Kempton Street Literacy Academy
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	Kempton Street Literacy Academy
Street	740 Kempton Street
City, State, Zip	Spring Valley, CA 91977
Phone Number	(619) 668-5870
Principal	Janet Nellys Josa
Email Address	janet.josa@lmsvsd.net
School Website	https://www.lmsvschools.org/kempton/
Grade Span	K-5
County-District-School (CDS) Code	37-68197-6038467

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Kempton Street Literacy Academy, located in the heart of Spring Valley, proudly educates over 450 students from preschool through fifth grade. Not only do we provide students with a rigorous, high quality, standards-based education in a traditional classroom setting, but we are also home to the first dual language immersion program in the La Mesa-Spring Valley School District.

Our students in our 50/50 dual language program learn to listen, speak, read, write, and build metalinguistic connections in Spanish and English. Each student has access to all content areas in each language within a school year. Since our mission is to produce students who are bilingual, biliterate and multicultural critical thinkers and leaders, we aim to provide opportunities for grade-level academic achievement in all subjects in each language from preschool through 5th grade. Our dual language immersion program currently exists in TK-5th grades, but plans are in place to expand to our neighboring middle school in the coming years.

Whether a student is in our dual language program or our traditional English-only general education program, all students receive a rigorous, standards-based, literacy-focused education. Through the use of our curriculum, music, art, and dance, we strive to cultivate a lifelong love of learning.

Our program provides a variety of academic supports for all of our students:
- As a Community School, our Community Schools Facilitator provides supports for students via phone calls to parents/guardians to share about resources, meeting, parent engagement, etc.
- English Language Learners are provided with English Language Development on a daily basis. Extra support is provided for students just beginning to learn English through our intervention program and language computer applications.
- We have 2.5 Specialized Academic Instructors, 12 paraprofessional, 2 Speech and Language Pathologists, and 1 psychologist who support our students with IEP goals from preschool through 5th grades.
- A full-time credentialed bilingual reading intervention teacher works with students in pull-out and push-in small groups, providing academic intervention in both English and Spanish.
- After-school intervention classes are offered through Title 1 and Community Schools funds to continue the learning and offer extra support to students.

2025-26 School Description and Mission Statement

- Students who are excelling and moving beyond proficiency, as well as those who qualify for the Program for Acceleration, Challenge, and Enrichment (PACE) in grades 2-5, are provided extended and differentiated learning challenges through daily classroom instruction.
- Our social worker provides support in the areas of attendance, social-emotional support, small group behavior interventions, family support, and home visits.

Our Kempton teaching and support staff are committed to continued excellence. Our teachers work together as professional learning communities to create standards-based lessons aligned to the C6 Biliteracy Instructional Framework that focus on intellectual engagement, unlocking the 4+1 language domains, higher-level thinking, collaborative conversations, and problem solving. Our teachers desire for our students to take ownership of their learning with the goal of increased student achievement and strengthening their leadership skills. They do this by pushing themselves towards excellence in their field and areas of expertise. When opportunities arise for professional development, our staff attends CABE, ATDLE, and other conferences focused on biliteracy and culturally-relevant best practices in the field of dual language education.

Kempton could not run without our classified staff. We have 2 custodians to keep our campus clean, safe, and in good physical condition. Our library learning resource tech (LLRT) provides students with opportunities to check out books on a weekly basis, reads to students, maintains a neat and attractive library, and makes sure all students have the technology to be successful in class. Our LLRT searches for more books in Spanish to support our native Spanish speakers and our Spanish language learners in our Dual Language Immersion Program. She ensures students have access to an inclusive selection of books that mirror our student population as we want each child to feel seen and valued through literature.

We have 12 special education paraprofessionals who support students with IEPs and 4 preschool paraprofessional who support our state-funded preschool and our SDC preschool.

Our child nutrition staff make sure students are provided with both breakfast and lunch, while our 7 campus attendants supervise our students when they are at lunch and on the playground. It is through their hard work and dedication that we have a clean and safe learning environment for all of our students.

In addition to our academic program, Kempton offers students opportunities to shine artistically and participate in leadership opportunities. Each year we have our Winter performance with students performing songs in both English and Spanish from around the world. In the Spring, we have our Festival of the Arts where each teacher and class chooses a piece from an artist to replicate with their own style, identity, and flavor. Each student produces his or her masterpiece in the style of the famous artist using their own sazón. All works of art are showcased and displayed publicly during Open House.

The last two years, we have partnered with Community Matters and implemented Safe School Ambassadors (SSA). Our student ambassadors meet regularly with our Community Schools Facilitator and Social Worker to fine tune their leadership skills, learn new lessons, equip them with more tools to make a positive impact on their peers. We have also implemented PlayWorks and Junior Coaches, another opportunity for our student leaders to shine. Lastly, we have Safety Patrol who greet and look out for student and family safety before and after school. Furthermore, we have a partnership with San Diego Youth Services who provide individual and group SEL lessons, parent workshops. Our partnership with Family Health Centers is also essential as they are a resource for additional wrap-around support for our students for on-site counseling and SEL support. Both SDYS and FHC work closely with student families as well as with our staff to target interventions and build skills for SEL success at school and at home.

