

La Mesa Dale 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 | La Mesa Dale Elementary School |
| Street | 4370 Parks Avenue |
| City, State, Zip | La Mesa, CA 91941 |
| Phone Number | (619) 668-5740 |
| Principal | Tammie Babbitt |
| Email Address | tammie.babbitt@lmsvschools.org |
| School Website | https://www.lmsvschools.org/lamesadale/ |
| County-District-School (CDS) Code | 37-68197-6038475 |

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

Embrace. Educate. Empower.

La Mesa Dale is a caring neighborhood school located in the heart of La Mesa. We believe that each and every student is capable of academic proficiency and social success and that we, the school, have the power and responsibility to make that a reality. High-quality teaching and learning take place in a setting where students are loved, respected, and known as individuals. We work to strengthen each student's academic, social, and emotional skills while also developing resilience and joy in learning.

La Mesa Dale is a Title I School that serves approximately 550 wonderfully diverse preschool through sixth-grade students (preschool through fifth grade beginning in the 2024-25 school year). La Mesa Dale families represent countries all over the world and collectively speak seventeen different languages. Twenty percent of our students have one or both parents serving actively in the United States military.

Embrace. Our first goal is to build community and ensure every student feels a sense of belonging. This starts first thing every morning with Run Club where parents, caregivers, and students are invited to run or walk laps together before school starts. Run Club reduces tardies and provides every student with the opportunity to start the day on the right foot.

Staff look diligently for students using their P.A.W.S. At La Mesa Dale's daily all-school morning meeting, we recognize students who have been caught Playing Safe, Acting Kind, Working Hard, and Staying Healthy. We also celebrate whole-class accomplishments, including time on task and lessons completed. During our daily morning meeting, staff also take the opportunity to teach students about growth mindset, naming and coping with big feelings, and other social and emotional skills.

Second Step Social-Emotional lessons are provided weekly in every classroom to help students develop empathy, peer relationships, problem solving, and communication skills. With these skills, students know how to include others and work with staff to ensure every student knows they belong.

Educate. La Mesa Dale staff is committed to ensuring academic excellence for each and every student. Our Classroom Teachers, Specialized Academic Instructors, Speech-Language Pathologists, Paraprofessionals, Psychologist, Reading Specialist, and Social Worker regularly participate in professional development and collaborate as a Professional Learning Community to ensure each student is provided with the highest quality instruction every day.

2023-24 School Description and Mission Statement

La Mesa Dale is committed to ensuring success for every student. Our school-wide system of differentiated instruction and interventions meets students where they are and provides support and acceleration to ensure students meet and exceed their goals. We provide strong Integrated and Designated English Language Development for all English Learners. We monitor English Learner progress and provide timely and systematic intervention. We continue to provide a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction.

La Mesa Dale partners with Helix High School's EDGE program in an effort to train and raise highly qualified teachers from within our own community. La Mesa Dale currently has Helix High School graduates on staff. We look forward to the benefits this partnership will bring to La Mesa-Spring Valley schools and students.

Empower. In very successful schools, the curriculum includes rich opportunities for students to engage in the visual and performing arts, technology, sports, and leadership opportunities. La Mesa Dale students are provided with a variety of experiences that help them learn about and broaden their own strengths and interests.

At La Mesa Dale, all 4th through 6th grade students participate in Exploration Hour. During Exploration Hour, students select a 6-week course of study of their choice. Options include art, band, orchestra, golf, coding, photography, video production, building circuits, healthy choices, and debate. Over the course of one school year, students will engage in three different courses of study.

At La Mesa Dale, thirty of our 4th-6th grade students are trained as Safe School Ambassadors. The Safe School Ambassadors program harnesses the power of positive student influence to reduce bullying and mistreatment to make our campus a more safe and nurturing place, where we can maintain high student achievement.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 92 |
| Grade 1 | 80 |
| Grade 2 | 84 |
| Grade 3 | 77 |
| Grade 4 | 70 |
| Grade 5 | 58 |
| Grade 6 | 63 |
| Total Enrollment | 524 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.7% |
| Male | 52.3% |
| American Indian or Alaska Native | 0.2% |
| Asian | 4% |
| Black or African American | 15.6% |
| Filipino | 3.1% |
| Hispanic or Latino | 48.9% |
| Native Hawaiian or Pacific Islander | 0.2% |
| Two or More Races | 7.4% |
| White | 20.6% |
| English Learners | 15.6% |
| Foster Youth | 0.2% |
| Homeless | 4% |
| Socioeconomically Disadvantaged | 71.9% |
| Students with Disabilities | 15.8% |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.80 | 100.00 | 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) | 0.00 | 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 | 21.80 | 100.00 | 494.80 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.50 | 91.13 | 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) | 1.00 | 4.43 | 5.30 | 1.07 | 11953.10 | 4.28 |
| Unknown | 1.00 | 4.43 | 21.30 | 4.30 | 15831.90 | 5.67 |
| Total Teaching Positions | 22.50 | 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 | 1.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 1.00 |

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) | 0 | 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) | 44 | 43 | 48 | 47 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 32 | 28 | 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 | 259 | 253 | 97.68 | 2.32 | 43.08 |
| Female | 119 | 115 | 96.64 | 3.36 | 49.57 |
| Male | 140 | 138 | 98.57 | 1.43 | 37.68 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 11 | 11 | 100.00 | 0.00 | 54.55 |
| Black or African American | 40 | 40 | 100.00 | 0.00 | 35.00 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 124 | 122 | 98.39 | 1.61 | 38.52 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 18 | 94.74 | 5.26 | 50.00 |
| White | 56 | 53 | 94.64 | 5.36 | 50.94 |
| English Learners | 35 | 31 | 88.57 | 11.43 | 9.68 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 34 | 34 | 100.00 | 0.00 | 55.88 |
| Socioeconomically Disadvantaged | 181 | 177 | 97.79 | 2.21 | 38.42 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 55 | 53 | 96.36 | 3.64 | 11.32 |

