

# Sweetwater Springs Elementary School

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Sweetwater Springs Elementary School
<b>Street</b>	10129 Austin Drive
<b>City, State, Zip</b>	Spring Valley, CA 91977
<b>Phone Number</b>	(619) 668-5895
<b>Principal</b>	Kelli Maringer
<b>Email Address</b>	kelli.maringer@lmsvschools.org
<b>School Website</b>	<a href="https://www.lmsvschools.org/sweetwatersprings/">https://www.lmsvschools.org/sweetwatersprings/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	37-68197-6038574

### 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

Sweetwater Springs Elementary School serves the educational needs of 415 preschool through fifth grade students in Spring Valley. The school was built in 1993 and has a tradition of high academic achievement. Our school staff is made up of 19 classroom teachers, 2 Specialized Academic Instructors, 2 Speech-Language Pathologists, 1 Reading Intervention Teacher, 1 Instruction and Data Support Teacher, 1 Expanded Learning Opportunities Program Teacher, and 19 paraprofessionals who, as a community, provide a learning environment that is safe, inclusive, and meets the diverse needs of our students.

Our mission at Sweetwater Springs is to educate the whole child by promoting academic achievement, social-emotional well-

## 2024-25 School Description and Mission Statement

being, individual and community citizenship, and personal development as each grows to become a lifelong learner.

We are committed to:

- Building a culture of collaboration through our Professional Learning Communities.
- Setting high performance expectations for all of our students.
- Providing a rigorous curriculum aligned with California state standards.
- Assessing students throughout their learning.
- Providing systematic interventions when students are struggling with content.
- Teaching resilience through the implementation of Zones of Regulation.
- Collaborating with colleagues, families, and students in multiple arenas.
- Viewing all students at SWS as “Our students.”

Our school program is built for the students by the ongoing collaboration of our Professional Learning Communities. These school-wide and grade-level teams meet regularly to plan instruction and assessments, collect and analyze student data, monitor progress, and provide targeted interventions for students who need support. Our comprehensive intervention program consists of ongoing assessment of students, Oasis tutoring, in-class reading groups, targeted reading groups with our intervention teacher, as well as targeted Multilingual English Learner instruction. We work collectively with support staff and parents to hone in on individual student needs through the use of our Intervention and Student Study Teams. Our Professional Learning Communities also learn and reflect together through ongoing professional development and weekly collaboration.

The end of the year i-Ready diagnostic data and CAASPP data from 2023-2024 helped us determine our biggest area of need. Although we saw slight gains from the previous school year, our Targeted Instructional Focus is to continue improving our students’ comprehension of informational texts. This year, we are focusing on building our skills in order to build our students’ vocabularies. Teachers and staff will be participating in multiple cycles of professional learning related to this powerful practices.

We are a family at Sweetwater Springs. We seek to understand our students, identify their needs, support them, and celebrate their successes. A visitor to our campus will notice right away that we offer a safe and welcoming environment. We teach our students emotional and sensory self-management through our Zones of Regulation curriculum. We use the Second Step curriculum to teach students self-efficacy, growth mindset, self-management and to connect them to our school culture. We are united by our core values which include Perseverance, Respect, Ownership, Unity, and (self) Discipline. We are Skyhawks P.R.O.U.D.!

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	61
Grade 2	63
Grade 3	55
Grade 4	67
Grade 5	59
Grade 6	60
<b>Total Enrollment</b>	<b>447</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51
Non-Binary	0.2
Asian	3.8
Black or African American	12.8
Filipino	4
Hispanic or Latino	51.9
Two or More Races	10.1
White	17.2
English Learners	17.4
Homeless	3.6
Socioeconomically Disadvantaged	67.1
Students with Disabilities	21.3

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.50	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>	21.50	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>	20.00	95.24	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>	0.00	0.00	5.30	1.07	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.00	4.76	21.30	4.30	15831.90	5.67
<b>Total Teaching Positions</b>	21.00	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>	17.50	89.74	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>	2.00	10.26	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>	0.00	0.00	28.50	5.74	14303.80	5.15
<b>Total Teaching Positions</b>	19.50	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	1
<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	2

## 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	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	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	6.2
<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 – 5th, McGraw-Hill, Wonders - Year Adopted 2016  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 – 5th, McGraw-Hill, Wonders, English Language Development - Year Adopted 2016	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  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	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
<b>Foreign Language</b>	N?A		
<b>Health</b>	N/A		

<b>Visual and Performing Arts</b>	N/A		
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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.

