

# La Mesa Dale Elementary

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	La Mesa Dale Elementary
<b>Street</b>	4251 Olive Avenue
<b>City, State, Zip</b>	La Mesa, CA 91941
<b>Phone Number</b>	(619) 668-5740
<b>Principal</b>	Tammie Babbitt
<b>Email Address</b>	tammie.babbitt@lmsvschools.org
<b>School Website</b>	<a href="https://www.lmsvschools.org/lamesadale/">https://www.lmsvschools.org/lamesadale/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	37-68197-6038475

## 2024-25 District Contact Information

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

## 2024-25 School Description and Mission Statement

Embrace. Educate. Empower.

La Mesa Dale is a caring neighborhood school in the heart of La Mesa, serving around 500 beautifully diverse preschool through fifth-grade students. La Mesa Dale is a Title I School made up of families from all over the world-- speaking fourteen different languages, with twenty percent having one or both parents actively serving in the United States military. We firmly believe that every student can achieve academic proficiency and social success, and it is our duty and privilege to turn this belief into reality. Our approach emphasizes high-quality teaching and learning in an environment where students are not only loved and respected but also recognized as unique individuals. We are dedicated to enhancing each student's academic,

## 2024-25 School Description and Mission Statement

social, and emotional skills, fostering resilience, and nurturing a joy for learning.

Our school is undergoing an exciting transformation thanks to Measure V, bringing significant upgrades to our campus. By the end of January 2025, we will have a brand-new office, a reimagined front of the school, a new address, a redesigned parking lot, and an enhanced entrance. These changes include a single point of entry, further prioritizing safety and security for our entire community. We are thrilled to provide state-of-the-art facilities for our well-deserving students, creating an environment that reflects the excellence we strive for every day.

### 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 showing up (attendance), time on task and lessons completed. During our daily morning meeting, staff also take the opportunity to teach students about growth mindset, naming big feelings and how to cope with them, 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.

This year, we are deeply focused on refining our teaching practices in alignment with the proven strategies outlined in the National Center for Urban School Transformation's book, *Teaching Practices from America's Best Urban Schools*. These eight key practices include making students feel valued and capable, teaching for understanding and mastery, promoting clarity, providing culturally and personally responsive teaching, checking for understanding while providing feedback and adapting instruction accordingly, building fluency with gatekeeper vocabulary, promoting successful practice, and leading students to love learning. By honing these practices, we aim to foster an inclusive environment where every student can thrive academically and personally.

Additionally, we are committed to ensuring that all students develop the ability to comprehend informational text, a critical skill for academic success. To support this goal, staff professional learning this year is centered around the *Vocabulary Playbook* by Doug Fisher and Nancy Frey from SDSU. We recognize that "the gates of understanding swing open when students are fluent users of essential vocabulary," and we are intentionally working to equip our students with the vocabulary skills they need to unlock deeper comprehension and mastery across all subjects.

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 upper grade students participate in Exploration Hour. During Exploration Hour, students select a 12-week course of study of their choice. Options include different types of art, choir photography, video production, and engineering. Over the course of one school year, students will engage in two different courses of study.

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At La Mesa Dale, forty of our 4th and 5th 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

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	81
Grade 2	77
Grade 3	80
Grade 4	67
Grade 5	68
Grade 6	56
Total Enrollment	520

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
Asian	4
Black or African American	11.7
Filipino	4
Hispanic or Latino	54
Two or More Races	7.3
White	18.3
English Learners	15.6
Homeless	3.1
Socioeconomically Disadvantaged	66.7
Students with Disabilities	15.4

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.80	100.00	449.90	90.93	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	0.71	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.60	1.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.50	1.73	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	27.10	5.49	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.50	91.13	463.10	93.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.20	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	5.30	1.07	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.43	5.30	1.07	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	4.43	21.30	4.30	15831.90	5.67
<b>Total Teaching Positions</b>	22.50	100.00	496.10	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.80	90.83	443.10	89.27	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.40	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.59	17.10	3.45	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.60	1.14	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	4.59	28.50	5.74	14303.80	5.15
<b>Total Teaching Positions</b>	21.80	100.00	496.40	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	1

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	1.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 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
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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
<b>Science</b>	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
<b>History-Social Science</b>	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K - 5th, Studies Weekly, Studies Weekly - Year Adopted 2020	Yes	0



	6th – 8th, National Geographic, World History & US History - Year Adopted 2019		
<b>Foreign Language</b>	6th – 8th, Vista Higher Learning, Senderos - Year Adopted 2023	Yes	0
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

