



Valle Lindo Elementary School

1515 Oleander Avenue • Chula Vista, CA 91911 • (619) 421-5151 • Grades K-6

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Chula Vista Elementary School District

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Description

Valle Lindo is one of 49 schools in the the Chula Vista Elementary School District, including charters. Valle Lindo offers a preschool to sixth grade program in both an English Only and Dual Language Immersion setting. We also offer a Special Day Class Mild-Moderate setting in Transitional Kinder to sixth grade. Our community encompasses two areas: the area immediately surrounding the school and the Vista Pacifica Community located about 3 miles from the school in the city of San Diego. Students from the Vista Pacifica community are transported daily by school bus. The current enrollment is 423 students.

A summary of our school data indicates that the student population is 76% Hispanic or Latino, 8% White, 7% Filipino, 5% African American and 1% Asian. 50% of our students participated in the National School Lunch Program. The English Learner population has remained steady at 35%. 27 of our 27 certificated classroom teachers are fully credentialed. This constitutes 100 percent NCLB compliant teachers. All staff members are CLAD or BCLAD certified. Our Dual Language staff includes 10 BCLAD teachers. The Dual Language Program is offered from Kindergarten to Sixth grade and follows a 90:10 model. Currently, there are 10 Dual Language classrooms.

There are 3 SDC Mild-Moderate classrooms for students in Transitional Kinder-6th Grade. The school psychologist is on site 4 days per week, along with a Behavior Instructional Aide for 18 hours weekly. Services for Speech and Language are offered 5 days per week. School nurse services are provided on site for 2.5 days each week. Additionally the school employs a Reading Impact Teacher.

Mission

The Valle Lindo School Community truly believes that it takes a community to raise a child and that children come first and are at the center of every decision. We extend instructional impact to parents through training in our ESLAC meetings as well as our quarterly parent meetings. When we have such an inclusive culture of learning focused on children, that the school becomes an extension of their community and family. Students are then motivated to understand their world and seek to succeed at progressively higher levels of learning. A focus on research-based strategies and resources are used to address the diverse needs of our students. We review student progress through quarterly monitoring using curriculum-aligned assessments in language arts, math, English language development and science. Teachers meet regularly to review student work, identify instructional support and align resources. Students in need of intervention are identified early through the Student Success Team process and receive necessary support and interventions. Parents are kept informed of school and individual student instructional targets and provided resources to help them support the focus.

About the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	68
Grade 2	54
Grade 3	65
Grade 4	72
Grade 5	61
Grade 6	53
Total Enrollment	437

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
Asian	0.5
Filipino	7.3
Hispanic or Latino	77.1
Native Hawaiian or Pacific Islander	0.7
White	8.5
Two or More Races	2.5
Socioeconomically Disadvantaged	60.6
English Learners	28.4
Students with Disabilities	17.2
Foster Youth	0.5
Homeless	1.6

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

Teacher Credentials for Valle Lindo Elementary	18-19	19-20	20-21
With Full Credential	22	22	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Valle Lindo Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	0		

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The Chula Vista Elementary School District follows the State’s curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District’s school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The newly adopted Benchmark reading/language arts and Go Math mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Additionally, materials are provided in Spanish for our students in the Dual Language Immersion program, so that they may have access to the curriculum in the target instructional language. An inventory of books is warehoused centrally for growth needs at the schools.

The District’s vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading Program Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math, English and Spanish. Adopted in 2014-2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Valle Lindo’s custodial staff performs basic cleaning operations daily. Fences have been installed throughout the school. Staff members are visible on the school grounds before and after school, assisting students and managing the flow of traffic. Bus areas are clearly marked for safe loading and unloading of students. Safety and speed signs are posted in prominent places throughout the two parking areas.

The school has sufficient classrooms, playground and working areas to support the teaching and learning. Students and teachers have access to a full library, a computer lab and an area for art enrichment classes. The lunch area is covered, with sufficient tables to accommodate up to four grade levels at one time. The three playgrounds offer a variety of play equipment appropriate for the age groups. All playgrounds are fenced in. The multi-purpose room can hold up to 425 students and staff at one time.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/22/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	: ü
Interior: Interior Surfaces	Fair	: ü 203/204/205 Workroom: cabinet covebase falling off 400 Boys: stains dirty 400 Cust/storage: missing/damaged tile CR 208: fire alarm pull station loose CR 304: GFCI loose, door doesn't shut properly, weather strip loose. CR 405: sink doors need adjsut CR 503: desk drawer doesn't stay shut CR 505: 5 lamps out, sink doors missing knobs Kinder 402: sink cabinet, sink countertop damaged Kinder 404: sink counter missing door handles. Pre School 602: toilet broken water tank, 3 broken paper towel dispensers Principal: covebase peeling
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	: ü

