



# Valle Lindo Elementary School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Chula Vista Elementary School District

84 East J Street  
Chula Vista, CA 91910-6100  
(619) 425-9600  
www.cvesd.org

#### District Governing Board

Leslie Ray Bunker  
Armando Farias  
Laurie K. Humphrey  
Eduardo Reyes, Ed.D.  
Francisco Tamayo

#### District Administration

Francisco Escobedo, Ed.D.  
**Superintendent**  
Jeffrey Thiel, Ed.D.

#### **Assistant Superintendent, Human Resources Services and Support**

Oscar Esquivel  
**Assistant Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.  
**Assistant Superintendent,  
Innovation and Instruction Services  
and Support**

### School Description

Valle Lindo is one of 46 schools in the the Chula Vista Elementary School District. We offer 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 preschool to sixth grade. Our community encompasses two areas: the area immediately surrounding the school and the Vista Pacifica Community located approximately 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 458 students, showing a slight decline in enrollment for this school year.

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. 40% of our students participated in the National School Lunch Program. The English Learner population has remained steady at 36%. 24 of our 24 certificated classroom teachers are fully credentialed. This constitutes 100 percent of NCLB compliant teachers. All staff members are CLAD or BCLAD certified. Our Dual Language staff includes 8 BCLAD teachers.

The Dual Language Program is offered from Kindergarten to Sixth grade and follows a 90:10 model in Grades K-6. Currently, there are 7 Dual Lanugage classrooms with a total of 187 English Only and English Learners. We are presently transitioning to a 50/50 program.

There are 3 SDC Mild-Moderate classrooms for non-severely handicapped students in Grades K-6, and 1 SDC preschool classroom serving both Mild-Moderate and Moderate-Severe students. The school psychologist is on site for 5 days per week, along with a Student Support Assistant for 16 hours weekly. Services for Speech and Language are offered 5 days per week. School nurse services are provided on site for 2 days each week.

### Mission

The Valle Lindo School Community believes that children come first and are at the center of every decision. We see students as natural learners who are motivated to understand their world and who seek to succeed at progressively higher levels of learning. We are committed to collaborate and ensure that each student develops a firm academic foundation, through the implementation of the California Common Core State Standards and the District's adopted curriculum. We are committed to the success of every student. A variety of research-based strategies and resources are used to address the diverse needs of our students. We monitor student progress through 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 the necessary support. Communication to parents is done in a timely and regular manner.

## 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	66
Grade 1	68
Grade 2	68
Grade 3	57
Grade 4	74
Grade 5	74
Grade 6	67
<b>Total Enrollment</b>	<b>474</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	0
Asian	0.4
Filipino	9.1
Hispanic or Latino	74.5
Native Hawaiian or Pacific Islander	0.2
White	7.6
Two or More Races	3.6
Socioeconomically Disadvantaged	59.3
English Learners	39.9
Students with Disabilities	13.3
Foster Youth	1.1

## 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			
Valle Lindo Elementary School	15-16	16-17	17-18
With Full Credential	25	26	21
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	NA	0
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Valle Lindo Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

\* "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 2017-18)

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 ELLs so that they may have access to the curriculum. 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.