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

**Year and month of the most recent FIT report**

August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	A work order has been created in the districts work order tracking system. These items will be addressed and corrected before the 25/26 inspections. Safety concerns will be addressed immediately.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	43	49	47	46	46	47
<b>Mathematics</b> (grades 3-8 and 11)	28	38	36	37	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	265	255	96.23	3.77	49.41
Female	126	119	94.44	5.56	50.42
Male	139	136	97.84	2.16	48.53
American Indian or Alaska Native	0	0	0	0	0
Asian	12	9	75.00	25.00	--
Black or African American	34	34	100.00	0.00	44.12
Filipino	--	--	--	--	--
Hispanic or Latino	141	136	96.45	3.55	42.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	66.67
White	50	48	96.00	4.00	60.42
English Learners	41	33	80.49	19.51	18.18
Foster Youth	0	0	0	0	0
Homeless	16	12	75.00	25.00	58.33
Military	38	38	100.00	0.00	47.37
Socioeconomically Disadvantaged	180	171	95.00	5.00	45.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	55	98.21	1.79	12.73

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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
<b>All Students</b>	265	263	99.25	0.75	37.64
<b>Female</b>	126	124	98.41	1.59	30.65
<b>Male</b>	139	139	100.00	0.00	43.88
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100.00	0.00	41.67
<b>Black or African American</b>	34	34	100.00	0.00	38.24
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	141	139	98.58	1.42	27.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	18	18	100.00	0.00	44.44
<b>White</b>	50	50	100.00	0.00	60.00
<b>English Learners</b>	41	41	100.00	0.00	9.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	16	100.00	0.00	25.00
<b>Military</b>	38	38	100.00	0.00	39.47
<b>Socioeconomically Disadvantaged</b>	180	179	99.44	0.56	31.84
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	55	98.21	1.79	12.73

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	16.98	29.41	27.76	32.49	30.29	30.73

## 2023-24 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
<b>All Students</b>	69	68	98.55	1.45	29.41
<b>Female</b>	35	34	97.14	2.86	20.59
<b>Male</b>	34	34	100.00	0.00	38.24
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	38	37	97.37	2.63	18.92
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	11	11	100.00	0.00	63.64
<b>English Learners</b>	15	15	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	11	100.00	0.00	36.36
<b>Socioeconomically Disadvantaged</b>	43	42	97.67	2.33	30.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	13	92.86	7.14	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.

#### 2023-24 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 requires only participation results 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	100.00%	94.03%	100.00%	98.51%	98.51%

## 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.

#### 2024-25 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, including:

- 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 100 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, and movie nights
- Curriculum Nights such as Family Reading Night, Family Math Night, and Family Science Night
- Parent Education
- Classroom Volunteer Opportunities (Art Docent, Garden Docent)
- Weekday Workshop – volunteering in the designated parent workroom to prep classroom materials (copies, cutting, etc.)
- Field Trip Chaperone

This school year, we are excited to begin implementing the Community Schools Grant, which will enhance our efforts to engage families in new and meaningful ways. Families can look forward to more robust parent education opportunities and expanded access to services on-site, such as interpretation services and support for enrolling in programs like WIC or Medical. In addition, we will be conducting surveys to better understand parents' needs and interests, allowing us to provide resources and programs that align with what our families want most. Through these initiatives, we aim to strengthen the connection between home and school, empowering our community to support every child's success.

To get involved in PTA, please contact Jenne Hallisay, PTA President, at 619-668-5740.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	550	543	92	16.9
Female	261	259	53	20.5
Male	289	284	39	13.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	22	22	5	22.7
Black or African American	68	67	13	19.4
Filipino	21	21	1	4.8
Hispanic or Latino	289	287	56	19.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	44	6	13.6
White	102	99	10	10.1
English Learners	91	87	13	14.9
Foster Youth	--	--	--	--
Homeless	31	28	6	21.4
Socioeconomically Disadvantaged	372	366	74	20.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	106	29	27.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Suspensions</b>	4.64	4.68	1.09	2.77	3.14	2.9	3.17	3.6	3.28
<b>Expulsions</b>	0.19	0	0	0.04	0.01	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.09	0.00
<b>Female</b>	0.38	0.00
<b>Male</b>	1.73	0.00
<b>Non-Binary</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	4.76	0.00
<b>Hispanic or Latino</b>	1.04	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	1.96	0.00
<b>English Learners</b>	1.10	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.34	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	2.83	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

In La Mesa-Spring Valley School districts, each site creates a Comprehensive School Safety Plan (CSSP). Site plans outline systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and emergency response. These plans are approved by the school site council (in December) and later by the La Mesa-Spring Valley School Board of Education (in February).

