

Spring Valley Academy

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 | Spring Valley Academy |
| Street | 3900 Conrad Drive |
| City, State, Zip | Spring Valley, CA 91977 |
| Phone Number | (619) 668-5750 |
| Principal | Lauren Basteys |
| Email Address | lauren.basteys@lmsvschools.org |
| School Website | https://www.lmsvschools.org/springvalley/ |
| County-District-School (CDS) Code | 37-68197-0134155 |

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

Spring Valley Academy has served multiple generations of Spring Valley families and continues to provide a quality education to students in grades 7 and 8. Our vision is “to empower students to succeed in our ever-changing world,” both academically and socially. We are grateful for the neighborhood we serve and are honored to be part of a culturally diverse community.

Our mission is to provide a safe, caring, and inclusive learning environment for all students, staff, and community through an engaging, collaborative, and innovative experience. We believe in equity, value diversity, and embrace the individuality of our students. We teach and prioritize the recognition of individual strengths in students, and incorporate strengths assessment, learner profiles, and goal-setting as part of our electives curriculum. Spring Valley Academy is proud to be recognized by the Anti-Defamation League as a designated “No Place For Hate” school that challenges bias/bullying and promotes respect and inclusion.

We offer a wide range of intervention and enrichment programs to connect each and every student and promote multiple opportunities for growth. Included in our staff are two Academic and Behavior Intervention Teachers that provide targeted support and scaffolding to students and additional help for core academic teachers. A full continuum of special education services assists in ensuring that we are reaching all learners and standing by our commitment to inclusivity. Our elective courses include options for students to explore strengths and interests, including Computer Science, Spanish, Studio Arts, Strength & Conditioning, Creative Writing, Zoology, and Cosmetology, as well as specialized leadership classes like Media, ASB, and Yearbook. Students may choose to extend the school day into after school hours for tutoring or extracurricular activities/clubs, such as sports, art, guitar, anime, gaming, journalism, and weight lifting.

The staff at Spring Valley Academy is dedicated to providing the academic rigor necessary for advancement, coupled with the support needed for every student to succeed. All teachers participate in monthly professional learning and weekly collaboration sessions to grow and learn as educators. We believe that building teacher capacity needs to be systematic and collaborative, with academic assessment data and research-based instructional strategies driving each lesson plan. Collaborative teams identify best practices for teaching the California Common Core State Standards based on assessed student needs and site priorities, which include utilizing culturally relevant curriculum and positive behavior supports.

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy, and collaborative school environment.

2022-23 School Overview

We communicate with parents regularly, in English and Spanish, about student progress and school activities, utilizing parent information systems such as Blackboard Connect, Google Classroom and Jupiter Messenger to enhance home/school communication.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 204 |
| Grade 8 | 212 |
| Total Enrollment | 416 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.3 |
| Male | 51.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.9 |
| Black or African American | 16.1 |
| Filipino | 1.2 |
| Hispanic or Latino | 64.4 |
| Native Hawaiian or Pacific Islander | 1.2 |
| Two or More Races | 6.7 |
| White | 7.9 |
| English Learners | 26.2 |
| Foster Youth | 0.7 |
| Homeless | 7.7 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 80.5 |
| Students with Disabilities | 28.1 |

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) | 26.50 | 85.78 | 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) | 0.50 | 1.81 | 8.50 | 1.73 | 12115.80 | 4.41 |
| Unknown | 3.80 | 12.38 | 27.10 | 5.49 | 18854.30 | 6.86 |
| Total Teaching Positions | 30.90 | 100.00 | 494.80 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| 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 | 0.40 | |
| Local Assignment Options | 0.10 | |
| Total Out-of-Field Teachers | 0.50 | |

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

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 | | Replace/repair ceiling tiles, repair flooring, painting completed, and clean carpet stains. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | Remove electrical cords (trip hazard). |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | X | | Tighten toilet seats. Install menstrual products. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|--|--|--|--|
| Playground/School Grounds, Windows/ Doors/Gates/Fences | | | | |
|---|--|--|--|--|

