

Linda Vista Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|--|
| School Name | Linda Vista Elementary School |
| Street | 1200 N. Cannon Street |
| City, State, Zip | Orange, CA 92869 |
| Phone Number | (714) 997-6201 |
| Principal | Ginette Kelley |
| Email Address | gkelley@orangeusd.org |
| Website | www.orangeusd.org/schools/elementary/lindavista/index.asp |
| County-District-School (CDS) Code | 30-66621-6071112 |

| Entity | Contact Information |
|-----------------------|--------------------------------|
| District Name | Orange Unified School District |
| Phone Number | (714) 628-4000 |
| Superintendent | Gunn Marie Hansen, Ph.D. |
| Email Address | ghansen@orangeusd.org |
| Website | www.orangeusd.org |

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

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, facilities, and the staff. Information about the Orange Unified School District is also provided.

Linda Vista is one of 38 schools in the Orange Unified School District. Approximately 438 students are enrolled in Transitional Kindergarten through sixth grade for the 2019-2020 school year. The school was built in February 1972 on 8.5 acres of land and is located in east Orange. Linda Vista operates on a traditional school calendar.

There are 17 highly qualified general education teachers on staff. The staff also includes three Education Specialists supporting Inclusive Schooling at Linda Vista, along with one Speech and Language Specialist; a 40% school psychologist; 20% school nurse; and a 20% mental health counselor according to state and national standards. Students receive instruction at their appropriate instructional level. Digital tools are integrated into the curriculum to enhance instruction, and school staff work to meet the needs of all students. Students who require re-teaching, remediation, or additional supports to be successful receive instructional supports and assistance as needed. Students who have mastered the content being studied are provided with opportunities to extend their learning. Student and staff needs are aligned with the appropriate materials, training, and resources necessary for success. School staff has established and maintains a learning environment in which student academic and behavioral expectations are clearly articulated. Positive Behavior Intervention Strategies (PBIS) are used to support student behavior and social-emotional health.

Linda Vista Elementary School is extremely fortunate to have an involved and supportive parent community. Parents and community members are involved in the school in a variety of formal and informal ways. Parents can serve on several committees, including the School Site Council (SSC), the English Language Acquisition Committee (ELAC), and the Parent-Teacher Association (PTA). Parent volunteers regularly spend time working both directly with students or indirectly to support the instructional program. The Linda Vista school community works hard to nurture an environment that is caring, supportive, and positive, with the goal of maximizing student achievement. The PTA brings special programs to the school such as Art Masters, Specialized Music Instruction, as well as a Physical Education Coach. Students develop the skills of communication, creativity, collaboration, and critical thinking throughout the curriculum, and are active participants in their learning throughout the curriculum.

The mission of Linda Vista Elementary School is to provide a high-quality education for students by meeting the needs of ALL learners, using digital tools to enhance instruction, and strengthening school climate, culture, and community connections.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 60 |
| Grade 1 | 62 |
| Grade 2 | 62 |
| Grade 3 | 62 |
| Grade 4 | 59 |
| Grade 5 | 64 |
| Grade 6 | 66 |
| Total Enrollment | 435 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.2 |
| American Indian or Alaska Native | 0.5 |
| Asian | 8.7 |
| Filipino | 3.2 |
| Hispanic or Latino | 37.9 |
| White | 44.6 |
| Two or More Races | 4.4 |
| Socioeconomically Disadvantaged | 26.7 |
| English Learners | 11 |
| Students with Disabilities | 16.1 |
| Homeless | 0.2 |

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 | 22 | 17 | 1122 |
| Without Full Credential | 1 | 0 | 1 | 5 |
| 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 Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|--|----------------------------|--|
| Reading/Language Arts | McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Mathematics | Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Science | Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| History-Social Science | Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. | Yes | 0% |
| Health | Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students. | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

A Facility Inspection Tool (FIT) is completed by the District for each school site on an annual basis. The FIT assesses the safety, cleanliness, and adequacy of the school facility, any planned and/or recently completed facility improvements, and a description of any needed maintenance to ensure that the school facility is in good repair.

Linda Vista Elementary School was found to be in good repair. Repairs completed by the District Maintenance and Operations department included carpet and painting in the primary wing, as well as general maintenance and repair of equipment, plumbing, and fixtures throughout the campus.