## 2024-25 School Safety Plan

Each school site has one teacher appointed as the school's Safety Lead. This person attends bi-monthly safety meetings and professional developments with the district's Chief Safety Officer and implements safety initiatives at their sites, in collaboration with site administration. The Safety Lead supports the creation of the site's CSSP and is a member of the larger safety team on each site. The safety team is responsible for periodically conducting hazard and vulnerability assessments of the campus, setting goals and action steps relative to the district Safety Standards, engaging in a Safety Standards Self Assessment, and creating school-wide safety plans and protocols that are detailed in the CSSP.

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

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 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	
1	27		3	
2	28		3	
3	26		3	
4	35			2
5	29		2	
6	32		2	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22		3	
1	27		3	
2	26		3	
3	36		2	1
4	34			1
5	34			2
6	28		2	

## 2023-24 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

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.6
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$6,695.57	\$2,554.43	\$4,141.14	\$92,949.21
<b>District</b>	N/A	N/A	\$5,067.48	\$96,958
<b>Percent Difference - School Site and District</b>	N/A	N/A	-20.1	-4.2
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-88.9	-3.6

## Fiscal Year 2023-24 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  
 Community Schools Grant

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
<b>Beginning Teacher Salary</b>	\$64,735	\$58,553
<b>Mid-Range Teacher Salary</b>	\$87,102	\$93,924
<b>Highest Teacher Salary</b>	\$120,345	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$153,802	\$149,898
<b>Average Principal Salary (Middle)</b>	\$170,154	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$255,979	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Professional learning in La Mesa-Spring Valley School District (LMSVSD) continues evolving to cultivate the capacity and efficacy of teachers so they can ensure high levels of learning for each and every student. In recent years, professional learning has emphasized developing a common language around high-quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to literacy and the needs of English learners.

Central to our professional learning in 2023-24 was our focus on improving students' ability to comprehend complex informational text through the use of powerful practices: collaborative conversations, short constructed responses, and close reading. Principals and their site Instructional Leadership Team (ILTs) continued their work with the quality indicators and the Framework for Powerful Learning to bring professional learning around the powerful practices back to their sites. Principals and ILT teams met monthly with teachers for a two-hour Site Learning Day (SLD) session to engage in this work. Sites also learned to apply the Cycle of Professional Learning, which includes training, safe practice, observing colleagues, receiving feedback, reading professional literature, looking at student work and data, and monitoring, measuring, and modifying when necessary. Through this cycle of professional learning, teachers refine their approach, promoting stronger student comprehension of informational text.

Building on the foundation of professional learning communities (PLCs), teachers extend their SLD work through weekly team meetings. These sessions, either by grade level or within discipline areas, focus on analyzing student data and sharing strategies to support every student's learning needs. By continually engaging in the Cycle of Professional Learning, teachers observe one another and provide ongoing feedback within PLCs throughout the year.

Alongside site-based professional learning, our 2023-24 Blended Professional Development program offered a mix of required and self-selected courses. Each teacher is responsible for completing at least four hours of professional development outside their regular workday. This included a two-hour required session focused on literacy and an additional two hours of self-selected courses from a variety of offerings. To further personalize professional learning, Lead Teachers were chosen to present literacy-focused sessions, ensuring each teacher receives a literacy course customized for their grade level or subject area. LMSVSD educators are enthusiastic about growing their skills, and the district is committed to supporting them with valuable tools, strategies, and training.

Additional individual professional development opportunities will be planned and offered by Teachers on Special Assignment, Coordinators, Lead Teachers, social workers, and/or administrators for the 2023-34 school year. Some examples of course offerings included:

- Evidence-Based Practices
- Collaborative Conversations about the Mathematical Practices
- CPM Math

## Professional Development

### Tools for Testing

Amplify: Writing in Science

Amplify: Supporting English Learners in Science

Amplify: Supporting Diverse Learners in Science

Carolina Science

AI Tools for Every Classroom

EduProtocols

Consequences That Work!

Brain Development in Young Children

Powerful Practices for Designated ELD

SEL Through Movement

Unlocking Synergy: Elevating Collaborative Conversations

Centers, Rotations, and Literacy Stations

Number Talks and Writing Throughout the Day

Fluency Without Fear: Math Facts

As we continue to support the professional learning of our educators, the LMSVSD Staff website continues to be enhanced to include pacing guides, essential standards, quick links for tutorials with Google Classroom and other Learning Management Systems, online curriculum support, and more. The site also includes tools and information for supporting Multilingual English Learners and Special Education students, as well as providing differentiation resources for the content areas.

LMSVSD believes in continuous learning, and we will ensure high-quality professional learning for all our staff.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3.5	3.5	3.5