

# Highlands Elementary School

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 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.

## 2025-26 School Contact Information

School Name	Highlands Elementary School
Street	3131 S. Barcelona Street
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 668-5780
Principal	Melynda Pezone
Email Address	<a href="mailto:melynda.pezone@lmsvsd.net">melynda.pezone@lmsvsd.net</a>
School Website	<a href="https://www.lmsvschools.org/highlands/">https://www.lmsvschools.org/highlands/</a>
Grade Span	K-5
County-District-School (CDS) Code	37 68197 6038459

## 2025-26 District Contact Information

District Name	La Mesa-Spring Valley School District
Phone Number	(619) 668-5700
Superintendent	David Feliciano
Email Address	<a href="mailto:david.feliciano@lmsvsd.net">david.feliciano@lmsvsd.net</a>
District Website	<a href="http://www.lmsvschools.org">www.lmsvschools.org</a>

## 2025-26 School Description and Mission Statement

Highlands Elementary School has served generations of Spring Valley families dating back to the 1950's. Our school currently serves approximately 375 students in transitional kindergarten through fifth grade and is a whole-school federally funded Title I school.

At Highlands, our mission is to cultivate a love of learning and develop student self-efficacy by maintaining high expectations for student success and supporting all students to meet their full potential in an inclusive and safe environment. As a result, our vision is that Highlands students are: life-long learners, empathetic and resilient problem solvers and critical thinkers who have a positive impact on their community.

To bring this mission and vision to life, we believe in setting high expectations for each of our students and we remain focused on creating a safe, supportive learning environment where all students can be successful in meeting their goals. Staff and students see their learning through the lens of a growth mindset and learn to persevere through challenges while consistently celebrating growth and achievement.

Highlands staff is highly dedicated and passionate about using high leverage teaching strategies and is committed to implementing the Professional Learning Communities (PLC) model and mindset. Staff collaborate on a regular basis within and between grade level teams and attend a variety of district and site-based professional learning opportunities. Our Highlands staff members are eager to implement research-based strategies that focus on specific student needs to develop independence in grade level content and skills. Students are guided in discovering their strengths, values, and interests in order to help them find their own best pathway to future success.

Highlands provides a wide array of academic support programs for children who require special assistance in mastering academic standards. Our Specialized Academic Instructors serve approximately 60 students, and our speech and language pathologist supports students on their speech and language goals. Designated English Language Development occurs in every classroom to ensure our Multilingual Learners are on a path to success with language acquisition. Our academic support program also includes an 80%, credentialed reading intervention teacher who works with groups of students on specific and targeted skills. These groups are flexible, programs used are research-based, and data is tracked on a regular basis to ensure consistent student growth.

## 2025-26 School Description and Mission Statement

Highlands staff also cares deeply each student's social emotional and behavioral development. At Highlands, we use Positive Behavior Interventions and Supports to support student behavior and social emotional learning through the core values of R.I.S.E. - Respect, Inspire, Succeed and Empathize. These core values create a common language of expected behaviors across the campus and support the development of growth mindset, self-efficacy and kindness school-wide. Discipline is based on restorative practices and consequences are intended to be learning-based. Students are able to earn positive recognition both academically and behaviorally through Rockin' Hawks and High Flyer tickets that promote the use of our core values by students.

For students who need some extra support with social/emotional needs, we have a full-time counselor. Our counselor meets regularly with individual students and small groups needing social skill development. Highlands is also dedicated to Social Emotional Learning through the use of the Second Step social emotional curriculum. As an additional support, Highlands staff has partnered with San Diego Youth Services to welcome the Dinosaur School as an additional social emotional support for students in TK - 2nd grade. Through the Dinosaur School model, San Diego Youth Services staff provides weekly lessons in TK - 2nd grade classrooms and meets with small groups of students to support continued social emotional growth.

Finally, Highlands Elementary has been designated as a Community School. Through additional funding through the Community Schools grant we are able to provide additional supports for our school community including dental and vision screenings, access to additional mental health resources for both students and their families through our partnership with Care Solace, and a monthly food pantry pick-up to support families working through food insecurity. Through this funding we also provide additional opportunities for family engagement through monthly family nights and increased opportunities for parent education.

