

Spring Valley 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/fq/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 | Spring Valley Academy |
| Street | 3900 Conrad Drive |
| City, State, Zip | Spring Valley, CA 91977 |
| Phone Number | (619) 668-5750 |
| Principal | Elizabeth Loether |
| Email Address | elizabeth.loether@lmsvschools.net |
| School Website | https://www.lmsvschools.org/springvalley/ |
| Grade Span | 6-8 |
| County-District-School (CDS) Code | 37-68197-0134155 |

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.net |

2025-26 School Description and Mission Statement

Spring Valley Academy (SVA) is a comprehensive public middle school serving grades 6–8 in the La Mesa-Spring Valley School District. Our school community is dedicated to nurturing the academic, social, and emotional growth of every student. SVA provides a safe and inclusive environment where students are inspired to learn, think critically, and engage in meaningful exploration that prepares them for success in high school, college, and future careers. We proudly serve a diverse student population and are committed to ensuring equitable access and opportunity for all learners.

SVA's instructional program emphasizes rigorous, standards-based teaching and learning supported by AVID (Advancement Via Individual Determination) schoolwide strategies, social-emotional learning, and a strong Multi-Tiered System of Supports (MTSS). Our elective program provides students with opportunities to explore a wide range of interests, including visual and performing arts, as well as career and technical education pathways such as engineering, sports medicine, nutrition, and computer science. These programs foster creativity, collaboration, and problem-solving while connecting classroom learning to real-world applications.

SVA's 2024–25 School Plan for Student Achievement (SPSA) is centered around three primary goals: Goal 1 – Increase student achievement in English Language Arts, Goal 2 – Improve mathematics proficiency, and Goal 3 – Strengthen positive school culture and student connectedness. Through the Community Schools Grant, SVA prioritizes strong community and family connections by hosting attendance incentives, parent workshops, and community events that build relationships and celebrate student success. In addition, partnerships such as ArtReach San Diego and the AND1 Foundation continue to enhance school pride and student engagement. Together, our staff, students, and families work collaboratively to ensure every student thrives as a confident, capable, and compassionate learner.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 6 | 205 |
| Grade 7 | 191 |
| Grade 8 | 201 |
| Total Enrollment | 597 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.2 |
| Male | 51.1 |
| Non-Binary | 0.7 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.3 |
| Black or African American | 9.5 |
| Filipino | 2.2 |
| Hispanic or Latino | 62.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 7 |
| White | 15.7 |
| English Learners | 25.1 |
| Foster Youth | 0.3 |
| Homeless | 12.1 |
| Socioeconomically Disadvantaged | 77.6 |
| Students with Disabilities | 29.5 |

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) | 22.3 | 90.32 | 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) | 0.1 | 0.65 | 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 | 2.2 | 8.95 | 21.3 | 4.3 | 15831.9 | 5.67 |
| Total Teaching Positions | 24.6 | 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) | 17.8 | 83.22 | 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) | 2.8 | 13.05 | 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 | 0.8 | 3.73 | 28.5 | 5.74 | 14303.8 | 5.15 |
| Total Teaching Positions | 21.4 | 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) | 20.3 | 86.68 | 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) | 0.5 | 2.26 | 17.1 | 3.15 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.1 | 5.07 | 3.2 | 0.59 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 1.3 | 5.92 | 21.3 | 3.91 | 13705.8 | 4.91 |
| Total Teaching Positions | 23.4 | 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 | 0.10 | 2.8 | 0.5 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 0.10 | 2.8 | 0.5 |

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 | 1.1 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0 | 1.1 |

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) | 0.7 | 4.2 | 2 |
| 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 | 0.7 | 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 | August 2025 | |
|---|---|--|
| 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 |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | A work order has been created in the district's work order tracking system. These items will be addressed and corrected before the 26/27 inspections. Safety concerns will be addressed immediately. No extreme deficiencies were reported. |
| 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) | 34 | 33 | 46 | 48 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 20 | 20 | 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 | 586 | 555 | 94.71 | 5.29 | 32.79 |
| Female | 280 | 265 | 94.64 | 5.36 | 36.60 |
| Male | 302 | 286 | 94.70 | 5.30 | 28.32 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 11 | 10 | 90.91 | 9.09 | -- |
| Black or African American | 61 | 55 | 90.16 | 9.84 | 29.09 |
| Filipino | 14 | 14 | 100.00 | 0.00 | 42.86 |
| Hispanic or Latino | 361 | 346 | 95.84 | 4.16 | 28.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 48 | 46 | 95.83 | 4.17 | 39.13 |
| White | 90 | 83 | 92.22 | 7.78 | 46.99 |
| English Learners | 107 | 95 | 88.79 | 11.21 | 6.32 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 67 | 64 | 95.52 | 4.48 | 9.38 |
| Military | 55 | 53 | 96.36 | 3.64 | 37.74 |
| Socioeconomically Disadvantaged | 509 | 481 | 94.50 | 5.50 | 29.31 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 169 | 154 | 91.12 | 8.88 | 10.39 |

