

Salt Creek Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Salt Creek Elementary School
Street	1055 Hunte Pkwy
City, State, Zip	Chula Vista, CA 91914
Phone Number	(619) 397-5494
Principal	Mrs. Gloria Velarde, Principal
Email Address	gloria.velarde@cvesd.org
School Website	https://saltcreek.cvesd.org/
County-District-School (CDS) Code	37-68023-0105965

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

Mission:

- Our mission at Salt Creek is to create confident college and career ready leaders who apply learned skills to real-life situations. They are innovative and critical thinkers, effective communicators, and collaborative learners.

Students are self-evaluators who have the skills to adapt to the diverse world around them. They are respectful and responsible citizens in the community.

Academic Focus:

- School wide, teachers are focused on implementing daily social emotional learning opportunities with strategies and resources such as Sanford Harmony, Inner Explorer, restorative practices, Brain Pop SEL, and community circles. Additionally, teachers are focusing on collaborative conversations with a focus on talk moves in small group instruction using Quality Indicators for Teacher Actions, Student Actions and Learning Environment.

Programs:

Salt Creek has a strong Spanish/English 90/10 Dual Language Immersion Program in K-6th grade. About 30% of our students participate in this very successful program. We have 14 Dual Immersion classrooms, and Dual Immersion staff members meet as an entire team regularly to evaluate program quality and effectiveness for the purpose of ongoing improvement and consistency. We also have a robust LEAD Program (ELOP- Expanded Learning Opportunities Program) with enrichment opportunities before the school day and after school, including our Running Club, STEM Club, Spanish Tutoring Club, Robotics Club, Ensemble, Art Club, Safety Patrol, Entrepreneur Academy, and more. VAPA is also a regular part of our instructional program, with all students TK-6 receiving instruction in Music, Art, Drama, Dance and Physical Education.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	94
Grade 2	127
Grade 3	128
Grade 4	120
Grade 5	126
Grade 6	141
Total Enrollment	856

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.7%
American Indian or Alaska Native	0.1%
Asian	3.3%
Black or African American	5.3%
Filipino	13.7%
Hispanic or Latino	52.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	9.6%
White	14.5%
English Learners	17.9%
Foster Youth	0.2%
Homeless	0.5%
Socioeconomically Disadvantaged	22.5%
Students with Disabilities	10.6%

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.

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)	36.00	96.00	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	1.33	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	1.00	2.67	106.00	7.66	18854.30	6.86
Total Teaching Positions	37.50	100.00	1383.70	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)	36.00	98.63	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.37	33.90	2.36	11953.10	4.28
Unknown	0.00	0.00	109.80	7.63	15831.90	5.67
Total Teaching Positions	36.50	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	2.6	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 reading/language arts and 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. Core materials are available in both English and Spanish. 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.

Supplemental resources include: Achieve 3000, iReady, Smarty Ants, and Levered Learning.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Salt Creek Elementary's custodial staff performs basic cleaning operations daily.

Year and month of the most recent FIT report

12/6/2023

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		300 work space: Wall next to 306 damaged tac panel // Storage above cabinets * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code) // Trim moulding peeling off cabinet doors 400 ELL Storage: No lights, cracked ceiling tiles 607/608 Left RR: CR 305: Cracked Tile CR 404: Stained ceiling tile. CR 407: Red stain on tile ceiling, Cabinet on sink trim coming off. CR 505: Ceiling tile stained // * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) CR 506: Cabinet door latch no magnet // ceiling tiles stained // Door trim falling off sink cabinet CR 508: ceiling tile with fire sprinkler damaged // Sensor is taped to ceiling tile // speaker ceiling tile stained CR 601: Stained tiles. CR 604: Stained ceiling tiles CR 701: sink counter top broken // fountain cabinet molding coming apart // ceiling tile stained CR 703: Ceiling tile stained around sprinkler // Missing clock // stained carpet and cracked ceiling tile CR 704: Ceiling tile damage and stained sprinkler and above the sink // Broken/cut ceiling tile . CR 705: Stain around fire sprinkler (attention) // * Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard) // Marker stains on tackboard by door Kitchen: cracked tile on reception floor Library: Stains on carpet Multipurpose: Basketball boards need to be cleaned
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			600 boys RR: paper balls on ceiling 600 storage: Needs to clean and wall damage // Lot of stuff needs to organized // Shelves aren't secured // door handle gets stuck CR 403: Stain on ceiling tile // Workroom Door Mechanism cover missing // * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) // Black drape * Untreated fabric on walls (proof of fire retardant treatment) // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with