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 | 34 | N/A | 48 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 18 | 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 | 406 | 391 | 96.31 | 3.69 | 33.68 |
| Female | 188 | 181 | 96.28 | 3.72 | 37.99 |
| Male | 218 | 210 | 96.33 | 3.67 | 30.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 55 | 54 | 98.18 | 1.82 | 25.93 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 272 | 261 | 95.96 | 4.04 | 32.31 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 27 | 96.43 | 3.57 | 37.04 |
| White | 34 | 33 | 97.06 | 2.94 | 43.75 |
| English Learners | 114 | 109 | 95.61 | 4.39 | 15.60 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 23 | 22 | 95.65 | 4.35 | 14.29 |
| Military | 14 | 12 | 85.71 | 14.29 | 54.55 |
| Socioeconomically Disadvantaged | 335 | 323 | 96.42 | 3.58 | 29.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 115 | 111 | 96.52 | 3.48 | 4.59 |

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 | 407 | 393 | 96.56 | 3.44 | 18.32 |
| Female | 189 | 181 | 95.77 | 4.23 | 20.99 |
| Male | 218 | 212 | 97.25 | 2.75 | 16.04 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 56 | 54 | 96.43 | 3.57 | 11.11 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 272 | 264 | 97.06 | 2.94 | 14.39 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 25 | 89.29 | 10.71 | 24.00 |
| White | 34 | 34 | 100.00 | 0.00 | 41.18 |
| English Learners | 114 | 113 | 99.12 | 0.88 | 4.42 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 23 | 21 | 91.30 | 8.70 | 4.76 |
| Military | 14 | 12 | 85.71 | 14.29 | 33.33 |
| Socioeconomically Disadvantaged | 336 | 325 | 96.73 | 3.27 | 14.15 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 115 | 108 | 93.91 | 6.09 | 7.41 |

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 | 16.84 | 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 | 197 | 191 | 96.95 | 3.05 | 16.84 |
| Female | 100 | 97 | 97 | 3 | 15.63 |
| Male | 97 | 94 | 96.91 | 3.09 | 18.09 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 22 | 22 | 100 | 0 | 13.64 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 138 | 135 | 97.83 | 2.17 | 11.19 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 12 | 11 | 91.67 | 8.33 | 18.18 |
| White | 19 | 17 | 89.47 | 10.53 | 41.18 |
| English Learners | 55 | 55 | 100 | 0 | 5.45 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 12 | 100 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 158 | 153 | 96.84 | 3.16 | 14.47 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 48 | 47 | 97.92 | 2.08 | 4.35 |

2021-22 Career Technical Education Programs

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | |

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 | N/A | N/A | N/A | N/A | N/A |
| Grade 7 | 92% | 92% | 92% | 92% | 92% |
| 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

Our school is dedicated to establishing an atmosphere in which students, parents, and staff work together to provide a caring, safe, educational environment where all children can learn and prepare themselves to be responsible, successful members of the community. We believe that all children come to school with a desire to learn and our commitment is to see that this desire is fulfilled. We believe that education is a responsibility shared by students, staff and parents. In partnership, we wish to acknowledge the importance of this cooperative effort in creating a successful learning environment.

We firmly believe that strong two-way communication between families and our school is necessary for students' success. The more parents and teachers share relevant information with each other about a student, the better equipped both will be to help the students thrive. We solicit parent involvement via classroom teacher outreach, parent-teacher conferences, parent education sessions, school messages, the school marquee, parent surveys, and phone/email communication. We are committed to communicating with parents regularly, in English and Spanish, about student progress and school activities, utilizing parent information systems such as Blackboard Connect, Google Classroom and Jupiter Messenger to enhance home/school communication.

