STEAM Academy @ La Presa
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	STEAM Academy @ La Presa
Street	1001 Leland Street
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 668-5720
Principal	Andrea Radmilovich
Email Address	andrea.radmilovich@lmsvschools.org
School Website	https://www.lmsvschools.org/steamacademy/
County-District-School (CDS) Code	37-68197-0132431

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

TEAM VISION (what we strive to be): STEAM academy will foster life-long learners in a high-achieving, innovative school that respects diversity and ensures a positive, safe, collaborative environment.
STEAM VALUES P.R.I.D.E.: Purposeful, Respectful, Innovative, Disciplined, Extraordinary

The STEAM Academy at La Presa is dedicated to the development of the academic and social needs of our students. With the support of our families and community, we are committed to cultivating the values of innovation, respect, discipline, and STEAM Academy "PRIDE" in all of our students. Our entire school maintains a focus around the curricular areas of Science, Technology, Engineering, Arts, and Math (STEAM).

The STEAM Academy Program in Grade 5 is self-contained, and Grade 6 is structured around a team of teachers who share a group of students throughout the day. One teacher works with students in language arts and social studies while a team partner is able to focus on math and science. All 5th – 6th grade teachers engage students in a STEAM period centered around 21st century learning skills.

Our 7th and 8th grade students follow an 80-minute block schedule. In this schedule, students attend four 80-minute periods of humanities, science, math, and elective/PE courses on alternating days. Further, students receive a 30-minute Innovation or Advisory Support class period. Within our 80-minute block scheduling, teachers are able to teach an in-depth curriculum while providing strategic and intensive remediation to meet student needs. Our counselor and teachers utilize performance data to ensure each and every student is receiving courses and instruction to meet individual learner needs. Beginning in the 24-25 school year, STEAM academy will serve students in grades 6-8. We look forward to offering a program that meets the needs of all 6-8th grade students on campus.

By using data gathered from multiple assessment tools, students are able to move between levels based on teacher-developed criteria. Students and parents can access student progress on a daily basis by using our Jupiter Grading System, online. Students are scheduled in innovation classes based on STEAM pathways in engineering, technology/media, biomedical fields, or the arts. However, for students who need intervention, they receive placement in Advisory Support classes in order to provide academic intervention in math, language arts, English Language Development (ELD), and study skills when needed. In addition to a rigorous academic program targeted for the diverse needs of our students, we are also able to offer a variety of pathway elective courses such as media/technology, engineering/robotics, biomedical, band, choir, and dance.

2023-24 School Description and Mission Statement

Our STEAM Academy at La Presa has a targeted education program for students designated at ELPAC (English Language Proficiency Assessment for California) Levels 1 and 2. In this program, students are taught ELD with an alternative curriculum using the most effective Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies. A minimum of 30 minutes of ELD instruction is targeted for all students with ELPAC Levels 1-4. The master schedule at our STEAM Academy provides common prep times between teachers of particular content levels. This 80-minute prep time, each day, allows the regular exchange of effective instructional and assessment practices.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	39
Grade 6	76
Grade 7	321
Grade 8	282
Total Enrollment	718

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	51.9%
American Indian or Alaska Native	0.1%
Asian	1.7%
Black or African American	10.9%
Filipino	4.5%
Hispanic or Latino	69.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3.6%
White	8.9%
English Learners	24.8%
Foster Youth	0.4%
Homeless	6.8%
Socioeconomically Disadvantaged	81.3%
Students with Disabilities	18.2%

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)	31.20	86.77	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)	0.90	2.53	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	3.80	10.65	27.10	5.49	18854.30	6.86
Total Teaching Positions	35.90	100.00	494.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.70	91.79	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	2.90	8.21	21.30	4.30	15831.90	5.67
Total Teaching Positions	35.70	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	0.90	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.90	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)	0.6	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	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	October 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	Tighten hot water handle in health office, touch up drywall where needed, touch up peeling paint, address cobwebs in library. Custodian to input work order for items needing repair. Maintenance department to make repairs.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Repaint peeling paint, tighten toilet seats, clean cobwebs in door vents, repair eyewash station. Custodian to input work order for items needing repair. Maintenance department to make repairs.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Paint base of playground, paint facia, clean exhaust vent, address ant issue. Custodian to input work order for items needing repair. Maintenance department to make repairs.