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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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) Year and month in which data were collected: 2/28/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: ü
<b>Interior:</b> Interior Surfaces		X		: ü 400 Boys: sinks, urinals & toilets dirty, urine all over the floor 400 Girls: soap dispenser broken , floor filthy , outside drinking fountains top low pressure , bottom inoperative 400 Workroom: stained ceiling tile , water in light fixture 500 Womens: floor dirty; 1 lamp out CR 501: stained ceiling tile , electrical panel obstructed , 3 lamps out Kinder 402: floor dirty; paint all over cabinets; 3 stained ceiling tiles; desk tops dirty; sink cabinet - front edge rough; 5 lamps out Kinder 404: mising ceiling tile , 4 lamps out Pre School 602: stained ceiling tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			: ü 400 Boys: sinks, urinals & toilets dirty, urine all over the floor 400 Girls: soap dispenser broken , floor filthy , outside drinking fountains top low pressure , bottom inoperative 500 Mens: floor dirty; vent dirty CR 501: stained ceiling tile , electrical panel obstructed , 3 lamps out Kinder 402: floor dirty; paint all over cabinets; 3 stained ceiling tiles; desk tops dirty; sink cabinet - front edge rough; 5 lamps out Kinder 404: mising ceiling tile , 4 lamps out Kinder Playground: play ground needs to be swept; luch arbor and lunch tables - cobwebs; play toy - paint peeling and cobwebs lower playground: blow wood chips off asphalt; paint peeling on play toy; cobwebs on play toy;spiral slide drop more than 12",backstop fence has large hole and paper trash throughout field and embackment.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 2/28/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical			X	: ü 200 Book/Reading Room: 6 lamps out 203/204/205 Workroom: 8 lamps out 304-306 workroom: lamps out 400 Workroom: stained ceiling tile , water in light fixture 500 Womens: floor dirty; 1 lamp out 506/computer lab: 2 lamps out CR 201: missing clock CR 202: 4 lamps out CR 203: pesticides under sink ,2lamps out , cracked sidewalk north door CR 303: 3 lamps CR 304: GFCI loose CR 501: stained ceiling tile , electrical panel obstructed , 3 lamps out CR 505: 5 lamps out CR 507: .lamp out , faucet loose CR 509: lamp out , plug in freshener CR 601: 2 lamps out . Pesticides and cleaners under sink Custodian/Comm Room: outside custodial room main electrical panel obstructed Ext Custodian Room by RR: main electrical panel obstructed Health office: cleaners under sink ,lamp out Kinder 401: (7) Lights out Kinder 401: 2 lamps out ,faucet loose , objects hanging from ceiling Kinder 402: floor dirty; paint all over cabinets; 3 stained ceiling tiles; desk tops dirty; sink cabinet - front edge rough; 5 lamps out Kinder 404: mising ceiling tile , 4 lamps out Library: 9 lights out staff lounge: lamp out Stage: 4 lamps out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			: ü 206/208/208 Workroom: faucet loose , 3 lamps out 209 Work Room: cabinet knob loose 400 Girls: soap dispenser broken , floor filthy , outside drinking fountains top low pressure , bottom inoperative 500 Womens: floor dirty; 1 lamp out CR 206: drinking fountain low pressure CR 502: faucet loose CR 507: .lamp out , faucet loose Kinder 401: 2 lamps out ,faucet loose , objects hanging from ceiling

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 2/28/2017**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	X				: ü Admin reception: fire alarm panel in trouble CR 203: pesticides under sink ,2lamps out , cracked sidewalk north door CR 208: fire alarm pull station loose CR 509: lamp out , plug in freshener CR 601: 2 lamps out . Pesticides and cleaners under sink Health office: cleaners under sink ,lamp out Kinder 401: 2 lamps out ,faucet loose , objects hanging from ceiling
<b>Structural:</b> Structural Damage, Roofs	X				: ü
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				: ü CR 203: pesticides under sink ,2lamps out , cracked sidewalk north door Kinder Playground: play ground needs to be swept; luch arbor and lunch tables - cobwebs; play toy - paint peeling and cobwebs lower playground: blow wood chips off asphalt; paint peeling on play toy; cobwebs on play toy;spiral slide drop more than 12",backstop fence has large hole and paper trash throughout field and embackment.
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	50	53	62	62	48	48
Math	37	35	48	49	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	53	51	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.3	28.2	31