At Spring Valley Academy, we offer multiple ways to join our school community and support decision making through organized committee meetings. An annual Title I meeting is held with parents at Back to School Night in the Fall. Information is shared about the Title I program, the California Common Core State Standards, and student performance data. Parents are involved in the planning, monitoring, and funding involved with the Title I program primarily through participation in the School Site Council (SSC) and/or English Learner Advisory Committee (ELAC). Elected representatives from parent and community stakeholder groups work within the SSC to analyze data, monitor progress, and when necessary, make modifications to the instructional program, both through the School Plan for Student Achievement (SPSA) and the Parent Engagement Policy. The Parent Teacher Student Association (PTSA) offers membership to all stakeholders, and supports student learning and a positive school climate through fundraising and financial support, activity planning, and recognition events.

For additional information on parent involvement opportunities, please contact Liliana Zavala at (619) 668-5750 or liliana.zavala@lmsvsd.net.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | | | | | | | 8.9 | 7.8 |
| Graduation Rate | | | | | | | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|------------------------------|----------------------------|------------------------|
| All Students | 0 | 0 | 0.0 |
| Female | 0 | 0 | 0.0 |
| Male | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0.0 |
| Hispanic or Latino | 0 | 0 | 0.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0.0 |
| White | 0 | 0 | 0.0 |
| English Learners | 0 | 0 | 0.0 |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | 0 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 0 | 0 | 0.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 0 | 0 | 0.0 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 471 | 451 | 180 | 39.9 |
| Female | 226 | 219 | 90 | 41.1 |
| Male | 245 | 232 | 90 | 38.8 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 8 | 8 | 3 | 37.5 |
| Black or African American | 70 | 69 | 36 | 52.2 |
| Filipino | 5 | 5 | 0 | 0.0 |
| Hispanic or Latino | 309 | 293 | 111 | 37.9 |
| Native Hawaiian or Pacific Islander | 5 | 5 | 2 | 40.0 |
| Two or More Races | 30 | 29 | 7 | 24.1 |
| White | 42 | 40 | 20 | 50.0 |
| English Learners | 131 | 127 | 53 | 41.7 |
| Foster Youth | 6 | 5 | 3 | 60.0 |
| Homeless | 34 | 34 | 26 | 76.5 |
| Socioeconomically Disadvantaged | 397 | 382 | 159 | 41.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 133 | 129 | 59 | 45.7 |

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 | 9.45 | 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 | 3.12 | 11.04 | 0.52 | 2.77 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.21 | 0.00 | 0.04 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 11.04 | 0.21 |
| Female | 8.85 | 0.00 |
| Male | 13.06 | 0.41 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 18.57 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 10.36 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 10.00 | 0.00 |
| White | 7.14 | 2.38 |
| English Learners | 9.92 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 20.59 | 0.00 |
| Socioeconomically Disadvantaged | 12.09 | 0.25 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 15.79 | 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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

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 | | | | |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

2019-20 Secondary 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 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 | 9 | 19 | 2 |
| Mathematics | 24 | 12 | 14 | 3 |
| Science | 27 | 7 | 8 | 4 |
| Social Science | 28 | | 16 | 2 |

2020-21 Secondary 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 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 | 18 | 18 | 9 | |
| Mathematics | 20 | 10 | 8 | 1 |
| Science | 29 | | 14 | 1 |
| Social Science | 21 | 10 | 11 | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 4 | 11 | 1 |
| Mathematics | 17 | 12 | 8 | |
| Science | 26 | 3 | 12 | |
| Social Science | 24 | 2 | 14 | |

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 | 416 |

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

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 | \$9,488.29 | \$1,594.29 | \$7,894.00 | \$92,457.96 |
| District | N/A | N/A | \$5,541.23 | \$89,200 |
| Percent Difference - School Site and District | N/A | N/A | 35.0 | 3.8 |
| State | N/A | N/A | \$6,594 | \$87,271 |
| Percent Difference - School Site and State | N/A | N/A | -6.7 | 7.4 |

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% |

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

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.

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.

Professional Development

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 |