School Facility Conditions and Planned Improvements

			<p>On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p> <p>CR 702: Ceiling tiles stained/damaged // Adhesive residue on inner side of door // Stained carpet</p>
Electrical		X	<p>400 ELL Storage: No lights, cracked ceiling tiles</p> <p>500 work space: safety lights out // Storage above cabinets * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code)</p> <p>CR 304: I.T. cover missing under whiteboard</p> <p>CR 307: Center room outlet very loose.</p> <p>CR 504: Back blinds off the clips (on the floor) // Blind clips are broken // Speaker is buzzing</p> <p>CR 508: ceiling tile with fire sprinkler damaged // Sensor is taped to ceiling tile // speaker ceiling tile stained</p> <p>CR 607: Sensor hanging from ceiling/wall</p> <p>CR 703: Ceiling tile stained around sprinkler // Missing clock // stained carpet and cracked ceiling tile</p> <p>CR 706: *** Foil inside the lamps to dim brightness</p> <p>Kitchen office: Missing clock // Damage air curtain screen (access door to kitchen from the exterior)</p> <p>Stage: lamp out east of stairs // Electrical room door not closing properly (stage storage) // Electrical cover plate missing // 1 lamp is open</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>607/608 Left RR:</p> <p>CR 303: Sink trim moulding peeling off</p> <p>CR 306: Drinking fountain handle comes off.</p> <p>CR 407: Red stain on tile ceiling, Cabinet on sink trim coming off.</p> <p>CR 506: Cabinet door latch no magnet // ceiling tiles stained // Door trim falling off sink cabinet</p> <p>CR 608: fountain broken outside in RR area drywall patch needed // Door stopper needed</p> <p>CR 701: sink counter top broken // fountain cabinet molding coming apart // ceiling tile stained</p>
Safety: Fire Safety, Hazardous Materials		X	<p>500 work space: safety lights out // Storage above cabinets * Clearance from ceiling not at 24 Inches or storage above upper cabinets not allowed (per Fire Marshall code)</p> <p>CR 302: * Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard)</p> <p>CR 403: Stain on ceiling tile // Workroom Door Mechanism cover missing // * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) // Black drape * Untreated fabric on walls (proof of fire retardant treatment) // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats</p> <p>CR 503: Cover base coming off // * Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard) // * Hanging cable/string/wire/yarn across windows or</p>

School Facility Conditions and Planned Improvements

			<p>classroom (if across window 6-12 inches away from blind slats are needed) CR 505: Ceiling tile stained // * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) CR 605: Playground door mechanism cover missing // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) CR 705: Stain around fire sprinkler (attention) // * Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard) // Marker stains on tackboard by door CR 706: *** Foil inside the lamps to dim brightness Custodian room 400 (CR 401): *** Plastic Gasoline container (not approved by district - major Fire code Hazard : must be changed immediately for and approved metal container) mp custodian room: *** Uncapped Virex II 256 Jug (health hazard) // *** Indicates that product is being hand mixed, not following the 1/2 oz. per gallon ratio that is indicated</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>600 storage: Needs to clean and wall damage // Lot of stuff needs to organized // Shelves aren't secured // door handle gets stuck CR 308: Door mechanism cover missing CR 403: Stain on ceiling tile // Workroom Door Mechanism cover missing // * Aromatherapy Diffuser (fire and safety concern - per district policy items are not allowed) // Black drape * Untreated fabric on walls (proof of fire retardant treatment) // * Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats CR 503: Cover base coming off // * Household wipes, insecticides, disinfecting sprays, and cleaning products (no MSDS present on site - health hazard) // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed) CR 504: Back blinds off the clips (on the floor) // Blind clips are broken // Speaker is buzzing CR 507: Workroom door mechanism cover missing and does not close // Blind rod broken CR 605: Playground door mechanism cover missing // * Electrical Panels, Roof access ladder, Fire panel or Extinguisher Clearance under 36 inches (partially blocked or obstructed) CR 606: Missing workroom door mechanism cover Stage: lamp out east of stairs // Electrical room door not closing properly (stage storage) // Electrical cover plate missing // 1 lamp is open</p>

