

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

Dean L. Shively Middle School

Address: 1431 N. Central Ave., South El Monte, CA 91733

Phone: (626) 580-0610

Principal: Elizabeth Evans, Ed. D.

Grade Span: 5-8

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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.

About This School

District Contact Information (School Year 2019–20)

Entity	Contact Information
District Name	Valle Lindo Elementary
Phone Number	(626) 580-0610
Superintendent	Lynn Bulgin
Email Address	mbulgin@sd.vallelindo.k12.ca.us
Website	www.vallelindo.k12.ca.us

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Dean L. Shively Middle
Street	1431 N. Central Ave.
City, State, Zip	South El Monte, CA 91733-3388
Phone Number	(626) 580-0610
Principal	Dr. Elizabeth Evans
Email Address	eevans@sd.vallelindo.k12.ca.us
Website	www.vallelindo.k12.ca.us
County-District-School (CDS) Code	19-65078-6023345

School Description and Mission Statement (School Year 2019–20)

Dean L. Shively Middle School fosters a learning environment that creates well-rounded, educated students with strong self-esteem, optimism, adaptability, and leadership skills. We believe that together we can develop our students to meet the needs of our ever-changing society. Our teachers and staff create a rigorous and dynamic learning community meeting both the academic and social-emotional needs of students. STEAM integration and college readiness are embedded into all curriculum courses. In addition to our academics, character education is a focus of our school. Students are taught to engage in collaborative and thoughtful ways both in and out of the classroom setting.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Grade 5	128
Grade 6	148
Grade 7	151
Grade 8	108
Total Enrollment	535

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	0.00%
American Indian or Alaska Native	0.00%
Asian	5.60%
Filipino	0.40%
Hispanic or Latino	93.30%
Native Hawaiian or Pacific Islander	0.0%
White	0.70%
Two or More Races	0.00%
Socioeconomically Disadvantaged	83.40%
English Learners	9.50%
Students with Disabilities	8.60%
Foster Youth	1.10%
Homeless	0.90%

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

Teachers	School 2017–18	School 2018–19	School 2019–20	District 2019–20
With Full Credential	22	23	23	47
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials
(School Year 2019–20)**

Year and month in which the data were collected: September 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017	Y	0%
Mathematics	2015	Y	0%
Science	2009	Y	0%
History-Social Science	2007	Y	0%

School Facility Conditions and Planned Improvements

From exterior landscaping to interior learning spaces, the school facilities are fresh, clean, innovative and fully functional. Green spaces abound, and flowering plants flourish. Classrooms, restrooms, and common areas are clean and well-maintained. Shively Middle School provides a safe and healthy physical environment for its students and staff. The following table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: December 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed/ Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Yes			
Interior: Interior Surfaces	Yes			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Yes			
Electrical: Electrical	Yes			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Yes			
Safety: Fire Safety, Hazardous Materials	Yes			
Structural: Structural Damage, Roofs	Yes			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Yes			

Overall Rating

Exemplary	Good	Fair	Poor
	Yes		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts/Literacy (grades 3-8)	54%	48%	58%	53%	50%	50%
Mathematics (grades 3-8)	36%	32%	42%	39%	38%	39%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Five through Eight (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	538	536	99.63%	0.37%	47.57%
Male	295	294	99.66%	0.34%	41.84%
Female	243	242	99.59%	0.41%	54.55%
Black or African American					
American Indian or Alaska Native					
Asian	31	31	100.00%	0.00%	64.52%
Filipino	--	--	--	--	
Hispanic or Latino	502	500	99.60%	0.40%	46.60%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	450	448	99.56%	0.44%	46.21%
English Learners	110	109	99.09%	0.91%	29.36%
Students with Disabilities	51	51	100.00%	0.00%	11.76%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Five through Eight (School Year 2018–19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	538	536	99.63%	0.37%	31.53%
Male	295	294	99.66%	0.34%	32.31%
Female	243	242	99.59%	0.41%	30.58%
Black or African American					
American Indian or Alaska Native					
Asian	31	31	100.00%	0.00%	67.74%
Filipino	--	--	--	--	
Hispanic or Latino	502	500	99.60%	0.40%	29.40%
Native Hawaiian or Pacific Islander					
White	--	--	--	--	
Two or More Races					
Socioeconomically Disadvantaged	450	448	99.56%	0.44%	29.02%
English Learners	110	109	99.09%	0.91%	20.18%
Students with Disabilities	51	51	100.00%	0.00%	1.96%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five and Eight