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 | 587 | 567 | 96.59 | 3.41 | 19.61 |
| Female | 281 | 271 | 96.44 | 3.56 | 18.82 |
| Male | 302 | 292 | 96.69 | 3.31 | 19.59 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 11 | 11 | 100.00 | 0.00 | 36.36 |
| Black or African American | 61 | 56 | 91.80 | 8.20 | 8.93 |
| Filipino | 14 | 14 | 100.00 | 0.00 | 35.71 |
| Hispanic or Latino | 362 | 354 | 97.79 | 2.21 | 16.43 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 48 | 47 | 97.92 | 2.08 | 27.66 |
| White | 90 | 84 | 93.33 | 6.67 | 30.95 |
| English Learners | 107 | 107 | 100.00 | 0.00 | 0.93 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 67 | 65 | 97.01 | 2.99 | 3.08 |
| Military | 55 | 52 | 94.55 | 5.45 | 25.00 |
| Socioeconomically Disadvantaged | 510 | 494 | 96.86 | 3.14 | 16.84 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 169 | 152 | 89.94 | 10.06 | 5.30 |

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) | 15.44 | 15.82 | 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 | 193 | 186 | 96.37 | 3.63 | 15.05 |
| Female | 88 | 82 | 93.18 | 6.82 | 13.41 |
| Male | 103 | 102 | 99.03 | 0.97 | 14.71 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 20 | 18 | 90.00 | 10.00 | 5.56 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 119 | 116 | 97.48 | 2.52 | 12.93 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 15 | 100.00 | 0.00 | 33.33 |
| White | 29 | 27 | 93.10 | 6.90 | 22.22 |
| English Learners | 32 | 31 | 96.88 | 3.12 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 27 | 27 | 100.00 | 0.00 | 0.00 |
| Military | 19 | 18 | 94.74 | 5.26 | 16.67 |
| Socioeconomically Disadvantaged | 171 | 165 | 96.49 | 3.51 | 15.15 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 48 | 43 | 89.58 | 10.42 | 6.98 |

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 7 | 95% | 85% | 88% | 82% | 90% |

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

Our school community is dedicated to nurturing the academic, social, and emotional growth of every student within a safe and inclusive environment. We believe education is a shared responsibility between students, staff, and families, and that strong partnerships with parents are essential to student success. Together, we strive to prepare students to be responsible, confident, and compassionate learners who are ready for high school, college, and future careers.

SVA's instructional program emphasizes rigorous, standards-based learning supported by AVID (Advancement Via Individual Determination) schoolwide strategies, social-emotional learning, and a Multi-Tiered System of Supports (MTSS). Families play a critical role in supporting these goals through engagement opportunities such as parent-teacher conferences, classroom communication, and participation in parent education sessions. SVA maintains consistent two-way communication with families in English and Spanish through ParentSquare, Google Classroom, Jupiter Messenger, the school marquee, and regular school messages.

Parents are encouraged to take an active role in school decision-making through participation in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Student Association (PTSA). These groups collaborate with staff to review data, monitor progress toward school goals, and plan events that promote student achievement and a positive school climate. Through the Community Schools Grant, SVA deepens family partnerships by offering attendance incentives, parent workshops, and community events that build relationships and celebrate student success. Partnerships with ArtReach San Diego and the AND1 Foundation further enrich the school experience by connecting families and students in creative, community-centered projects.

For additional information about parent involvement opportunities, please contact the School Office Manager at (619) 668-5750 or email SVA@lmsvschools.org.

2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 663 | 633 | 197 | 31.1 |
| Female | 320 | 307 | 100 | 32.6 |
| Male | 339 | 322 | 96 | 29.8 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 18 | 14 | 0 | 0.0 |
| Black or African American | 64 | 63 | 22 | 34.9 |
| Filipino | 14 | 14 | 3 | 21.4 |
| Hispanic or Latino | 403 | 387 | 132 | 34.1 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 55 | 50 | 18 | 36.0 |
| White | 105 | 101 | 22 | 21.8 |
| English Learners | 172 | 160 | 49 | 30.6 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 79 | 77 | 32 | 41.6 |
| Socioeconomically Disadvantaged | 580 | 557 | 189 | 33.9 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 195 | 189 | 79 | 41.8 |

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 |
| 7.9 | 3.71 | 6.03 | 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 | 0.3 | 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 | 6.03 | 0.30 |
| Female | 3.13 | 0.31 |
| Male | 8.85 | 0.29 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 14.06 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 4.96 | 0.25 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 9.09 | 1.82 |
| White | 5.71 | 0.00 |
| English Learners | 2.91 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 13.92 | 0.00 |
| Socioeconomically Disadvantaged | 6.72 | 0.34 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 9.74 | 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.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22 | 12 | 7 | 3 |
| Mathematics | 25 | 5 | 7 | 2 |
| Science | 27 | 2 | 8 | 2 |
| Social Science | 27 | 2 | 7 | 3 |

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29 | 7 | 9 | 4 |
| Mathematics | 29 | 6 | 5 | 5 |
| Science | 31 | | 6 | 4 |
| Social Science | 31 | | 6 | 4 |

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29 | 5 | 6 | 6 |
| Mathematics | 25 | 5 | 8 | 4 |
| Science | 30 | 2 | 4 | 6 |
| Social Science | 30 | | 7 | 5 |

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 | 170.5 |

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) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | 1 |
| Nurse | |
| Speech/Language/Hearing Specialist | 1.8 |
| Resource Specialist (non-teaching) | |
| Other | 3 |

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 | \$13161.49 | \$2507.20 | \$10654.29 | \$101,763.32 |
| District | N/A | N/A | \$5,067.48 | \$100,744 |
| Percent Difference - School Site and District | N/A | N/A | 39.3 | 4.8 |
| State | N/A | N/A | \$11,146 | \$101,700 |
| Percent Difference - School Site and State | N/A | N/A | -1.1 | 5.5 |

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
 Career and Technical Education Grant
 AMS Grant VAPA

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.

Spring Valley Academy provides professional learning in trauma informed care and wellbeing through Heart Centered Connections.

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 |