Finally, we believe that parents are an important part of the educational team and working together is key to a student's success. Teachers and parents communicate, often daily, through Class Dojo, phone calls, emails, texts and in-person meetings. Our office staff, including the principal, uses Parent Square as a communication tool. We believe that working together as a school community, we can continue to improve students' academic achievement, support students' social and emotional growth, and produce students who are strong, prepared, and productive members of the world community. We want to empower families as they partner with us to build literacy, community and the love for learning in our students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	84
Grade 2	80
Grade 3	78
Grade 4	70
Grade 5	80
Total Enrollment	480

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	0.2
Asian	2.3
Black or African American	7.1
Filipino	1
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.5
White	2.3
English Learners	47.9
Homeless	9.6
Socioeconomically Disadvantaged	81.5
Students with Disabilities	17.3

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.5	96.36	463.1	93.35	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.2	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	5.3	1.07	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.3	1.07	11953.1	4.28
Unknown/Incomplete/NA	1	3.64	21.3	4.3	15831.9	5.67
Total Teaching Positions	27.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26	89.66	443.1	89.27	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.4	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	6.9	17.1	3.45	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.6	1.14	11746.9	4.23
Unknown/Incomplete/NA	1	3.45	28.5	5.74	14303.8	5.15
Total Teaching Positions	29	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.6	86.49	500.1	91.79	230039.4	100
Intern Credential Holders Properly Assigned	1	3.38	3	0.55	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	10.14	17.1	3.15	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	3.2	0.59	12112.8	4.34
Unknown/Incomplete/NA	0	0	21.3	3.91	13705.8	4.91
Total Teaching Positions	29.6	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
Permits and Waivers	0.00	2	3
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	3

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	6.4	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 TK, Scholastic, Pre-k On My Way Spanish - Year Adopted 2022 K – 6th, McGraw-Hill, Wonders - Year Adopted 2016 K – 6th , McGraw-Hill, Maravillas - 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 TK, Scholastic, Pre-k On My Way Spanish - Year Adopted 2022 K – 5th, Houghton Mifflin-Harcourt, Math Expressions - Year Adopted 2015 K – 5th, Houghton Mifflin-Harcourt, Math Expressions Spanish - 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 TK, Scholastic, Pre-k On My Way Spanish - Year Adopted 2022 K – 5th, Carolina, Carolina 3D Science - Year Adopted 2023 K – 5th, Carolina Biological Supply Company, Carolina Spanish- Year Adopted 2023	0

	6th - 8th, Amplify Education Inc, Amplify - Year Adopted 2022	
History-Social Science	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 TK, Scholastic, Pre-k On My Way Spanish - Year Adopted 2022 K – 5th, Studies Weekly, Studies Weekly - Year Adopted 2020 K – 5th, Studies Weekly Studies Weekly Spanish- 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

The principal, custodians, and maintenance department work collaboratively to conduct regular inspections of the school facilities. Work orders are generated as needed, and maintenance tasks are completed promptly to ensure a safe and functional environment. An annual Facilities Inspection Tool (FIT) report is conducted to verify that all areas meet safety and operational standards. Additionally, schools receive annual visits from the Fire Marshal, and fire extinguishers and fire alarm systems are inspected each year to ensure they are fully operational.

In addition to routine inspections, the school implements proactive safety measures, including regular checks of playground equipment, lighting, and emergency exits. Staff are trained to report any hazards immediately, and maintenance priorities are addressed to prevent potential safety issues before they arise. These combined efforts help create a secure and supportive learning environment for all students and staff.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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)	20	24	46	48	47	48
Mathematics (grades 3-8 and 11)	13	13	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	233	225	96.57	3.43	23.56
Female	106	102	96.23	3.77	25.49
Male	127	123	96.85	3.15	21.95
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	13.33
Filipino	--	--	--	--	--
Hispanic or Latino	202	194	96.04	3.96	23.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	106	92.98	7.02	6.60
Foster Youth	0	0	0	0	0
Homeless	25	23	92.00	8.00	13.04
Military	15	15	100.00	0.00	33.33
Socioeconomically Disadvantaged	201	196	97.51	2.49	21.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	8.33

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	233	233	100.00	0.00	12.88
Female	106	106	100.00	0.00	10.38
Male	127	127	100.00	0.00	14.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	202	202	100.00	0.00	12.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	114	114	100.00	0.00	6.14
Foster Youth	0	0	0	0	0
Homeless	25	25	100.00	0.00	4.00
Military	15	15	100.00	0.00	20.00
Socioeconomically Disadvantaged	201	201	100.00	0.00	11.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	2.08

