Rancho Elementary School
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	Rancho Elementary School
Street	8845 Noeline Avenue
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 668-5885
Principal	Elisa Holston-Arteaga
Email Address	elisa.holstonarteaga@lmsvschools.org
School Website	https://www.lmsvschools.org/rancho/
County-District-School (CDS) Code	37-68197-6038418

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

Rancho Campus is a diverse community school with approximately 340 students enrolled, from preschool through sixth grade. We are committed to creating a caring and culturally responsive learning community that prepares our students for personal and academic success. At Rancho, every child is known and experiences authentic connection with our dedicated staff.

Committed and conscientious teachers curate meaningful learning experiences that support students to meet the rigorous expectations of California State Standards. We offer a broad course of study that leverages the power of technology to address individual needs and to promote relevant and engaging learning. From comprehensive and individualized reading and math instruction to motivating hands-on projects in literature, science, and social studies, children engage in high quality learning experiences through a socially conscious lens that nurtures, challenges and inspires them to soar and transform. Student voice is amplified and identity is celebrated as we strive to connect what happens within the classroom to what is happening around us.

Teachers collaborate to establish goals and plan for student learning in alignment with District Essential Standards. Instruction is differentiated to scaffold learning for students at varying levels and teachers meet together regularly to monitor student progress through lesson reflection and student data analysis, responding with re-teaching and small group intervention. Classroom teachers work with intervention and support staff to provide intensive support for students in need of additional assistance through a tiered intervention system. We are home to 3 special day classes that serve students with moderate to severe disabilities.

At Rancho student efficacy is central. Students are the main stakeholders in their learning. They are expected and supported to understand learning objectives, success criteria, and how to set personal goals for improvement. Social emotional learning is prioritized through daily classroom activities and augmented through Safe School Ambassadors and Anchored 4 Life under the leadership of our full time social worker.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	47
Grade 2	52
Grade 3	34
Grade 4	44
Grade 5	47
Grade 6	42
Total Enrollment	306

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.0
Asian	1.3
Black or African American	11.8
Filipino	5.2
Hispanic or Latino	69.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.9
White	7.5
English Learners	29.7
Foster Youth	0.3
Homeless	6.9
Migrant	0.3
Socioeconomically Disadvantaged	79.4
Students with Disabilities	17.3

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)	12.80	86.49	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)	0.00	0.00	5.60	1.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.76	8.50	1.73	12115.80	4.41
Unknown	1.00	6.76	27.10	5.49	18854.30	6.86
Total Teaching Positions	14.80	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	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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	1.00	
Total Out-of-Field Teachers	1.00	

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)	0.00	
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	

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	November 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		Repair plaster on walls, repair vinyl and flooring, replace stained ceiling tiles, remove wall graffiti, secure/adjust toilet seat.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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	40	N/A	48	N/A	47
Mathematics (grades 3-8 and 11)	N/A	19	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	166	163	98.19	1.81	39.88
Female	84	84	100.00	0.00	50.00
Male	82	79	96.34	3.66	29.11
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	40.00
Filipino	12	11	91.67	8.33	72.73
Hispanic or Latino	113	112	99.12	0.88	36.61
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	49	49	100.00	0.00	26.53
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	33.33
Military	16	15	93.75	6.25	53.33
Socioeconomically Disadvantaged	131	129	98.47	1.53	36.43
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	32	94.12	5.88	3.13

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	167	163	97.60	2.40	19.02
Female	84	84	100.00	0.00	21.43
Male	83	79	95.18	4.82	16.46
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	30.00
Filipino	12	11	91.67	8.33	54.55
Hispanic or Latino	113	112	99.12	0.88	12.50
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	49	49	100.00	0.00	4.08
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	13.33
Military	16	15	93.75	6.25	33.33
Socioeconomically Disadvantaged	132	129	97.73	2.27	15.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	32	94.12	5.88	3.13

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	24.44	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	47	45	95.74	4.26	24.44
Female	21	21	100	0	28.57
Male	26	24	92.31	7.69	20.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	20.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100	0	12.5
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	39	95.12	4.88	28.21
Students Receiving Migrant Education Services	--	--	--	--	--
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%	92%
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

At Rancho, we strive to partner with families and caregivers because we know they are key to student success. Our stakeholder groups, School Site Council, English Learner Advisory Council and PTA serve as sounding boards and provide keen insight into the needs of the community and the most effective means to foster collaboration. Their input drives family and caregiver education topics such as content concepts/skills and work habits to promote student academic success. Topics also include school safety and anti-bullying. Additionally, in this post COVID shut-down era we recognize that more than anything families want connection and community so we offer a variety of events to bring families together. We hold informal gatherings like ELAC morning "Cafecitos" and Friday Community Circles. Movie Nights offer us a chance to gather to play together. Most importantly, events such as Family Reading Fridays and Curriculum Nights bring us together to learn how to learn together.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	334	323	126	39.0
Female	157	152	57	37.5
Male	177	171	69	40.4
American Indian or Alaska Native	0	0	0	0.0
Asian	6	5	0	0.0
Black or African American	40	39	11	28.2
Filipino	18	17	3	17.6
Hispanic or Latino	230	222	99	44.6
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	14	4	28.6
White	25	25	8	32.0
English Learners	100	98	42	42.9
Foster Youth	3	3	0	0.0
Homeless	22	22	10	45.5
Socioeconomically Disadvantaged	273	267	114	42.7
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	63	61	31	50.8

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	0.26	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	1.20	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	1.20	0.00
Female	0.64	0.00
Male	1.69	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.74	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.00	0.00
Foster Youth	0.00	0.00
Homeless	4.55	0.00
Socioeconomically Disadvantaged	1.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.17	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	29		1	
1	25		1	
2	26		2	
3	26		2	
4	32		1	
5				
6	32		1	
Other	24	2	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	25		1	
1	26		1	
2	26		1	
3	29		1	
4	32		1	
5				
6	32		1	
Other	23	2	4	

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	27		1	
1	27		1	
2	25		2	
3	31		1	
4	31		1	
5				
6	32		1	
Other	22	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	0.6
Social Worker	
Speech/Language/Hearing Specialist	4.5
Resource Specialist (non-teaching)	
Other	3.9

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	$5,602.47	$836.99	$4,765.48	$68,336.28
District	N/A	N/A	$5,541.23	$89,200
Percent Difference - School Site and District	N/A	N/A	-15.1	-26.3
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	-55.7	-22.7

2021-22 Types of Services Funded

Title I - Basic Grant
Special Education
ASES - After School Education and Safety
Title II Part A - Improving Teacher Quality
Title III Part A - Limited English
Lottery - Instructional Materials

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