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)	38	39	48	47	47	46
Mathematics (grades 3-8 and 11)	34	35	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	713	696	97.62	2.38	39.22
Female	336	329	97.92	2.08	41.34
Male	376	366	97.34	2.66	37.16
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	75	73	97.33	2.67	35.62
Filipino	32	30	93.75	6.25	56.67
Hispanic or Latino	499	487	97.60	2.40	34.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	55.56
White	65	65	100.00	0.00	63.08
English Learners	170	160	94.12	5.88	15.00
Foster Youth	--	--	--	--	--
Homeless	37	35	94.59	5.41	11.43
Military	52	52	100.00	0.00	55.77
Socioeconomically Disadvantaged	575	564	98.09	1.91	34.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	114	99.13	0.87	3.51

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	713	699	98.04	1.96	34.91
Female	336	331	98.51	1.49	32.02
Male	376	367	97.61	2.39	37.33
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	75	73	97.33	2.67	32.88
Filipino	32	31	96.88	3.12	58.06
Hispanic or Latino	499	489	98.00	2.00	29.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	48.15
White	65	65	100.00	0.00	58.46
English Learners	170	167	98.24	1.76	11.98
Foster Youth	--	--	--	--	--
Homeless	37	36	97.30	2.70	11.11
Military	52	52	100.00	0.00	57.69
Socioeconomically Disadvantaged	575	564	98.09	1.91	29.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	113	98.26	1.74	3.54

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)	31.18	27.71	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	321	316	98.44	1.56	27.71
Female	137	134	97.81	2.19	23.31
Male	183	181	98.91	1.09	31.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	29	28	96.55	3.45	32.14
Filipino	22	22	100.00	0.00	31.82
Hispanic or Latino	227	224	98.68	1.32	21.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	36.36
White	27	27	100.00	0.00	66.67
English Learners	81	79	97.53	2.47	6.33
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	15.79
Military	27	27	100.00	0.00	44.44
Socioeconomically Disadvantaged	258	255	98.84	1.16	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.04	1.96	4.00

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	100	100	100	100	100
Grade 7	95.67	94.12	92.57	97.52	95.05

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

At our STEAM Academy we invite and encourage parental support. During Back to School Night and our Open House, parents are actively recruited to become participants on our various leadership teams such as the Parent-Teacher-Student Association (PTSA) and School Site Council (SSC). Arrangements for classroom volunteers are always welcome and coordinated by our STEAM Academy office. Our STEAM Academy has a very active English Learner Advisory Committee (ELAC) group that meets a minimum of four times a year to discuss issues pertinent to their child's success, as well as parent education opportunities. Once a year, parents are invited and encouraged to attend Parent/Teacher/Student conferences in order to meet and discuss student progress and/or concerns from teachers or parents. We host 'Coffee with the Principal' several times a year via Zoom and in person. We will hold these meetings in the library. We also host 'Coffee with the Assistant Principal", and that meeting is facilitated in Spanish. Please contact our school office at (619) 668-5720 for questions related to parental involvement.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	775	764	300	39.3
Female	367	362	142	39.2
Male	407	401	158	39.4
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	13	13	2	15.4
Black or African American	86	83	24	28.9
Filipino	33	33	7	21.2
Hispanic or Latino	539	534	239	44.8
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	29	29	9	31.0
White	70	67	18	26.9
English Learners	224	223	93	41.7
Foster Youth	6	5	2	40.0
Homeless	54	53	31	58.5
Socioeconomically Disadvantaged	631	622	262	42.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	145	142	67	47.2

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	1.78	7.90	6.58	0.52	2.77	3.14	0.20	3.17	3.60
Expulsions	0.00	0.34	0.13	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	6.58	0.13
Female	7.36	0.27
Male	5.9	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	7.69	0
Black or African American	5.81	0
Filipino	0	0
Hispanic or Latino	7.24	0.19
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.45	0
White	7.14	0
English Learners	6.7	0
Foster Youth	0	0
Homeless	11.11	0
Socioeconomically Disadvantaged	6.97	0.16
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.03	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.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	3	6	9
Mathematics	28	6	12	9
Science	30	2	10	11
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	3	3	5
Mathematics	27	7	11	9
Science	31	3	4	12
Social Science				

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	6	4	0
Mathematics	26	8	16	2
Science	31	0	12	7
Social Science	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	797.78

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)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2

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	$7,231.41	$2,292.73	$4,938.68	$94,225.17
District	N/A	N/A	$5,067.48	$90,256
Percent Difference - School Site and District	N/A	N/A	-2.6	5.5
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A		7.7

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.

Professional Development

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