

Rolando 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	Rolando Elementary School
Street	6925 Tower Street
City, State, Zip	La Mesa, CA 91942
Phone Number	(619) 668-5800
Principal	Benjamin Klaus
Email Address	benjamin.klaus@lmsvsd.net
School Website	https://www.lmsvschools.org/rolando/
Grade Span	K-5
County-District-School (CDS) Code	37-68197-6038574

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

Built in 1946, Rolando Elementary School has served generations of families in our community. Located in La Mesa, near the border of San Diego and Lemon Grove, Rolando is home to approximately 400 students. Rolando Elementary is designed to meet the various instructional needs of students in transitional kindergarten through fifth grade. Thirteen classroom teachers, together with special education staff, Instruction, Data and Support coach, custodians, school office manager, health tech, full time LVNs, social worker, child nutrition staff, library media tech, campus attendants, Community Schools Facilitator and administration ensure successful learning experiences for each and every child. When stepping onto Rolando's campus, you immediately feel like you're at home. Staff and students welcome everyone with huge smiles and warm greetings. Rolando is a school working together as one team, with one mission!

At Rolando, we care for each of our students by providing learning opportunities to ensure every child reaches their full potential. We offer robust interventions for social-emotional, academic, and behavioral needs. Maslow's Hierarchy of Needs has proven students are not ready to learn if their basic needs have not been satisfied. Second Step Social-Emotional Curriculum, Restorative Practices, Mindfulness, and 6 Pillars of Character set the foundations for meeting the needs of our students. Targeted intervention, re-engaging, and acceleration are achieved with the strategic use of flexible grouping. Our classroom teachers provide targeted essential standards instruction while ensuring the needs of all learners are being met through differentiated learning opportunities. Rolando's Specialized Academic Instruction (SAI) classrooms provide targeted instruction for students with special needs with the support of six paraprofessionals. We also offer a high quality, academically-based, before and after school program through Extended School Services (ESS). We believe in educating the whole child through capitalizing on their strengths and interests while meeting their social emotional needs. Our social worker collaborates with staff and families to offer support in a variety of areas such as social-emotional learning, mindfulness, engagement, attendance, parent education, and community outreach.

We have defined our purpose to build a strong academic and character foundation in each child by providing an instructional program that emphasizes high standards of achievement for each and every student partnered with character education to develop responsible citizens. Rolando embraces a culture of universal achievement with the belief that each and every child deserves the opportunity to be educated in a way that prepares them for college if he or she chooses to attend. We want all students to learn at high levels every day. We are tenacious about improvement, and use a collaborative model with evidence-

2025-26 School Description and Mission Statement

based practices to accomplish the goals we set each year; there are no limits to the success we can achieve together.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	71
Grade 2	49
Grade 3	64
Grade 4	61
Grade 5	63
Total Enrollment	371

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	0.5
Asian	6.2
Black or African American	7.8
Filipino	2.2
Hispanic or Latino	48
Two or More Races	8.6
White	25.6
English Learners	13.7
Foster Youth	0.3
Homeless	8.4
Socioeconomically Disadvantaged	68.7
Students with Disabilities	15.1

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)	19.1	100	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	0	0	21.3	4.3	15831.9	5.67
Total Teaching Positions	19.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	100	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)	0	0	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	0	0	28.5	5.74	14303.8	5.15
Total Teaching Positions	18.6	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)	18	100	500.1	91.79	230039.4	100
Intern Credential Holders Properly Assigned	0	0	3	0.55	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	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	18	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	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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)	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 – 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	0
Mathematics	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	0
Science	TK, Scholastic, Pre-K on my Ways Year Adopted, 2022 K-5th, Carolina, Carolina 3D Science - Year Adopted 2023	0
History-Social Science	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K - 5th, Studies Weekly, Studies Weekly - Year Adopted 2020	0
Foreign Language	N/A	
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 reportAugust 2025

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)	40	48	46	48	47	48
Mathematics (grades 3-8 and 11)	36	39	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