<b>Year and month of the most recent FIT report</b>	August 2024
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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	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>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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)	44	48	47	46	46	47
<b>Mathematics</b> (grades 3-8 and 11)	29	33	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	246	235	95.53	4.47	47.66
Female	127	120	94.49	5.51	51.67
Male	118	114	96.61	3.39	42.98
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	31	30	96.77	3.23	43.33
Filipino	--	--	--	--	--
Hispanic or Latino	130	122	93.85	6.15	45.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	26	100.00	0.00	38.46
White	40	40	100.00	0.00	55.00
English Learners	58	51	87.93	12.07	21.57
Foster Youth	0	0	0	0	0
Homeless	20	14	70.00	30.00	42.86
Military	19	19	100.00	0.00	42.11
Socioeconomically Disadvantaged	178	170	95.51	4.49	44.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	9.76

## 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>	245	239	97.55	2.45	32.64
<b>Female</b>	126	123	97.62	2.38	27.64
<b>Male</b>	118	115	97.46	2.54	37.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	31	31	100.00	0.00	12.90
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	129	123	95.35	4.65	34.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	26	100.00	0.00	30.77
<b>White</b>	40	40	100.00	0.00	32.50
<b>English Learners</b>	58	56	96.55	3.45	17.86
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	20	16	80.00	20.00	18.75
<b>Military</b>	19	19	100.00	0.00	42.11
<b>Socioeconomically Disadvantaged</b>	177	173	97.74	2.26	28.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	43	41	95.35	4.65	0.00

## 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)	18.03	24.56	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>	59	58	98.31	1.69	24.14
<b>Female</b>	29	28	96.55	3.45	25.00
<b>Male</b>	30	30	100.00	0.00	23.33
<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>	34	33	97.06	2.94	24.24
<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	18.18
<b>English Learners</b>	14	14	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	42	41	97.62	2.38	24.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	98.31%	98.31%	98.31%	98.31%	98.31%

## 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

Our culture of collaboration extends beyond the classroom as we heavily promote parent involvement. Teachers and staff meet with parent committees such as our School Site Council, our English Learner Advisory Committee, and our Parent Teacher Association to make decisions that impact and support all of our students. If serving on a committee isn't for you, contact us today about our site's various volunteering opportunities. Our school site frequently communicates with families using Blackboard (mass texting/emailing/phone system), a weekly Principal Bulletin called the Skyhawks Sunday Scoop, Title I Parent Meetings, Learning Management Systems Dojo and Google Classroom, and even through social media platforms such as Instagram and Facebook.

Through our Parents and Partners sessions our school site also offers multiple parent workshops throughout the school year that focus on topics such as internet safety and social emotional needs of our students. These parent workshops are held on campus and led by our social worker and school community partners. The school also provides interpretation. For more information on parent involvement opportunities, please contact the school office at 619.668.5895 or visit our website

<https://www.lmsvschools.org/sweetwatersprings/>.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	478	89	18.6
Female	240	233	43	18.5
Male	249	244	46	18.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	1	5.3
Black or African American	63	62	6	9.7
Filipino	18	18	4	22.2
Hispanic or Latino	259	250	61	24.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	48	3	6.3
White	80	79	13	16.5
English Learners	92	90	23	25.6
Foster Youth	--	--	--	--
Homeless	38	36	8	22.2
Socioeconomically Disadvantaged	334	326	70	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	119	117	21	17.9

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>	2.44	1.91	1.63	2.77	3.14	2.9	3.17	3.6	3.28
<b>Expulsions</b>	0	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>	1.63	0.00
<b>Female</b>	0.42	0.00
<b>Male</b>	2.81	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>	1.59	0.00
<b>Filipino</b>	5.56	0.00
<b>Hispanic or Latino</b>	1.93	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>	1.25	0.00
<b>English Learners</b>	2.17	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.20	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.36	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).

Each school site has one teacher appointed as the school's Safety Lead. This person attends bi-monthly safety meetings and



## 2024-25 School Safety Plan

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		2	
1	27		2	
2	27		2	
3	28		2	
4	32		2	
5	27		2	
6	29		2	
Other	14	3	1	

## 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	2	
1	28		2	
2	26		1	
3	30		2	
4	33			
5	34			1
6	26		2	
Other	21	2	2	1

## 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	20	1	2	
1	26		2	
2	28		2	
3	28		1	
4	33		1	
5	29		2	
6	29		2	
Other	16	2	1	

## 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>	0.7
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	2
<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>	\$7,300.85	\$1,850.29	\$5,450.56	\$94,934.25
<b>District</b>	N/A	N/A	\$5,067.48	\$96,958
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.3	-2.1
<b>State</b>	N/A	N/A	\$10,771	\$96,325
<b>Percent Difference - School Site and State</b>	N/A	N/A	-65.6	-1.5

## Fiscal Year 2023-24 Types of Services Funded

Title I - Basic Grant  
 Special Education  
 Title II Part A - Improving Teacher Quality  
 Title III Part A - Limited English  
 Lottery - Instructional Materials

## 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