

Highlands Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Highlands Elementary School
Street	3131 S. Barcelona Street
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 668-5780
Principal	Melynda Pezone
Email Address	melynda.pezone@lmsvschools.org
School Website	https://www.lmsvschools.org/highlands/
County-District-School (CDS) Code	37 68197 6038459

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Highlands Elementary School has served generations of Spring Valley families dating back to the 1950's. Our school currently serves approximately 500 students in transitional kindergarten through sixth grade and is a whole-school federally funded Title I school (TK through fifth beginning in the 2024-25 school year).

Highlands is proud to be a part of the nation-wide No Excuses University network. We believe in setting high expectations for each of our students and remain focused on creating a safe, supportive learning environment where all students can be successful in meeting their goals. Staff and students see their learning through the lens of a growth mindset and learn to persevere through challenges. No Excuses University is founded on creating six exemplary systems: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention. These systems of excellence all fall under the umbrella of College Readiness. It is our belief that every student should be taught in a way that equips them with the skills needed to attend college if they so choose.

Highlands staff is highly dedicated and passionate about using high leverage teaching strategies and is committed to implementing the Professional Learning Communities (PLC) model and mindset. Staff collaborate on a regular basis within and between grade level teams; and as a whole staff, attend a variety of district and site-based professional learning opportunities and are eager to implement research-based programs that focus on specific student needs. Staff use technology to support learning and student engagement to ensure students have access to their learning through a variety of methods and modalities. Students are guided in discovering their strengths, values, and interests in order to help them find their own best pathway to college and/or career.

Highlands provides a wide array of academic support programs for children who require special assistance in mastering academic standards. Our Specialized Academic Instructors serve approximately 80 students, and our speech and language pathologists work with students with IEP speech and language goals. Our English Language Learner program assists students who need extra support with language acquisition.

Our academic support program also includes a full-time, credentialed reading intervention teacher who works with groups of students on specific and targeted skills. These groups are flexible, programs used are research-based, and data is tracked on a regular basis. In addition, our academic support team includes an additional full-time, credentialed reading intervention teacher as part of the Extended Learning Opportunities Program. This level of support is provided to students both during and after the conclusion of the school day.

2023-24 School Description and Mission Statement

Highlands staff cares deeply about every child's academic achievement and their social emotional and behavioral development. At Highlands, we use Positive Behavior Interventions and Supports to support student behavior and social emotional learning through the core values of R.I.S.E. - Respect, Inspire, Succeed and Empathize. These core values create a common language of expected behaviors across the campus and support the development of growth mindset, self-efficacy and kindness school-wide. Discipline is based on restorative practices and is intended to be learning-based. Students are able to earn positive recognition both academically and behaviorally through Rockin' Hawks and High Flyer tickets that promote the use of our core values by students. For students who need some extra support with social/emotional needs, we have a full-time social worker. Our social worker meets regularly with individual students and small groups needing social skill development. Highlands is also dedicated to Social Emotional Learning through the use of the Second Step social emotional curriculum. As an additional support, Highlands staff has partnered with San Diego Youth Services to welcome the Dinosaur School as an additional social emotional support for students in TK - 2nd grade. Through the Dinosaur School model, San Diego Youth Services staff provides weekly lessons in TK - 2nd grade classrooms and meets with small groups of students to support continued social emotional growth.

Highlands Elementary School takes pride in creating a safe environment where students are engaged in using high level thinking skills as they master California State Standards. Our Highlands Hawks support each other, show kindness to others, and are ready to take on any challenge as they prepare themselves for their future success.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	61
Grade 2	70
Grade 3	73
Grade 4	65
Grade 5	60
Grade 6	62
Total Enrollment	496

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
American Indian or Alaska Native	0.2%
Asian	0.8%
Black or African American	11.1%
Filipino	1%
Hispanic or Latino	60.3%
Native Hawaiian or Pacific Islander	1%
Two or More Races	7.9%
White	17.7%
English Learners	22%
Homeless	2.6%
Socioeconomically Disadvantaged	78.6%
Students with Disabilities	14.7%

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)	22.60	97.46	449.90	90.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.59	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)	0.00	0.00	8.50	1.73	12115.80	4.41
Unknown	0.00	0.00	27.10	5.49	18854.30	6.86
Total Teaching Positions	23.10	100.00	494.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	93.21	463.10	93.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.20	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.30	1.07	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.30	1.07	11953.10	4.28
Unknown	1.50	6.79	21.30	4.30	15831.90	5.67
Total Teaching Positions	22.10	100.00	496.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync - Year Adopted 2015 Supplemental/Intervention Instructional Materials: Cambrium Learning, Read Well McGraw-Hill, Flex Literacy McGraw-Hill, Wonder Works English Language Development TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K – 6th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016 7th – 8th, McGraw-Hill, StudySync, English Language Development - Year Adopted 2009	Yes	0
Mathematics	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K – 5th, Houghton Mifflin-Harcourt, Math Expressions - Year Adopted 2015 6th – 8th, College Preparatory Math - Year Adopted 2019 Supplemental Instructional Materials: Moby Max	Yes	0
Science	TK, Scholastic, Pre-K on my Ways Year Adopted, 2022 K-5th, Carolina, Carolina 3D Science - Year Adopted 2023 6th - 8th, Amplify Education Inc, Amplify - Year Adopted 2022	Yes	0
History-Social Science	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K - 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, Vista Higher Learning, Senderos - Year Adopted 2023	Yes	0
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	36	48	47	47	46
Mathematics (grades 3-8 and 11)	23	26	35	36	33	34