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	: ü 300 Electrical: panels blocked CR 202: 3 bulbs out CR 204: by projectorscreen outlet has burn mark. CR 205: underneath projector screen hanging outlet CR 207: 3-lights out CR 303: 3 lamps out, covebase peeling CR 306: pencil sharpener missing cover, 4 bulbs out CR 505: 5 lamps out, sink doors missing knobs Custodian/Comm Room: outside custodial room main electrical panel obstructed Ext Custodian Room by RR: main electrical panel obstructed Stage: 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	: ü CR 502: fire extinguisher not charged, hole on ceiling tile Kinder 401: sink door need adjustment Pre School 602: toilet broken water tank, 3 broken paper towel dispensers
Safety: Fire Safety, Hazardous Materials	Good	: ü CR 208: fire alarm pull station loose CR 504: plug in air freshener, missing blinds CR 507: plug in air freshener CR 601: roach killer poison free, missing blinds
Structural: Structural Damage, Roofs	Good	: ü
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	: ü CR 206: door doesn't shut properly. CR 304: GFCI loose, door doesn't shut properly, weather strip loose. CR 305: the door weather strip loose CR 504: plug in air freshener, missing blinds CR 601: roach killer poison free, missing blinds Kinder Playground: lower playground: paint peeling on play toy; cobwebs on play toy Preschool Playground: cobwebs, outside drinking fountain chipped. Upper Playground: West south fence lifted from bottom.
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	64	N/A	50	N/A
Math	45	N/A	51	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	42	N/A	37	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Contact person: Principal Ashley Vasquez

Contact Person Phone Number: (619) 421-5151

Research shows a high correlation between parent involvement and effective schools, and at Valle Lindo we encourage parents to become actively involved in our school. Throughout the year we hold Parent Information Nights to keep parents informed about assessment, curriculum and instruction, and we provide workshops with strategies in which they can become partners with us in the education of their children.

Activities that parents can be a part of include the PTO, School Site Council, English/Spanish Language Advisory Committee, Dual Immersion Parent Trainings, and quarterly parent meetings. The PTO sponsors many activities for families, such as a Back to School Beach Party, Fall Festival, Family Fun Day, Book Fairs, Science Night, Art Night and Movie Nights. After school care is provided to help meet both students' and parents' needs. We have a YMCA STRETCH program for free after-school care that offers structured games and activities, as well as literacy and homework assistance for students until 6:00 p.m. daily. Please call 421-5151 if you wish to become involved in school activities. Spanish translation is available.

Valle Lindo offers Clubs as an Extended Day class and presently engage students in Robotics and Gardening Club. We also offer available space to approved and vetted groups such as Two Girl Scout troops, Heart-Lite Dance Studio, and a Homework Club. Parents volunteer to support many of these after-school activities.

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.

School Safety Plan (School Year 2020-2021)

Our school safety plan is rooted in the ideals of respect, responsibility and safety. The latest school safety plan was approved by our School Site Council on January 28, 2021. We have implemented a Response to Intervention program for behavior which includes tiered support for students. We are also a demonstration school for the Social Emotional Learning Program of Sanford Harmony. Our entire school is committed to promoting positive behaviors. Fire drills are conducted once per month and 4 annual earthquake preparedness drills are held. Lock-down drills and other emergency preparedness activities are planned each year. All our students participate in the iSafe curriculum where they learn about digital citizenship and safety online. There is a Crisis Response Team assigned to assist in emergency situations. Guidance Groups are scheduled under the direction of the school psychologist and Behavior Instructional Aide. Our school is enclosed completely by a perimeter fence. This safety feature ensures that all visitors must pass through the office and sign in before going to any location in the school. Playground safety is also a concern at Valle Lindo. We have a Safety Patrol at Valle Lindo who monitor and guide the flow of traffic in the mornings and afternoons. They are supported by their teacher sponsor and designated staff members. We have a Peace Patrol at Valle Lindo that assists in supervising games and activities for the students, promotes healthful play, teamwork, and sportsmanship. Additionally, adult supervisors have been trained in conflict resolution to help support the students during recess.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	1.5	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	7	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	1	2		19	2	1		13	4	1	
1	22		2		24		2		17	3	1	
2	24		2		27		2		14	2	2	
3	24		4		22	1	2		16	2	2	
4	17	2	1		16	3			18	2	2	
5	25		3		22	1	2		10	5	1	
6	27		3		22	1	3		13	3	1	
Other**	7	1			7	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		35	35

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. This year we are focusing on increasing student engagement as well as culturally responsive teaching. Professional development opportunities are determined based off of staff surveys and input, indicating needs. Additionally we use data from this year's district assessments: iReady (math), Smarty Ants (K-2 ELA), and Achieve3000 Lexile (3-6 ELA).

Teachers engage in a professional learning cycle where training is provided, opportunities for professional ready and grade-level collaboration are embedded, peer observations are conducted, and finally a school-wide guided visit is structured in order to monitor, measure, and modify subsequent steps. Staff members engage in a variety of whole group and small group professional development trainings and discussions. Teachers are grouped both by grade levels and grade-level spans when collaborating.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14,013.92	4,971.22	9,042.71	81,899
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	0.2
School Site/ State	15.4	-2.8

Note: Cells with N/A values do not require data.

Types of Services Funded

The Title I budget provides resources for part-time support staff: reading support teacher, an additional one day of a psychologist's salary to lead guidance groups, an behavior instructional aide, and release time for our teachers. The LCAP fund supports the cost for materials for all English Language Learners, English learner Instructional Assistant who supports English Language Learners in the classroom, professional development for teachers, and part of the reading support teacher's salary. Instructional materials are purchased to augment classroom libraries, content books for focused reading instruction, computer software and hands-on resources. Additionally, LCAP funds are used to provide additional noon-duty supervision and Computer Tech support.

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.