Work orders have been created/addressed for all items noted as fair/poor with our custodial staff and/or district maintenance department.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 9/3/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Interior: Interior Surfaces | Poor | BOYS ADMIN RESTROOM: 1. HOLES IN WALL, NEED PATCH AND PAINT. OUTSIDE BOYS RESTROOM: 1. MISSING HAND SOAP RM A-2: 1. AREAS ON WALL HAVE PEELING PAINT, NEEDS TOUCH UP. RM A-3: 1. CRACKED CEILING TILE RM A-4: 1. CARACKED CEILING TILE RM A-7: 1. (2) CEILING TILES ARE CRACKED. RM A-8: 1. CRACKED CEILING TILE RM B-10: 1. CRACKED CEILING TILE RM B-13: 1. DROPPED CEILING MISSING T-BAR FRAMING 2. MISSING CEILING TILE RM B-17: 1. HOLES IN CEILING TILES. RM B-18: 1. CRACKED CEILING TILE RM B-19: 1. EXPOSED WIRING COMING OUT OF A WALL CLOCK. 2. HOLES IN WALLS RM B-20: 1. SECTION ON WALL NEEDS PATCH AND PAINT RM C-1: 1. PAINT PEELING NEEDS PATCH AND PAINT |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | DAY CARE RM: 1. AC VENTS DIRTY 2. CEILING TILES AROUND AC VENTS DIRTY 3. SPIDER WEBS ALL AROUND EXTERIOR LIGHTING RM A-1: RM A-2: 1. AREAS ON WALL HAVE PEELING PAINT, NEEDS TOUCH UP. |
| Electrical: Electrical | Good | RM B-19: 1. EXPOSED WIRING COMING OUT OF A WALL CLOCK. 2. HOLES IN WALLS RM B-21: 1. BROKEN OUTLET COVER |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | RM A-2: 1. AREAS ON WALL HAVE PEELING PAINT, NEEDS TOUCH UP. |
| Safety: Fire Safety, Hazardous Materials | Good | SANDBOXES: |
| Structural: Structural Damage, Roofs | Good | RM A-2: 1. AREAS ON WALL HAVE PEELING PAINT, NEEDS TOUCH UP. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 66 | 65 | 57 | 57 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 58 | 59 | 43 | 44 | 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 Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 242 | 239 | 98.76 | 1.24 | 64.85 |
| Male | 136 | 135 | 99.26 | 0.74 | 59.26 |
| Female | 106 | 104 | 98.11 | 1.89 | 72.12 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 17 | 100.00 | 0.00 | 88.24 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 99 | 97 | 97.98 | 2.02 | 52.58 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 111 | 110 | 99.10 | 0.90 | 70.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 72 | 71 | 98.61 | 1.39 | 57.75 |
| English Learners | 47 | 47 | 100.00 | 0.00 | 48.94 |
| Students with Disabilities | 39 | 38 | 97.44 | 2.56 | 13.16 |
| 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 Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 242 | 239 | 98.76 | 1.24 | 59.00 |
| Male | 136 | 135 | 99.26 | 0.74 | 63.70 |
| Female | 106 | 104 | 98.11 | 1.89 | 52.88 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 17 | 17 | 100.00 | 0.00 | 82.35 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 99 | 97 | 97.98 | 2.02 | 45.36 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 111 | 110 | 99.10 | 0.90 | 66.36 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 72 | 71 | 98.61 | 1.39 | 49.30 |
| English Learners | 47 | 47 | 100.00 | 0.00 | 42.55 |
| Students with Disabilities | 39 | 38 | 97.44 | 2.56 | 26.32 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| 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, Eight, and Ten

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 and high school) | 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 areas 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 | 15.6 | 26.6 | 14.1 |

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)

The staff at Linda Vista welcomes and encourages parent and community involvement. The PTA is an integral part of the ongoing instructional program. They provide supplemental programs such as Art Masters, Science-on-the-Go, and monthly music instruction, as well as supporting the implementation of technology to enhance the curriculum. Parents are encouraged to participate in the instructional program by volunteering in classrooms and at school/community events and activities. Linda Vista parents are knowledgeable, informed, and have high expectations.

Parents are encouraged to be partners in their children's education in formal and informal ways. Examples of formal involvement include opportunities to serve as elected representatives on the Linda Vista School Site Council (SSC), composed of equal numbers of staff and parents. The SSC provides input into the development of the school's annual School Plan for Student Achievement (SPSA) and approves Local Control Funding Formula (LCFF) State funding for staff development, supplemental educational materials, and additional staff support. The School Site Council meets a minimum of five times per year and all interested parents are invited to attend these meetings. In addition, Linda Vista's English Learner Advisory Committee (ELAC) meets several times throughout the school year and its members consist primarily of parents of English Learner (EL) students. The ELAC provides input about the instructional program and ways to support English Learners at the school.

Parents are always welcome to volunteer and involve themselves in the life of Linda Vista.