2022-23 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	258	250	96.90	3.10	36.00
Female	133	127	95.49	4.51	38.58
Male	125	123	98.40	1.60	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	162	156	96.30	3.70	33.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	50.00
White	39	38	97.44	2.56	44.74
English Learners	67	60	89.55	10.45	13.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	33.33
Socioeconomically Disadvantaged	219	214	97.72	2.28	31.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	6.38

2022-23 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	258	256	99.22	0.78	26.17
Female	133	131	98.50	1.50	22.90
Male	125	125	100.00	0.00	29.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	162	161	99.38	0.62	24.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	50.00
White	39	39	100.00	0.00	30.77
English Learners	67	66	98.51	1.49	6.06
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	26.67
Socioeconomically Disadvantaged	219	218	99.54	0.46	22.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	8.51

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.24	19.67	32.21	27.76	29.47	30.29

2022-23 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	61	61	100.00	0.00	19.67
Female	31	31	100.00	0.00	19.35
Male	30	30	100.00	0.00	20.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	41	41	100.00	0.00	24.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	19	19	100.00	0.00	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	50	50	100.00	0.00	18.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.33	98.33	98.33	98.33	98.33
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

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.

2023-24 Opportunities for Parental Involvement

Highlands Elementary provides numerous opportunities for parents to be involved at school and in their child's education. Parents are communicated with on a weekly basis, every Sunday evening, through our Weekly Parent Newsletter. Our newsletter is created through Smore and has the ability to be translated into over 100 different languages. The link to this newsletter is sent to all families by email and text and is followed with a reminder phone call outlining the contents of the newsletter. A link to access the weekly newsletter is also posted on Class Dojo and social media.

Highlands has an "open door" policy where parents are encouraged to volunteer in classrooms and on campus. We welcome parents on campus every morning to participate in our morning run club with their students. A number of parents also volunteer during this time helping to punch cards for students to keep track of the laps they have run. On Friday, parents are invited to stay on campus and participate in our weekly peace circle where we recognize students and celebrate a successful week as a whole school community. Once per month, after Friday peace circle, the principal invites parents to meet with her for Coffee with the Principal. During this time the principal shares information about current and upcoming events at the school site and invites parents to ask questions or share concerns.

Highlands has a dedicated and active Parent Teacher Association (PTA) that meets once per month and provides enriching activities for all families throughout the school year such as our Fall Festival, Book Fair, APEX Fun Run, and Spirit Wear Shop.

Parents are invited to participate in the School Site Council (SSC) and English Language Advisory Committee (ELAC) and we encourage all parents to attend Back-to-School Night, Parent-Teacher Conferences, and Open House.

Parent Education Nights are also held a minimum of 3 times per year on a variety of topics such as Social Media and Online Safety, Supporting Student Social Emotional Health, Building Positive Attendance Habits and much more. Our school social worker plans education nights based on the current needs and interests of our parent community.

If you are interested in becoming involved with school activities or volunteering your time, please call our school office at (619) 668-5780.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	556	532	179	33.6
Female	271	260	91	35.0
Male	285	272	88	32.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	7	7	3	42.9
Black or African American	67	60	18	30.0
Filipino	7	6	1	16.7
Hispanic or Latino	329	319	121	37.9
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	41	39	9	23.1
White	98	95	24	25.3
English Learners	150	142	47	33.1
Foster Youth	1	1	1	100.0
Homeless	21	20	9	45.0
Socioeconomically Disadvantaged	444	426	152	35.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	99	33	33.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.00	1.80	0.52	2.77	3.14	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.8	0
Female	1.48	0
Male	2.11	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	5.97	0
Filipino	0	0
Hispanic or Latino	0.61	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.32	0
White	1.02	0
English Learners	1.33	0
Foster Youth	0	0
Homeless	4.76	0
Socioeconomically Disadvantaged	2.03	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.81	0

2023-24 School Safety Plan

In La Mesa-Spring Valley School district, each site creates a Comprehensive School Safety Plan (CSSP). CSSPs outline systems, programs, and practices that are in place to ensure a safe school environment. This includes, but is 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 (December) and later by the La Mesa-Spring Valley School Board of Education (February).

Each school site has one teacher appointed as the school's Safety Lead. This person attends monthly safety meetings and professional development with the Director of Student Supports. The Safety Lead supports the creation of the site's CSSP, collaborates with the site administration to implement safety initiatives, and is a member of the larger onsite safety team. 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. Highlands also has a Safety Leadership Committee dedicated to supporting campus safety initiatives.

