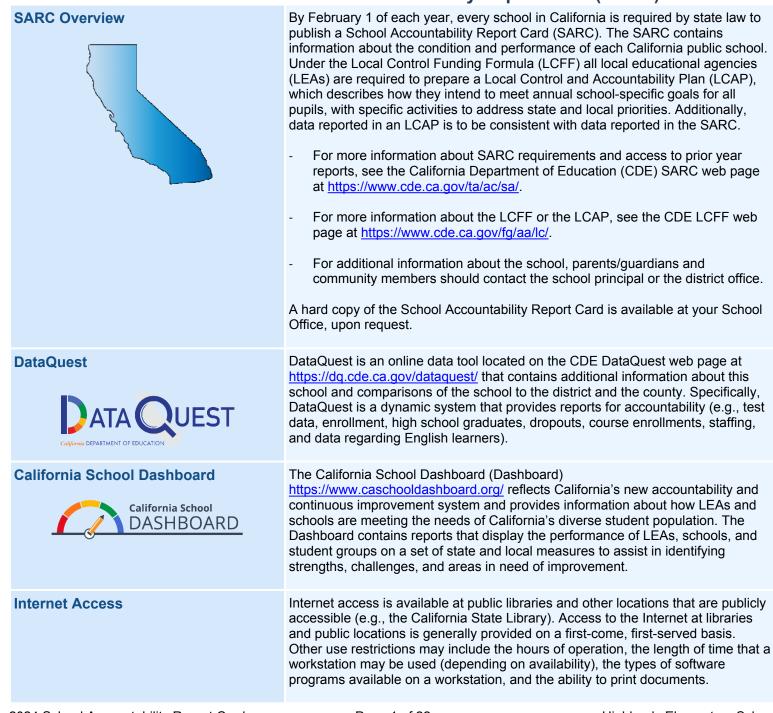# Highlands Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

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

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Highlands Elementary School has served generations of Spring Valley families dating back to the 1950's. Our school currently serves approximately 350 students in transitional kindergarten through fifth grade and is a whole-school federally funded Title I school.

Highlands is proud to be a part of the nation-wide No Excuses University network. We believe in setting high expectations for each of our students and remain focused on creating a safe, supportive learning environment where all students can be successful in meeting their goals. Staff and students see their learning through the lens of a growth mindset and learn to

2024-25 School Description and Mission Statement

persevere through challenges. No Excuses University is founded on creating six exemplary systems: Culture of Universal Achievement, Collaboration, Standards Alignment, Assessment, Data Analysis, and Intervention. These systems of excellence all fall under the umbrella of College Readiness. It is our belief that every student should be taught in a way that equips them with the skills needed to attend college if they so choose.

Highlands staff is highly dedicated and passionate about using high leverage teaching strategies and is committed to implementing the Professional Learning Communities (PLC) model and mindset. Staff collaborate on a regular basis within and between grade level teams; and as a whole staff, attend a variety of district and site-based professional learning opportunities and are eager to implement research-based programs that focus on specific student needs. Staff use technology to support learning and student engagement to ensure students have access to their learning through a variety of methods and modalities. Students are guided in discovering their strengths, values, and interests in order to help them find their own best pathway to college and/or career.

Highlands provides a wide array of academic support programs for children who require special assistance in mastering academic standards. Our Specialized Academic Instructors serve approximately 60 students, and our speech and language pathologists work with students with IEP speech and language goals. Our English Language Learner program assists students who need extra support with language acquisition. Our academic support program also includes a full-time, credentialed reading intervention teacher who works with groups of students on specific and targeted skills. These groups are flexible, programs used are research-based, and data is tracked on a regular basis. In addition, our academic support team includes an additional full-time, credentialed reading intervention teacher as part of the Extended Learning Opportunities Program. This level of support is provided to students both during and after the conclusion of the school day.

Highlands staff cares deeply about every child's academic achievement and their social emotional and behavioral development. At Highlands, we use Positive Behavior Interventions and Supports to support student behavior and social emotional learning through the core values of R.I.S.E. - Respect, Inspire, Succeed and Empathize. These core values create a common language of expected behaviors across the campus and support the development of growth mindset, self-efficacy and kindness school-wide. Discipline is based on restorative practices and is intended to be learning-based. Students are able to earn positive recognition both academically and behaviorally through Rockin' Hawks and High Flyer tickets that promote the use of our core values by students. For students who need some extra support with social/emotional needs, we have a full-time social worker. Our social worker meets regularly with individual students and small groups needing social skill development. Highlands is also dedicated to Social Emotional Learning through the use of the Second Step social emotional curriculum. As an additional support, Highlands staff has partnered with San Diego Youth Services to welcome the Dinosaur School as an additional social emotional support for students in TK - 2nd grade. Through the Dinosaur School model, San Diego Youth Services staff provides weekly lessons in TK - 2nd grade classrooms and meets with small groups of students to support continued social emotional growth.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	64
Grade 2	60
Grade 3	66
Grade 4	63
Grade 5	60
Grade 6	56
Total Enrollment	446