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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	189	186	98.41	1.59	47.85
Female	82	80	97.56	2.44	47.50
Male	107	106	99.07	0.93	48.11
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	41.67
Black or African American	18	16	88.89	11.11	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94	1.06	49.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	40.00
White	45	45	100.00	0.00	53.33
English Learners	29	29	100.00	0.00	13.79
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	33.33
Military	16	16	100.00	0.00	43.75
Socioeconomically Disadvantaged	131	128	97.71	2.29	35.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	15.63

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	187	184	98.40	1.60	38.59
Female	81	79	97.53	2.47	39.24
Male	106	105	99.06	0.94	38.10
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	33.33
Black or African American	18	16	88.89	11.11	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	92	91	98.91	1.09	36.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	20.00
White	45	45	100.00	0.00	53.33
English Learners	27	27	100.00	0.00	7.41
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	0.00
Military	16	16	100.00	0.00	43.75
Socioeconomically Disadvantaged	129	126	97.67	2.33	26.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	12.50

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)	24.07	35.59	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	60	60	100.00	0.00	36.67
Female	19	19	100.00	0.00	42.11
Male	41	41	100.00	0.00	34.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100.00	0.00	26.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00	0.00	25.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	98	98	98	98	98

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

Rolando is a Community School committed to partnering with families. We use ParentSquare as our primary platform for school-home communication, so please be sure you're connected there for updates and two-way messaging. Rolando supports the research that overwhelmingly demonstrates parent involvement in children's learning is positively related to achievement. Simply put, there is a positive and convincing relationship between family involvement and students' improved academic achievement. This relationship holds true across families of all economic, racial/ethnic, and educational backgrounds. We know and recognize that there are several types of parent involvement and it doesn't have to take place on campus. In fact, family involvement and support from home has the greatest impact on student achievement. We work with all of our families to help them be engaged in their children's learning. We have parent involvement groups and strongly encourage participation in PTA, School Site Council, the English Learner Advisory Committee, and more. Other parent committees are formed for specific programs or needs throughout the school year. We want all parents to feel welcome and important at Rolando; that's why we encourage volunteering in your child's class, in the library, or on the playground. A great starting point is to get involved with your child's teacher or with our strong and effective PTA. You will be warmly welcomed! Our Community Room is located in Room 11—stop by to connect with our Community Schools Facilitator, David Weinburg.

To find out more about becoming involved, contact the office at (619) 668-5800.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	400	387	71	18.3
Female	174	169	35	20.7
Male	226	218	36	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	25	7	28.0
Black or African American	32	32	7	21.9
Filipino	--	--	--	--
Hispanic or Latino	193	187	35	18.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	35	33	6	18.2
White	97	95	9	9.5
English Learners	58	54	11	20.4
Foster Youth	--	--	--	--
Homeless	39	39	12	30.8
Socioeconomically Disadvantaged	284	276	64	23.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	72	15	20.8

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
2.55	1.23	1.75	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	1.75	0.00
Female	1.15	0.00
Male	2.21	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	6.25	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.55	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.06	0.00
English Learners	1.72	0.00
Foster Youth	0.00	0.00
Homeless	5.13	0.00
Socioeconomically Disadvantaged	1.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.74	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	25	0	2	0
1	22	1	2	0
2	22	0	3	0
3	26	0	3	0
4	32	0	1	0
5	0	0	0	0
6	0	0	0	0
Other	32	0	1	3

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	23	0	3	0
1	25	0	2	0
2	25	0	2	0
3	28	0	2	0
4	34	0	0	2
5	37	0	0	1
6	35	0	0	1
Other	31	0	1	1

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	20	2		
1	30		2	
2	30		1	
3	32		2	
4	31		2	
5	32		2	
Other	31		1	

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
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	\$8586.33	\$1046.25	\$7540.08	\$117,248.95
District	N/A	N/A	\$5,067.48	\$100,744
Percent Difference - School Site and District	N/A	N/A	2.6	18.9
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-35.3	19.6

Fiscal Year 2024-25 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
 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
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, 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
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	3.5	3.5