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
Science (grades 5, 8 and high school)	12.86	14.1	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	79	78	98.73	1.27	14.10
Female	32	31	96.88	3.12	19.35
Male	47	47	100.00	0.00	10.64
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	67	66	98.51	1.49	15.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	45	44	97.78	2.22	2.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	1.39	12.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	14	93.33	6.67	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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	100	100	100	100	100

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

Parent involvement is a key factor in the success of students, and at Kempton we are committed to building strong partnerships with our families. As a Community School, Kempton serves as a hub for students, families, and the wider community, providing academic, social, and health supports that extend beyond the classroom. Our Community Schools Facilitator is a bridge between our school and families, opening communication and connections. Families can actively participate in our school community through a variety of opportunities: joining the PTA, attending schoolwide events, volunteering in programs such as the Cougar Run Club or Cougar Store, or participating in Parent/Family Learning Academies designed to strengthen home–school connections and support student growth.

Beyond activities and volunteering, parents can contribute to school decision-making and help shape student learning experiences. Through the School Site Council (SSC), parents help develop the yearly school plan, review data, guide spending decisions, and support schoolwide achievement. Similarly, the English Learner Advisory Committee (ELAC) provides input on programs and services for multilingual learners, ensuring that all students have the resources and support they need to succeed. We communicate the opportunities for participation in our school events via Parent Square, Class Dojo, and Instagram.

At Kempton, we believe that when families and schools work together, students thrive. We encourage all parents to get involved—whether through volunteering, joining a committee, or participating in school events. Your engagement strengthens our school community and demonstrates to students the value of collaboration, commitment, and connection. Together, as a Community School, we create an environment where every student can learn, grow, and succeed.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	510	114	22.4
Female	260	254	56	22.0
Male	267	256	58	22.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	11	0	0.0
Black or African American	37	37	2	5.4
Filipino	--	--	--	--
Hispanic or Latino	429	418	101	24.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	3	17.6
White	14	13	3	23.1
English Learners	254	246	48	19.5
Foster Youth	--	--	--	--
Homeless	56	52	13	25.0
Socioeconomically Disadvantaged	460	448	106	23.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	104	17	16.3

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
3.26	2.4	0.57	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	0.57	0.00
Female	0.00	0.00
Male	1.12	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	2.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.39	0.00
Foster Youth	0.00	0.00
Homeless	1.79	0.00
Socioeconomically Disadvantaged	0.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.92	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

At Kempton, the safety and well-being of students and staff are foundational to our mission. Each school maintains a Comprehensive School Safety Plan (CSSP), and our site last underwent its annual review and update in February. The revised plan was approved by the School Site Council and subsequently adopted by the La Mesa–Spring Valley Board of Education in February 2025. The plan was also discussed in a meeting with faculty in the Spring 2025, ensuring transparency and shared understanding across the school community.

The CSSP includes critical elements such as emergency preparedness protocols, procedures for natural disasters and critical incidents, campus access and security policies, lockdown, secure campus, and evacuation drills, and preventative measures for bullying, child abuse, and substance use. At each school, a designated Safety Lead teacher coordinates safety initiatives, attends regular training with district leadership, and works closely with administration and the safety team. This team conducts periodic hazard and vulnerability assessments, sets goals and action steps aligned with district Safety Standards, performs a Safety Standards Self-Assessment, and coordinates the ongoing refinement of school-wide safety protocols.

To further strengthen safety across district campuses, the La Mesa–Spring Valley School District has invested in infrastructure enhancements that complement the CSSP. These improvements include extending campus fencing, securing gates, creating single controlled points of entry, and installing remote-entry systems operated by office staff. These measures are integrated into the safety plan where relevant, helping to ensure our physical environment matches our procedural readiness.

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	27	0	5	0
1	22	0	4	0
2	23	0	4	0
3	23	0	4	0
4	30	0	3	0
5	31	0	2	0
6	43	0	1	1
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	21	3	1	0
1	23	0	3	0
2	29	0	2	0
3	20	2	1	0
4	29	0	3	0
5	24	0	3	0
6	27	0	2	0
Other	27	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	27		2	
1	24		3	
2	22		3	
3	28		2	
4	28		2	
5	27		3	
Other	24		3	

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	0

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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
Resource Specialist (non-teaching)	
Other	

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
School Site	$7857.77	$2210.11	$5647.66	$88,953.17
District	N/A	N/A	$5,067.48	$100,744
Percent Difference - School Site and District	N/A	N/A	-3.5	-8.6
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-62.4	-8.0

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
Dual Language Immersion Grant - Expansion of Dual Language Immersion Program

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
Beginning Teacher Salary	$67,324	$61,597
Mid-Range Teacher Salary	$90,586	$98,902
Highest Teacher Salary	$125,159	$126,340
Average Principal Salary (Elementary)	$158,880	$158,383
Average Principal Salary (Middle)	$174,090	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$266,218	$288,332
Percent of Budget for Teacher Salaries	31.59%	31.29%
Percent of Budget for Administrative Salaries	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, our C6 Biliteracy Instructional Framework, 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, student data, 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
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	3.5	3.5