Highlands Elementary School takes pride in creating a safe environment where students are engaged in using high level thinking skills as they master California State Standards. Our Highlands Hawks support each other, show kindness to others, and are ready to take on any challenge as they prepare themselves for their future success.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	69
Grade 1	55
Grade 2	58
Grade 3	52
Grade 4	70
Grade 5	53
<b>Total Enrollment</b>	<b>357</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3
Male	52.4
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	1.1
Black or African American	7.3
Filipino	2
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.4
White	15.7
English Learners	25.8
Homeless	9.5
Socioeconomically Disadvantaged	73.9
Students with Disabilities	16.2

### 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.

## 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>	20.6	93.21	463.1	93.35	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.2	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	5.3	1.07	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	5.3	1.07	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1.5	6.79	21.3	4.3	15831.9	5.67
<b>Total Teaching Positions</b>	22.1	100	496.1	100	279044.8	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.

## 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>	19.6	97.51	443.1	89.27	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.4	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	17.1	3.45	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	5.6	1.14	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	2.49	28.5	5.74	14303.8	5.15
<b>Total Teaching Positions</b>	20.1	100	496.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	22	100	500.1	91.79	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	0.55	6213.8	2.23
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	17.1	3.15	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	3.2	0.59	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	21.3	3.91	13705.8	4.91
<b>Total Teaching Positions</b>	22	100	544.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2023	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	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	0
History-Social Science	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K - 5th, Studies Weekly, Studies Weekly - Year Adopted 2020 6th – 8th, National Geographic, World History & US History - Year Adopted 2019	0

Foreign Language	6th – 8th, Vista Higher Learning, Senderos - Year Adopted 2023	0
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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 2025

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			
<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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	40	44	46	48	47	48
Mathematics (grades 3-8 and 11)	27	31	37	36	35	37

### 2024-25 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	174	162	93.10	6.90	44.44
Female	80	73	91.25	8.75	46.58
Male	93	88	94.62	5.38	43.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	112	105	93.75	6.25	39.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	11	78.57	21.43	63.64
White	27	25	92.59	7.41	52.00
English Learners	29	23	79.31	20.69	17.39
Foster Youth	0	0	0	0	0
Homeless	17	13	76.47	23.53	23.08
Military	17	15	88.24	11.76	60.00
Socioeconomically Disadvantaged	141	132	93.62	6.38	40.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	31	91.18	8.82	12.90

## 2024-25 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
All Students	174	167	95.98	4.02	31.14
Female	80	75	93.75	6.25	28.00
Male	93	91	97.85	2.15	34.07
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	26.67
Filipino	--	--	--	--	--
Hispanic or Latino	112	108	96.43	3.57	25.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	23.08
White	27	25	92.59	7.41	60.00
English Learners	29	28	96.55	3.45	7.14
Foster Youth	0	0	0	0	0
Homeless	17	16	94.12	5.88	12.50
Military	17	15	88.24	11.76	46.67
Socioeconomically Disadvantaged	141	137	97.16	2.84	26.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	31	91.18	8.82	3.23

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	32.79	32.08	32.49	32.58	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	53	96.36	3.64	32.08
Female	25	25	100.00	0.00	32.00
Male	29	27	93.10	6.90	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	33	97.06	2.94	24.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	45	97.83	2.17	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	93.22	93.22	93.22	93.22	93.22

## 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.

### 2025-26 Opportunities for Parental Involvement

Highlands Elementary provides numerous opportunities for parents to be involved at school and in their child's education. Parents are communicated with on a weekly basis, every Sunday evening, through our Weekly Parent Newsletter. Our newsletter is created through Smore and has the ability to be translated into over 100 different languages. The link to this newsletter is sent to all families by email, text and phone call through Parent Square. A link to access the weekly newsletter is also posted on Class Dojo.