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.7
Non-Binary	0.2
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	9.2
Filipino	1.8
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	1.3
Two or More Races	5.2
White	17.3
English Learners	27.4
Foster Youth	0.2
Homeless	2.2
Socioeconomically Disadvantaged	77.6
Students with Disabilities	16.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.60	97.46	449.90	90.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	2.59	3.50	0.71	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.60	1.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.50	1.73	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	27.10	5.49	18854.30	6.86
Total Teaching Positions	23.10	100.00	494.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	93.21	463.10	93.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.20	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.30	1.07	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.30	1.07	11953.10	4.28
Unknown/Incomplete/NA	1.50	6.79	21.30	4.30	15831.90	5.67
Total Teaching Positions	22.10	100.00	496.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	97.51	443.10	89.27	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.40	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	17.10	3.45	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.60	1.14	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.49	28.50	5.74	14303.80	5.15
Total Teaching Positions	20.10	100.00	496.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	4.10	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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	Yes	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	Yes	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	Yes	0
History-Social Science	TK, Scholastic, Pre-K on my Way - Year Adopted 2022 K - 5th, Studies Weekly, Studies Weekly - Year Adopted 2020	Yes	0

	6th – 8th, National Geographic, World History & US History - Year Adopted 2019		
Foreign Language	6th – 8th, Vista Higher Learning, Senderos - Year Adopted 2023	Yes	0
Health	N/A		
Visual and Performing Arts	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 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	A work order has been created in the districts work order tracking system. These items will be addressed and corrected before the 25/26 inspections. Safety concerns will be addressed immediately.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		A work order has been created in the districts work order tracking system. These items will be addressed and corrected before the 25/26 inspections. Safety concerns will be addressed immediately.
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 Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	36	40	47	46	46	47
Mathematics (grades 3-8 and 11)	26	27	36	37	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	246	243	98.78	1.22	39.51
Female	110	109	99.09	0.91	50.46
Male	135	133	98.52	1.48	30.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	163	162	99.39	0.61	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	43.75
White	34	32	94.12	5.88	43.75
English Learners	58	56	96.55	3.45	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	196	194	98.98	1.02	35.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	56	100.00	0.00	8.93

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	246	245	99.59	0.41	26.94
Female	110	110	100.00	0.00	29.09
Male	135	134	99.26	0.74	25.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	163	162	99.39	0.61	28.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	43.75
White	34	34	100.00	0.00	17.65
English Learners	58	58	100.00	0.00	8.62
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	196	196	100.00	0.00	22.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	56	100.00	0.00	8.93

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.67	32.79	27.76	32.49	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	61	98.39	1.61	32.79
Female	29	29	100.00	0.00	44.83
Male	33	32	96.97	3.03	21.88
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	34.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	54	98.18	1.82	29.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	6.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	100.00%	100.00%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

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

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

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

Parent Education Nights are also held a minimum of 3 times per year on a variety of topics such as Social Media and Online Safety, Supporting Student Social Emotional Health, Building Positive Attendance Habits and much more. Our school social worker plans education nights based on the current needs and interests of our parent community.

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	491	471	116	24.6
Female	236	223	54	24.2
Male	254	247	61	24.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	43	40	9	22.5
Filipino	--	--	--	--
Hispanic or Latino	304	297	89	30.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	26	1	3.8
White	86	82	14	17.1
English Learners	147	137	35	25.5
Foster Youth	--	--	--	--
Homeless	22	19	9	47.4
Socioeconomically Disadvantaged	379	364	95	26.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	92	92	20	21.7

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

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3	1.8	0.61	2.77	3.14	2.9	3.17	3.6	3.28
Expulsions	0	0	0	0.04	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.61	0.00
Female	0.42	0.00
Male	0.79	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	2.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.23	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2024-25 School Safety Plan

In La Mesa-Spring Valley School districts, each site creates a Comprehensive School Safety Plan (CSSP). Site plans outline systems, programs, and practices in place to ensure a safe school environment including, but not limited to, child abuse reporting, disaster preparedness, campus access, and drug and alcohol education and emergency response. These plans are approved by the school site council (in December) and later by the La Mesa-Spring Valley School Board of Education (in February).

2024-25 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 Chief Safety Officer and implements safety initiatives at their sites, in collaboration with site administration. The Safety Lead supports the creation of the site's CSSP and is a member of the larger safety team on each site. The safety team is responsible for periodically conducting hazard and vulnerability assessments of the campus, setting goals and action steps relative to the district Safety Standards, engaging in a Safety Standards Self Assessment, and creating school-wide safety plans and protocols that are detailed in the CSSP.

