Rolando 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	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@lmsvschools.org
School Website	https://www.lmsvschools.org/rolando/
Grade Span	K-5
County-District-School (CDS) Code	37-68197-6038574

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

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

2024-25 School Description and Mission Statement

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	50
Grade 2	62
Grade 3	67
Grade 4	68
Grade 5	59
Grade 6	50
Total Enrollment	449

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.2
Asian	7.1
Black or African American	7.1
Filipino	1.1
Hispanic or Latino	48.6
Two or More Races	9.6
White	25.2
English Learners	13.8
Foster Youth	0.7
Homeless	3.3
Socioeconomically Disadvantaged	69
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

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

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

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)	17.80	100.00	449.90	90.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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	17.80	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)	19.10	100.00	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	0.00	0.00	21.30	4.30	15831.90	5.67
Total Teaching Positions	19.10	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)	18.60	100.00	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	0.00	0.00	28.50	5.74	14303.80	5.15
Total Teaching Positions	18.60	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)	0.00	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 – 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	Yes	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	Yes	0
Science	TK, Scholastic, Pre-K on my Ways Year Adopted, 2022 K-5th, Carolina, Carolina 3D Science - Year Adopted 2023	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
Foreign Language	N/A		
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	October 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	A site visit will be conducted with the site custodial staff to discuss cleanliness. The custodial supervisor will provide training and support to raise the level of cleanliness.
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	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.

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)	38	40	47	46	46	47
Mathematics (grades 3-8 and 11)	32	36	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	238	227	95.38	4.62	39.65
Female	105	96	91.43	8.57	48.96
Male	133	131	98.50	1.50	32.82
American Indian or Alaska Native	0	0	0	0	0
Asian	23	21	91.30	8.70	52.38
Black or African American	20	19	95.00	5.00	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	110	108	98.18	1.82	35.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	14	82.35	17.65	35.71
White	64	61	95.31	4.69	45.90
English Learners	38	29	76.32	23.68	10.34
Foster Youth	--	--	--	--	--
Homeless	11	9	81.82	18.18	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	166	156	93.98	6.02	32.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	15.15

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	238	235	98.74	1.26	35.74
Female	105	103	98.10	1.90	28.16
Male	133	132	99.25	0.75	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	30.43
Black or African American	20	19	95.00	5.00	36.84
Filipino	--	--	--	--	--
Hispanic or Latino	110	108	98.18	1.82	32.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	35.29
White	64	64	100.00	0.00	39.06
English Learners	38	37	97.37	2.63	8.11
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	166	164	98.80	1.20	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	21.21

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)	21.57	24.07	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	56	55	98.21	1.79	23.64
Female	25	24	96.00	4.00	12.50
Male	31	31	100.00	0.00	32.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	33	32	96.97	3.03	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	8.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56	2.44	20.00
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.

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	98.21%	96.43%	96.43%	96.43%	98.21%

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

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 we strongly encourage parents to participate in PTA, School Site Council, the English Learner Advisory Committee, and more. There are also other parent committees that are formed for specific programs or needs throughout the school year. We want all parents to feel welcome and important at Rolando; that is 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!

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	472	106	22.5
Female	227	217	51	23.5
Male	260	255	55	21.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	9	25.0
Black or African American	39	36	9	25.0
Filipino	--	--	--	--
Hispanic or Latino	231	223	55	24.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	45	13	28.9
White	122	121	19	15.7
English Learners	85	79	25	31.6
Foster Youth	--	--	--	--
Homeless	30	26	14	53.8
Socioeconomically Disadvantaged	342	330	89	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	78	22	28.2

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	0.98	2.55	1.23	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	1.23	0.00
Female	0.00	0.00
Male	2.31	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	5.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.51	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	3.33	0.00
Socioeconomically Disadvantaged	1.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.80	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).

Each school site has one teacher appointed as the school's Safety Lead. This person attends bi-monthly safety meetings and

2024-25 School Safety Plan

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	23		3	
1	23		3	
2	27		3	
3	28		3	
4	28		2	
5	32		1	
6	33			
Other	36			1

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		2	
1	22	1	2	
2	22		3	
3	26		3	
4	32		1	
Other	32		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		3	
1	25		2	
2	25		2	
3	28		2	
4	34			2
5	37			1
6	35			1
Other	31		1	1

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	
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	$7,212.79	$2,013.24	$5,199.55	$102,718.75
District	N/A	N/A	$5,067.48	$96,958
Percent Difference - School Site and District	N/A	N/A	2.6	5.8
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-69.8	6.4

Fiscal Year 2023-24 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

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 2023-34 school year. Some examples of course offerings included:

Evidence-Based Practices
Collaborative Conversations about the Mathematical Practices
CPM Math

Professional Development

Tools for Testing
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