Highlands welcomes parents and families as essential members of our Highlands family! Parents and family members are encouraged to volunteer in classrooms and on campus. We welcome families on campus every morning to participate in our morning run club with their students. A number of parents also volunteer during this time helping to punch cards for students to keep track of the laps they have run. On Friday, families are invited to stay on campus and participate in our weekly peace circle where we recognize students and celebrate a successful week as a whole school community. Once per month, after Friday peace circle, the principal invites parents to meet with her for Coffee with the Principal. During this time the principal shares information about current and upcoming events at the school site or invites a presenter in to provide a learning opportunity for parents. This is also a time where the principal invites parents to ask questions or share concerns.

Additionally, Highlands has been designated as a Community School. Through additional funding through the Community Schools grant we are able to provide additional supports for our school community including dental and vision screenings, access to additional mental health resources for both students and their families through our partnership with Care Solace, and a monthly food pantry pick-up to support families working through food insecurity. Through this funding we also provide additional opportunities for family engagement through monthly family nights and increased opportunities for parent education.

Highlands has a dedicated and active Parent Teacher Association (PTA) that meets once per month and provides enriching activities for all families throughout the school year such as our Fall Festival, Book Fair, APEX Fun Run, and Spirit Wear Shop.

Parents are invited to participate in the School Site Council (SSC) and English Language Advisory Committee (ELAC) and we encourage all parents to attend Back-to-School Night, Parent-Teacher Conferences, and Open House.

If you are interested in becoming involved with school activities or volunteering your time, please call our school office at (619) 668-5780.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	378	374	81	21.7
Female	175	173	38	22.0
Male	202	200	43	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	29	27	8	29.6
Filipino	--	--	--	--
Hispanic or Latino	252	251	61	24.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	1	4.3
White	57	57	8	14.0
English Learners	106	104	24	23.1
Foster Youth	--	--	--	--
Homeless	42	42	13	31.0
Socioeconomically Disadvantaged	309	306	74	24.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	79	16	20.3

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.8	0.61	0.53	3.14	2.9	2.92	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0.02	0.03	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.53	0.00
Female	0.00	0.00
Male	0.99	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.27	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.

## 2025-26 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 Assistant Superintendent, Business Services 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 have been 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.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	25	0	2	0
2	23	0	3	0
3	24	0	3	0
4	33	0	1	1
5	30	0	2	0
6	31	0	2	0
Other	24	0	1	0

## 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	27	0	2	0
1	26	0	2	0
2	28	0	1	0
3	27	0	2	0
4	32	0	2	0
5	30	0	2	0
6	28	0	2	0
Other	28	0	2	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		2	
1	28		2	
2	29		2	
3	26		2	
4	35			2
5	27		2	

## 2024-25 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	446

## 2024-25 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>	1
<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>	1.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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>	\$8483.47	\$1128.61	\$7354.86	\$97,887,67
<b>District</b>	N/A	N/A	\$5,067.48	\$100,744
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.1	196.1
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-37.7	196.1

## Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$67,324	\$61,597
<b>Mid-Range Teacher Salary</b>	\$90,586	\$98,902
<b>Highest Teacher Salary</b>	\$125,159	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$158,880	\$158,383
<b>Average Principal Salary (Middle)</b>	\$174,090	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$266,218	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.59%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	5.31%	5.38%

## Professional Development

La Mesa-Spring Valley School District (LMSVSD) provides ongoing professional learning to strengthen teacher capacity and ensure high levels of learning for all students. Recent efforts have focused on building collaborative cultures through Professional Learning Communities (PLCs), aligning instruction to standards, and addressing the needs of Multilingual English learners with an emphasis on literacy. In 2024–25, professional learning highlighted practices to improve students' comprehension of informational text, including collaborative conversations, short constructed responses, and close reading. All teachers also engaged in districtwide training on California's new Mathematics Framework to ensure high-quality, standards-aligned math instruction across all grade levels. Instructional Leadership Teams supported principals in bringing these priorities to their sites through monthly Site Learning Day sessions, where teachers engaged in training, collaboration, and reflection on student data.

Professional learning extends beyond these sessions through weekly PLC meetings, where teachers analyze student work, share strategies, and provide feedback to colleagues. By engaging in this continuous cycle of professional learning, teachers refine their instructional practices and strengthen student outcomes in both literacy and mathematics.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3.5	3.5	3.5