Valle Lindo Elementary School
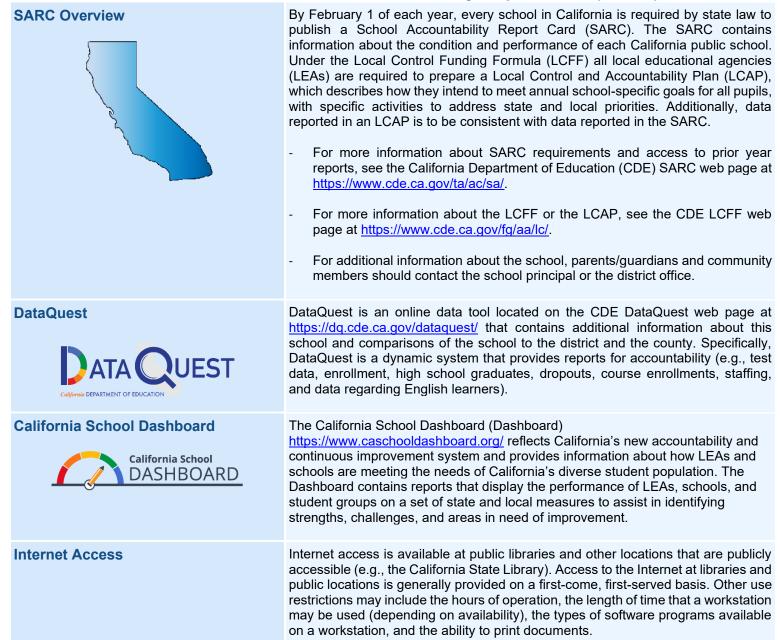## 2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

Valle Lindo Elementary

Steller Eagles

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.
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	Valle Lindo Elementary School
Street	1515 Oleander Avenue
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 421-5151
Principal	Ashley Vasquez
Email Address	ashley.vasquez@cvesd.org
School Website	https://vallelindo.cvesd.org/
County-District-School (CDS) Code	37-68023-6037832

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

Description

Valle Lindo is one of 50 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 395 students, not including state preschool.

A summary of our school data indicates that the student population is 78% Hispanic or Latino, 5% White, 7% Filipino, and 3% African American. 52% of our students participated in the National School Lunch Program. The English Learner population is at 32%. 26 of our 26 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 9 BCLAD teachers. The Dual Language Program is offered from Kindergarten to Sixth grade and follows a 90:10 model. Currently, there are 9 Dual Language classrooms.

There are 3 SDC Mild-Moderate classrooms for students in Transitional Kinder-6th Grade. The school psychologist is on site 5 days per week, along with a full-time social worker and full-time behavior aide. Services for Speech and Language are offered 5 days per week. School nurse services are provided on site for 5 days each week. Additionally the school employs a full-time Impact Teacher.

Mission

The Valle Lindo School Community truly believes that it takes a community to raise a child and that children come first at the center of every decision. We extend instructional impact to parents through training in our ELAC meetings as well as our quarterly parent meetings. When we have such an inclusive culture of learning focused on children, 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, ELD 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. Parents are kept informed of school and individual student instructional targets and provided resources to help them support the focus.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	55
Grade 2	60
Grade 3	61
Grade 4	58
Grade 5	53
Grade 6	62
Total Enrollment	396

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.2%
Male	55.8%
Asian	0.8%
Black or African American	3.8%
Filipino	6.8%
Hispanic or Latino	77.3%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4.5%
White	6.3%
English Learners	32.3%
Foster Youth	0.5%
Homeless	4.3%
Socioeconomically Disadvantaged	55.8%
Students with Disabilities	21%

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)	20.60	91.17	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)	0.00	0.00	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	1.90	8.79	106.00	7.66	18854.30	6.86
Total Teaching Positions	22.60	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)	21.50	91.49	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.90	4.21	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)	0.00	0.00	33.90	2.36	11953.10	4.28
Unknown	0.90	4.21	109.80	7.63	15831.90	5.67
Total Teaching Positions	23.50	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	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.

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)	0	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 newly adopted Benchmark reading/language arts and iReady 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.

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. 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.

Year and month of the most recent FIT report	11/24/2023

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		203/204/205 Workroom: Cabinet covebase falling off // * Cobwebs between sink cabinet and wall 400 Workroom: Carpet stained, Damage wall by office 500 Womens: *Rusty sanitary napkin containerplease repaint or change them- per Williams Inspection, Rust stains on floor, Needs overall cleaning * Floor (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) CR 203: Cracked ceiling tile CR 204: Carpet stains CR 207: Sink cabinet edge damage(missing formica - work order needed) CR 209: Loose data port by white board, desk is stained CR 303: Stained ceiling tiles, wet area needs deep cleaning CR 505: Sink doors missing knobs // Hole in ceiling tile Kinder 402: Sink countertop damaged //* RR floors need cleaning Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) Kinder 404: Sink counter missing door handles // * Floors in RR need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze), Loose data cover plate by whiteboard, Mens RR: * Floor cleaning recommened (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze) Womens RR: Door Mechanism cover missing//* Floor cleaning recommened (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			203/204/205 Workroom: Cabinet covebase falling off // * Cobwebs between sink cabinet and wall Kinder 401: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazo floor is present) , least 3 coats, do not apply wax (I-Shine) // Dirty partitions Kinder Playground: Preschool Playground: Cobwebs // Outside drinking fountain chipped. // Big Toy needs power washing,
Electrical	X			CR 209: Loose data port by white board, desk is stained CR 301: Stained carpet CR 509: Loose data cover plate under desk // Pre School 602:
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 508: Blocked electrical panel box // Sink counter water damage // Cabinet by door needs recoating Kinder 403: Carpet stains // Dirty rug // Sink cabinet missing formica edge (Work order needed) // * RR floors need deep cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 3 coats, do not apply wax (I-Shine or Terra Glaze)
Safety: Fire Safety, Hazardous Materials	X			CR 208: Fire alarm pull station loose (from wall) // CR 302: CR 304: Fire alarm pull down is loose from wall CR 507: carpet stained, outlet spliter by whiteboard
Structural: Structural Damage, Roofs	X			CR 202:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			CR 206: Door doesn't shut properly // * Cobwebs by the sink CR 305: Door weatherstrip loose