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

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	19	3	1	
1	26		3	
2	25		3	
3	28		3	
4	35			2
5	27		2	
6	30		2	
Other	25		1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	28		2	
2	25		3	
3	28		2	
4	34			2
5	34			2
6	32		1	
Other	27		2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	25	0	2	0
2	23	0	3	0
3	24	0	3	0
4	33	0	1	1
5	30	0	2	0
6	31	0	2	0
Other	24	0	1	0

2022-23 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

2022-23 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	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$7,259.40	\$2,490.84	\$4,768.56	\$91,229.84
District	N/A	N/A	\$5,067.48	\$90,256
Percent Difference - School Site and District	N/A	N/A	-6.1	2.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A		4.4

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$60,404	\$54,215
Mid-Range Teacher Salary	\$77,694	\$86,843
Highest Teacher Salary	\$112,461	\$111,440
Average Principal Salary (Elementary)	\$146,271	\$140,851
Average Principal Salary (Middle)	\$157,051	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$237,083	\$252,466
Percent of Budget for Teacher Salaries	33.26%	33.16%
Percent of Budget for Administrative Salaries	5.14%	5.15%

Professional Development

Professional learning in La Mesa-Spring Valley School District (LMSVSD) is conducted for the purpose of cultivating the capacity and efficacy of teachers. In recent years, professional learning has focused on developing a common language around high quality teaching and learning and working within collaborative professional learning communities to promote high levels of learning for all students. This work has included a deeper dive into content standards, discussions around mastery and effective assessment, social-emotional learning and applying an equity lens to all of our work. In response to student performance data and classroom observation, current professional learning focuses on increasing student literacy. Through this work, teachers gain a common understanding of the components included in an effective literacy “block,” at each grade level, build clarity around best practices in a standards driven program (including the ELD standards) and review the gradual release of responsibility model.

Central to professional learning in 2023-2024 is our continued application of the Framework for Powerful Learning. The framework includes our “targeted instructional area” for the year which is to improve students’ ability to comprehend complex informational text. The framework also includes a Cycle of Professional Learning through which school sites expand their understanding and application of powerful teaching practices that address the targeted instructional area. In 2022-2023 we focused on the powerful practice of close reading and responding to text dependent questions. In 2023-2024, the powerful practices will build upon this work and focus on collaborative conversations around text dependent questions for the purpose of generating a short written constructed response.

Principals and their site Instructional Leadership Teams (ILTs) learn about the powerful practices through leadership meetings, and then provide training to site staff during Site Learning Days, staff meetings, and individual coaching sessions. With professional learning communities (PLCs) as a foundation, teachers follow through on the work initiated at Site Learning Days through their weekly meetings. Teachers meet as a grade level team or within discipline areas to discuss the powerful practices, plan instruction, analyze student data and address the needs of each and every student. Through the introduction of the Cycle of Professional Learning, teachers will engage in safe practice, read professional literature, observe colleagues, receive feedback and monitor, measure and modify their practice as needed.

Outside of site professional learning, we have a Blended Professional Learning program that has been modified for 2023-24. In years past every certificated staff member engaged in four hours of self-selected professional development. This year, all certificated staff will participate in a two hour professional learning course on providing high quality literacy instruction, tailored to meet the needs of their grade level and/or content area. This professional learning is delivered through Content Lead Teachers who receive a stipend, and were hired for their expertise in literacy instruction. Content was developed in partnership with the Learning Support Department, Instructional Data Support (IDS) Teachers and Content Lead Teachers.

In addition to the literacy course, certificated staff will self-select two hours of professional learning from a menu of courses offered by Content Lead Teachers, Teachers on Special Assignment, Coordinators, social workers, and outside organizations. School principals also have an opportunity to customize professional learning for their staff that counts towards the two hours. These in-person learning opportunities will focus on a variety of instructional practices and topics, including follow up from the literacy training, social emotional learning, math, science, history, visual and performing arts, physical education, intervention curriculum and strategies, and more.

At Highlands, staff has dedicated staff meeting time to enhance their learning in a number of Hattie's high leverage teaching strategies. During, the 2023-24 school year, the Highlands team has placed a specific focus on teacher clarity, specifically intention and purpose in the classroom. Teachers have engaged in learning with both the Principal and Teachers on Special Assignment to support this work and have been given release time to support the implementation of their learning in the classroom. In addition to our work on Teacher Clarity, Highlands teachers and staff have engaged in learning connected to the Second Step Curriculum, Restorative Practices, Calming Strategies for Students, Behavior Response, Instructional data and the development of SMART goals.

To provide ongoing support for our educators, the LMSVSD Staff website includes pacing guides, essential standards, quick links for tutorials with Google Classroom and other Learning Management Systems, support for online curriculum, assessment, social emotional learning, 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 2023-34 school year.

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

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	3.5	3.5