging in 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 will improve their practice and promote student comprehension of informational text.

With professional learning communities (PLCs) as a foundation, teachers continue the work of the SLD through their weekly team meetings. Teachers meet weekly, as a grade level team or within discipline areas, to analyze student data and discuss best practices to address the needs of each and every student. Through the introduction of the Cycle of Professional Learning, teachers will begin observing and providing feedback with PLC members throughout the year.

In addition to site professional learning, our Blended Professional Development program for 2022-23 offers self-selected professional development courses which are offered face-to-face and online. Each teacher in the district is responsible for at least four hours of professional learning outside of their regular work day. Regardless of the learning format, our LMSVSD educators are eager to engage in professional development, and the district is committed to supporting them with many tools, strategies, and training.

In order to customize professional learning for certificated staff, 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, Coordinators, Lead Teachers, social workers, and/or administrators for the 2022-23 school year include the following courses:

- Newcomer 101 (to support our newest English Learners)
- Intro to Google Classrooms
- Project Based Learning
- Math Expressions: Getting Started
- Environmental Literacy for Social Studies
- Daily 5 Routine for Running Small Group Rotation
- Amplify: Analyzing Student Work
- High Leverage ELD Strategies
- Number Talks and Dot Talks
- Supporting Diverse Learners
- Virtual Manipulatives in Math Instruction
- Minimizing Math Anxiety
- Redefining Classroom Management
- Social Emotional Learning in PE
- Informational Text in PE

As we continue to support the professional learning of our educators, the LMSVSD Staff website was developed to include pacing guides, essential standards, 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 for the content areas.

LMSVSD believes in continuous learning, and we will ensure high-quality professional learning to all of our staff throughout the entire 2022-2023 school year.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5.5	3.5	3.5