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 | 259 | 257 | 99.23 | 0.77 | 28.02 |
| Female | 119 | 118 | 99.16 | 0.84 | 22.03 |
| Male | 140 | 139 | 99.29 | 0.71 | 33.09 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 11 | 11 | 100.00 | 0.00 | 54.55 |
| Black or African American | 40 | 40 | 100.00 | 0.00 | 12.50 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 124 | 124 | 100.00 | 0.00 | 22.58 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 19 | 18 | 94.74 | 5.26 | 27.78 |
| White | 56 | 55 | 98.21 | 1.79 | 41.82 |
| English Learners | 35 | 35 | 100.00 | 0.00 | 14.29 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 34 | 33 | 97.06 | 2.94 | 30.30 |
| Socioeconomically Disadvantaged | 181 | 180 | 99.45 | 0.55 | 22.22 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 55 | 54 | 98.18 | 1.82 | 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.

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) | 18.03 | 16.98 | 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 | 53 | 53 | 100.00 | 0.00 | 16.98 |
| Female | 21 | 21 | 100.00 | 0.00 | 14.29 |
| Male | 32 | 32 | 100.00 | 0.00 | 18.75 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 24 | 24 | 100.00 | 0.00 | 8.33 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 11 | 100.00 | 0.00 | 27.27 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 40 | 40 | 100.00 | 0.00 | 20.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 13 | 100.00 | 0.00 | 7.69 |

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 | 100 | 100 | 100 | 100 | 100 |
| 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

La Mesa Dale values and welcomes family support and participation and offers a variety of ways for families to connect and participate in their child's education that include:

- Supporting students at home through regular communication with the teacher (Class Dojo is used school wide for classroom to home communication and translates messages into over 30 languages), ensuring students are reading nightly, and have a designated quiet space to complete homework
- Back to School Night and Parent-Teacher Conferences
- Family participation in daily before-school Run Club
- School Site Council membership
- PTA Activities including PTA Meetings, monthly PTA sponsored dine-out events, movie nights
- Curriculum Nights - Family Reading Night, Family Math Night, Family Science Night
- Parent Education
- Classroom Volunteer Opportunities
- Weekday Workshop - volunteering in the designated parent work room to prep classroom materials (copies, cutting, etc.)
- Field Trip Chaperone

To get involved, please contact Christina Hicks, PTA President, at 619-668-5740.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 577 | 555 | 140 | 25.2 |
| Female | 279 | 269 | 77 | 28.6 |
| Male | 298 | 286 | 63 | 22.0 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 22 | 22 | 7 | 31.8 |
| Black or African American | 92 | 88 | 21 | 23.9 |
| Filipino | 18 | 18 | 3 | 16.7 |
| Hispanic or Latino | 279 | 270 | 73 | 27.0 |
| Native Hawaiian or Pacific Islander | 2 | 1 | 1 | 100.0 |
| Two or More Races | 50 | 43 | 10 | 23.3 |
| White | 113 | 112 | 25 | 22.3 |
| English Learners | 100 | 97 | 21 | 21.6 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 23 | 23 | 7 | 30.4 |
| Socioeconomically Disadvantaged | 412 | 397 | 112 | 28.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 120 | 111 | 29 | 26.1 |

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 | 0.18 | 4.64 | 4.68 | 0.52 | 2.77 | 3.14 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.19 | 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 | 4.68 | 0 |
| Female | 1.08 | 0 |
| Male | 8.05 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 10.87 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 2.51 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 10 | 0 |
| White | 4.42 | 0 |
| English Learners | 7 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 4.35 | 0 |
| Socioeconomically Disadvantaged | 4.37 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 7.5 | 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.

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 | 34 | | 3 | 1 |
| 1 | 26 | | 3 | |
| 2 | 26 | | 3 | |
| 3 | 29 | | 3 | |
| 4 | 33 | | | |
| 5 | 35 | | | 1 |
| 6 | 36 | | | 1 |
| Other | 35 | | | 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 | 30 | | 3 | 1 |
| 1 | 29 | | 3 | |
| 2 | 24 | | 3 | |
| 3 | 29 | | 3 | |
| 4 | 25 | | 2 | |
| 5 | 31 | | 1 | |
| 6 | 25 | | 1 | |
| Other | 28 | | 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 | 1 | 3 | 0 |
| 1 | 27 | 0 | 3 | 0 |
| 2 | 28 | 0 | 3 | 0 |
| 3 | 26 | 0 | 3 | 0 |
| 4 | 35 | 0 | 0 | 2 |
| 5 | 29 | 0 | 2 | 0 |
| 6 | 32 | 0 | 2 | 0 |
| Other | 0 | 0 | 0 | 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 | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 3.1 |

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 | \$6,695.57 | \$2,554.43 | \$4,141.14 | \$92,949.21 |
| District | N/A | N/A | \$5,067.48 | \$90,256 |
| Percent Difference - School Site and District | N/A | N/A | -20.1 | 4.1 |
| State | N/A | N/A | \$7,607 | \$89,574 |
| Percent Difference - School Site and State | N/A | N/A | | 6.3 |

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.

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.

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