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	67	70	54	53	47	46
Mathematics (grades 3-8 and 11)	60	60	41	43	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	515	505	98.06	1.94	69.50
Female	259	251	96.91	3.09	70.92
Male	256	254	99.22	0.78	68.11
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	93.75
Black or African American	26	26	100.00	0.00	73.08
Filipino	71	71	100.00	0.00	85.92
Hispanic or Latino	266	261	98.12	1.88	57.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65	4.35	79.55
White	87	84	96.55	3.45	82.14
English Learners	70	65	92.86	7.14	16.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	117	95.90	4.10	56.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	58	95.08	4.92	37.93

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	515	509	98.83	1.17	60.12
Female	259	253	97.68	2.32	53.36
Male	256	256	100.00	0.00	66.80
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	87.50
Black or African American	26	26	100.00	0.00	61.54
Filipino	71	71	100.00	0.00	60.56
Hispanic or Latino	266	262	98.50	1.50	48.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	46	100.00	0.00	73.91
White	87	85	97.70	2.30	81.18
English Learners	70	69	98.57	1.43	34.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	120	98.36	1.64	51.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	61	58	95.08	4.92	25.86

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	60.29	59.69	36.97	34.95	29.47	30.29

2022-23 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	129	129	100.00	0.00	59.69
Female	67	67	100.00	0.00	53.73
Male	62	62	100.00	0.00	66.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	21	21	100.00	0.00	66.67
Hispanic or Latino	56	56	100.00	0.00	44.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	69.44
English Learners	18	18	100.00	0.00	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	27	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	31.58

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	91.41%	91.41%	91.41%	90.63%	91.41%

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.

2023-24 Opportunities for Parental Involvement

Contact Principal, Gloria Velarde, or Acting Associate Principal, Lilia Rodriguez at (619) 397-5494 to become involved.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. We have various opportunities to keep parents informed about school programs, policies, curriculum, instruction, assessment, activities and updates regarding school and safety guidelines. We provide parents with ways in which they can become partners with us in the education of their children. Additionally, we have a very active Parent Teacher Group, GATE Parent Advisory Committee, English Learner Advisory Committee, Safety Committee, and School Site Council.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	887	876	140	16.0
Female	439	433	54	12.5
Male	448	443	86	19.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	29	28	1	3.6
Black or African American	48	47	5	10.6
Filipino	117	117	13	11.1
Hispanic or Latino	462	456	95	20.8
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	89	86	9	10.5
White	129	129	14	10.9
English Learners	165	163	28	17.2
Foster Youth	4	4	0	0.0
Homeless	4	4	0	0.0
Socioeconomically Disadvantaged	217	213	37	17.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	116	33	28.4

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.45	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0
Female	0.23	0
Male	0.67	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0.85	0
Hispanic or Latino	0.43	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.78	0
English Learners	1.21	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.46	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.85	0

2023-24 School Safety Plan

For the 2023-24 school year, our Comprehensive School Safety Plan includes a key information around procedures, programs, policies, and plans that ensure the safety of our students, staff, and community. This plan is reviewed and revised through a series of meetings with staff and parents to ensure that we effectively collaborate and gain input from all stakeholders. Our Safety Committee at Salt Creek meets on a monthly basis to review safety protocols and guidelines.

Our School Safety Plan also includes required drills that are conducted regularly, which include monthly fire drills, quarterly earthquake drills, two lockdown drills, two secure campus drills, two shelter in place drills, and one annual bus evacuation drill. The plan also requires that all visitors check in the office using the RAPTOR system and wear a visitor's pass while on site. Additionally, parent volunteers direct morning traffic to allow for safe drop-off. Safety Patrol assist with safe pedestrian crossing before and after school. All classrooms are equipped with an emergency bag and a Safety Clipboard with instructions for all emergency procedures. A Safety Committee that includes staff, parents, and our School Resource Officer provides feedback and input to SSC regarding the School Safety Plan.