Lastly, La Mesa-Spring Valley continues to focus on the safety of staff and students in our district through facilities and infrastructure initiatives. Increased measures for campus safety are also being implemented as part of a series of Facilities Master Plan improvements including but not limited to extensions of current fencing, securing locked gates, implementing single points of entry to campus, and initiating remote entry controlled by office staff at each school site in the district. Such added measures are added to the CSSP, where relevant.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		3	
1	28		2	
2	25		3	
3	28		2	
4	34			2
5	34			2
6	32		1	
Other	27		2	

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27		2	
1	26		2	
2	28		1	
3	27		2	
4	32		2	
5	30		2	
6	28		2	
Other	28		2	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,259.40	$2,490.84	$4,768.56	$91,229.84
District	N/A	N/A	$5,067.48	$96,958
Percent Difference - School Site and District	N/A	N/A	-6.1	-6.1
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-77.3	-5.4

Fiscal Year 2023-24 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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,735	$58,553
Mid-Range Teacher Salary	$87,102	$93,924
Highest Teacher Salary	$120,345	$119,489
Average Principal Salary (Elementary)	$153,802	$149,898
Average Principal Salary (Middle)	$170,154	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$255,979	$270,432
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Professional learning in La Mesa-Spring Valley School District (LMSVSD) continues evolving to cultivate the capacity and efficacy of teachers so they can ensure high levels of learning for each and every student. In recent years, professional learning has emphasized developing a common language around high-quality teaching and learning and building collaborative cultures that promote high levels of learning for all students through professional learning communities. In response to student performance data and classroom observation, current professional learning focuses on aligning instruction to standards and student experience, with extra time and resources dedicated to literacy and the needs of English learners.

Central to our professional learning in 2023-24 was our focus on improving students' ability to comprehend complex informational text through the use of powerful practices: collaborative conversations, short constructed responses, and close reading. Principals and their site Instructional Leadership Team (ILTs) continued their work with the quality indicators and the Framework for Powerful Learning to bring professional learning around the powerful practices back to their sites. Principals and ILT teams met monthly with teachers for a two-hour Site Learning Day (SLD) session to engage in this work. Sites also learned to apply the Cycle of Professional Learning, which includes training, safe practice, observing colleagues, receiving feedback, reading professional literature, looking at student work and data, and monitoring, measuring, and modifying when necessary. Through this cycle of professional learning, teachers refine their approach, promoting stronger student comprehension of informational text.

Building on the foundation of professional learning communities (PLCs), teachers extend their SLD work through weekly team meetings. These sessions, either by grade level or within discipline areas, focus on analyzing student data and sharing strategies to support every student's learning needs. By continually engaging in the Cycle of Professional Learning, teachers observe one another and provide ongoing feedback within PLCs throughout the year.

Alongside site-based professional learning, our 2023-24 Blended Professional Development program offered a mix of required and self-selected courses. Each teacher is responsible for completing at least four hours of professional development outside their regular workday. This included a two-hour required session focused on literacy and an additional two hours of self-selected courses from a variety of offerings. To further personalize professional learning, Lead Teachers were chosen to present literacy-focused sessions, ensuring each teacher receives a literacy course customized for their grade level or subject area. LMSVSD educators are enthusiastic about growing their skills, and the district is committed to supporting them with valuable tools, strategies, and training.

Additional individual professional development opportunities will be planned and offered by Teachers on Special Assignment, Coordinators, Lead Teachers, social workers, and/or administrators for the 2024-25 school year. Some examples of course offerings included:

Evidence-Based Practices
Collaborative Conversations about the Mathematical Practices
Tools for Testing

Professional Development

Amplify: Writing in Science
Amplify: Supporting English Learners in Science
Amplify: Supporting Diverse Learners in Science
Carolina Science
AI Tools for Every Classroom
EduProtocols
Consequences That Work!
Brain Development in Young Children
Powerful Practices for Designated ELD
SEL Through Movement
Unlocking Synergy: Elevating Collaborative Conversations
Centers, Rotations, and Literacy Stations
Number Talks and Writing Throughout the Day
Fluency Without Fear: Math Facts

As we continue to support the professional learning of our educators, the LMSVSD Staff website continues to be enhanced to include pacing guides, essential standards, quick links for tutorials with Google Classroom and other Learning Management Systems, online curriculum support, and more. The site also includes tools and information for supporting Multilingual English Learners and Special Education students, as well as providing differentiation resources for the content areas.

LMSVSD believes in continuous learning, and we will ensure high-quality professional learning for all our staff.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3.5	3.5	3.5