

Murray Manor Elementary School Site

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

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

For decades, Murray Manor has had the great honor to serve the families in the city of La Mesa. It is not out of the norm to encounter generations of families who have attended Murray Manor, which is a great source of pride. Our school currently serves approximately 600 students in transitional kindergarten through sixth grade (TK through fifth grade beginning in the 2024-25 school year). Murray Manor, in partnership with students, families, staff, and the community, creates a learning environment that focuses on academic excellence, building a lifelong love of learning, valuing diversity, and developing strong character.

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

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

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

2023-24 School Description and Mission Statement

attending School Site Council (SSC) meetings, English Learners Advisory Committee (ELAC), and/or Parent Teacher Association (PTA) meetings.

Murray Manor is recognized for academic excellence and a safe and supportive school learning environment. We are proud of the elements that help us achieve this recognition: rigorous and targeted academics supported by a dynamic staff, as well as the adoption of a school culture that encourages inclusiveness, risk-taking, courage, and a growth mindset.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	78
Grade 2	93
Grade 3	96
Grade 4	76
Grade 5	74
Grade 6	68
Total Enrollment	584

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	54.1%
Asian	5.3%
Black or African American	5.8%
Filipino	1.7%
Hispanic or Latino	35.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	9.9%
White	41.8%
English Learners	8.7%
Foster Youth	0.2%
Homeless	1.2%
Socioeconomically Disadvantaged	46.1%
Students with Disabilities	18.3%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	93.63	449.90	90.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.39	3.50	0.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.98	5.60	1.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.50	1.73	12115.80	4.41
Unknown	0.00	0.00	27.10	5.49	18854.30	6.86
Total Teaching Positions	25.10	100.00	494.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	91.49	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	2.00	8.51	21.30	4.30	15831.90	5.67
Total Teaching Positions	23.50	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	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	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)	5.5	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)	3.7	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	Yes	0

	K - 6th, Studies Weekly, Studies Weekly - Year Adopted 2020 7th – 8th, National Geographic, World History & US History - Year Adopted 2019		
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)	61	60	48	47	47	46
Mathematics (grades 3-8 and 11)	50	54	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	318	304	95.60	4.40	59.54
Female	141	136	96.45	3.55	63.97
Male	177	168	94.92	5.08	55.95
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	93.33
Black or African American	19	17	89.47	10.53	29.41
Filipino	--	--	--	--	--
Hispanic or Latino	117	113	96.58	3.42	45.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	33	89.19	10.81	72.73
White	122	119	97.54	2.46	71.43
English Learners	32	27	84.38	15.62	18.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	12	92.31	7.69	66.67
Socioeconomically Disadvantaged	158	148	93.67	6.33	45.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	66	94.29	5.71	15.15

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	318	308	96.86	3.14	54.22
Female	141	138	97.87	2.13	52.17
Male	177	170	96.05	3.95	55.88
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	86.67
Black or African American	19	19	100.00	0.00	26.32
Filipino	--	--	--	--	--
Hispanic or Latino	117	114	97.44	2.56	35.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	33	89.19	10.81	69.70
White	122	119	97.54	2.46	69.75
English Learners	32	31	96.88	3.12	12.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	12	92.31	7.69	66.67
Socioeconomically Disadvantaged	158	149	94.30	5.70	40.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	66	94.29	5.71	13.64

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)	46.58	27.78	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	75	74	98.67	1.33	27.03
Female	31	31	100.00	0.00	22.58
Male	44	43	97.73	2.27	30.23
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	17.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	30.77
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	31	96.88	3.12	16.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	0.00

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	97.33	97.33	97.33	97.33	97.33
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

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

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

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	629	622	156	25.1
Female	293	287	74	25.8
Male	336	335	82	24.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	32	32	4	12.5
Black or African American	41	41	13	31.7
Filipino	12	12	3	25.0
Hispanic or Latino	230	223	79	35.4
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	59	59	13	22.0
White	251	251	43	17.1
English Learners	60	59	20	33.9
Foster Youth	2	2	0	0.0
Homeless	13	13	10	76.9
Socioeconomically Disadvantaged	300	298	111	37.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	135	135	51	37.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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	1.16	1.11	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	1.11	0
Female	0	0
Male	2.08	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.69	0
White	0.4	0
English Learners	1.67	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.96	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	23		4	
1	32		3	1
2	28		3	
3	30		3	
4	31		2	
5	33			
6	33			
Other	17	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	26		3	
2	30		3	
3	36		2	1
4	26		2	
5	29		2	
6	32		2	
Other	19	2	2	

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	3	0
2	26	0	3	0
3	35	0	2	1
4	28	0	2	0
5	30	0	2	0
6	33	0	1	1
Other	19	2	2	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	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	5

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	\$6,898.22	\$2,901.51	\$3,996.71	\$99,949.75
District	N/A	N/A	\$5,067.48	\$90,256
Percent Difference - School Site and District	N/A	N/A	-23.6	11.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A		13.5

Fiscal Year 2022-23 Types of Services Funded

Special Education
 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