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 | 0.2 | 0.0 | 0.0 | 3.0 | 2.8 | 2.6 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Each of the district's schools develops and adopts a Comprehensive Safe School Plan for their specific school site in accordance with Education Code § 32280 – 32289. This plan is updated and reviewed with parents, community members, and staff on an annual basis. The plans for each District school are kept on file in the office of Student and Community Services at the District office.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the District are linked through an emergency radio contact system, and District radio drills are held periodically to ensure preparedness in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Linda Vista. The Fire Marshal inspects the school annually to verify that Linda Vista meets both every day and emergency standards. Linda Vista's certificated and classified staff have been assigned to specific disaster teams and have been instructed as to the duties they are to carry out in the event of an emergency. These teams include: Command Center, Sweep and Rescue, First Aid, Student Assembly Area, Student Release, Site Security, and Psychological Services.

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)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 27 | | 2 | | 31 | | 2 | | 20 | 1 | 2 | |
| 1 | 28 | | 2 | | 29 | | 2 | | 30 | | 2 | |
| 2 | 29 | | 2 | | 28 | | 2 | | 29 | | 2 | |
| 3 | 24 | 1 | 2 | | 30 | | 2 | | 23 | 1 | 2 | |
| 4 | 34 | | | 2 | 29 | | 2 | | 28 | | 2 | |
| 5 | 31 | | 2 | | 21 | 1 | 2 | | 29 | | 2 | |
| 6 | 24 | 1 | 2 | | 24 | 1 | 2 | | 32 | | 2 | |
| Other** | | | | | 7 | 1 | | | 12 | 1 | | |

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

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

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) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.4 |

*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 | \$4842.53 | 0 | \$4842.53 | \$51273.12 |
| District | N/A | N/A | \$6616.90 | \$83,902.00 |
| Percent Difference - School Site and District | N/A | N/A | -31.0 | -48.3 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | -43.1 | -46.6 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Linda Vista Elementary School has highly trained and dedicated staff. LCFF and Lottery funds are used to support the instructional program. A full-time and half-time Education Specialist, as well as a 60% Speech and Language Therapist, support our students' academic needs,

The Linda Vista PTA raises funds that directly support technology implementation in all grades as well as supplemental programs including Art Masters, Science on the Go, monthly music instruction, and P.E.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|--------------------|--|
| Beginning Teacher Salary | \$45,901 | \$48,612 |
| Mid-Range Teacher Salary | \$79,070 | \$74,676 |
| Highest Teacher Salary | \$106,421 | \$99,791 |
| Average Principal Salary (Elementary) | \$129,252 | \$125,830 |
| Average Principal Salary (Middle) | \$131,552 | \$131,167 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Average Principal Salary (High) | \$153,039 | \$144,822 |
| Superintendent Salary | \$256,476 | \$275,796 |
| Percent of Budget for Teacher Salaries | 35% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development (Most Recent Three Years)

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

During the most recent three years (2016-2019), Linda Vista Elementary School teachers and staff have participated in District-wide and site-specific professional development. Teachers have received professional development training in all curricular areas. This includes the District-adopted English Language Arts program (Wonders); writing program (Write From the Beginning...and Beyond), reading (DIBELS Next), Envision Mathematics, Common Core State Standards, and ELD. In addition, teachers have participated in technology classes individually and as a group, including iTeach and BYOD programs, iLearn, and eBadge programs. Teachers have also participated in training in GATE, CAASPP administration, and instructional strategies (e.g., GLAD, Thinking Maps, behavior and classroom management, etc.). Classified staff and teachers have also attended professional development training for special education (including autism and compliance/legal issues) as well as safety (AED/CPR training, emergency preparedness).

Professional development training has been conducted at the site level monthly as site and in collaboration with teachers from Villa Park and Serrano Elementary Schools to support grade level collaboration across schools, as well as with teachers and staff from across the District. Teachers have also participated in training with their grade level colleagues or individually as needed.

The format for trainings varies depending on the content and program in which the training is being conducted. Teachers attend one site level training with other Linda Vista teaching staff at least once each month, and join with their colleagues from Serrano and Villa Park Elementary Schools throughout the year. Some trainings are ongoing and teachers meet with colleagues from across the District every month, while most self-selected sessions are done on an as needed basis and are usually one-time sessions. The majority of the training sessions are taught in after school workshops and often use restructured Wednesdays to provide training within the teachers' contract day.

Teachers are supported during the training and implementation of what is learned through curricular specialist and/or principal coaching, peer mentoring, and with the assistance of District personnel working directly with individual or small groups of teachers.