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	77	74	96.1	51.4
Male	32	30	93.8	50.0
Female	45	44	97.8	52.3
Hispanic or Latino	60	57	95.0	49.1
Socioeconomically Disadvantaged	45	43	95.6	39.5
English Learners	32	30	93.8	26.7
Students with Disabilities	12	11	91.7	27.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	280	273	97.5	53.11
Male	127	126	99.21	50
Female	153	147	96.08	55.78
Black or African American	14	14	100	78.57
Asian	--	--	--	--
Filipino	26	25	96.15	64
Hispanic or Latino	208	204	98.08	50.98
White	20	18	90	38.89
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	177	174	98.31	47.7
English Learners	118	114	96.61	43.86
Students with Disabilities	46	45	97.83	8.89
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	280	277	98.93	34.66
Male	127	127	100	39.37
Female	153	150	98.04	30.67
Black or African American	14	14	100	42.86
Asian	--	--	--	--
Filipino	26	26	100	53.85
Hispanic or Latino	208	207	99.52	31.88
White	20	18	90	27.78
Two or More Races	11	11	100	45.45
Socioeconomically Disadvantaged	177	177	100	30.51
English Learners	118	118	100	27.97
Students with Disabilities	46	44	95.65	4.55
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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



## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal E. Latoni Garcia

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 Language Advisory Committee and Dual Immersion Parent Trainings. 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. The Boys and Girls Club offers transportation to their site and child care at moderate cost to families. We have a 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 is also beginning to offer Clubs as an extended day activity and involvement. We are presently preparing to start a Robotics, Gardening, and Music Clubs and invite parent involvement and support for the same.

We also offer available space to approved and vetted groups such as Heart-Lite Dance Studio, and a Homework Club.

### 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

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 October 18, 2017. We have implemented a Response to Intervention program for behavior which includes tiered support for students in the area of behavior. Our entire school is committed to promoting positive behavior at our school. 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 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 Student Support Staff. 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 to supervise 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.3	0.7	0.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	1
Social Worker	.1
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	18	22	18	4	1	3	1	3	1			
1	22	21	18	1	1	2	1	2	1			
2	20	18	19	2	2	3	2	1	1			
3	22	20	18		3	3	4	1				
4	25	25	20			1	2	2	3			
5	27	26	26				3	3	2			
6	24	25	22	1	1	1	3	3	3			
Other		13			1							

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

## Professional Development provided for Teachers

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 Developing Language Through Collaborative Discourse as well as Teacher Clarity in the instructional areas of Reading, Writing, and Math. The former was selected because our scores indicated a need to focus on ELLs, and the latter was selected from the Hattie Fischer Matrix of levels of instructional impact.

In the 2017-18 school year, we have added data analysis to drive our professional development needs. Data gathering points are from ILE use, Smarty Ants, Achieve 3000 in both English and Spanish, and Next Gen Math. Using data teachers creating small groups and goals to address student needs. We are also streamlining our SST process into our collaboration time for each grade level.

Our professional development stems from our Site Plan focus and our ILT Workshops, and is brokered by members of the ILT for the staff on Friday PD and Staff Meeting Days which are framed by the Union Contract. We also offer teachers in DI and Combo classes two days to each group for planning time (total of 4 additional planning days).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,941.73	\$3,327.40	\$7,614.33	\$75,241.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			3.3	5.0
Percent Difference: School Site/ State			27.1	0.4

\* Cells with ♦ do not require data.

### Types of Services Funded

The Title I budget provides resources for part-time support staff: reading support teachers, an additional two and a half days of a psychologist's salary to lead guidance groups, an instructional assistant, and release time for our teachers. The LCAP fund supports the cost for materials for all English Language Learners, LEP Instructional Assistants who supports English Language Learners in the classroom, professional development for teachers, and part of the reading teacher's salary. Instructional materials are purchased to augment classroom libraries, content books for focused reading instruction, computer software and hands-on resources. We also use LCAP funds to augment the number of licenses in Imagine Learning for our ELLs.

The GATE program offers students challenging and exciting experiences with which to improve learning. This is accomplished through both the integrated GATE program that takes place in the classroom and extended GATE experiences.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

### 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.