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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)	44	41	54	53	47	46
Mathematics (grades 3-8 and 11)	27	28	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	243	238	97.94	2.06	41.18
Female	106	105	99.06	0.94	47.62
Male	137	133	97.08	2.92	36.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	41.18
Hispanic or Latino	194	189	97.42	2.58	38.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	76.92
English Learners	65	61	93.85	6.15	19.67
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	42.86
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	130	98.48	1.52	36.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	12.96

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	243	241	99.18	0.82	27.80
Female	106	106	100.00	0.00	23.58
Male	137	135	98.54	1.46	31.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	194	192	98.97	1.03	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	53.85
English Learners	65	64	98.46	1.54	6.25
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	132	100.00	0.00	25.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	3.70

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)	46.55	35.19	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	57	57	100.00	0.00	36.84
Female	25	25	100.00	0.00	36.00
Male	32	32	100.00	0.00	37.50
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	45	45	100.00	0.00	35.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	29	29	100.00	0.00	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	33.33

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	89.47%	87.72%	87.72%	87.72%	85.96%

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 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 quarterly parent meetings 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. This year, our school social worker and behavior aide have been providing parent support at our "Coffee with the Counselor" workshops where parents engage in topics such as mental health, internet safety, and social-emotional learning. Parents are also encouraged to volunteer in the classroom and on field trips.

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, Monster Bash, Book Fairs, 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 619-421-5151 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, Gardening Club, Athletics Club, Embroidery & Etiquette, Yoga & Arts and Crafts, Drumming, Book Club, and Lego Engineering. We also offer opportunities for students to participate on school sports teams such as basketball and soccer. Parents volunteer to support many of these after-school activities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	448	441	78	17.7
Female	199	197	33	16.8
Male	249	244	45	18.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	16	16	1	6.3
Filipino	29	29	5	17.2
Hispanic or Latino	346	340	67	19.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	25	25	3	12.0
White	27	26	1	3.8
English Learners	151	147	25	17.0
Foster Youth	2	2	1	50.0
Homeless	25	25	6	24.0
Socioeconomically Disadvantaged	248	247	60	24.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	103	102	19	18.6

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	0.44	1.12	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	1.12	0
Female	0	0
Male	2.01	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.61	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.94	0

2023-24 School Safety Plan

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 in the fall of 2024. Board approval of the CSSP is December 13, 2023. 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 Common Sense Media 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, social worker, and behavior 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. 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 our Behavior Aide 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 and lunch.

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	12	5		
1	16	3	1	
2	15	3	1	
3	14	2	2	
4	16	2	2	
5	16	3	1	
6	14	2	2	

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	12	4	1	
1	14	4		
2	12	5		
3	12	4	1	
4	14	3	1	
5	15	2	2	
6	16	3	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	12	3	1	0
1	14	4	0	0
2	15	4	0	0
3	15	2	2	0
4	19	1	2	0
5	16	3	1	0
6	18	1	3	0
Other	0	0	0	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	792

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	1
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.8

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	15,700.47	6,180.10	9,520.37	82,128
District	N/A	N/A	8,864.49	$87,887
Percent Difference - School Site and District	N/A	N/A	7.1	-4.0
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	36.3	-6.1

Fiscal Year 2022-23 Types of Services Funded

The Title I budget provides resources for full-time and part-time support staff: full-time social worker and professional development opportunities. The LCAP fund supports the cost for materials for all English Language Learners and socioeconomically disadvantaged students, English learner Instructional Assistant who supports English Language Learners in the classroom, professional development for teachers, release time for our teachers, and additional noon-duty supervisors in order to increase student safety, supervision, and social-emotional well being, and a full-time Behavior Aide to support student success in and out of the classroom. Instructional materials are purchased to augment classroom libraries, content books for focused reading instruction in English and Spanish, and computer software and technology resources.

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 Single Site Plan. This year we are focusing improving K-6th reading and writing instruction with the support of Wilda Storm, and increasing achievement of our English learners though Designated ELD. We use data from this year's district assessments: iReady (math), Smarty Ants (K-2 ELA), and Achieve3000 Lexile (3-6 ELA), ELPAC Assessment scores, and end-of-year CAASPP scores, to plan professional development opportunities. In addition to using school wide data, professional development opportunities are also determined based off of staff surveys and input.

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.

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	35	31	56