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5 & 8)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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

California Physical Fitness Test Results (School Year 2018–19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.9%	14.5%	9.2%
7	23.5%	16.1%	34.2%

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019–20)

Parent involvement is a critical component of student academic achievement and school success. Our goal is to establish a partnership between the home and school to support learning for all students. Parents are encouraged to participate in the following ways:

Ensure communication between home and school is two-way and meaningful

(home-school compact)

Participate in Parent Workshops

(parenting skills, student mental wellness, digital literacy, curriculum enrichment)

Serve as a Parent Volunteer

(career resource or guest speaker, club volunteer, event volunteer, extracurricular activities, PTO sponsored workshops)

Participate on School Decision-Making Committees

(School Site Council, LCAP Parent Advisory, English Learner Committee)

Contact (626) 580-0610 ext. 113 for upcoming parent involvement opportunities or visit the [Parent Resources](#) section of the district website.

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

Rate	School 2016– 17	School 2017– 18	School 2018– 19	District 2016– 17	District 2017– 18	District 2018– 19	State 2016– 17	State 2017– 18	State 2018– 19
Suspensions	4.7%	3.3%	3.4%	2.3%	1.6%	1.8%	3.6%	3.5%	3.5%
Expulsions	0.8%	0.0%	0.0%	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2019–20)

The Comprehensive School Safety Plan (CSSP) is reviewed and updated annually by the School Safety/Parent Advisory Committee and approved by the Board of Education. Members of the Safety Committee include law enforcement. The Plan encompasses: (1) an assessment of the current status of school crime and climate; and (2) strategies, policies, and programs that provide/maintain a high level of school safety, including child abuse reporting, disaster response, suspension/expulsion, dress code, bullying, discrimination, and harassment. A copy of the CSSP is available on the school website and in the school office.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	22.00	0	6	0
6	25.00	0	4	0
Other**	3.00	1	0	0

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

** “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	23.00	0	6	0
6	27.00	0	5	0
Other**	5.00	1	0	0

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018–19)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	21.00	2	4	0
6	22.00	0	6	0
Other**	7.00	1	0	0

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

**“Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Grades 7 & 8) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	21.00	11	14	0
Mathematics	18.00	11	3	0
Science	18.00	10	4	0
Social Science	21.00	5	7	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Grades 7 & 8) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	25.00	2	14	3
Mathematics	16.00	14	1	0
Science	16.00	14	0	0
Social Science	25.00	1	7	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Grades 7 & 8) (School Year 2018–19)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	26.00	4	16	0
Mathematics	19.00	10	4	0
Science	24.00	4	7	0
Social Science	26.00	2	7	1

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	.25
Resource Specialist (non-teaching)	
SLPA	.25

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017–18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,744	\$1,788	\$10,956	\$94,430
District	N/A	N/A	\$10,956	\$98,207
Percent Difference – School Site and District	N/A	N/A	0%	3.85%
State	N/A	N/A	\$7,506	\$77,619
Percent Difference – School Site and State	N/A	N/A	31.49%	17.80%

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

Types of Services Funded (Fiscal Year 2018–19)

All students are utilizing i-Ready for reading and mathematics, and Zingy Learning for science. These web-based programs provide targeted instruction, individualized support and assessments correlating to the SBA. Each of these programs will continue to be funded during the next school year (2019-20). Extended day tutorials are available to all students and provided by classroom teachers and paraprofessionals.

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$56,571	\$49,378
Mid-Range Teacher Salary	\$83,463	\$77,190
Highest Teacher Salary	\$110,354	\$96,607
Average Principal Salary (Elementary)	\$147,993	\$122,074
Average Principal Salary (Middle)	\$147,993	\$126,560
Superintendent Salary	\$221,786	\$189,346
Percent of Budget for Teacher Salaries	42.21%	36.00%
Percent of Budget for Administrative Salaries	5.42%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10