The Comprehensive School Safety Plan was recently revised in the fall of 2023 and Board of Education approval date is January 17, 2024.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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		5	
1	23		5	
2	31		4	1
3	23		5	
4	28		5	
5	25	1	5	
6	30		5	

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	22		4	
1	24		5	
2	21	3	3	
3	20	2	4	
4	23	1	4	
5	32		4	1
6	29		5	

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	24	0	4	0
1	19	2	3	0
2	21	1	5	0
3	21	1	5	0
4	24	0	5	0
5	34	0	3	2
6	64	0	2	3
Other	25	0	1	0

2022-23 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	1712

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	11,914.54	4,099.72	7,814.82	88,206
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	-12.6	3.1
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	16.9	1.1

Fiscal Year 2022-23 Types of Services Funded

2022-2023 school year: Students' academic and social/emotional needs are met through a variety of programs that are supported by site and state (LCAP) funds. Our School Counselor or Military Family Life Counselor meets the needs of students who are having difficulty adjusting due to transition to a new school, changes in family structure, or military transfer. Our District Social Worker also provides services to students once a week. GATE students are also invited to our after school Monarch Butterfly Program, STEM class, and Entrepreneur Academy. To meet academic needs for students, our Impact Teacher supports with reading instruction for students meeting criteria in 3rd-6th grade.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

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 Plan for Student Achievement. Staff development topics for the past three years included:

Collaborative Conversations & Success Criteria:

- ILT has received District training to support Collaborative Conversations and High Impact Language Development Strategies over the past three years. ILT takes this learning, connects it to our school wide focus, and provides professional development to the staff at the school site during Friday staff meeting time. For the 19-20 school year, staff implemented cycles of professional learning on Success Criteria in Math, Success Criteria with a Focus on Student Actions, and Success Criteria in Writing. These PLC's were selected based on both achievement data and observational data.

Distance Learning & Student Engagement:

- For the 20-21 school year, all District teachers received training in Distance Learning using the Distance Learning Playbook prior to the opening of the school year. Student Engagement has also been selected as Salt Creek's cycle of professional learning for the 20-21 school year, and ILT is guiding the training and work during Friday staff meetings and collaboration. The focus on Student Engagement was selected to support increased participation due to the challenges of virtual learning for many of our students.

iReady and Smarty Ants:

- For the 2021-2022 school year, four sessions of iReady training is being provided to our teachers, with ongoing support for Smarty Ants through the District's Teacher Portal and optional PD sessions. iReady training is site-specific and school and staff have access to our consultant for questions and support. These new programs are our District's technology accelerators that will support math and early reading during Distance Learning.

Collaborative Conversations and Talk Moves in Small Group Instruction

For the 2022-23 school year, our ILT provided Professional Development to staff and engaged teams around professional readings in the area of collaborative conversations and talk moves.

Culturally Responsive Teaching Practices:

- During the 2020-21 Teachers are received monthly trainings on Culturally Responsive Teaching. Some of these trainings include guest presenters such as Dr. Doug Luffborough and Dr. Vincent Pompei (Creating Safe and Inclusive Environments for LGBTQ Students). In addition, our Equity Committee has created a mission statement for this work and meets regularly to provide input and help plan professional development and resources throughout the year.

During the 2022-23 school year, teachers received 3 tiered MTSS Trainings from Mr. Andy Faulconer on ways to address behavior and deepening social emotional learning in the classroom. Staff, including Noon Duty Supervisors and IAs, received training on abbreviated CPI and de-escalation strategies from Shannen McKinney. Furthermore, we completed district training as a staff on PBIS strategies for the classroom.

Math PD:

- Teachers have received training by iReady representatives during the 2022-23 school year.

ELPAC:

- Teachers receive continued training and certification on content and administration of the ELPAC assessment. This training will take occur over the Moodle platform and guidance from the Department of Language Development.

Disaster/Safety Training:

- Certificated and classified staff receive ongoing disaster, emergency, and safety trainings conducted by Jose Cortez, School Resource Officer, and administration. For the 2022-2023 school year, ongoing guidance regarding COVID-19 and safety precautions is provided.

For the 2023-2024 school year, teachers are engaged in NCUST professional learning of the Eight Best Practices, facilitated by our Instructional Leadership Team (ILT).

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			